

# *Valley Central High School*

## *Programs of Study*

*2025 - 2026*

# Mission Statement

## PROGRAMS OF STUDY

2025 - 2026

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## Valley Central High School

### Core Values and Beliefs About Learning

The Valley Central High School community believes that the mission of the school is to meet the needs of all students by empowering them to achieve their goals. We strive to provide a variety of opportunities for students to gain experiences and to explore ideas to better understand themselves and their role in an ever-changing world. To achieve our mission, we encourage active involvement and communication among school, family, and community.

We are committed to the following beliefs about learning:

- 1) Students must be given opportunities to explore ideas to better understand themselves and their world by:
  - *exposing them to content knowledge which they can apply in a variety of ways*
  - *connecting them with learning opportunities both inside and outside the building*
  - *providing students with technology so they can both access as well as communicate information*
  - *collaborating with their peers on authentic assignments*
- 2) Students must be empowered to achieve their goals by:
  - *being engaged in their learning*
  - *being asked questions requiring higher order thinking skills*
  - *encountering varied instructional practices*
  - *being allowed to make choices*
  - *accessing information through varied learning styles*
  - *applying learned skills and knowledge to new contexts*
  - *being supported by school, family, and community*
- 3) Students must be able to achieve their goals by:
  - *being able to assess their progress using school-wide rubrics*

- *reflecting on their progress over time*
- *understanding the possibility of setting higher goals for achievement*
- *understanding how their civic and social expectations are often tied into their academic achievement*

## **Frequently Asked Questions About...**

### **The School's Mission and 21st Century Learning Expectations**

#### **What is the purpose of the School Mission?**

- The purpose of the mission is to communicate the values and beliefs that drive our school and our decision making.

#### **What is expected of all students graduating from VCHS?**

- 22 credits, passing score of “65” on all required NYS Regents exams, positive attendance, demonstration of achievement of school-wide expectations

# Graduation Requirements

Students must earn a total of 22 credits and pass a minimum of 5 NYS Regents exams \*\*to be eligible for graduation.

## Important to note:

- Freshmen, sophomores and juniors must carry a minimum of 5.5 credits.
- Seniors must carry a minimum of five credits, more if needed to meet the 22 credit requirement.

## Students must receive credit in the following courses for a Regents or Local Diploma:

### Science, Technology, Engineering and Mathematics (STEM)

Math	3 credits	
Science	3 credits	(Including 1 credit in Life Science, 1 credit in Physical Science, and one additional credit in either Life or Physical Science)

### Humanities

English	4 credits	
Social Studies	4 credits	(Including .5 credits in Government, Economics, and 1 credit in U.S. History, 2 credits in Global History and Geography)
Fine Arts	1 credit	(Art, Music, or Drama)

### World Language

Spanish or French	1 credit*
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### Career & Life Skills

Health	.5 credit	
Physical Education	2 credits	(Students must be enrolled in P.E. every semester of school attendance)
Electives	3.5 credits	

\*Students with disabilities may be excused from the requirement for 1 unit of credit in World Languages if so indicated on their Individualized Education Program (IEP), but they must still earn 22 units of credit to graduate. Such students are also exempt from the sequence requirement for earning a Regents diploma with advanced designation.

## In addition to successful completion of the appropriate units of credits, to earn a Regents or local diploma, students must pass\*\*:

- one English language arts Regents Examination or NYSED-Approved Regents Examination Alternative;
- one mathematics Regents Examination or NYSED-Approved Regents Examination Alternative;
- one science Regents Examination or NYSED-Approved Regents Examination Alternative;
- one social studies Regents Examination or NYSED-Approved Regents Examination Alternative; and
- one pathway (see Multiple Pathways for more information).

**\*\* Eligible students may meet the assessment requirements using Appeals, Safety Nets, and Superintendent Determination. Students granted an exemption from any examination are not required to pass such specific examination to meet the assessment requirements for any diploma type (local, Regents, or Regents with advanced designation).**

**In addition to successful completion of the appropriate units of credit, to earn a Regents diploma with advanced designation, students must pass two additional math assessments and one additional science assessment to include:**

- one English language arts Regents Examination or NYSED-Approved Regents Examination Alternative;
- **three** mathematics Regents Examinations or NYSED-Approved Regents Examination Alternatives;
- one **life science** Regents Examination or NYSED-Approved Regents Examination Alternative;
- one **physical science** Regents Examination or NYSED-Approved Regents Examination Alternative;
- one social studies Regents Examination or NYSED-Approved Regents Examination Alternative; and
- one pathway (see Multiple Pathways for more information).

To earn the Regents diploma with advanced designation, **students must also complete one** of the three sequence options:

- two additional credits in World Languages (for a total of three credits) and the locally developed Checkpoint B World Languages Exam
- 5-unit sequence in the Arts, or
- 5-unit sequence in Career and Technical Education.

Note: A student exempt from the World Languages credit requirement who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the World Languages sequence in order to meet the assessment requirements for the advanced diploma.

## Endorsements and Seals

**Eligible students can earn endorsements and seals in addition to their diploma.**

### Earning an Honors endorsement

The honors endorsement may be awarded to students who complete the requirements for either the Regents diploma or the Regents diploma with advanced designation. To earn the honors endorsement, a student must meet the assessment requirements for the Regents diploma or the Regents with advanced designation and also earn a computed average of 90 or above on the Regents Exams applicable to their diploma type (no rounding up is permitted).

## Earning a Mastery endorsement

The mastery endorsement may be awarded to students who complete the requirements for the Regents diploma with advanced designation. To earn mastery in mathematics and/or mastery in science, students must demonstrate mastery on the Regents Exams in mathematics and/or science. Mastery is evidenced by earning a score of 85 or above.

### Mastery in Mathematics

- Student completed all the requirements for the Regents diploma with advanced designation; and
  - passed 3 Regents Exams in mathematics with a score of 85 or higher; or
  - passed 2 Regents Exams in mathematics with a score of 85 or higher and was granted an exemption on a third Regents Exam in mathematics; or
  - passed 1 Regents Exams in mathematics with an 85 or higher and earned a final course grade of 85 or higher in 2 additional mathematics courses culminating in a Regents Exam for which an exemption was granted.

### Mastery in Science

- Student completed all the requirements for the Regents diploma with advanced designation; and
  - passed 3 Regents Exams in science with a score of 85 or higher; or
  - passed 2 Regents Exams in science with a score of 85 or higher and was granted an exemption on a third Regents Exam in science; or
  - passed 1 Regents Exam in science with an 85 or higher and earned a final course grade of 85 or higher in 2 additional science courses culminating in a Regents Exam for which an exemption was granted.



# Class Membership

The following guidelines have been developed to help define grade status:

- To be considered a sophomore, a student must have accumulated 5.5 or more credits in their freshman year.
- To be considered a junior, a student must have accumulated 11 or more credits.
- To be considered a senior, a student must have accumulated 16.5 or more credits, or have a schedule reflective of all courses needed to graduate in June of that school year.

# College Admissions

Although there are basic requirements for a high school course of studies that most colleges share, the student and parent should consult with teachers and guidance counselors to ensure that the courses they are planning to take are challenging enough to meet the minimum requirements of the majority of colleges. Colleges are looking for students who have taken the most challenging courses available. Those students who desire to attend competitive colleges and universities should be taking a rigorous course load.

## The basic courses recommended for college preparation are:

English	4 credits
Mathematics	4 credits (Algebra 1 and higher)
Social Studies	4 credits
Science	4 credits
World Language	3 credits

# Course Weighting

Student placement is determined by individual ability and is subject to approval based on the recommendations of teachers, guidance counselors, and administrators. Students, parents, and school personnel should use the following criteria and procedures to determine the appropriate placement of students:

1. Academic achievement as reflected in the student’s grades
2. Aptitude
3. Motivation
4. Diagnostic, standardized, and achievement test results when available
5. Portfolios and samples of student work

Course weights are defined as follows:

- High school courses taken in grade 8 are recorded on the high school transcript and include in the cumulative GPA. Honors-level high school courses taken in grade 8 add an additional 5% weight to the final course grade.
- Honors courses add an additional 5% weight to the final course grade.
- AP/College-level courses add an additional 10% weight to the final course grade.

## Course Prerequisites

Some courses carry prerequisites. A department chairperson may waive a prerequisite in the case of unusual circumstances.

### Advanced Placement (AP)\*

Students who have demonstrated outstanding achievement have the opportunity to enroll in advanced placement courses. The College Board also offers a series of examinations in May of each year to those students who either have the academic background to take the examinations or who have taken advanced placement course work. Students who take the examinations are required to pay an examination fee. Advanced Placement course work is offered in English, Social Studies, Science, Math, Computer Science, and Art. Students who successfully complete the advanced placement program and who score well on the examinations are usually granted either a waiver of a college freshman requirement and/or the credit for the college freshman course in the examined area.

### Honors (H)\*

Honors courses are intended for students whose academic ability and performance are considered advanced and/or accelerated for the student's grade level. Students at these levels must be highly motivated and dedicated to prepare for the challenges of a selective college or university.

### Honors Expectations

- The student is highly motivated and demonstrates extensive independent study skills
- The student demonstrates the ability to handle a demanding, rigorous pace of instruction
- The student demonstrates the ability to write strong and sophisticated pieces of writing for a variety of purposes.
- The student demonstrates strong ability to draw sophisticated conclusions based on text/evidence
- The student demonstrates strong and sophisticated reading comprehension skills and the ability to synthesize information
- The student demonstrates independence and guides the work of lab partners to perform and complete an experiment
- The student demonstrates sophisticated mathematical insight and the ability to synthesize mathematical concepts
- The student demonstrates strong independent problem solving skills
- The student consistently and independently exhibits strong study skills and work habits
- The student independently guides the work in a collaborative setting to achieve a goal or complete a task
- The student consistently and conscientiously completes homework/extension activities at a high level
- The student demonstrates higher order thinking skills to build and apply conceptual understanding
- The student consistently demonstrates initiative and participates in class in a thoughtful, active and appropriate manner
- The student delivers presentations in a highly organized and composed manner, speaks clearly, and demonstrates a thorough knowledge of the topic

## College Level Courses

- College Level courses are dual enrollment courses in partnership with local colleges and universities.
- Students enrolled in these courses are required to purchase textbooks for the class, follow the guidelines by the college for acceptance into the courses, including grade requirements such as GPA and mastery scores (“85” or better) on specific Regents exams.
- Students with accommodations are required to make a formal request directly to the college/university. Your instructor will guide you through the process.
- Once a student successfully completes the course, a student can request their transcript directly from the college/university. Credits can be used towards future college enrollment.
- There is no max or limit of the number of college level courses a student can take at VCHS.
- Each college may have their own criteria for enrollment. Below are the requirements for SUNY Orange::
  - high school seniors require 1) a minimum GPA of 85 and 2) a grade of 85 or higher in the applicable Regents exam OR a final course grade of 85 or higher in the applicable Regents course.
  - Juniors require 1) a minimum GPA of 90 and 2) a grade of 90 or higher in the applicable Regents exam OR a final course grade of 90 or above in the applicable Regents course.
  - for disciplines in which no Regents exam is normally offered (languages, film, engineering, accounting, etc.,) the GPA is the only criterion.

### **\*When considering taking an AP or Honors course, the students should consider:**

- Do I have a passion for this subject matter?
- Do I want to explore this content in more depth?
- Am I willing to employ more time, to do more work, and to strive to meet higher standards?
- Do I have the time to commit to this class and still meet my obligations to family, community, friends, activities, sports, and work?
- Can I balance the stress this class may cause?
- Is it okay if I don’t earn an “A” in this class?
- What other honors or AP classes am I planning to take?

## Class Rank

Class rank is decided at the end of the 7th semester for the sole purpose of determining the valedictorian and salutatorian of the graduation class. Students who enter Valley Central High School after the first semester of their sophomore year will not participate in class rank. This applies to all students who transfer to Valley Central High School from other schools.

## Quality Point Average and Weighting of Grades

Quality point averages are calculated by adding the total quality points according to the grade earned and the value of the weight of the course and dividing that sum by the total credits taken. Partial credit courses will receive reduced values, i.e. one-half credit courses receive one-half the indicated value.

Letter Grade	Percentage Range	GPA	AP Multiplier	Honors Multiplier
A+	97 - 100	4.333	5.330	5.113
A	94 - 96	4.000	4.920	4.720
A-	90 - 93	3.667	4.510	4.327
B+	87 - 89	3.333	4.100	3.933
B	84 - 86	3.000	3.690	3.540
B-	80 - 83	2.667	3.280	3.147
C+	77 - 79	2.333	2.870	2.753
C	74 - 76	2.000	2.460	2.360
C-	70 - 73	1.667	2.050	1.967
D+	67 - 69	1.333	1.640	1.573
D	64 - 66*	1.000	1.230	1.180
D-	65 - 63*	0.667	0.820	0.787
F	64-0	0.000	0.000	0.000

## Changes in Course Offerings

The Valley Central High School administration has the right and the responsibility to withdraw the offering of any course because of lack of enrollment, scheduling needs, limited facilities, lack of staff, or any other administrative factor. Please be aware that not every course listed in the Program of Studies may be offered every year. The administration is responsible for scheduling students in particular courses, with particular teachers, and during particular time periods. Requests for special consideration may be denied on this basis.

## Scheduling Procedures

Below please find Valley Central High School's procedure that incorporates all aspects of schedule changes. The goal is to create a rigorous educational environment that is least disruptive to the start of the school year, and that applies to courses that are both elective and core in nature.

All students have the right to make scheduling changes for the next school year from November through June of the current school year. This gives students, parents, teachers and counselors ample time to discuss, review and plan accordingly. The ultimate goal for all parties is to maintain academic rigor, achieve 21st century skills and prepare students for their future. Please take this time to review your student's courses to make sure they are appropriate. Please reach out to the counseling department to discuss any scheduling needs for your student.

From November through June, students will choose their classes for the upcoming and can make changes to schedules with no penalty. We ask that during this time, students and parents carefully review the course descriptions and also match courses to college/career goals. **Students will receive their schedules in late spring of the prior school year. Any and all corrections of errors and changes of elective courses for the upcoming school year must be made before the last day of school in the year prior.** Please keep in mind that dropping courses could affect NCAA eligibility, college admissions, preparation for placement tests and more. We ask that you take extreme caution when coming to this decision.

From August forward, no schedule changes can be made unless it is for the following:

- Adding a course (students cannot add classes to their schedule after the first 2 weeks of the beginning of the school year without approval from the teacher of the subject in question)
- Leveling out classes
- Approved level changes
- Errors in scheduling

These same rules apply for 2nd semester courses.

## Student Schedule Changes

The selection of courses is a very important process that must be undertaken with seriousness and careful thought. The student, the faculty, the guidance staff, the administration, and the parent will be involved in the decision-making process so that the student will be enrolled in the courses most suitable for his/her ability level and desired career preparation. There will be ample opportunity for consultation and reflection before a final decision must be made.

**Changes will be allowed as follows:**

**Required courses:**

Students will be placed into required courses by their present core academic teachers, and will include input from counselors, students and parents.

At the beginning of each semester, students have a 3 week window to change schedules to add or drop classes without penalty.

**There will be no exceptions to this procedure.**

## **Course Prerequisites**

Some courses carry prerequisites. A department chairperson may waive a prerequisite in the case of unusual circumstances.

## **Special Education**

The Special Education Department at Valley Central High School provides a full continuum of service delivery to students who have been identified as needing specialized instruction or intervention under state and federal guidelines. Only students with Individualized Education Plans are eligible to receive such services.

Valley Central High School offers a variety of inclusion classes in the core academic areas, as well as selected elective classes. Students are supported in the general education environment through several delivery models: Co Teaching, Paraprofessional Support, and/or through collaboration and consultation between Special Education and General Education staff members, as well as ancillary staff, including School Psychologists, Social Workers, Guidance Counselors, and Speech and Language Therapists.

Direct Service classes, taught by certified Special Education Teachers, are offered to select students in Language Arts, Science, Social Studies and Math, according to Planning and Placement Team recommendations.

Valley Central High School works in partnership with BOCES, ACCES:VR and OPWDD to provide academic and vocational services to identified students transitioning to adult services programs and supported work and/or living environments.

Qualified students graduating from Valley Central High School may be eligible for extension services through various community agencies to support their transition from school to work or other post-secondary settings.

## **Course Offerings**

## Art and Technology Course Offerings

The goal of the art department is to provide a sound foundation in the Visual Arts and to foster both creative problem solving and critical thinking, an appreciation for both the art process and the art product. Active participation in the art program benefits not only those students interested in becoming artists but all students interested in becoming creative individuals.

ART COURSES		GRADE
ARST100	Studio Art	9-12
ARCE105	Ceramics 1	10-12
ARCE100	Advanced Ceramics	11-12
ARDE105	Design & Drawing for Production 1	9-12
ARDE100	Advanced Design & Drawing for Production	10-12
ARDI105	Digital Media	10-12
ARTD110	Digital Photography	10-12
ARDR105	Drawing & Painting 1	9-12
ARDR100	Advanced Drawing & Painting	10-12
ARFA100	Fashion Illustration	10-12
ARIL105	Illustration	9-12
ARIN100	Interior Design	10-12
ARA0010	Advanced Placement Art	12

### Studio Art

Course No. AARST100

Credit: 1.0 (Full YR)

Grades 9-12

**Prerequisites:** None

This is a basic course for all other art courses in the program. It is the fine arts foundation course for the department. Studio Art concentrates on the creation of art in relation to the elements of art and the principles of design. Projects emphasize technique and skills, while incorporating creative thought processes. Studio Art explores drawing, painting, graphics, and the history of art. Each student keeps a sketchbook to track their progress and allow them to think visually.

### Ceramics 1

Course No. ARA0010

Credit: 1.0 (Full YR)

Grades 10-12

**Prerequisites:** Studio Art or Design and Drawing for Production and 75 or above average

This course is both technical and artistic. Students will learn to work with clay, using a variety of hand-building methods. Students will be working with the pinch method, coil, slab building, additive and subtractive methods, and throwing on the pottery wheel. Students will learn about glazing and various decorative methods used in finishing clay with color silica glazes. Students will make a variety of decorative and utilitarian pieces using techniques used by entry-level ceramic artists as well as college-level and professional techniques. Students will also learn how to fire their work in the kiln. Students interested in three-dimensional work in the art area will be interested in this class.

## Advanced Ceramics

Course No. ARCE100

Credit: 1.0 (Full YR)

Grades 11-12

**Prerequisites:** Ceramics and a 75 or above average

Advanced Ceramics is designed to give students an opportunity to use basic skills mastered in Ceramics in a more in-depth and creative way. The first half of the year the students will create complex and challenging projects using hand-building methods. The second half of the year students will spend time learning to use the potters' wheels to produce ceramic works of art and utilitarian pieces. Students will produce wheel made bowls, mugs, teapots and other useful wares.

## Design & Drawing for Production 1

Course No. ARDE105

Credit: 1.0 (Full YR)

Grades 9-12

**Prerequisites:** None

This is a design foundation course in which students build confidence in their drawing ability from both observation and imagination. Students will learn the language of technical and perspective drawing to describe forms from a variety of problems, which encourages imaginative and practical solutions. Students learn how design affects their daily lives and how it relates to the past, present, and future. Each student keeps a sketchbook to track their progress and allow them to think visually.

## Advanced Design & Drawing for Production

Course No. ARDE100

Credit: 1.0 (Full YR)

Grades 11-12

**Prerequisites:** Studio Art or Design and Drawing for Production and 75 or above average

This is a second-year concentration of design, which builds on the basic principles and elements of design previously taught. Model Making techniques and technical drawing will be introduced and applied to a series of long-term design problems throughout the year. Connections between design, materials, and technology will be learned as well as an understanding of the process and how design works in both historical context and future vision.

## Digital Media

Course No. AARDI105

Credit: 1.0 (Full YR)

Grades 10-12

**Prerequisites:** Studio Art or Design and Drawing for Production and 75 or above average

This course explores the digital creation of artwork through computer graphics and design. Technical methods and aesthetics will be explored, as well as the use of industry-standard computer programs to manipulate and produce finished printed images. Students explore design concepts, computer illustration, typography, page layout, and digital manipulation. Adobe Illustrator, InDesign and Photoshop will be utilized.

## Digital Photography

Course No. ARTD110

Credit: 1.0 (Full YR)

Grades 11-12

**Prerequisites:** At least two years of art or Junior Status and 75 or above average in prior art courses



Digital Photography is a full-year course focused on the diverse creative concepts that digital photography has to offer. Technical methods and photographic aesthetics will be explored, as well as the use of the computer to manipulate and produce printed images. Students must have a digital camera to complete the coursework. Homework is an essential component of the course for image acquisition.

## Drawing & Painting 1

Course No. ARDR105

Credit: 1.0 (Full YR)

Grades 9-12

**Prerequisites:** Studio Art or Design and Drawing for Production and 75 or above average

This course is designed for the serious art student interested in exploring areas in greater depth previously covered in Studio Art. Students in this course will be given experiences in acrylic, pastel, Conte, pencil, watercolor, pen and ink, oil paint, etc. Painting experience in acrylic and oil will be new to the drawing and painting students. Art history will be covered as it relates to various art projects and movements. Students taking Drawing and Painting will improve their skills and be prepared to find areas that they wish to concentrate on in Advanced Drawing & Painting.

## Advanced Drawing & Painting

Course No. ARDR100

Credit: 1.0 (Full YR)

Grades 9-12

**Prerequisites:** Drawing and Painting or Illustration and 75 or above average

Advanced Drawing and Painting is for the serious art student who is looking to create a well-rounded portfolio for college entrance or artistic growth. A variety of techniques and materials will be introduced in order to advance the student's skills in both drawing, painting, and mixed media. Observational drawing, material studies, figure drawing, portraiture and printmaking are just a few of the subjects which will be covered in this course. The student will be able to tailor many of these projects in order to develop their own unique style and subject matter.

## Fashion Illustration

Course No. ARFA100

Credit: .5 (HalfYR)

Grades 10-12

**Prerequisites:** Studio Art or Design and Drawing for Production

The purpose of this class is to build your portfolio and skills as an artist! This class will improve your communication and illustration techniques through the creation of fashion techniques, figure work, accessory invention, and overall design methodology. You will apply your knowledge and understanding of fashion illustration and design in order to solve a variety of artistic and design problems. Some areas you will be working with are the design of clothing, drawing of the figure, use of color theory, understanding of drapery and patterns, and the creation of unique accessories. You will use the basic art skills taught in the base art courses and explore critical thinking and problem-solving skills in fashion illustration. You will think and create as a designer!

## Illustration

Course No. ARIL105

Credit: 1.0 (Full YR)

Grades 9-12

**Prerequisites:** Studio Art or Design and Drawing for Production

Illustration is a full-year course for the student who wants to develop their skills in illustration in various color media. The creative process and stylization is stressed as students solve problems in which the only means of communicating an idea is visually. The focus of the course is a hands-on illustration; some computer work will be introduced. Students must be confident in their ability to draw.

## **Interior Design**

Course No. ARIN100

Credit: .5 (Half YR)

Grades 10-12

**Prerequisites:** Studio Art or Design and Drawing for Production

The purpose of this class is to build your portfolio and skills as an artist! This class will improve your communication and illustration techniques through the creation of different types of interior illustrations including furniture design, perspective drawing, the study of textures and patterns and overall design methodology. You will apply your knowledge and understanding of interior design in order to solve a variety of artistic and design problems. Some areas you will be working with are the design of rooms, furniture design, perspective, use of color theory, understanding of textures and patterns, and the creation of unique interior spaces. You will use the basic art skills taught in the base art courses and explore critical thinking and problem-solving skills in fashion illustration. You will think and create as a designer!

## **Advanced Placement Art (AP)**

Course No. ARA0010

Credit: 1.0 (Full YR)

Grades 12

**Prerequisites:** At least two advanced courses.

This course is taken by seniors wishing to prepare a portfolio for college credit within the curriculum of this class. Students will be preparing new work and reworking previous projects to create the required portfolio in the areas of a sustained investigation which shows their exploration of a theme throughout the year and a portion showing the student's best quality work. Students will submit the portfolio to the AP board for review in either 2D or 3D art in order to receive college credit. The portfolio is submitted in May of the senior year.

## TECHNOLOGY COURSES

## GRADE

ARAV100	Aviation	9-12
ARCA100	CAD	9-12
ARCC100	Career Connections	9-12
SC15005	Computer Integrated Manufacturing	912
SC15126	Computer Integrated Manufacturing 2	9-12
7020	Digital Electronics and Robotics	9-12
7015	Introduction to Engineering	912
7080	Introduction to Carpentry	9-12
SC15010	Wood Production	912
7110	Wood Production 2	9-12

### Aviation

Course No. ARAV100

Credit: 1(Full YR)

Grades 9-12

**Prerequisites:** None

This ninth-grade course provides the foundation for advanced exploration in flying, aerospace engineering, and unmanned aircraft systems. Students will learn about engineering practices, problem-solving, and the innovations and technological developments that have made today's aviation and aerospace industries possible. Students will look at the problem-solving practices and innovative leaps that transformed space exploration from the unimaginable to the common in a single generation. Students will also gain a historical perspective, from the earliest flying machines to various modern aircraft. No prerequisite is required.

### CAD

Course No. ARCA100

Credit: 1.0 (Full YR)

Grades 9-12

**Prerequisites:** None

Computer-Aided Design (CAD) is a full-year course that will expose the student to CAD terminology, history, components, applications, design functions, and careers. The majority of the time spent in this course will consist of using a CAD system to solve graphic problems. Emphasis will be placed on the use of a CAD system for design applications. Students will acquire technical drawing skills and an understanding of industry standards and codes, and recognize the current methods of generating hardcopy. Students will understand how CAD and computer technology are changing the role of drafting and what effects this will have on the design and manufacturing process. This course is available to all students and may be taken as an elective.

### Career Connections

Course No. ARCC100

Credit: .5(half year)

Grades 9-12

**Prerequisites:** None

The Career Connections program is designed to help high school teachers introduce students to a career in carpentry. Students learn basic and intermediate carpentry, advanced skills in commercial and residential construction, and the essentials of construction site safety.

## Computer Integrated Manufacturing 1 (3D Printing, CNC, Laser Technology)

Course No. SC15005

Credit: .5 (half year)

Grades 9-12

**Prerequisite:** None

Computer Integrated Manufacturing (CIM) is the study of manufacturing planning, integration, and implementation of automation. The course explores manufacturing history, individual processes, systems, and careers. In addition to technical concepts, the course incorporates finance, ethics, and engineering design. This reflects an integrated approach that leading manufacturers have adopted to improve safety, quality, and efficiency. Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design, and build manufacturing systems. While implementing these designs, students will continually hone their interpersonal skills, creative abilities, and understanding of the design process. Students apply knowledge gained throughout the course in a final open-ended problem to build a manufacturing system.

## Computer Integrated Manufacturing 2 (3D Printing, CNC, Laser Technology)

Course No. SC15126

Credit: .5 (half year)

Grades 9-12

**Prerequisite:** computer Integrated Manufacturing and approval by the instructor

Manufacturing provides products we use daily. How can a student become part of it? Manufactured items are part of everyday life, yet few people understand the excitement and innovation that is used to transform ideas into products. This course provides an opportunity for students to recognize many of the exciting career opportunities in the manufacturing industry. This course deepens the skills and knowledge of an engineering student within the context of efficiently creating the products all around us. Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform a block of raw material into a product designed by a student. Students learn and apply concepts related to integrating robotic systems such as robotic arms into manufacturing systems. Throughout the course students learn about manufacturing processes and systems. This course culminates with a capstone project where students design, build, program, and present a manufacturing system model capable of creating a product.

## Digital Electronics and Robotics

Course SC15125

Credit: 1 (YR)

Grades 10-12

**Prerequisite:** None

Students will be introduced to basic computer programming. They will write and manipulate simple programs written in C++ language for use with an Arduino open-source microcontroller. The basics of digital electronics will also be covered. Specific topics and concepts that will be covered include Analog, digital input and output, circuit design, voltage, resistance, pulse width modulation, and logic flow. Students will progress from writing simple code to interacting with various sensors that detect a wide range of environmental stimuli. Devices include LEDs, light-dependent resistors, pressure sensors, gas sensors, DC, and servo motors. Interacting with an online community to solve problems encountered in the design and implementation process will be expected. The final project for the course will be to design and construct a simple autonomous robotic device designed to interact and respond to the environment. This course will benefit anyone interested in electrical engineering, computer programming, or generating creative electronic projects.

## Intro to Engineering & Science of Design

Course No. SC15110

Credit: 1.0 (Full YR)

Grades 9-12

**Prerequisites:** None

There is a world-wide and local demand for students to achieve and demonstrate strong math and science skills. Engineering has its roots in science and math and has become one of the highest in-demand professions in today's job market. Engineering supports a variety of areas that include but are not limited to forensics, acoustical engineering, energy conversion, fluid dynamics, and so much more. The Science of Design is intended to give a broad introduction to the engineering discipline to those with little or no exposure to the subject. It will provide a foundation for further study in engineering. The four key areas of focus will include environment and ecology, digital manufacturing, robotics, and aerospace engineering. In order to illustrate engineering principles, this course will explore the foundations of engineering through a multi-sensory environment that will encompass hands-on problem-solving, case studies, and construction. They will work both individually and in teams to explore a broad range of topics. Projects will include building your own robot, constructing flying vehicles, understanding and utilizing 3-D design and engineer your own greenhouse.

## Introduction to Carpentry

Course No. ARCA110

Credit: .5 (Half YR)

Grades 9-12

**Prerequisites:** None

The Career Connections program is designed to help high school teachers introduce students to a career in carpentry. Students learn basic and intermediate carpentry, advanced skills in commercial and residential construction, and the essentials of construction site safety. No prerequisite is required.

## Wood Production 1

Course No. SC15010

Credit: .5 (half year)

Grades 9-12

**Prerequisite:** None

Wood Production is an introductory course that provides students with the opportunity to learn the skills and processes associated with various types of woodworking. Through hands-on projects that use woodworking tools and techniques, students develop competence with woodworking safety, project planning and layout, basic project construction, joinery, manufacturing production, and construction systems. Students plan and construct projects aligned with their interests and abilities.

## Wood Production 2

Course No. SC

Credit: .5 (half year)

Grades 9-12

**Prerequisite:** Completion of Wood Production and or approval by the instructor.

This course is designed to further the student's knowledge and skills of furniture design and construction in the field of woodworking. In addition to developing skills in design and advanced woodworking techniques, students select and construct a major/technically advanced piece and/or group of well-designed, functional furniture pieces. Projects range but are not limited to chairs, tables, desks, dressers, cabinets, and other fine woodworking projects. The class focuses on an occupational information concept, providing students with not only skills and abilities to succeed at entry-level jobs, but the attitudes of safety and managerial habits necessary to be successful in both a classroom and working environment. This course is open to students who have demonstrated the prerequisite of successfully completing Woods 1 and or receive a

waiver on an individual basis determined by the instructor. Habits of mind and the critical thinking and woodworking skills necessary to successfully complete advanced woodworking projects. Prerequisite: Completion of Woods 1 and or approval by the instructor.

## Business Education Course Offerings

The mission of the Business Education Department is to help all students develop the knowledge, skills, and professional practices necessary to be college and career ready. Business education assists students with enhancing their 21st Century skills and developing the soft skills required to be successful in the workforce. Business Education provides students with the foundation to pursue programs such as business administration, management, ownership, accounting, marketing, and finance.

COURSE		GRADE
CDAC100	Introduction to Accounting	9-12
CDAC200	College Account 153 (SUNY Orange)	11-12
CDBU205	Business Ownership	9-12
CDFI100	Career & Financial Management	9-12
CDBU200	Introduction to Business	9-12
CDMA120	Macroeconomics (MSMC)	11-12
CDMA100	Principles of Marketing 101 (SUNY Orange)	11-12
CDSP105	Sports & Entertainment Marketing	9-12
CDSP110	Sports Management (MSMC)	11-12
CDWB100	Work-Based Learning	9-12

### Introduction to Accounting

Course No. CDAC100

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** None

Accounting is a ½ unit course that introduces students to the field of accounting and general business practices. It is a great introductory course into the world of business focusing on the three forms of businesses, accounting careers, the basic accounting equation, analyzing business transactions, journalizing and posting business transactions, and payroll accounting.

### College Accounting 153 - SUNY Orange

Course No. CDMA100

Credit: .5 HS, 4 College Credits (½ YR)

Grades 11-12

**Prerequisite:** Open to high school seniors with a minimum GPA of 85 and juniors with a minimum GPA of 90

This course provides a solid foundation in basic accounting concepts and methodology of financial accounting. This includes the rules and procedures used by the financial accountant in preparing external financial reports. Emphasis is

placed on the chart of accounts, the accounting environment, the accounting cycle, cash flow, the income statement and the balance sheet. This course provides students with an understanding of financial accounting in a corporate environment, methods used to perform analysis of financial statements, and insights into the financial accounting decision-making process.

## **Business Ownership**

Course No. CDBU205

Credit: .5 (½ YR)

Grades 9-12

**Prerequisite:** None

The Business Ownership course will provide students with an understanding of the critical role played by small businesses and their owners in the economy. It will also explore the various forms of business ownership including how to legally start and run a business of one's own. Students will learn the skills, characteristics, and aptitudes that are found in successful business owners. Students will work together and/or individually to prepare simulations outlining the steps needed to plan, develop, and start their own business. Building on these concepts, the Business Ownership curriculum approaches student learning experimentally by encouraging students to evaluate, develop, and work with the business ideas they already have or those they conceive during the course. The course will culminate with a simulated "Shark Tank" presentation given to a panel of individuals from the school and community.

## **Career & Financial Management**

Course No. CDFI100

Credit: 1.0 (FY)

Grades 9-12

**Prerequisite:** None

This course will allow students to explore the post-secondary options related to their career interests, aptitudes, and personality types. Students will partake in personality assessments and conduct research to discover careers they are most suited for. Each student will demonstrate employability through conducting job searches, reviewing job descriptions and applications, creating professional resumes, and applying learned interview skills in mock interviews. A brief section will focus on college research and financial aid planning. During the second part of the course, students will explore personal financial management decision making skills including how to manage income through banking and investing, risk management (insurance), taxes, and credit. Students will walk away from this class able to demonstrate their ability to understand their interests, explore post-secondary options, become viable employees, and manage their financial lives.

## **Introduction to Business**

Course No. CDBU200

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** None

In Introduction to Business, you will compare and contrast sole proprietorships, partnerships, and corporations – and the advantages and disadvantages of each. You will explore the functions of modern business management, marketing, and ethics and social responsibility. You'll also look at the human resource management side of running a business, and learn how employers can motivate their employees. Finally, you'll address the numbers side of running a business.



### **Principles of Marketing 101 (3 College Credits - SUNY Orange)**

Course No. CDMA100

Credit: .5 HS, 3 College Credits (½ YR)

Grades:

11-12

**Prerequisite** Open to high school seniors with a minimum GPA of 85 and juniors with a minimum GPA of 90

This class presents an overview of marketing – the business operations that connect a product or service to its consumer. Students will learn skills and concepts such as the 4 P's of marketing, channels of distribution, ethics, market research, social responsibility, sales, advertising, promotion, and customer relationship management. Students will learn innovative and creative marketing strategies that are used in stores and on the internet to attract and retain consumers.

### **Macroeconomics (3 College Credits - Mount Saint Mary College)**

Course No. CDMA120

Credit: .5 HS, 3 College Credits (½ YR)

Grades 11-12

**Prerequisite:** Open to high school seniors require with a minimum GPA of 85 and juniors with a minimum GPA of 90

Macroeconomics is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The focus of the course will be the components of national income, economic growth, aggregate supply and demand, inflation, business cycles, unemployment, monetary and fiscal policy, and price determination. Students will collaborate with classmates to create various projects and research assignments. This course satisfies the economics requirement for graduation.

### **Sports & Entertainment Marketing**

Course No. CDSP100

Credit: 1.0 (FY)

Grades: 9-12

**Prerequisite** None

The sports and entertainment industries are two of the most popular industries in the United States. The American Marketing Association defines marketing as the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have values for customers, clients, partners, and society at large. This course focuses on gaining a basic knowledge of these industries and the opportunities that are available to potential employees. Further exploration includes bringing the excitement of marketing into the dynamic world of sports and entertainment, allowing students to envision their future career in one or both of these areas. In this course, students will explore the basics of marketing, advertising, branding, customer engagement, market research, product development and more. All of these will be looked at from a sports and entertainment lens through innovative project based exploration. Students will work together and individually through a comprehensive curriculum that will integrate real time, real world situations into the classroom, preparing them for their futures in college and the workforce.

### **Sports Management (3 College Credits - Mount Saint Mary College)**

Course No. CDSP110

Credit: .5 HS, 3 College Credits (½ YR)

Grades: 11-12

**Prerequisite** Open to high school seniors require with a minimum GPA of 85 and juniors with a minimum GPA of 90

Sports Management is a class that examines how various organizations, governing bodies, and economic trends all play a role in the sports industry. Upon completion of this course students will understand the difference between each level of sport, the legal parameters in which leagues and schools operate, the basic financial components of a sports organization, the strategies and principles necessary to run a successful franchise, and how to create a corporate culture that integrates a team into a community.



## Work Based Learning

Course No. CDWB100

Credit: .5-3.0 (½ YR or FY)

Grades: 9-12

**Prerequisite** The students must have completed or be enrolled in Career and Financial Management or equivalent.

The Cooperative Work Experience Program strives to accomplish the following goals: Equip the students with employability skills, career awareness, and the framework to make mature decisions about future education and career opportunities, encourage the students to develop positive self-esteem, respect for others, and strive for excellence, provide the students with experiences that will open doors for future employment opportunities. The course includes at least 54\* hours of part-time work experience related to the student's course of study. Students must be employed under current state and federal labor laws and regulations. There are regular meetings with the teacher-coordinator, both in the school and at the job site. Supervision of work experience by the teacher-coordinator who assists in appropriate job placements in local businesses. NOTE: Working papers are required. This course is for ages 14+. A maximum of 3 credits of work experience may be earned toward graduation. Students must provide their own transportation to and from work. Assessment: Employer evaluation and teacher evaluation.

## **Career & Technical Education (CTEC) Course Offerings at Goshen, Orange/Ulster BOCES Campus**

Orange-Ulster BOCES Career and Technical Education programs give students the opportunity to graduate from high school with technical experience, professional skills, national industry certifications, and college credit in a wide variety of high-demand occupations.

Through a hands-on academic component in each classroom, CTE students are able to integrate academics into their CTE curriculum to meet their high school graduation requirements. Many of the career academies are nationally accredited and feature leading-edge technology, as well as instructors with the latest trade experience. The CTE curriculum is aligned with New York State Learning Standards, National Industry Standards, and Career Development and Occupational Studies (CDOS) Standards.

Students participate in work-based internships in the community; clubs such as SkillsUSA; local, state and national competitions (SkillsUSA, GYNADA, Cyber Patriots, HOSA) and career-oriented community service projects.

***ADDITIONAL INFORMATION ABOUT CTEC COURSE OFFERINGS IS AVAILABLE ON THEIR WEBSITE, [ouboces.org](http://ouboces.org).***

### **Career & Technical Education selection process**

*Due to large student interest and the limited amount of spaces available, a rubric has been established for student selection to attend CTEC, based upon academic achievement, attendance and discipline history from 9th and 10th grade. CTEC also has limitations in spots for students, due to the popularity of certain programs and the volume of students who are interested in attending from across Orange and Ulster counties. After being assessed by both the District rubric and the availability at CTEC, a list of eligible students will be created.*

**An approximate timeline of the selection process for CTEC is as follows:**

**January/February**- All 10th graders will view a presentation on available course options at CTEC. After this presentation, any interested student will complete a Visitation Pass, indicating that they would like to learn more about the CTEC program. There is a link to the Visitation Pass in the Guidance Google Classroom. Students can also pick up a hard copy of this in the guidance office.

**February/March** - There are official visitation days for students at CTEC in Goshen, NY; students will visit programs and then notify their counselors if they wish to attend CTEC. For any visit an official Visitation Pass must be filled out. Please see the guidance office or your child's Guidance Google Classroom for this form.

**March/April** - Students meet with counselors to discuss their intent to attend CTEC. Counselors discuss long-term planning and/or other options if their program choice should be closed out.

**April** - Students interested in CTEC are placed on a rubric which considers 9th and 10th grade attendance, grades, and discipline. Based on their rubric ranking, students not immediately eligible to attend CTEC are placed on waitlists. As changes occur with CTEC enrollment and spots open up, students will be taken off the waitlist based on their ranking.

**May** - Upcoming school year schedules are adjusted for those students who did not make the CTEC list.

**August/September** - CTEC candidates and availability of spots are regularly reviewed. If there are available spots due to students dropping out of programs **and** there is availability in the program at CTEC, additional students may enter the program based upon their District rubric status.

## CTEC Course Offerings

COURSE	GRADE
Allied Health Assistant	11-12
Animal Science (Veterinary Assistant)	11-12
Auto Body/Restoration	11-12
Automotive Technology	11-12
Aviation	11-12
Carpentry	11-12
Computer Networking (Cisco CCNA)	11-12
Computer Programming and Video Game Development	11-12
Cosmetology	11-12
Culinary Food Trades	11-12
Dental Careers	11-12
Digital Design and Advertising	11-12
Digital Filmmaking and Post Production	11-12
Early Childhood Development and Care	11-12
Education and Management	11-12
Electrical Construction Technology	11-12
Emergency Medical Services (this is a 1-year program)	11 or 12
Engineering Design and Architecture (CAD)	11-12
Esthetics	11-12
Exercise Science and Personal Training	11-12
Fashion and Interior Design	11-12
Fire Science (this is a 1-year program)	11 or 12
Heavy Equipment	11-12
Home Health Aide (this is a 1-year program)	11 or 12
Hospitality/Workplace Learning	11-12
HVAC/Plumbing	11-12
Law Enforcement	11-12
Mechatronics and Robotic Engineering	11-12
Nurse Assistant	11-12
Pharmacy Technician	11-12

Principles of Health Occupations	11-12
Vehicle Maintenance	11-12
Welding	11-12

## English Course Offerings

***To graduate and earn a Regents Diploma: Students MUST earn four English units of credit and a grade of 65 percent or better on the Regents Exam in English Language Arts. To earn a Regents Diploma With Advanced Designation: Students must earn a Regents Exam grade of at least 65 percent on the Regents Exam in English Language Arts.***

COURSE	GRADE
EN09110 English 9 Regents	9
EN09105 English 9 Honors	9
EN09115LC Academic Intervention Services	9
EN10110 English 10 Regents	10
EN10105 English 10 Honors	10
EN11110 English 11 Regents	11
EN11105 English 11 Honors	11
EN12110 English 12 (Senior English)	12
EN11125 Academic Intervention Services	11 - 12
ELECTIVES	
EN11100 Advanced Placement English Language and Composition	11
EN12100 Advanced Placement English Literature and Composition	12
EN14101 College English 101	12
EN14102 College English 102	12
EN13120 Contemporary Issues in Literature	9-12
EN12300 Creative Writing	9-12
EN12800 Filmmaking	9-12
EN13275 Literature Through Film	9-12
EN13300 Mass Media & Journalism	9-12
EN12500 Public Speaking I	9-12
EN13590 Publication	10-12
EN13650 Race, Identity and Justice: Seeking Common Ground	9-12
EN13695 Seminar for Life 101	9
EN12700 Shakespeare I	9-12
EN12705 Shakespeare II	9-12
EN13690 Senior Seminar	12

Students must take 4 years of English classes.

Electives cannot replace required English courses at each grade level.

Summer Reading Program

As part of our commitment to improving student achievement through the practice of reading and writing, Valley Central HS English Department encourages all students to complete the optional summer reading. Students are provided with a suggested reading list, and are asked to read one book of their choice from the appropriate list. Students will then schedule an appointment in the first 5 weeks of school to discuss their selected book and may be issued extra credit as a result.

Required Courses

English 9 (Regents)

Course No. EN09120

Credit: 1.0 (FY)

Grade 9



Prerequisite: none

This course focuses on preparing students to meet the New York State Next Generation Learning Standards for English Language Arts. This course is designed for students on grade level; the course puts less emphasis on basic skills and more emphasis on interpretive skills. The literature units include novel, mythology, poetry, short story, research, non-fiction and drama. Writing projects include units in narrative/descriptive, persuasive, and expository writing. Skill work in the mechanics of grammar and usage is integrated, as needed, into the writing and reading units. Time management and note-taking skills also receive attention and vocabulary and spelling units are utilized throughout the year. There are also opportunities in listening skills and oral expression. The Elements of Writing series may be the writing text used for this course.

English 9 Honors (formerly 9AD)

Course No. EN09105

Credit: 1.0 (FY)

Grade 9



Prerequisite: Grade 8 English/minimum grade of 90 or better; teacher recommendation; writing sample/placement test.

This course is designed for students who can learn at a more accelerated pace. The literature units include mythology, essay, novel, drama, short story, research, non-fiction and poetry. The thrust is towards a deeper analysis and discussion of the literature and the elements of literature. Additional literary works are covered (especially in the area of novels). Expository, persuasive and narrative writing are covered. The projects in writing are expanded on this level. Skill work in the mechanics of grammar and usage is integrated, as needed, into the writing and reading units. Time management and note-taking skills also receive attention. Spelling and vocabulary units are covered throughout the year. There are more opportunities on this level for oral expression. The level of difficulty in the course is designed to offer a challenge to capable students. The quantity of material studied as well as the level of expectation of assignments is one to two grade levels above the standard R course. Students in the course are expected to participate more and willingly meet this challenge for which a weighted percentage is added to the earned grade. The Elements of Writing series may be the writing text used for this course.

English 10 (Regents)

Course No. EN10110

Credit: 1.0 (FY)

Grade

10



Prerequisite: English 9

This course focuses on preparing students to meet the New York State Next Generation Learning Standards for English Language Arts. Units of study include short story, novel, drama, research, non-fiction and poetry genres. The critical

analysis of printed and filmed texts is emphasized. Writing includes units in narrative, persuasive, argumentative and expository writing emphasized at this level is enhanced by creative writing opportunities. Skill work in the mechanics of grammar and usage is integrated, as needed, into the writing and reading units. Time management and note-taking skills also receive attention. Vocabulary and spelling units are utilized throughout the year. The Elements of Writing series may be the writing text used for this course.

### **Honors English 10 (formerly 10AD)**

Course No. EN10105

Credit: 1.0 (FY)

Grade 10



**Prerequisite:** Honors English 9/ minimum grade of 85 or better;

English 9/minimum grade of 88 or better; Teacher recommendation

The difference of the 10 Honors level is the depth of work, not simply the quantity of work. The course provides an enriched opportunity to develop self awareness and self-expression beyond the literal and informational level. Opportunities include extended tasks such as research projects and performed responses in dramatic, poetic and public speaking forms. Vocabulary and spelling units are utilized throughout the year. Students are evaluated on their ability to work cooperatively on group activities designed into most units of study, as well as on their initiative and individual performance. The level of difficulty in the course is designed to offer a challenge to capable students. The quantity of material studied as well as the level of expectation of assignments is one to two grade levels above the standard course. Students in the course are expected to participate more and willingly meet this challenge for which a weighted percentage is added to the earned grade. The Elements of Writing series may be the writing text used for this course. Students will take the Regents Exam in English Language Arts.

### **English 11 (Regents)**

Course No. EN11120

Credit: 1.0 (FY)

Grade 11



**Prerequisite:** English 10

This course focuses on preparing students to meet the New York State Next Generation Learning Standards for English Language Arts. The course focuses on the refinement of communication skills of reading, writing, listening and speaking. Analytic skills are stressed in the study of literature and non-fiction. The literary focus is on a variety of literature: essays, short stories, novels, drama and poetry. Teachers design activities to foster word recognition, awareness and knowledge in preparation for the PSAT, ACT, SAT and Regents exams. Vocabulary and spelling units are utilized throughout the year. Skill work in the mechanics of grammar and usage is integrated, as needed, into the writing and reading units. Time management and note-taking skills also receive attention. Writing deals with literature essays, argumentative essays, and formal compositions, each are important components of the Regents exam. Opportunities include extended tasks such as research projects and performed responses in dramatic, poetic and public speaking forms. The Elements of Writing series may be the writing text used for this course.

## Honors English 11 (formerly 11AD)

Course No. EN11105

Credit: 1.0 (FY)

Grade 11



**Prerequisite:** English 10

The difference of the 11AD level is the depth of work, not simply the quantity of work. The course provides an enriched opportunity to develop self awareness and self-expression beyond the literal and informational level. Opportunities include extended tasks such as research projects and performed responses in dramatic, poetic and public speaking forms. Vocabulary and spelling units are utilized throughout the year. Students are evaluated on their ability to work cooperatively on group activities designed into most units of study, as well as on their initiative and individual performance. The level of difficulty in the AD course is designed to offer a challenge to capable students. The quantity of material studied as well as the level of expectation of assignments is one to two grade levels above the standard R course. Students in the AD course are expected to participate more and willingly meet this challenge for which a weighted percentage is added to the earned grade. The Elements of Writing series may be the writing text used for this course. Students will take the Regents Exam in English Language Arts in January. Students requesting this course must have maintained an English 10AD class average of 88 percent or better ( or a 90 or better in 10R) and must receive a teacher recommendation from the current English teacher in order to qualify for this course.

## Senior English

Course No. EN12120

Credit: 1.0 (FY)

Grade 12



**Prerequisite:** English 10

This course deals with Shakespearean drama, modern short stories, non-fiction, novels and poetry. There is an emphasis on narrative, descriptive, persuasive and expository writing. Texts may include: Adventures in Modern Literature, Hamlet, The Bell Jar, Death of a Salesman, The Great Gatsby, A Streetcar Named Desire, etc. Listening and speaking skills are incorporated in the course and an extended research paper is a course requirement. Skill work in the mechanics of grammar and usage is integrated, as needed, into the writing and reading units. Vocabulary and spelling units are utilized throughout the year The Elements of Writing series may be the writing text used for this course.

## Advanced Placement English Language and Composition

Course No. EN11100

Credit: 1.0 (FY)

Grade 12



**Prerequisite:** Students requesting this course must have achieved an 85 or better on the Regents Exam in English Language Arts and also maintained an English 10 Honors class average of 88 or better and must receive a teacher recommendation from the current English teacher in order to qualify for this course.

This course is a college level course based on helping students to become skilled writers of prose written in a variety of contexts while examining rhetoric. Writings and readings will make students aware of a writer's purpose, audience and genre. This course will help students to prepare to write effectively and confidently across disciplines. Students will write both formally and informally to gain authority and to learn to take risks in writing. Practice in both the short answer and essay format of the Advanced Placement Examination will be stressed. All students in AP will be expected to sit in the AP Examination in May. Valley Central grade and credit will be awarded in June; however, students may be eligible for college credit depending on their AP Examination score in July subject to the policy of their selected college or university.



## Advanced Placement English Literature and Composition

Course No. EN12100

Credit: 1.0 (FY)

Grade 11



**Prerequisite:** Students requesting this course must have achieved an 85 or better on the Regents Exam in English Language Arts and also maintained an AP English Language and Composition class average of 88 or better and must receive a teacher recommendation from the current English teacher in order to qualify for this course.

This course is a college-level course based on deep reading and analysis of selected works and expository writing assignments based on those works. Discussion is a major importance, where speaking and listening skills are stressed. Student discussion is fostered so that the critical thinking skills so necessary for the Advanced Placement Examination will be reinforced. Vocabulary and spelling units are utilized throughout the year. Practice in both the short answer and essay format of the Advanced Placement Examination will be stressed. All students in AP will be expected to sit for the AP Examination in May. Valley Central grade and credit will be awarded in June; however, students may be eligible for college credit depending on their AP Examination score in July subject to the policy of their selected college or university.

## College English 101 / 102

Course No. EN14101 and EN14102

Credit: .5HS, 3 College Credits per semester (1/2 YR each)

Grade 12

**Prerequisite:**

([SUNY Orange](#)) Seniors require 1) a minimum GPA of 85 and 2) a grade of 85 or higher in the applicable Regents exam OR a final course grade of 85 or higher in the applicable Regents course. Juniors require 1) a minimum GPA of 90 and 2) a grade of 90 or higher in the applicable Regents exam OR a final course grade of 90 or above in the applicable Regents course.

Students requesting this course must have achieved an 85 or better on the Regents Exam in English Language Arts and also maintained an AP English Language and Composition class average of 88 or better and must receive a teacher recommendation from the current English teacher in order to qualify for this course.

This course emphasizes student practice in expository writing and library skills. Reading and class discussion center on the formal and informal essay. The second half of the course emphasizes continued student practice in expository writing based on fiction, drama and poetry. Research papers required.

Those students will receive 3 college credits for each course upon successful completion (possible 6 credits). Fee and textbook purchase required.

## English Electives

### Creative Writing

Course No. EN12300

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** None

This course is designed to motivate students who would like to write fearlessly and with confidence. Students will try their



hands at poetry, short stories, playwriting and other genres to give each student a taste of the world of writing. Students who take this class will set and meet a variety of writer's deadlines. Students will understand the process of seeing their work expand and take shape through the study of free writing, clustering, outlining and revising. This class will enhance the students' ability to express and understand their writer's voice in a clear and descriptive manner. They will revise and expand on the materials developed for the purpose of publication and performance. Students will explore chosen genres from their portfolios. Students will learn to edit, proof, and critically evaluate their work in order to meet requirements for manual and electronic submission for publication.

## Filmmaking

Course No. EN12800

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** None

In this survey course students learn the basics of screenwriting, production planning, photographic composition, camera techniques, lighting design, and digital editing. Most learning is hands-on: after each concept is introduced, students gain proficiency with it through a lab exercise (completed with a group during class) and then apply it to a creative project that is filmed outside of school and then edited on the school's computers. Creative projects may include short films, movie trailers, commercials, public service announcements, music videos, and news stories.

## Literature through Film

Course No. EN13275

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** None

This course uses film to help students interpret and evaluate literature and literary concepts. Students will be taught to analyze film in the same way that they study a literary text, by viewing and discussing classic and contemporary movies in a variety of genres. Films are chosen to carefully extend students' personal experiences and to provide experiences that may be new to the students.

## Mass Media & Journalism

Course No. EN13300

Credit: .5 (1/2 YR)

Grade 9-12



**Prerequisite:** None

This course introduces students to the many styles and principles of responsible journalism and communication. Students learn several types of news writing and are required to contribute to the production, editing and publishing of the school newspaper. The course also provides hands-on experience with the world of communications and mass media and allows students to work under deadline conditions while learning about the First Amendment and student journalists' rights and responsibilities.

## Public Speaking I

Course No. EN12500

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** None

This course is offered to those students wishing to better participate in public speaking. It will provide the necessary training to enable the student to speak in public with positive self-adequacy. Emphasis will be on sound research, speech preparation, organization, as well as delivery, voice and diction. The course requires active participation and provides excellent preparation for successful adult-world communication.

### **Race, Identity and Justice: Seeking Common Ground**

Course No. EN13650

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** None

Over the past several years topics related to race and identity—including Ferguson, the NFL, Charlottesville, and immigration—have been in the news. This interdisciplinary course will examine the history and literary expression of race and identity in America as a means towards understanding why so many of us are confused, frustrated, and divided by this issue. If you have questions about race and identity but no place to ask them without fear of feeling ignorant, this is the course for you. If racism or prejudice affect you and you want to better understand how they work, this is the course for you. Topics to be discussed include the psychology of prejudice, the origins and history of racial classification, race in popular culture and sports, and the present-day impact of racial ideology on law enforcement and other institutions—as well as connections to discrimination with regard to religion, ethnicity, gender, gender expression, sexual orientation, and ability. Students will learn strategies for thoughtfully discussing controversial topics and for safely responding when witnessing or experiencing bias outside of the classroom.

### **Seminar for Life 101**

Course No. EN13695

Credit: .5 (1/2 YR)

Grades 9-10

**Prerequisite:** None

Seminar for Life is a course designed to introduce students to real life applications. In this course, students will learn verbal and non-verbal communication skills, cross-culture communication, the global workplace, diversity trends, mental health strategies, decision making skills, note taking, organization, and test taking strategies, career research, résumé building, employability skills, as well as real life application. Students will complete a final assessment portfolio which highlights skills from each of the key themes.

### **Senior Seminar**

Course No. EN 13690

Credit: .5 (full year EOD )

Grades 12

This is an elective course for seniors only who want to learn important skills related to potential careers, college, technical schools, military options, and life after high school. Topics to be discussed include: the college/technical school application process, potential career paths, finances, FAFSA, scholarships, grants, loans, housing, and career resumes. Students will learn strategies for tackling the challenges that come with preparing for life after high school.

### **Shakespeare I**

Course No. EN12700

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** None

The Shakespeare elective is designed to provide extensive reading and analysis of Shakespeare's plays and sonnets. The course is created to stimulate the student's enjoyment and understanding of Shakespeare. Explore the plays of William Shakespeare that you don't get to read in other classes by acting out scenes and watching films. Like to act? Develop your skills! Don't like to act? No worries! Create a visual project or translate a scene into modern English! There is something for everyone in this class. As long as you are interested in the plays of William Shakespeare, this is the class for you!

## English as a New Language

The curriculum in English as a New Language (ENL) classes is aligned to the New York State English as a New Language and English Language Arts Standards. Instruction focuses on the needs of English Language Learners (ELLs) at the various levels of English proficiency (Entering, Emerging, Transitioning, Expanding, Commanding). Students exit the program upon achieving the Commanding level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT). Students at the Expanding level of proficiency who pass the English Regents are also eligible to exit the program.

ENL Stand-Alone Courses: Sheltered English instruction provided by a certified English as a New Language teacher. Students at the entering and emerging levels of proficiency will be provided with an ENL Stand Alone course as described below.

Content Integrated Courses: These courses are offered in collaboration with the VCHS English, Social Studies, Math and Science Departments. Integrated Content courses are taught by either a dually certified Content Area/ENL teacher, or with both a certified Content Area Teacher and a certified ENL teacher.

COURSE	GRADE
ENL0115 English Language Learner Resource	9-12
ENL0130 English Language Learner Instruction	9-12
(varies each year) English Language Learner Content Integrated Courses	9-12

## English Language Learner Instruction

Course No. ENL0130

Credit: 1 (FY)

Grades 9-12

**Placement guided by NYSITELL score**

ELL teachers provide specialized instruction in English language development, focusing on listening, speaking, reading, and writing skills. Instruction is typically aligned with both state standards and English proficiency guidelines.

## English Language Learner Resource

Course No. ENL0115

Credit: No Credit (FY)

Grades 9-12

**Placement guided by NYSITELL score**

This course is designed for the English Language Learners seeking to improve their academic performance in all content classes. Small group and individual instruction will help students improve their listening, reading, writing and test-taking skills, while building on subject specific vocabulary and oral communication. This course will focus on preparing students to meet the demands of their content area classes by assisting and providing strategies for students to complete classwork, homework, projects and papers.

## ELL Content Integrated Courses

Credit: No Credit (FY)

Grades 9-12

These courses are offered in collaboration with VCHS core academic departments and vary based on need and availability. ELL students can be placed in integrated courses with either a dually certified English/ENL teacher, or with both a certified high school core subject teacher and a certified ENL teacher.

### Example of an ELL student schedule:

Level 1: Entering.

- ENL0130
- ENL0115
- Content Integrative course

Level 2: Emerging

- ENL0130
- ENL0115 -or-
- Content Integrative course

Level 3: Transitioning

- ENL0115 -or-
- Content Integrative course

Level 4: Expanding

- ENL0115 -or-
- Content Integrative course

Level 5: Commanding

Content Integrative course

## Family and Consumer Science Course Offerings

Family and Consumer Science (FACS) classes empower students to achieve success in their future. Our job as FACS teachers is to help create productive members of society who are healthy, able to problem solve, communicate effectively, know how to find creative outlets, and have stable, loving families and relationships. These classes allow our students to develop teamwork, leadership, and 21st Century skills that enable them to become critical thinkers in order to meet personal, family, career, and community challenges they will face in their adult life. FACS courses reinforce academic studies, while integrating math, science, and cognitive skills, and find creative solutions to problems along with hands-on experiences.

COURSE		GRADE
FCCD200	Child Development	9-12
FCCD210	Parenting	9-12
FCED100	Introduction to Education I	9-12
FCED200	Introduction to Education II	9-12
FCFA200	Clothing & Fashion I	9-12
FCFA205	Clothing & Fashion II	10-12
FCFA210	Clothing & Fashion III	11-12

FCFA215	Clothing & Fashion IV	12
FCFA250	College Fashion - SUNY Oneonta	11-12
FCFO205	Food & Nutrition Core	9-12
FCFO210	Food Prep & Nutrition	9-12
FCFO245	Global and Gourmet - The Americas	9-12
FCFO240	Global and Gourmet - International Cuisine	9-12
FCCLA002	Family, Career & Community Leaders of America	9-12

## Child Development

Course No. FCCD200

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** None

This course provides a study of the physical, emotional, intellectual, and social development of the prenatal through the school age child. Projects, hands-on activities, and other learning opportunities are used to provide a thorough understanding of the material. Recommended for anyone who is going to work with or have children in the future.

## Parenting

Course No. FCCD210

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** None

This course will focus on the art of parenting and what it takes to provide care, support, and love to a child in a stimulating and nurturing environment. This course also includes information that will help the students make healthy choices in relationships and parenting styles. Projects, hands-on activities, and other learning opportunities are used to provide a thorough understanding of the material. Recommended to anyone who is, will be, or knows someone who is a parent.

## Introduction to Education I

Course No. FCED100

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** None

Introduction to Education I is a half credit course developed to introduce students to the rewards and challenges of teaching in today's society. It is designed to assist students in developing a passion for teaching and to explore techniques on how to best educate their students. Students will work on building their passion and philosophies of education and learning.

## Introduction to Education II

Course No. FCED200

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** Introduction to Education I

Introduction to Education II is a half credit course which is a continuation of Introduction to Education I. Students will explore roles of educators in today's changing society, the changing educational landscape, and factors influencing education. Students will examine curriculum, effective instruction methods, classroom management, and assessment. Students will work with individual teachers during a fieldwork practicum and gain real world experience and insight into the teaching profession while creating a portfolio for their future careers.

### **Clothing and Fashion I**

Course No. FCFA200

Credit: 1 (FY)

Grades 9-12

**Prerequisite:** None

This full year course is a laboratory class that will introduce students to fashion and sewing. It offers the students the opportunity to explore the role of fashion in everyday life and develop a personal style while learning basic sewing skills. Students will be exposed to careers in the fashion industry including clothing production, marketing, and merchandising. Students will be required to provide all materials.

### **Clothing and Fashion II**

Course No. FCFA205

Credit: 1 (FY)

Grades 10-12

**Prerequisite:** Clothing and Fashion

This is a full year laboratory class for students who have successfully completed Clothing and Fashion I. This course offers the students the opportunity to further their skills in clothing construction by making pattern adaptations, lining a garment, altering, repairing, or creating their own design. Students will be required to provide all materials.

### **Clothing and Fashion III**

Course No. FCFA210

Credit: 1 (FY)

Grades 11-12

**Prerequisite:** Clothing and Fashion II

Clothing and Fashion III is designed to give students an opportunity to apply the skills they have mastered in Clothing and Fashion I and II in a more in depth and creative way. Students will work on redesigning existing patterns and designing their own garments. This full year class is for students who are looking to pursue a career in the fashion industry. Students will be required to provide all materials.

### **Clothing and Fashion IV**

Course No. FCFA215

Credit: 1 (FY)

Grades 12

**Prerequisite:** Clothing and Fashion III

This full year course is a continuation of the fashion courses that students have previously completed. Students will work on individual fashion lines and mood boards in order to create a series of projects that are based on a chosen theme. Students will be strongly encouraged to put their fashion line in the fashion show in May.

### **COLLEGE FASHION (SUNY Oneonta)**

Course No. FCFA250

Credit: 1 (FY)

Grades 11-12

**Prerequisite:** Clothing and Fashion II

This full year course is a continuation of the fashion courses that students have previously completed. Students will receive 3 college level credits through SUNY Oneonta. Students will complete garment construction as well as fashion industry projects. Students may take this course after completing Fashion 2 or 3.

### **Food and Nutrition Core**

Course No. FCFO205

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** None

Food and Nutrition Core is a laboratory class in which students practice basic culinary skills, management and safety. This course must be taken before taking any other food classes.

### **Food Prep and Nutrition**

Course No. FCFO210

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** Food and Nutrition Core

This course provides the student with a more in-depth study of the concepts presented in Food and Nutrition Core. It will challenge the student with a wide variety of food preparation experiences and meal management techniques.

### **Global and Gourmet: The Americas**

Course No. FCFO245

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** Food and Nutrition Core

Prepare, taste, serve, and evaluate traditional regional dishes of the Americas including The United States, Canada, Mexico, Central and South America, and the Caribbean. Emphasis will be placed on ingredients, flavor profiles, preparations, and gourmet techniques.

### **Global and Gourmet: International Cuisine**

Course No. FCFO240

Credit: .5 (1/2 YR)

Grades 9-12

**Prerequisite:** Food and Nutrition Core

Discover the unique flavors and tastes from Europe, Asia, and Africa. You will explore the traditional foods and flavors while identifying the differing gourmet cooking techniques, equipment, ingredients, and influences from cultures across the globe.

### **FCCLA (Family, Career & Community Leaders of America)**

Course No. FCCLA002

Credit: 1

Grades 9-12

**Prerequisite:** Permission from instructor

Family, Career and Community Leaders of America is a course designed to focus on FCCLA National Programs as the foundation of course. During this course students will also focus their studies on the completion, application, and recognition of a National Program offered through FCCLA for students to develop real-world skills for life within Family and Consumer Sciences (FCS) education. This course will also participate in STAR (Students Taking Action with Recognition) eventing level 2 & 3 (for students in grades 9-12) while continuing on the ultimate journey of local, state and national leadership. Event preparation and instruction will build students' abilities to showcase their skills and talents to promote personal growth and leadership development.

## **JROTC (Junior Reserve Officers' Training Corps) Course Offerings**

The Junior Reserve Officer Training Corps is organized under the authority of the National Defense Act of 1916, reinforced by the Act of 1964. The program is sponsored by the United States Army in conjunction with the Board of Education. JROTC is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, "To motivate young people to be better citizens." JROTC prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens.



The JROTC unit was established upon application by the Board of Education of Valley Central School District to the United States Army in April 2003. Title 10, United States Code, Section 203-1, Provides for leadership instruction and training for physically fit male and female students at educational institutions meeting prescribed conditions. In JROTC, military personnel are assigned as instructors. These are retired Army personnel, and the position titles authorized at Valley Central High School are as follows: Senior Army Instructor (SAI) and the Army Instructor (AI). Students successfully completing the yearly course of instruction will earn 1 full credit toward graduation in an elective category.

COURSE	GRADE
JROTC I JR6001	9-12
JROTC II JR002	10-12
JROTC III JR6003	11-12
JROTC IV JR6004	12

**JROTC I**

Course No. JR6001                      Credit: 1 (FY)                      Grade: 9-12

This course consists of instruction in The Spirit of American Citizenship which helps develop new skills you can use in school and throughout life. This introductory course gives you a greater appreciation of your American heritage as well as the history and purpose of Army JROTC. Other subjects covered are first aid, map reading, communications techniques, drug abuse prevention and Army physical fitness and wellness.

## JROTC II

Course No. JR6002                      Credit: 1 (FY)                      Grade: 10-12

**Prerequisite:** Successful completion of JROTC I or permission of SAI

This course discusses American Military History, roles of the US Army and its organization, military career opportunities and reviews in map reading, first aid and other subjects chosen by the Senior Army Instructor. Students will be required to participate in weekly physical training.

## JROTC III

Course No. JR6003                      Credit: 1 (FY)                      Grade: 11-12

**Prerequisite:** Successful completion of JROTC II or permission of SAI

This course discusses self-awareness and communication techniques, implements leadership principles into a military setting, service learning and its impact on the local community, further involvement in military history and citizenship development. You will also begin to actually develop and implement training plans which align with a master training program. Students will be required to participate in weekly physical training.

## JROTC IV

Course No. JR6004                      Credit: 1 (FY)                      Grade: 12

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**Prerequisite:** Successful completion of JROTC III or permission of SAI



This course applies all aspects of leadership communication through classroom preparation and presentations in leadership, citizenship, character development, communication skills, first aid, map reading and military history. Students will receive hands-on experience preparing and conducting both formal and informal instruction and truly leading by example. Students will be required to participate in weekly physical training.

## Mathematics Course Offerings

### To graduate and earn a Local Diploma:

Qualifying students with disabilities **MUST** earn three (3) math units of credit and score between 55 and 64 on one of the NYS Math Regents exams. Students will most likely be taking the Algebra 1 Regents exam. Requirements change based upon the year the student entered the ninth grade. Students should contact guidance for more information.

### To graduate and earn a Regents Diploma:

Students **MUST** earn three (3) math units of credit and a score of 65 or better on one of the NYS Math Regents exams (Algebra 1, Geometry, or Algebra 2). Valley Central students will be required to take the Algebra 1 Regents exam.

### To graduate and earn a Regents Diploma with Advanced Designation:

Students **MUST** have a score of 65 or better on the Algebra 1 Regents exam **AND** the Geometry Regents exam **AND** the Algebra 2 Regents exam.

### College Bound Students:

Colleges prefer students to have taken 4 years of math in high school. New York State asserts that for students to be college and career ready they should take 4 years of math in high school.

### College Bound Athletes:

Students planning to attend an NCAA school must choose from an approved list of courses. Please see your guidance counselor for more information.

COURSE		GRADE
MAAL125NG	Algebra Academic Intervention Services	10-12
MAAL110NG	Algebra R	9
MAAL310NG	Algebra L	9
MAAL210NG	Algebra LR	10

MAFA110	Financial Applications of Algebra	11
MAGE210NG	Geometry	10-11
MAGE110NG	Geometry R	10
MAGE105	Geometry Honors	9
MAAT215	Algebra 2	11-12
MAAT110	Algebra 2 R	11
MAAT105	Algebra 2 Honors	10
MAPS110	Probability & Statistics	10-12
MACT110	Introduction to Computer Science	9-12
MACT100	AP Computer Science Principles/Siena College CSP	10-12
MACT105	AP Computer Science A	10-12
MACO210	College Prep Math	12
MACA210	Pre-Calculus (Mount St. Mary MTH 1500)	12
MACO100	Elementary Functions & Pre-Calculus (Mount St. Mary MTH 1400 & 1500)	11-12
MACA100	AP Calculus AB/Calculus I (Mount St. Mary MTH 2510)	12

### Algebra Academic Intervention Services (AIS)

Course No. MAAL125NG Credit: None (½ Year) Grade: 10-12

Algebra AIS is offered for the student who has not achieved a score of proficiency on the Algebra 1 Regents exam. This math class is non-credit pass/fail where students meet on either A or B days. The purpose of the class is to give concentrated and individualized targeted instruction directed towards the Algebra 1 Regents exam. All Valley Central students will be required to take the Algebra 1 Regents exam, and **MUST** pass one of the NYS Math Regents exam in order to earn a NYS Regents diploma.



### Algebra R

Course No. MAAL110NG Credit: 1 (FY) Grade: 9

**Prerequisite:** Teacher Recommendation

This is a one year course preparing students for the Algebra 1 Regents exam. The topics include quantities and reasoning with equations and their graphs, descriptive statistics, linear and exponential functions, polynomial and quadratic expressions, equations and functions, and a synthesis of modeling with equations and functions. The Algebra 1 Regents Exam will be given at the end of the year. Students must pass one NYS Math Regents exam to earn a NYS Regents diploma.



### Algebra L

Course No. MAAL310NG Credit: 1 (FY) Grade: 9

**Prerequisite:** Teacher Recommendation

This is the first year of a two year program preparing students for the Algebra 1 Regents exam. This course will meet for one period every day and an additional period every other day and is designed to give students extra time to strengthen their overall mathematical background as required by academic intervention services. The topics include relationships

between quantities and reasoning with equations and their graphs, descriptive statistics, and linear and exponential functions.



## Algebra LR

Course No. MAAL210NG

Credit: 1 (FY)

Grade: 10

**Prerequisite:** Credit in Algebra L.

This is the second year of a two year program preparing students for the Algebra 1 Regents exam. The topics include linear and exponential functions, polynomial and quadratic expressions, equations and functions, and a synthesis of modeling with equations and functions. The Algebra 1 Regents exam will be given in January and again at the end of the year for students who did not achieve a passing grade in January or who would like to try to achieve a higher score.



## Financial Applications of Algebra

Course No. MAFA110

Credit: 1 (FY)

Grade: 11

**Prerequisite:** Credits in Algebra L and Algebra LR. A student who has taken any level of Geometry will NOT be allowed to take this course to fulfill their math credit requirement but may take it as an elective credit.

This is a one year course designed for students as an option for a third unit of mathematics credit. The course employs algebra, pre-calculus, probability and statistics, calculus and geometry to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, and graphing calculators are key components of the course.



## Geometry

Course No. MAGE210NG

Credit: 1 (FY)

Grade: 10-11

**Prerequisite:** Credit in Algebra R OR Credits in Algebra L and Algebra LR.

This is a one year course for the student who has passed the Algebra 1 Regents. The topics include fundamentals of congruence, analytic proof and constructions, connecting Algebra and Geometry through coordinates, and circles with and without coordinates. A local final exam will be given at the end of the year.



## Geometry R

Course No. MAGE110NG

Credit: 1 (FY)

Grade: 10

**Prerequisite:** Credit in Algebra R, a passing score on the Algebra Regents exam, and teacher recommendation.

This is a one year course preparing students for the Geometry Regents exam. The topics include congruence, proof and constructions, similarity, proof and trigonometry, connecting Algebra and Geometry through coordinates and circles with and without coordinates. The Geometry Regents exam will be given at the end of the year.



## Geometry Honors

Course No. MAGE105

Credit: 1 (FY)

Grade: 9

**Prerequisite:** Grade of 90 in Algebra Honors and a passing score on the Algebra Regents exam.

This is a one year course preparing students for the Geometry Regents exam. The topics include congruence, proof and constructions, similarity, proof and trigonometry, connecting Algebra and Geometry through coordinates and circles with and without coordinates. The topics will be more extensively covered and the degree of difficulty of the problems increases from Geometry R. The Geometry Regents will be given at the end of the year.



## Algebra 2

Course No. MAAT215

Credit: 1 (FY)

Grade: 11-12

**Prerequisite:** Credits in Algebra and Geometry and a passing score on an Algebra Regents exam.

This is a one year course for the student who has passed Geometry. The topics include rational expressions, rational, irrational and complex numbers, quadratic equations and functions, sequences and series, relations and functions, exponents and exponential functions, logarithms, an introduction to trigonometry, and trigonometric graphs. A cumulative local final exam will be given at the end of the year.



## Algebra 2 R

Course No. MAAT110

Credit: 1 (FY)

Grade: 11

**Prerequisite:** Credits in Algebra and Geometry R and passing scores on the Algebra and Geometry Regents exams.

This is a one year course preparing students who have passed Geometry R for the Algebra 2 Regents exam. The topics include polynomial, rational, and radical relationships, trigonometric functions, functions, and inferences and conclusions from data. The Algebra 2 Regents exam will be given at the end of the year.



## Algebra 2 Honors

Course No. MAAT105

Credit: 1 (FY)

Grade: 10

**Prerequisite:** Grade of 88 in Geometry Honors and passing scores on the Algebra Regents exam and the Geometry Regents exam.

This is a one year course preparing students for the Algebra 2 Regents exam. The topics include polynomial, rational, and radical relationships, trigonometric functions, functions, and inferences and conclusions from data. The topics will be more extensively covered and the degree of difficulty of the problems increases from Algebra 2 R. The Algebra 2 Regents exam will be given at the end of the year.



## Probability & Statistics

Course No. MAPS110

Credit: 1 (FY)

Grade: 10-12

**Prerequisite:** Credit in Geometry R OR Algebra 2 (any level).

This course is designed to provide the student with an understanding of the persuasiveness of probability and statistics in today's society and the means to use the concepts and formulas to problem solve. Topics included are data collection techniques, calculating probabilities, data distributions, hypothesis testing, regression and analysis, expected values,

(elective)

conditional probability, binomial and normal distribution, data analysis (random sampling and sampling distribution), and measures of association. Examples may come from analysis of random events, games of chance, and economic cycles. These fundamental concepts of statistical theory with an applied approach is designed to create savvy “statistical consumers”, able to understand, evaluate, and analyze quantitative evidence presented in the media on issues relevant to citizens in our society today. A local final exam will be given at the end of the year. This course is an elective and will not count towards the 3 required credits in mathematics for graduation.

## Introduction to Computer Science

Course No. MACT110

Credit: .5 (½ Year)

Grade: 9-12

**Prerequisite:** Students taking this course should be enrolled in or have already passed Algebra I.

This half year course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science through the use of the Python programming language. The course content emphasizes finding solutions to complex problems using computational thinking. Students will learn the foundational elements of computer science as well as other key concepts. The course gives a foundation in the tools used in computer science and prepares students for further study in computer science, including AP Computer Science Principles and AP Computer Science A courses.

## AP Computer Science Principles/Siena College CSP

Course No. MACT100

Credit: 1 (FY)

Grade: 10-12



(elective)

**Prerequisite:** Credit in Algebra (Algebra R OR Algebra L and Algebra LR). A sophomore taking this course must have completed Intro to Computer Science.

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. Students in this course have the opportunity to earn 3 credits from Siena College. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

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## AP Computer Science A

Course No MACT105

Credit: 1 (FY)

Grade: 10-12

**Prerequisite:** Credit in Algebra and Geometry (Regents level or non-Regents level). A sophomore taking this course must have completed Intro to Computer Science.

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. During the course, students will be exposed to the topics of program design and algorithm development, code logic, code implementation, code testing, documentation, and ethical computing.



(elective)

## College Prep Math

Course No. MACO210

Credit: 1 (FY)

Grade: 12

**Prerequisite:** Credit in Algebra 2 or Algebra 2 R.

This is a full year course designed for the student who has successfully completed Algebra 2 and who desires instruction which will help prepare the student for college entrance exams in mathematics. The topics include trigonometry and college algebra topics including radicals, solving and graphing systems of equations, quadratics, algebraic fractions, logarithms, and functions. A local final exam will be given at the end of the year.



## Pre-Calculus (Mount St. Mary MTH 1500)

(elective)

Course No. MACA210

Credit: 1 (FY)

Grade: 12

**Prerequisite:** An average of 80% or higher in Algebra 2 R and a passing grade on the Algebra 2 Regents Exam.

This is a full year pre-calculus course. This course covers the real number systems, inequalities, analytical trigonometry, analytical geometry, higher degree polynomial functions, linear systems, sequences and series. A local final exam will be given at the end of the year.



(elective)

## Elementary Functions & Pre-Calculus (Mount St. Mary MTH 1400 & 1500)

Course No. MACO100

Credit: 1HS, 3 College Credits per semester (FY)

Grade: 12

**Prerequisite:** Credit in Algebra 2 Honors and passing scores on the Algebra, Geometry and Algebra 2 Regents exams.

MTH 1400 covers concepts and techniques of algebra that have important applications. Sets, real number systems, polynomial, exponential and logarithmic functions, systems of linear equations and matrices and applications are stressed throughout the course. MTH 1500 covers the real number systems, inequalities, analytical trigonometry, analytical geometry, higher degree polynomial functions, linear systems, sequences and series. A local final exam will be given at the end of the year. A college-level final exam will be given at the end of each semester and a local cumulative final exam will be given at the end of the year. To qualify to enroll in this course, students must meet the requirements of Mount St. Mary, including a minimum average in their math classes. Those students will receive 3 college credits for EACH course upon successful completion (possible 6 credits).



(elective)

## AP Calculus AB/Calculus I (Mount St. Mary MTH 2510)

Course No. MACA100

Credit: 1 (FY)

Grade: 12

**Prerequisite:** Elementary Functions & Pre-Calculus (Mount St. Mary MTH 1400 & 1500)

This is a full year calculus course. This course covers plane analytic geometry, rate of change of a function, differentiation of algebraic functions, integration and applications. This course is designed to introduce the student to three concepts of Calculus: limit, continuity, and derivative. Students will explore the applications of these such as related rates, maximum and minimum values, the shapes of curves, etc., and how they relate to real life problems. In addition, students are expected to develop elementary modeling and problem-solving skills, and the ability to write and speak about mathematics. Problems will be approached from a numerical, graphical, and algebraic point of view. Students will also be exposed to the

standards in AP Calculus AB and will have the option of taking the AP Calculus AB exam. Those topics include: limits, continuity, applications of derivatives, such as, related rates, max-min problems and rectilinear motion, and integrals and their applications, such as area under a curve and volume of revolution. Other topics include slope fields, exponential, logarithmic, and trigonometric functions. A local final exam will be given at the end of the course and the AP exam may be taken in May. College credit, as determined by each college, may be awarded for this course to those students who pass the AP exam.

## Music Course Offerings

The Music Department at Valley Central strives to foster excellence in our students by providing a positive environment in which they can develop musical skills, obtain practical knowledge and build healthy performance habits for lifelong music making and appreciation. Through a variety of musical experiences, students will become active participants, intelligent consumers, and advocates for the arts.

COURSE		GRADES
MUCH300	Applied Music	9-12
MUCH100	Chamber Choir	9-12
MUCL105	Drama I: Workshop	9 - 12
MUCL115	Drama II Production	10 - 12
MUSM100	Foundations of Music (SUNY ORANGE)	11-12
TRMU249	Intro to Guitar	9-12
MUCH050	Mixed Chorus	9 - 12
MUTE100	Music Technology 1	9-12
MUBA175	Studio Band	9-12
MUBA100	Symphonic Band	9-12
MUCH200	Treble Choir	9 - 12
MUBA420	Wind Ensemble	9-12

## Applied Music

Course No.

Credit: .5 (Full Year)

Grades 9-12

**Prerequisite:** Must be enrolled in music lessons outside of school

Private music study has been recognized as a legitimate phase of secondary education in the school of New York. Pupils have been allowed to earn credits toward the Regents high school diploma by taking private music lessons from qualified teachers outside of the school. On the basis of NYS regulations, a pupil may earn one half unit of credit per year on one designated instrument or voice. This course will NOT be scheduled as part of the students regular school day but rather facilitated by the music department chairperson. Please see the Music Department Chairperson for requirements and application procedures.



## Chamber Choir

Course No. MUCH100

Credit: 1 (Full Year)

Grades 9-12

**Prerequisite:** Placement based on audition

An ensemble consisting of four equal voice parts: (soprano, alto, tenor and bass.) An audition is required for all entrants. Singers in this choir will learn advanced skills for vocal production and will strengthen music theory knowledge and sight singing ability. Members must exhibit a strong sense of pride, dedication and commitment to the art of singing and be willing to put in out of school time for practice. Repertoire studies will be selected from classical to contemporary literature that will be either arranged with or without accompaniment and will be both challenging and entertaining. All students enrolled in this course are required to attend small group lessons that meet at least five times per quarter. All members must attend two post session rehearsals which are held prior to each of the mandatory Winter and Spring concerts.

## Drama I: Workshop

Course No. MUCL105

Credit: 1 (Full Year)

Grades 9-12

**Prerequisite:** None

Drama I: Workshop a comprehensive theatre course that will allow students to learn the many facets of theatre production. Students will receive the tools necessary for character analysis by the use of creative drama techniques; these will include the development of voice production, body movement, sensory memory and concentration. The Drama I class will stimulate the student's creative abilities through the use of pantomime, improvisation and theatre activities, and will provide the student with social and individual development. Solo and group activities will allow the student to achieve qualities that will demand team-work, cooperation and dependability. Students do not need any prior experience to enroll in this class; the only prerequisite is a creative imagination.

## Drama II: Drama Production

Course No. MUCL115

Credit: 1 (Full Year)

Grades 9-12

**Prerequisite:** Must complete Drama I

Drama II continues to build upon the acting techniques developed in Drama Workshop. This course teaches the fundamentals of directing, producing and acting in a comical or dramatic play in the spring. Drama Workshop is a prerequisite for acceptance into Drama II. However, since the nature of this course is to present a different staged play each June, students may take this course more than once.

## Foundations of Music (SUNY Orange)

Course No. MUSM100

Credit: 1HS, 6? college credits (Full Year)

Grades 11-12

**Prerequisite:** Must be enrolled in a performing ensemble (band/chorus)

SUNY Orange's Community College in the High School Program (CCHSP) offers high-achieving juniors and seniors the opportunity to earn college credits while attending high school. Foundations of Music, offered through SUNY Orange, provides thorough groundwork in the rhythmic, melodic, and harmonic elements of music. Topics include pitches in different clefs, accidentals, rhythm, simple and compound meter and meter signatures, major and minor scales and key signatures, the circle of fifths, intervals, chords, and chord progressions. Project based compositions will be required in this



course to show skill development. This course is geared towards students who have prior music experience. Students requesting this course should be in a performing ensemble (instrumental or vocal) or should be musically active outside of the school day. Students will receive 3 college credits for the course upon successful completion. Fee and textbook purchase required.

### **Intro to Guitar**

Course No. TRMU249

Credit: 1 (Full Year)

Grades 9-12

**Prerequisite:** None

This course is open to any student in grades 9-12 (No prior music knowledge is needed) Although generally designed for beginners, the curriculum takes into account students who have a variety of musical backgrounds. Guitars will be provided for students to use during class. Students will learn to perform a variety of genres, musical techniques and will have an understanding of basic music theory concepts.

### **Mixed Chorus**

Course No. MUCH050

Credit: .5 (Every other day)

Grades 9-12

**Prerequisite:** None

Mixed Chorus is a traditional choir class that lets you explore many different ways to create and perform music. Students will be able enhance their vocal skills with vocal instruction to create good singing skills, good tone and the ability to sing in harmony, listen to various types of popular music for enjoyment and learn to distinguish the musical elements in the selection. Projects will include small group performances within each unit. All students enrolled in this course are required to attend small group lessons that meet at least 5 times per quarter. Performances will be peer based during the class time and options for public performance at both the winter and spring choral concerts. No audition required.

### **Music Technology I**

Course No. MUTE100

Credit: 1 (Full Year)

Grades 9-12

**Prerequisite:** None

Music Technology will be a full-year course for one credit. This course will fulfill the fine arts credit needed for graduation. Music Tech is a course open to all students in grades 9-12; regardless of prior musical knowledge. The course will explore many concepts in creating music using technology. This is a project-based course and will require students to work independently at times; building their time management skills. Topics within this course include (but are not limited to): The basics of a sound system, audio effects, MIDI sequencing, Audio sequencing, Composing and Arranging Music, Podcasting, Remixing, Film Scoring, Live Sound, and Live Performance using Technology.

### **Studio Band**

Course No. MUBA175

Credit: .5 (Every other day)

Grades 9-12

**Prerequisite:** Placement based on Audition

Placement in this group is by audition only. Studio Band is a modern band setting made up of 15-20 rhythm section instrumentalists (guitar, bass, drum-set and piano) as well as vocalists. Small rock bands will be formed within the Studio Band class. Students will learn how to work with other musicians in a rock band setting; learning cover songs, writing originals and arranging medleys. The Studio Band performs together twice a year in the spring.

## Symphonic Band

Course No. MUBA100

Credit: 1 (full year)

Grades 9-12

**Prerequisite:** All students must have previous experience in middle school band. This ensemble has no audition requirement and all students who have played in the Middle School Band are welcome (If you haven't played in the Middle School Band but have continued to practice on your own time, an evaluation of your skills will be required by the band director) As a member, the student will continue to develop musical skills that will assist him/her in their personal growth as an instrumentalist and ensemble member. Students must exhibit a strong sense of pride and commitment and be prepared to work toward the success of the ensemble at all times. Symphonic Band meets every day. All instrumental students enrolled in this course are required to attend small group lessons that meet at least five times per quarter. This ensemble will participate in two mandatory post-session rehearsals and two concerts.

## Treble Choir

Course No. MUCH200

Credit: .5 (Every other day)

Grades 9-12

**Prerequisite:** Placement based on Audition

This is a select ensemble consisting of 3 or 4 equal treble voice parts: (soprano I, soprano II, alto I and possibly alto II) A placement audition is required for entrance in which vocal technique is assessed based on tone quality, rhythm awareness and sight-singing skills. It is recommended but not mandatory that students enter with basic knowledge of music notation and fundamentals of choir singing. As a member students will continue to develop musical skills that will assist them in their personal growth as a singer and ensemble member. Students must exhibit a strong sense of pride and commitment and be prepared to work toward the success of the ensemble at all times. All students enrolled in this course are required to attend small group lessons that meet at least 5 times per quarter. This ensemble will participate in two mandatory post session rehearsals and two concerts.

## Wind Ensemble

Course No. MUBA420

Credit: 1 (full year)

Grades 9-12

**Prerequisite:** Placement based on audition

Placement in this group is by audition only. Wind Ensemble is made up of advanced instrumentalists. The ensemble meets daily and plays music from NYSSMA Levels 5-6. Public performances are scheduled twice a year in the winter and the spring. Wind Ensemble also attends a competition event each spring. Because of the emphasis on individual parts, regular and consistent practice outside of school is mandatory. All instrumental students enrolled in this course are required to attend small group lessons that meet at least five times per quarter. Students must maintain a performance grade of 95 or higher to keep their placement in the group from year to year.

## Physical Education and Health

To graduate, all students must successfully complete physical education each semester of each year in high school. Students participate in activities designed to promote fitness throughout life. Students are not graded on skill levels but are graded on participation, cooperation, effort and knowledge of various activities, such as soccer, touch football, track and field, tennis golf, volleyball, basketball, softball, weight training, fitness tests, aquatics, project adventure and recreational games. Classes meet every other day. To comply with the new state mandate, all students will be provided with hands-only CPR and AED training during their HS career in order to graduate.

## Physical Education

New York State requires all students to successfully complete physical education each semester of every year in high school in order to graduate. Classes meet every other day. Students are not graded on skill levels but are graded on participation, cooperation and effort. Students will participate in numerous activities such as soccer, touch football, track and field, tennis, golf, badminton, volleyball, basketball, softball, weight training, fitness tests, aquatics, table tennis, team sports and recreational games. Students who fall behind in credit are not permitted to double up in physical education until their senior year. Opportunities for make ups including Saturday morning swim, evening high school and post session makeup are available throughout the school year. To comply with the new state mandate, all students will be provided with hands-only CPR and AED training during their HS career in order to graduate. Students will also participate in mental health education which is part of the Valley Central High School Physical Education Curriculum.

## Mental Health Education

A component of Valley Central High School PE curriculum is Mental Health Education. As of July 1, 2018, New York State has mandated that mental health education be taught in all grades k-12. All freshmen and sophomores will be exposed to a mental health curriculum. Students in eleventh and twelfth grade will also be provided separate units linked to topics specific for their age group. This curriculum will be taught during physical education classes on a 3 week block rotating basis. Students will learn a variety of skills that will help them to navigate through life experiences. Many mindfulness and social-emotional learning strategies have been added to our mental health curriculum to help students learn how they can help themselves during challenging life moments. The goal of the mental health education curriculum is to provide students with the necessary knowledge, skills and access to school-community resources to improve one's mental health and to promote a school culture of health and wellness.

COURSE		GRADES
PE09800	Freshman Physical Education (Fall)	9
PE0901F	Freshman Physical Education (Spring)	9
PE10120	Physical Education (Fall)	10 - 12
PE09801	Physical Education (Spring)	10 - 12
	Aquatics	10-12
PEHE120	Health	11 - 12
SEPE120/125	Specifically Designed PE	9 - 12
PE11120	Weight Training (Fall)	10 - 12
PE11125	Weight Training (Spring)	10- 12

## **Freshman Physical Education, Fall/Spring**

Course No. PE0901F or PE09800

Credit: .5 (1/2 YR)

Grades 9

Students participate in activities designed to promote health and fitness throughout life. Freshmen are introduced to skills required for various sports throughout the year. The curriculum also requires them to demonstrate proficiency for social responsibility, problem solving and cooperative activities. All 9th graders are scheduled for a three week unit in the pool. 9th grade students will also participate in the mental health curriculum throughout the school year.

## **Aquatics**

Course No. PE13120

Credit: .5 (1/2 YR)

Grades 9-12

Aquatics teaches participants valuable lifesaving skills in an aquatic environment. Participants have the opportunity to become American Red Cross certified in Lifeguarding with AED/CPR/First Aid for the Professional Rescuer, or Waterfront Lifeguard with AED/CPR/First Aid for the Professional Rescuer, valid 2 years. There is a Red Cross processing fee for certification if participants go this route. Participants will learn how to respond to emergencies quickly and appropriately, including active, and passive, drowning victims, spinal injuries in an aquatic environment, as well as land emergencies and sudden illnesses. Participants will learn valuable communication and teamwork skills that are necessary for success in the 21st century.

## **Health**

Course No. PEHE120

Credit: .5 (1/2 YR)

Grades 11-12

Health is a required course for graduation and is designed to help the student become more aware of contemporary health related issues as they pertain to the individual, the family and society in general. Through individual and group activities, class discussion and lecture, students will become more aware of their own ideas and values as they are exposed to information that will help them make choices regarding a healthy lifestyle. Health is a half year course which is offered everyday for the semester.

## **Weight Training**

Course No. PE11120 or PE11125

Credit: .25 (1/2 YR)

Grades 10-12

Students will learn the basics of weight training including proper techniques, principles and safety. They will also learn about cardiovascular training and stretching. Students will be able to identify major muscle groups and how to perform specific lifts for those muscles.

## **Specifically Designed P.E.**

Course No. SEPE120/125

Credit: .25 (1/2 YR)

Grades 9-12

Specially designed physical education (APE) is a program of physical activities, games, and sports that are tailored to the needs of physically disabled students.

## Science Course Offerings

**Explore the nature of science.**

**Empower students to investigate the physical and biological world around them.**

**Achieve the skills necessary to solve problems using the scientific method.**

High school science offerings continue the program begun in earlier grades to develop scientifically literate students who understand how science, technology, and society interact and who are able to use this knowledge to solve problems every day. Courses emphasize acquiring facts, concepts, attitudes, and process skills which foster the development and practice of scientific thinking. In accordance with NYSSLS curriculum, laboratory experience is fundamental to having a positive outcome in learning science. The curriculum prepares students for advanced study in science and professional careers and for entry into technological schools and jobs.

The New York State Education Department mandates that all students taking Regents laboratory courses complete a laboratory requirement in order to sit for the Regents exam. To complete the laboratory requirement, a Valley Central student must produce satisfactorily written reports of the work accomplished during at least 1200 minutes of laboratory experience in addition to the 3 NYSSLS Lab Investigations. The written reports must be satisfactorily completed by the deadline established by the Valley Central Science Department. Students and parents will be informed of the deadline.

### **To graduate and earn a Local Diploma:**

Qualifying students with disabilities **MUST** earn three (3) science units of credit and score between 55 and 64 on one of the NYS Science Regents exams (Biology, Earth and Space Science, Chemistry, or Physics).

### **To graduate and earn a Regents Diploma:**

Students **MUST** earn three (3) science units of credit and a score of 65 or better on one of the NYS Science Regents exams (Biology, Earth and Space Science, Chemistry, or Physics). The three required credits must include one Biology credit and one Physical Science credit (Earth Science, Chemistry, or Physics). The third credit may come from taking another science course ending in a Regents exam, Elements of Science, or a science elective.

### **To graduate and earn a Regents Diploma with Advanced Designation:**

Students **MUST** have a score of 65 or better on two of the available Science Regents exams (Biology, Earth and Space Science, Chemistry, or Physics).

### **College Bound Students:**

New York State asserts that for students to be college and career ready they should take 4 years of science in high school.

## College Bound Athletes:

Students planning to attend an NCAA school must choose from an approved list of courses. Please see your guidance counselor for more information.

COURSE		GRADE
SC09125	Science Academic Intervention Services (AIS)	10-12
SCBIO110	Life Science: Biology Regents	9-10
SCBIO105	Life Science: Biology Honors	9
SCESS110	Earth and Space Sciences Regents	10-11
SCESS105	Earth and Space Sciences Honors	9-10
SC12110	Physical Science: Chemistry Regents	10-12
SC11110	Elements of Science	9-12
SC12210	Physical Science: Physics Regents	10-12
SC14110	Introduction to Physics (Basic Physics)	11-12
SC13110	AP Biology	11-12
SC13125	AP Chemistry	11-12
SC13135	AP Physics C- Mechanics	11-12
SCCO100, 105, 110	Science Research I, II, III (3-year program)	10-12
SC15170	Health Sciences	9-12
SC15140	Forensic Investigations	11-12
SC15145	Criminal Forensics	11-12

## COURSES

### Science Academic Intervention Services (AIS)

Course No. SC09125

Credit: None (½ Year)

Grade: 10-12

Science AIS is offered for the student who has not achieved a score of proficiency on a required Regents exam. This science class is non-credit pass/fail where students meet on either A or B days. The purpose of the class is to give concentrated and individualized targeted instruction directed towards the specific science Regents exam.



### Life Science: Biology (R)

Course No.

Credit: 1 (YR)

Grades: 9

The Life Science: Biology course of study will focus on understanding important biological relationships, processes and mechanisms, and the application of biological concepts. Major course topics include ecology, cell biology, cell biochemistry, the maintenance of homeostasis in animals and plants, human anatomy and physiology, genetics and evolution. Students are required to do extensive microscope and lab work including lab investigations required by New York State, some of which will be tested on the Regents exam. Students must satisfactorily complete all required laboratory experiences including the NYSSLS lab investigations in order to sit for the Regents exam.



### Life Science: Biology (Honors)

Course No. SCBIO105

Credit: 1 (YR)

Grades: 9

**Prerequisite:** Students must successfully complete 8th grade science with a grade of 85 or higher and teacher recommendation.

The Life Science: Biology Honors course of study is designed for students who can learn at an accelerated pace. The course focus is the understanding of important biological relationships, processes and mechanisms, and the application of biological concepts. Major course topics include ecology, cell biology, cell biochemistry, the maintenance of homeostasis in animals and plants, human anatomy and physiology, genetics and evolution. The level of difficulty in the Honors course is designed to offer a challenge to capable students. As such, course concepts will be examined in greater detail and at a level that exceeds the Regents course of study. The quantity of material studied as well as the level of expectation of assignments must reflect a greater depth of understanding on the part of the student. Students in the Honors course are also expected to participate more and willingly meet the additional challenge. Students must satisfactorily complete all required laboratory experiences including the NYSSLS lab investigations in order to sit for the Regents examination.



### Earth and Space Sciences (R)

Course No. SCESS110

Credit: 1 (YR)

Grades: 10

**Prerequisite:** Students must have passed the Life Science: Biology (R) course or be taking Life Science: Biology (R) concurrently with Earth and Space Sciences (R)

The Earth and Space Sciences (R) course of study is designed to encourage students to understand the processes of change in earth and space through first-hand observation and inference. Throughout the various units, including Rocks and Minerals, Earthquakes, Landscapes, Geological History, Meteorology and Astronomy, emphasis is placed on scientific inquiry and analysis of data relevant to the NYSSLS. Students will be taught to formulate questions that relate to their experiences and to use their acquired skills to investigate these questions. Throughout the year, timely environmental issues such as global warming and environmental pollution will be explored, with an emphasis on how we interact with the planet Earth, and our responsibility to understand and value our natural environment. Students **MUST** satisfactorily complete all required laboratory experiences including the NYSSLS lab investigations in order to sit for the Regents examination.



### Earth and Space Sciences (Honors)

Course No. SCESS105

Credit: 1 (YR)

Grades: 9-10

**Prerequisite:** Students must have mastered the Life Science: Biology (R) course with an unweighted average of 85 or higher, an 83 or higher on the Life Science: Biology Regents exam and recommendation from their Life Science: Biology teacher. 9th grade students in Life Science: Biology Honors who are also in 9AD Geometry math may also concurrently take Earth and Space Sciences Honors with the recommendation of their Life Science: Biology Honors teacher or Science Dept Chair.



The Earth and Space Sciences Honors course of study is designed for students who can learn at an accelerated pace. The course focus encourages students to understand the processes of change in earth and space through first-hand observation and inference. Throughout the various units, including Rocks and Minerals, Earthquakes, Landscapes, Geological History, Meteorology and Astronomy, emphasis is placed on scientific inquiry and analysis of data relevant to the NYSSLS. Students will be taught to formulate questions that relate to their experiences and to use their acquired skills to investigate these questions. Throughout the year, timely environmental issues such as global warming and environmental pollution will be explored, with an emphasis on how we interact with the planet Earth, and our responsibility to understand and value our natural environment. The level of difficulty in the Honors course is designed to offer a challenge to capable students. As such, course concepts will be examined in greater detail and at a level that exceeds the Regents course of study. The quantity of material studied as well as the level of expectation of assignments must reflect a greater depth of understanding on the part of the student. Students in the Honors course are also expected to participate more and willingly meet the additional challenge. Students **MUST** satisfactorily complete all required laboratory experiences including the NYSSLS lab investigations in order to sit for the Regents examination.



### Physical Science: Chemistry (R)

Course No. SC12110

Credit: 1 (YR)

Grades: 10-12

**Prerequisite:** Successful completion of Regents Geometry or Geometry AD. Students must also have successfully completed Earth and Space Sciences (R) and passed the Earth and Space Sciences Regents exam. 10th grade Earth and Space Sciences Honors students may concurrently take Physical Science: Chemistry if they are currently enrolled in 10AD Algebra 2 math and with a recommendation from their science teacher. Any student not meeting these criteria needs permission from the Science Department Chair.

The Physical Science: Chemistry (R) course of study is intended to provide the student with an understanding of the theoretical and practical aspects of chemistry and the ability to handle equipment and chemicals safely. This course is intended for average and above average students with a history of successfully completing Regents level Science courses. The topics in chemistry include: matter and energy, atomic structure, bonding, the periodic table, mathematics of chemistry, kinetics and equilibrium acids and bases, redox and electrochemistry, nuclear chemistry and organic chemistry. There are five lecture periods each week plus a chemistry lab that meets alternate days each week. Students **MUST** satisfactorily complete all required laboratory experiences including the NYSSLS lab investigations in order to sit for the Regents examination.



### Elements of Science

Course No. SC11110

Credit: 1 (YR)

Grades: 9-12

Available as an alternative to Physical Science: Chemistry R, this course covers the basic concepts of chemistry and physics as outlined in the NYSSLS. The chemistry portion of the curriculum, comprising 50 percent of the course, covers the basic nature, composition and structure of matter, elements, compounds and mixtures, the types of chemical reactions, solutions,



and the properties of acids, bases, and salts. In the physics portion of the course, which encompasses the remaining 50% of the curriculum, the main topics include magnetism and electricity, heat, light, and sound. The course will begin with a review of the scientific method and metric system. There is no state-mandated laboratory component for this course. Laboratory work, done at the discretion of the teacher, will be incorporated within the regularly scheduled class period.



## Basic Physics

Course No. SC14110

Credit: 1 (YR)

Grades: 11-12

**Prerequisite:** Successful completion of Physical Science: Chemistry R or successful completion of Elements of Science with a 75 average.

This course is designed as an alternative to Physical Science: Physics. Mathematical skills are necessary but are more limited than in Physical Science: Physics (R), and are mostly algebraic in nature. Topics covered include scientific notation, metric system measurement, graphing, kinetics, dynamics, harmonic motion, circular and projectile motion magnetism electricity, laws of gravitation and energy. There will be an emphasis on applying physics principles, concepts and skills to robotics based projects. Students will be expected to work cooperatively to design and construct simple devices and to problem solve.



## Physical Science: Physics (R)

Course No. SC12210

Credit: 1 (YR)

Grades: 11-12

**Prerequisite:** Successful completion of Algebra 2 R or concurrent enrollment in Algebra 2 AD. Successful completion of Physical Science: Chemistry (R) with a grade of 75 or higher. Honors students may concurrently take Physical Science: Chemistry (R) and Physical Science: Physics (R) with permission of their science teacher.

This course of study for Physical Science: Physics (R) presents a modern view of physics with emphasis on both theoretical and practical aspects. The five core areas studied are mechanics, energy, electricity and magnetism, wave phenomena and atomic and nuclear physics. There are five lectures and alternate day laboratory periods scheduled each week. Students must meet the minimum number of completed lab requirements to be admitted to The Physical Science: Physics Regents exam. Students **MUST** satisfactorily complete all required laboratory experiences including the NYSSLS lab investigations in order to sit for the Regents examination.

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## AP Biology

Course No. SC13110

Credit: 1 (YR)

Grades: 11-12

**Prerequisite:** Successful completion of The Physical Science: Chemistry (R) course (75 or higher) and a passing grade on the Physical Science: Chemistry Regents exam (65 or higher) or approval by the Science Dept. Chairperson. Advanced Placement science students are expected to complete the 4 Regents Science courses (Life Science: Biology, Earth and



Space Sciences, Physical Science: Chemistry and Physical Science: Physics) prior to graduation.

The Advanced Placement Biology course is designed to be taken by students after the mastery of a first course in high school biology and high school chemistry. It aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. Three basic areas of study are included in the course: molecules and cells, genetics and evolutions, organisms and populations. Students will take the Advanced Placement exam at the end of the course which may permit them to be eligible to receive college credit. Five lecture periods meet each week. In addition, Advanced Placement Biology lab meets every other day.



## AP Chemistry

Course No. SC13125

Credit: 1 (YR)

Grades: 11-12

### Prerequisite:

The Advanced Placement Chemistry course is designed to be the equivalent of the first year college general chemistry course. Students should attain a depth of understanding of fundamentals and a competence in dealing with chemical problems. The course requires students to think clearly and express their ideas logically, both in writing and speaking. There is an emphasis on chemical calculations and mathematical formulation or principles. Extensive laboratory experiences are required accompanied by formal written laboratory reports to be submitted by each student. The topics covered in depth during the course are: structure of matter, states of matter, chemical reactions, descriptive chemistry and laboratory. Students **MUST** have a mastery of Regents Chemistry and Math 11R. Students will take the Advanced Placement Chemistry exam at the end of the course and may be eligible for college credit in chemistry.



## AP Physics C- Mechanics

Course No. SC13135

Credit: 1 (YR)

Grades: 11-12

**Prerequisite:** Successful completion of Physical Science: Physics (R) with a grade of 80 or higher. Students must also have successfully completed or concurrently be taking College Algebra and Trigonometry(although concurrent enrollment in AP Calculus is strongly recommended). Advanced Placement Science students are expected to complete the 4 Regents Science courses (Life Science: Biology, Earth and Space Sciences, Physical Science: Chemistry and Physical Science: Physics) prior to graduation.

AP Physics (C) is a calculus-based course, which includes the topic of Newtonian mechanics. A good working knowledge of algebra and trigonometry is required for this course. Additionally, the basic ideas of calculus will be introduced in connection with such physical concepts as motion, work and energy. Understanding of basic principles and the ability to apply these principles in the solution of problems will be the major goals of this course. The course is representative of topics covered in similar calculus-based college courses. Students will take the Advanced Placement Physics (C) exam at the end of the course and may be eligible for college credit in physics.



## Science Research I, II, III ( SUNY Albany)

Course No. SCCO100, 105, 110

Credit: 1HS, 3 College (YR)

Grades 10-12

### NCAA Approved Elective (First Year Only)

**This three year program commencing during the sophomore year** gives students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. Students choose and explore a topic of interest. The topic may come from the natural sciences or the social sciences. Students develop skills in using electronic mail and the Internet, as well as learn to conduct online bibliographic searches of a wide range of databases. Each year of the program requires the accomplishment of specific goals, leading to designing and conducting an original experiment, data collection and analysis, and the writing of a formal research paper. During their Senior year, students will enter their work in such competitions as the Intel Science Talent Search and the Junior Science and Humanities Symposium. Seniors also attempt to have their work published.

In addition to school credit, students may elect to gain college credit through the State University at Albany (fees required) for participation in their sophomore summer (2 credits), junior year (4 credits), junior summer (2 credits) and senior year (4 credits.) Science Research is taken in addition to, and not in replacement of, existing science requirements.



## Health Sciences

Course No. SC15170

Credit: 1 (YR)

Grades: 9-12

**Prerequisite:** Successful completion of Life Science: Biology.

This course presents the student with an explanation of the structure of the human body and its processes, Anatomy and Physiology. The skeletal, muscular, nervous, endocrine, cardiovascular, and respiratory systems will be comprehensively addressed. The digestive, excretory and immune systems will be introduced. Sub-Units addressed in this course will be Biomechanics, Kinesiology, Health and Nutrition, Physical Fitness Assessment and Training, Sports Medicine, and Future Careers in the Health Sciences. This course is appropriate for students intending to enter the health profession, such as; Biomedical Engineering, Dentistry, EMT, Nursing, Pharmacology, Physical Therapy, Athletic Training, Veterinary Medicine and should be considered an introduction to college-level work in this area. Where possible, the subject matter is enhanced by laboratory investigation. This course is especially beneficial for a student considering a medical career.



## Forensic Investigations

Course No. SC15140

Credit: .5 (1/2YR)

Grades: 11-12

**Prerequisite:** Students must have successfully completed Life science: Biology, Earth and Space Sciences and Physical Science: Chemistry or Elements of Science and be comfortable with critical thinking, research and working together as a cohesive team.

The Forensic Science class demonstrates a multidisciplinary approach with interrelated concepts across all subject areas and establishes the application of science to criminal and civil laws. The class is designed with students working in teams to solve crimes using scientific knowledge and reasoning. It involves all areas of science including biology, anatomy, chemistry, physics, and earth science with an emphasis in complex reasoning and critical thinking. In addition, students must incorporate the use of technology, communication skills, language arts, art, family and consumer science, mathematics and social studies. Being able to work as a cohesive member of a team is vital.



## Criminal Forensics

Course No. SC15145

Credit: .5 (1/2YR)

Grades: 11-12

**Prerequisite:** Students must have successfully completed Life Science: Biology, Earth and Space Sciences and Physical Science: Chemistry or Elements of Science and be comfortable with critical thinking, research and working together as a cohesive team.

Criminal Forensics is designed to provide students with a basic theoretical and philosophical understanding of the investigatory process as well as fundamental investigation techniques such as crime scene analysis, collection, preservation, and testing of evidence, use of technology, types of evidence, and the science of criminalistics while investigating interdisciplinary relationships with biology, chemistry, physics, art and history. Being able to work as a cohesive member of a team is vital.

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## Social Studies Course Offerings

**Social Studies Department Mission Statement:**

*Explore our connections to the past*

**Be *Empowered* to become more involved, responsible citizens**  
***Achieve* the ability to communicate strong, new opinions about the world**

The Valley Central High School Social Studies Department's goals are to help students recognize and understand ongoing historical patterns. The department will provide students with a strong interdisciplinary background which will provide them the tools to comprehend and evaluate behavioral, social, and cultural patterns throughout history, geography, government, and economics. The Social Studies Department will help students develop the knowledge and skills needed to be effective and responsible citizens of the world

**To graduate and earn a Local Diploma:**

Qualifying students with disabilities **MUST** earn three (4) Social Studies units of credit and score between 55 and 64 on one of the NYS Science Regents exams (Biology, Earth and Space Science, Chemistry, or Physics).

**To graduate and earn a Regents Diploma:**

Students **MUST** earn three (3) science units of credit and a score of 65 or better on one of the NYS Science Regents exams (Biology, Earth and Space Science, Chemistry, or Physics). The three required credits must include one Biology credit and one Physical Science credit (Earth Science, Chemistry, or Physics). The third credit may come from taking another science course ending in a Regents exam, Elements of Science, or a science elective.

**To graduate and earn a Regents Diploma with Advanced Designation:**

Students **MUST** have a score of 65 or better on two of the available Science Regents exams (Biology, Earth and Space Science, Chemistry, or Physics).

<b>COURSE</b>		<b>GRADE</b>
SS10125 or 1125	Global Studies/ US History AIS	10-12
SS09120	Global History I	9
SS09105	Global History I Honors	9
SS10120	Global History II	10
SS10105	Global History II Honors	10
SS11120	United States History	11
SS11100	AP United States History	11
SS13175	American Law	9-12
SS12110	Economics	12
SS12210	Government	12
SS14210	Medieval & Renaissance Europe (SUNY Orange)	11-12
SS14200	Modern Europe (SUNY Orange)	11-12
SS13225	Military History	9-12
SS14300	National Government (SUNY Orange)	11-12

SS13125	Psychology	9-12
SS13525	The Social History of Rock & Roll	9-12
SS13120	Sociology	9-12
SS14175	The Holocaust in History (SUNY Albany)	11-12
EN13675	World Issues	9-12
SS13750	World War II	9-12

## Global Studies / U.S. History AIS

Course No. SS10125

Credit: None (½ Year)

Grade 10-12

Social Studies AIS is offered for the student who has not achieved a score of proficiency on the Global Studies or US History Regents exams. This class is non-credit pass/fail where students meet on either A or B days. The purpose of the class is to give concentrated and individualized targeted instruction directed towards either Social Studies Regents exam. All Valley Central students **MUST** pass one of the NYS Social Studies Regents exam in order to earn a NYS Regents diploma. Students must pass two Social Studies Regents exams if they choose to satisfy a Humanities graduation pathway.

## Global History I

Course No. SS09120

Credit: 1.0 (FY)

Grade 9



This course includes an important introductory unit on culture and the social sciences –government, geography, history, anthropology, economics and sociology – which establishes a framework for both Global History I and Global History II. It will also include a survey of European and Non-European World History. Upon completion of this course, students will be able to demonstrate the ability to utilize the knowledge and insights gained to participate in democratic decision making and to work effectively with others of differing views and cultures. This course begins with the Ancient Period of History and ends with the Enlightenment Period.

## Global I Honors

Course No. SS09105

Credit: 1 (FY)

Grade: 9



This course includes an important introductory unit on culture and the social sciences –government, geography, history, anthropology, economics and sociology – which establishes a framework for both Global History I and Global History II. It will also include a survey of European and Non-European World History. Upon completion of this course, students will be able to demonstrate the ability to utilize the knowledge and insights gained to participate in democratic decision making and to work effectively with others of differing views and cultures. This course begins with the Ancient Period of History and ends with the Enlightenment Period. In addition to regular course work students will be expected to complete a quarterly project or reading assignment. The level of difficulty in the advanced course is designed to offer a challenge to the more academically motivate or capable students. As such, course concepts will be examined in greater detail that greatly exceeds the Regents course of study.

## Global History II

Course No. SS10120

Credit: 1.0 (FY)

Grade 10



This course consists of the continued study of Europe and Non-European World History. It consists of the study of the political, historical, social, cultural and economic events that shaped history from the 1700s to the present. All students will take the Global History & Geography Regents Examination (a comprehensive exam consisting of both Global I and II courses.)

## Global History II Honors

Course No. SS10105

Credit: 1.0 (FY)

Grade 10



This course consists of the continued study of Europe and Non-European World History. It consists of the study of the political, historical, social, cultural and economic events that shaped history from the 1700's to the present. All students will take the Global History & Geography Regents Examination (a comprehensive exam consisting of both Global I and II courses.) In addition to regular course work students will be expected to complete a quarterly project or reading assignment. The level of difficulty in the advanced course is designed to offer a challenge to the more academically motivate or capable students. As such, course concepts will be examined in greater detail that greatly exceeds the Regents course of study.

## United States History

Course No. SS11120

Credit: 1.0 (FY)

Grade 11



This course will deal with a thorough analysis of the Constitutional foundations of the Republic. Key Constitutional principles such as separation of powers, check and balances, judicial review and the Bill of Rights will be examined. The remainder of the year is based on American History from 1865 to the present. All students will be required to take the New York State Regents Examination in U.S. History and Government. This course is required by the NYS Education Department for all students for graduation. A grade of 65 or better is necessary for a Regents Diploma.

## Economics

Course No. SS12110

Credit: .5 (HY)

Grade 12



This is a survey course in macro and micro economics. This course will include a study of the United States and international economy, history, theories and practical applications. This course is required by the New York State Education Department for all students for graduation.

## Government

Course No. SS12210

Credit: .5 (HY)

Grade 12





This course is a study of democracy in action through participation in government activities such as Youth in Government, School Elections and Mock Trials. It includes a look at local, state and national government operations and the roll of citizens in the democratic process. This course is required by the New York State Education Department for all students for graduation.

## **Elective Courses**

### **ADVANCED PLACEMENT United States History**

Course No. SS11100

Credit: 1.0 (FY)

Grade 11



This course is open to those students who have excelled in advanced social studies previously and are willing to make a definite commitment to the subject. All students taking the course will be required to write the College Board Examination each May. Students must pay for their own AP exam. With approval of the counselor, this course may be taken in place of American History & Government. Students who do so will be required to take the New York State Regents Examination. The Advanced Placement Program is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. College credit or Advanced Placement in college may be earned if adequate scores are achieved on the AP Examination.

### **AMERICAN LAW**

Course No. SS13175

Credit: .5 (HY)

Grade 10-12



This half year course is an elective course that examines the various aspects of the United States law and its practice. This provides a very significant overview of a major segment of American Government. This course includes law as it relates locally on the state and federal level. Units will include constitutional law, tort or civil law, criminal law and the historical influence in our legal system. Activities will include mock trials, “one on one” examinations and cross-examinations, briefs, individual and group research interviews and oral presentations. Students should have strong writing skills.

### **The Holocaust in History (SUNY Albany)**

Course No. SS14175

Credit: .5 VC, 3 college credits (HY)

Grade 11-12



Begins with an overview of European Jewish life on the eve of the attempt at its destruction, examines the cultural, social, and intellectual roots of Nazism, and discusses the efforts to isolate and marginalize those marked as “a-socials” in German society. Explores the radicalization of the Nazi program and investigates the variety of ways targeted groups responded to the crisis. This course covers a number of survivor accounts and the memorialization and politicization of the Nazi Holocaust in the United States and Israel. Students will receive three SUNY Albany credits. College fees apply.

### **Medieval and Renaissance Europe (SUNY Orange)**



Course No. SS14210

Credit: .5 VC, 3 college credits (HY)

Grade 11-12



This is an introductory course which deals with the medieval and Renaissance periods in European history. The course begins with post-Roman world and ends with the Protestant Reformation. Emphasis is on the political, social, cultural and economic developments of the period. Topics to be considered are: feudalism, manorialism, the life of the peasant, monarchy, the development of the nation-state, the medieval church, the Renaissance and Protestantism. Students can receive three SUNY Orange credits. College fees apply.

### **Military History**

Course No. SS13225

Credit: .5 (HY)

Grade 10-12

This course will provide students with materials and concepts to understand the roles that the military has played in U.S. history. It explores the U.S. military as an institution. The course will maintain a focus on the changes to the military's organizational structure, duties, technological capabilities, and engagements. By completing the course requirements, students will learn 1) how to think historically about the U.S. military, 2) how to analyze both primary and secondary sources as core elements of historical study, 3) some of the research methods and investigative techniques used by historians, and 4) how to synthesize information and present analysis.

### **Modern Europe (SUNY Orange)**



Course No. 14200

Credit: .5 VC, 3 college credits (HY)

Grade 11-12

This course begins with the Congress of Vienna and extends to the present time. Some topics considered are nationalism, imperialism, Communism, Fascism, the two World Wars, the Cold War, and united Europe. Emphasis is on the social, economic, cultural, and political developments, centering on the theme of humanity's disillusionment with the promises of earlier generations.

### **National Government (SUNY Orange)**

Course No. SS14300

Credit: .5 VC, 3 college credits (HY)

Grade 11-12



A survey of the United States political system at the national level including treatment of the historical background, central concepts and revisions of the constitutional framework, examination of the presidency, congress, federal bureaucracy, judicial structure and process, political parties, interest groups, the media, and current public issues. College fees apply.

### **Psychology**

Course No. SS13125

Credit: .5 (HY)

Grade 10-12



Psychology is the study of behavior and mental processes. Motivation, moods, memory, reactions, attitudes, perceptions, attraction, talent, what you enjoy – or despise – all of these things have their roots in your Psychology. While Psychology is in the Social Science curriculum; it is in reality a Behavioral Science that often overlaps with the Natural Sciences. Have you ever experienced a physical reaction to an emotional situation? Sweating, shaking or stomach discomfort before a big test, a game, a presentation or performance? Have you ever known someone was talking about you when you walked into a room even without anyone saying anything? Has a certain smell or song ever brought back a strong memory? Have you found yourself attracted to someone you have nothing in common with? Have your sleep patterns changed since you reached adolescence? All of these situations have much to do with brain chemistry and illustrate the intrinsic connection between mind and body. While we cannot always control our feelings and behaviors, we can understand and manage them with awareness using psychological and neurological tools. We all learn differently, react differently and process information differently, however there are theories that sometimes prove that we are more predictable than we realize. Why is there evil in the world? There are psychologists that have theories that can explain that too. My hope is that you will hang in there for the first several units which are designed to prepare you for an introductory college level Psychology Course, (all the while having fun doing it – that’s a promise!), and as we progress and build a strong foundation – move along to aspects of Psychology that you can use as tools to understand yourselves and others in a way that will help you now and in the future.

## **Social History of Rock & Roll**

Course No. SS13525

Credit: .5 (HY)

Grade 10-12



Students will examine the social history of rock and Roll and its impact on society and politics in the United States. Students will also analyze how political, societal, and economic factors shaped the growth of rock n roll throughout the decades. This course will include the birth of rock and roll and everything in between: Classic Rock, Pop-Rock, Hip Hop, Punk, and Heavy Metal. This course is intended to help students think creatively and critically about Rock-and-Roll music. The class will study how rock music reflects society from its roots and continuing through the present day. Students will also analyze the role of rock and popular music as a symbol of identity (race, class, gender, generation) and its continual transformation through the years.

## **Sociology**

Course No. SS13120

Credit: .5 (HY)

Grade 10-12



Sociology is the systematic study of human society. The first half will include: an analysis of culture and society, social interaction, deviance, sexuality, gender, race and ethnicity. The second half will include: aging and the elderly, the family, religion, education, health, social movements and social change. This course is recommended for Grade 11 and Grade 12 students interested in the Social Sciences.

## **World Issues**

Course No. EN13675

Credit: .5 (HY)

Grade 10-12



This course will allow students to deeply understand contemporary world issues. It is a hands-on class that examines current issues impacting the world. The course gives students the opportunity to investigate issues that matter to them, debate and propose solutions to problems, and to figure out where one's country (the United States) stands in world affairs. Some issues addressed are Environmental Issues, Terrorism, and Human Rights Violations.

## **World War II**

Course No. SS13750

Credit: .5 (HY)

Grade 10-12



Students will examine the complex causes of World War II by dissecting the political, social, and economic conditions that led to the War. Students will also analyze key battles and strategies during the war while also focusing on impact the war was having on the home front. In conclusion, students will determine the long term impacts of the war and gain an understanding on how it shaped the modern era. This course will focus on skill development and provide students with the opportunity to engage in critical thinking through the new practices in Social Studies. Students will be required to complete two projects and a four page paper in order to gain credit for this course.

## **World Language Course Offerings**

New York State requires all students to earn 1 Unit of Credit in a world language to graduate. This can be completed in middle school or one world language class after entering the ninth grade. Regents Diploma with Advanced Designation World Language Pathway: Students must earn three units of credit in a language other than English and pass the local

Checkpoint B examination in that language. This can be done after completing checkpoint A in middle school or high school, and then by completing B1 and B2 French or Spanish and taking the locally developed Checkpoint B exam. (Heritage speakers may not need to start at checkpoint A, but they must still take three years of world language instruction.) Students completing a five-unit sequence in career and technical education or the arts pathways (visual arts, music, dance, and theater) are not required to complete the additional two units of the world language requirement for the Regents diploma with advanced designation but must still meet the Regents requirements for the total number of units of credit.

College-bound students should have at least 2-3 world language credits on their high school transcripts, depending on the college and the program of study. World language department offerings are named in terms of the state-required checkpoints. Vocabulary for all courses are described based on the 15 topics outlined by the NYS Standards.

- Level A1 will complete the Checkpoint A in one year and take a local final.
- Level A2 will complete the second half of Checkpoint A in one year and take a local final.
- Level A accelerated course that will complete all of Checkpoint A one year.
- Level B1 will complete the first half of Checkpoint B in one year and take a local final.
- Level B2 will complete the second half of Checkpoint B in one year and take the local Regents.
- Level C1 will complete the first half of Checkpoint C in one year and take a local final. College credit is available.
- Level C2 will complete the second half of Checkpoint C in one year and take a local final. College credit is available.

**NYS Seal of Biliteracy**

The NYSSB recognizes high school graduates who have attained a high level of proficiency in English and one or more world languages. The intent of the NYSSB is to encourage the study of languages, to identify high school graduates with language and biliteracy skills for employers, to provide universities with additional information about applicants seeking admission and placement, to prepare students with twenty-first century skills, to recognize the value of language instruction, and to affirm the value of diversity in a multilingual society. Successful candidates will earn three points in English and three points in each world language from a points matrix, which includes course grades, national and state exams, transcripts, and culminating projects. The NYSSB takes the form of a Seal on the student’s diploma and a medallion worn at graduation.

Students may also earn the seal in languages that are not offered at Valley Central but must be able to show intermediate-high proficiency in a language with a Roman alphabet such as Spanish, French or Italian or an intermediate-mid level of proficiency in languages that do not use a Roman alphabet such as Mandarin Chinese or Ukrainian. Please also review the point system used to calculate if a student qualifies for the Seal of Biliteracy. Please note that there are multiple pathways to earn the seal but most students will be required to present a project to a panel of reviewers.

**OLD (prior to 2024)**

COURSE		GRADES
FLFRA05	French Level A	9-12

FLFRB10	French Level B1	10-12
FLFRB20	French Level B2	11-12
FLFRC10	French Level C1	10-12
	French C2	
FLSPA05	Spanish Level A	
	Spanish A2	
FLSPB10	Spanish Level B1	9-12
FLSPB15	Spanish Level B2	9-12
FLSPC10	Spanish Level C1	9-12
FLSPC15	Spanish Level C2	9-12

<u>NEW (2025 and beyond)</u>		
COURSE		GRADES
FLSPA05	Spanish I	9 - 12
FLSPB10	Spanish II	9 - 12
FLSPB15	Spanish III	9 - 12
FLSPC10	Intermediate College Spanish I	11 - 12
FLSPC15	Intermediate College Spanish II	11 - 12
FLFRA05	French I	9 - 12
FLFRB10	French II	9 - 12
FLFRB20	French III	9 - 12
FLFRC10	Intermediate College French I & II	11 - 12
FRE203/204	Advanced College French I & II	11 - 12

All World Language Courses beyond level 3 will be offered based on enrollment and scheduling needs.

## Spanish I (formerly Spanish A2)

Course No. FLSPA05

Credit: 1 (FY)

Grades 9-12

Students will complete the 13 NYS topics for World Languages. This introductory course will focus on teacher-led input in the target language. Students who successfully complete the course (earning a grade of 60 or higher) will meet the NYS graduation requirement and are eligible to enroll in Spanish II. Students who earn a 75 or higher and demonstrate strong language skills and work habits will be especially well-prepared for success in the next level.

## Spanish II (formerly Spanish B1)

Course No. FLSPA10

Credit: 1 (FY)

Grades 9-12



**Prerequisite:** *passing of Spanish A or Spanish 1, or teacher placement*

Language instruction will continue to focus on NYS topics for World Languages. Proper usage of the language is stressed, with a growing emphasis on student output and communicative skills. Students who successfully complete the course (earning a grade of 60 or higher) will meet the NYS graduation requirement and are eligible to enroll in Spanish III. Students who earn a 75 or higher and demonstrate strong language skills and work habits will be especially well-prepared for success in the next level.

## Spanish III (formerly Spanish B2)

Course No. WLSPA03

Credit: 1 (FY)

Grades 9-12



**Prerequisite:** *passing of Spanish A, Spanish 1 and/or Spanish 2, or teacher placement*

Language instruction will polish the student's proficiency in the NYS topics for World Languages. There will be a greater emphasis on student output and communicative skills. Students must pass both the course and the local Comprehensive Regents examination to receive Regents credit. Highly motivated students who have passed the local Regents and have an 85 average or better in Spanish courses and overall, and a strong work ethic, can expect a teacher recommendation for a college-level Spanish course.

## Intermediate College Spanish Level C1 (Spanish IV)

Course No. ASPN200

Credit: 1 (FY)

Grades 10-12



**Prerequisite:** 85 unweighted average or better in Spanish and 85 or better GPA

In this course, the goal is speaking and communicating in the language by incorporating previous grammar and vocabulary as well as introducing new work in order to build a higher level of proficiency. The emphasis is the continuation of the active development of the four communicative skills (listening, speaking, reading, and writing) within the context of the study of different topics of Hispanic culture. The course includes short compositions. Students are expected to participate in all class activities. Spanish is the language of instruction. Students with paid tuition and a final, unweighted average of B or better may receive college credit for this course through SUNY Albany [4 credits]. Highly motivated students with an 85 or better and a strong work ethic can expect a teacher recommendation to the next college-level Spanish course.

## Intermediate College Spanish Level C1 (Spanish V)

Course No. ASPN200

Credit: 1 (FY)

Grades 10-12

**Prerequisite:** 85 unweighted average or better in Spanish and 85 or better GPA

Language instruction at this level focuses on the development of advanced Spanish conversation and composition. A

further spiraling study of all topics previously studied also encompasses a thorough review of the structure of the language with additional emphasis on development of reading skills, short compositions, and class discussions. Students are exposed to all aspects of the Spanish language with an emphasis on the four basic skills of listening, speaking, reading and writing, as well as the functions of socializing, asking for and offering information, persuading and expressing feelings and opinions. Spanish will be the language of instruction. Students are expected to actively participate. Students with paid tuition and a final, unweighted average of B or better may receive college credit for this course through SUNY Albany [4 credits].

## French Level A



Course WLFR01

Credit: 1(FY)

Grades 9-12

Students will complete the 13 NYS topics for World Languages. Successful completion of this course will meet the NYS graduation requirement. Students with a 75 average or better and a strong work ethic can expect a teacher recommendation to French II.

## French I



Course WLFR01

Credit: 1(FY)

Grades 9-12

Students will complete the 13 NYS topics for World Languages. Successful completion of this course will meet the NYS graduation requirement. Students with a 75 average or better and a strong work ethic can expect a teacher recommendation to French II.

## French II



Course No. WLFR02

Credit: 1(FY)

Grades 10-12

**Prerequisite:** *passing of French A or French 1 and/or teacher placement*

Language instruction will continue to focus on NYS topics for World Languages. Proper usage of the language is stressed, with a growing emphasis on student output and communicative skills. Students who successfully complete the course (earning a grade of 60 or higher) will meet the NYS graduation requirement and are eligible to enroll in French III. Students who earn a 75 or higher and demonstrate strong language skills and work habits will be especially well-prepared for success in the next level.

## French III



Course No. WLFR03

Credit: 1 (FY)

Grades 11-12

**Prerequisite:** *passing of French A, French 1, French 2, and/or teacher placement*

Language instruction will polish the student's proficiency in the NYS topics for World Languages. There will be a greater emphasis on student output and communicative skills. Students must pass both the course and the local Comprehensive Regents examination to receive Regents credit. Highly motivated students who have passed the local Regents and have an 85 average or better in French courses and overall, and a strong work ethic, can expect a teacher recommendation to a college-level French course.

## Intermediate College French I (C1)

Course No. FLFRC10

Credit: .5 (1/2 YR) per course

Grades 11-12

**Prerequisite:**

Intermediate French I (SUNY ORANGE)-- This course increases the student's ability to use the language through practice in conversation, reading, and writing. It includes a systematic review of the essentials of grammar. Readings



pertain to contemporary cultural topics. This course increases the student's ability to use the language through practice in conversation, reading, and writing. It includes a systematic review of the essentials of grammar. Students with paid tuition and a final, unweighted average of B or better may receive college credit for this course. Highly motivated students and a strong work ethic can expect a teacher recommendation to French C1.

### **Intermediate College French 2 (formerly C1)**

Course No.

Credit: .5 (1/2 YR) per course

Grades 11-12



#### ***Prerequisite:***

Intermediate French 2 (SUNY ORANGE)-- Emphasis is given to cultural or literary readings and to free oral expression. Grammatical structures, including the subjunctive, are reviewed. This course increases the student's ability to use the language through practice in conversation, reading, and writing. It includes a systematic review of the essentials of grammar. Students with paid tuition and a final, unweighted average of B or better may receive college credit for this course. Highly motivated students and a strong work ethic can expect a teacher recommendation to French C1.

### **Advanced College French I & II (formerly C2) - will not be offered for SY25-26**

Course No. FRE203/204

Credit: .5 (1/2 YR) per course

Grades 11-12

#### ***Prerequisite:***

Language instruction at this level will emphasize student proficiency in all NYS Theme and topic areas. In addition to review and enhancement of vocabulary, students will be expected to approach mastery of all forms of communication, and culture. Literary works of twentieth century French authors are studied and oral fluency is further developed through practice in conversation. Grammar is reviewed as needed. Readings in twentieth century prose and poetry are discussed, as well as other topics of cultural interest. Compositions are occasionally required. Students with paid tuition and a final, unweighted average of B or better may receive college credit for this course. Highly motivated students and a strong work ethic can expect a teacher recommendation to French C2. This course will be offered based on enrollment.



# Appendices

## Dual Enrollment Courses

### Enrollment Criteria:

Students enrolling in any of the following dual enrollment courses must meet the prerequisite criteria set by the college. If a student does not meet the criteria they are still eligible to enroll in the course, but will not receive college credit. The student will only receive high school credit.

Course Name	Partnering College
College Accounting 153	SUNY Orange
College Algebra & Trig*	SUNY Orange
College Calculus 1	Mount Saint Mary College
College English 101	SUNY Orange
College English 102	SUNY Orange
College Fashion IV	SUNY Oneonta
Computer Science Principles	Siena College (also available for AP credit)
Elementary Functions	Mount Saint Mary College
Foundations of Music	SUNY Orange
French IV	SUNY Orange
Macro Economics 101	Mount Saint Mary College
Marketing 101	SUNY Orange
Medieval & Renaissance Europe	SUNY Orange
Modern Europe - SUNY Orange	SUNY Orange
National Gov't	SUNY Orange
Pre-Calculus	Mount Saint Mary College
Science Research I	SUNY Albany
Science Research II	SUNY Albany
Science Research III	SUNY Albany
Spanish C1	SUNY Albany
Spanish C2	SUNY Albany
Sports Management	Mount Saint Mary College
The Holocaust in History - SUNY Albany	SUNY Albany

\* This course was retired in June 2025

# NCAA Clearinghouse Certification



## NCAA Freshman - Eligibility Standards Quick Reference Sheet

### Know the Rules

College-bound student-athletes preparing to enroll in a Division I or II school need to [register with the NCAA Eligibility Center](#) to ensure they have met amateurism standards and are academically prepared for college coursework. International college-bound student-athletes planning to enroll at a Division III school must also receive an amateurism-only certification from the Eligibility Center.

### Core Courses

- NCAA Division I and II requires 16 core courses. This rule applies to any student first entering any Division I or II college or university.
- See the below for the breakdown of this 16 core-course requirement.

### Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Website to make certain that courses being taken have been approved as core courses. The Website is [NCAA Eligibility Center](#)
- Division I grade-point average requirements are a minimum 2.3
- The Division II grade-point average requirement is a minimum 2.2.

### ***Division I Academic Standards***

To be eligible to practice, compete and receive an athletics scholarship in your first year of [full-time enrollment](#), you must meet the following requirements:

- Earn 16 NCAA-approved core-course credits in the following areas:
  - Four years of English.
  - Three years of math (Algebra 1 or higher).

- Two years of science (including one year of lab, if offered).
- One extra year of English, math or science.
- Two years of social science.
- Four additional years of English, math, science, social science, world language, comparative religion or philosophy.

## ***Division II Academic Standards***

To be eligible to practice, compete and receive an athletics scholarship in your first year of [full-time enrollment](#), you must meet the following requirements:

- Earn 16 NCAA-approved core-course credits in the following areas:
  - Three years of English.
  - Two years of math (Algebra 1 or higher).
  - Two years of science (including one year of lab, if offered).
  - Three extra years of English, math or science.
  - Two years of social science.
  - Four additional years of English, math, science, social science, world language, comparative religion or philosophy.

The NCAA has approved the following courses for use in establishing the initial-eligibility certification status of student-athletes from Valley Central High School. Courses marked by an asterisk (\*) are currently being reviewed by the NCAA and are pending approval. See your school counselor to check the status of these courses.

## **English**

English 9  
English 9 Honors  
English 10  
English 10 Honors  
English 11  
English 11 Honors  
AP English Literature and Composition  
AP English Language and Composition  
College English  
Public Speaking  
Creative Writing  
Shakespeare  
Contemporary Issues in Literature  
Race, Identity and Justice

## **Mathematics**

Financial Algebra  
Geometry  
Honors Geometry  
Algebra 2  
Honors Algebra 2  
Probability & Statistics  
AP Computer Science Principles  
College Prep Math  
Pre-Calculus  
College Algebra & Trigonometry  
AP Calculus

## **Science**

Life Science: Biology  
Honors Life Science: Biology  
Earth & Space Sciences  
Honors Earth & Space Sciences  
Chemistry  
Elements of Science  
Basic Physics

## **Social studies**

Global History  
Honors Global History  
Global History II  
Honors Global History II  
US History and Government  
Honors US History and Government  
Economics  
Participation in Government  
AP American History  
Psychology  
Sociology  
Medieval and Renaissance Europe  
The Holocaust in History  
National Government  
American Law

## **World Language**

French 1  
French 2  
French 3  
Intermediate College French 1 & 2  
Advanced College French 1 & 2  
Spanish 1  
Spanish 2  
Spanish 3  
Intermediate College Spanish 1  
Intermediate College Spanish 2

## **Science Cont.**

Physics: The Physical Setting  
AP Biology  
AP Chemistry  
AP Physics  
Science Research  
Forensic Investigations  
Criminal Forensics

- END -