2024-2025

Tonawanda Middle/High Schoo

Course Selection Guide

for Grades 9-12

600 Fletcher Street
Tonawanda, New York 14150
www.tonawandacsd.org

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MESSAGE TO STUDENT & PARENTS/CAREGIVERS

Dear Parents/Caregivers & Students

This guide will be helpful in planning and selecting the appropriate courses for the 2024-2025 school year. As a school, our goal is to provide a wide variety of learning experiences to meet the needs of all of our students. Please be advised that the New York State Education Department requires that all students earn 22 credits and pass five Regents Exams to graduate from high school. I am challenging all students to pursue an Advanced Regents Diploma, which requires students to pass 8 Regents Exams without LOTE or 9 Regents Exams with LOTE. The Advanced Regents Diploma will afford students many more opportunities in future endeavors. In addition, the passing score for the Regents Exams is 65. The Tonawanda City School District believes that all students can achieve this level of success with the proper support and interventions. The high school provides a number of support systems and interventions to help our students be successful. All diploma requirements are outlined in this guide.

The following items should be considered when making decisions about course selections:

1. All students are required to take a minimum of six classes plus physical education each school year.
2. Some courses have prerequisites; but if you wish to take a higher level course and you do not meet all the prerequisites, contact the principal for special consideration.
3. The scheduling process is extremely important. School counselors will visit classes to answer questions regarding scheduling. They will then arrange individual appointments with students to discuss course selection.
4. Parents/Caregivers are encouraged to contact their child's guidance counselor to discuss any part of the course selection process.
5. **Your course selections cannot be changed after June 30, 2024.**

As a school, it is our goal to provide every resource available to assist our students in meeting New York State's rigorous graduation requirements. This handbook contains course descriptions, academic groupings and academic support services, and programs that will help our students in graduating from high school and preparing for the future. Counselors, teachers, and administrators are willing and available to guide you through the course selection process. Whether you are preparing for college entrance, the world of work, or the military, there are courses within this handbook that will help you achieve your educational goals. We look forward to working together with you in meeting these highly attainable academic requirements.

Best regards,

Lyndsey Todaro, Principal

ADD/DROP PROCEDURES

Students must make any changes to their schedule prior to June 30th. For extenuating circumstances, students might be allowed to add or drop a course. Students should maintain a minimum of 6.5 credits throughout the school year. If the student is a senior and has enough credits to graduate, then they are allowed to have 5.5 credits. Students who enroll in Advanced Placement courses will be allowed to carry 5.5 credits.

NEW YORK STATE P-12 COMMON CORE LEARNING STANDARDS

- Are aligned with college and work expectations
- Are Clear, understandable and consistent
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society
- Are evidence-based

STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS

Key Features

- **Reading: Text complexity and growth of comprehension**
  - The reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.
- **Writing: Text types, responding to reading and research**
  - The writing standards acknowledge the fact that while some writing skills (e.g., the ability to plan, revise, edit, and publish) apply to many types of writing, other skills relate to specific types of writing: arguments, informative/explanatory texts, and narratives.
- **Speaking and listening: Flexing communication collaboration**
  - The speaking and listening standards require students to develop a range of broadly useful oral communication and interpersonal skills, not just skills needed for formal presentations.
- **Language: Conventions (grammer), effective use and vocabulary**
  - The language standards include the essential "rules" or standard written and spoken English, but they also look at the language as a matter of craft and making choices.

STANDARDS FOR MATHEMATICAL PRACTICE

Key Features

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

GRADUATION REQUIREMENTS

REQUIRED COURSES
(Subject to change based on New York State Board of Regents approval)

Regents Diploma	Advanced Regents Diploma
English 4	English 4
Social Studies 4	Social Studies 4
Math** 3	Math 3
Science** 3	Science 3
Foreign Language* 1	Foreign Language*** 3
Art/Music 1	Art/Music 1
Health 5	Health 5
Physical Education..... 2	Physical Education..... 2
Sequence/Electives 3.5	Sequence/Electives 1.5
Total 22	Total 22
Five Required Exams (Passing score of 65 and above or one appeal of a score 60-64) ❖ English Language Arts ❖ Algebra I or Geometry ❖ Global History & Geography II ❖ U.S. History & Government ❖ Regents Science	**Nine Required Exams** (Passing score of 65 and above) ❖ English Language Arts ❖ Algebra I, Geometry and Algebra II ❖ Global History & Geography II ❖ U.S. History & Government ❖ Two Regents Science Exams ❖ Regents Foreign Language***

Students who appeal a score between 60-64 on two Regents exams, can earn a Local Diploma as long as they earn a 65% or higher on the other three Regents Exams. In addition, students classified by the Committee on Special Education (CSE) may earn a local high school diploma by:

a. the student attains a 55-64 on five Regents exams (and/or passes and alternative examination); or
b. scores between 45-54 on one or more of the five required Regents exams, other than the English or mathematics exam, but scores higher than 65 on one or more of the required Regents exams, in which case the lower score(s) can be compensated by the higher score(s); and
c. obtains a 65% or higher in the course in the subject area of the Regents examination in which he or she received a score of 45-54; or
d. uses a Superintendent Determination (see chart on Page 2)

***Students are required to have completed one unit of credit in a foreign language by the end of their freshman year, unless LOTE exempt.**

****An integrated course in mathematics/science/technology may be used as the third required unit of credit in mathematics or science.**

***** Students acquiring 5 units of credit in Art, Music, Business, Technology or Career Education may be exempt from the Foreign Language requirement or a student with a disability may be LOTE exempt.**

STUDENT EXIT INFORMATION

HIGH SCHOOL DIPLOMA	CREDENTIALS (not a high school diploma)
Regents Diploma **22 Credits and** • **65 Pass** on 4 Regents exams (1 ELA, 1 Math, 1 Science, 1 Social Studies) & either additional Course(s) with approved exam in Math, Science, Social Studies, CTE, LOTE, or Arts, OR attainment of CDOS Credential • **Appeals** of scores of 60-64 for all students (1 Appeal = Regents Diploma; 2 appeals = Local) **Local Diploma (for SWDs):** **Requires designated 22 credits & one or more of the following conditions:** - **Low pass safety net** 55-64 on Regents exams - **Appeals** of scores of 52-54 for SWDs - **Compensatory Option Safety Net:** student may score 45-54 on one or more of the required exams (excluding ELA and Math) if they - Compensate with scores ≥ 65 on other exams AND meet district attendance & course requirements (get course credit). English and Math scores must be ≥ 55 - **Superintendent Determination** upon written request by parent, student with IEP may score below 55 on Regents exam(s), and be awarded a Local diploma, if the school's superintendent determines the student has otherwise demonstrated proficiency in the subject area by completing designated process & documentation. If the score is below a 55 in ELA or Math, the student must have earned a CDOS credential.	**Career Development & Occupational Studies Commencement Credential** ***For ALL STUDENTS*** (effective March 2016) • Provided in conjunction with diploma • Sole exiting credential for some students with disabilities – students must be provided appropriate opportunities to earn a diploma • **Option 1:** ➢ Career Plan completed annually ➢ Minimum 2 units (216 hrs) of study in CTE coursework including at least 54 hours of Work-Based Learning (WBL) ➢ Completion of Employability Profile • **Option 2:** ➢ Attainment of a nationally recognized work readiness credential **Skills and Achievement Commencement Credential** • NYSAA eligible & assessed students • Attended 12 years excluding K, or end of year attains age 21 • CDOS learning standards instruction including community learning • Accompanied by designated comprehensive Student Exit Summary document

GRADUATION OPPURTUNITIES

TYPE EARNED	OPPORTUNITIES
Regents Diploma via • 4+1 Pathway **Local Diploma via** • Appeal • Safety Net • Superintendent Determination **High School Equivalency** via • General Education Diplomas (GED) • National External Diploma Program (NEDP) • 24 College Credits	• Apply to 2 or 4 year college • Join the military (must meet ASVAB testing requirements as determined by each branch of the military) • Vocational training programs • Certificate programs • Civil Service • Obtain employment
Career Development & Occupational Studies Commencement Credential (CDOS Credential) • Available to all students	**Benefits of CDOS Credential:** • Develops entry level employment skills through WorkBased Learning & CDOS Learning Standards • Can include community experiences • Requires ongoing career planning • Provides Employability Profile which can be shared with employers and adult agencies • Can be earned along with a diploma Barriers of CDOS Credential (if earned without diploma) • The CDOS Credential is not a diploma & does not meet college or military entrance requirements • May not meet requirements for vocational training or certificate programs • May not meet hiring requirements for employers
Skills & Achievement Commencement Credential (Skills Credential) • Available to students who participate in NYSAA	**Benefits of Skills Credential** • Community based instruction and experiences • Work skill development based on CDOS Learning Standards • Individualized instruction • Linkage to adult agencies **Barriers of Skills Credential** • This is not a diploma and cannot be earned with a diploma • Majority of students will be entering into adult support programs (pre-vocational programs, supported employment, day habilitation, community habilitation, residential habilitation, etc…)

Adapted & updated from NYS Transition Partners document

THE SEAL OF CIVIC READINESS

The Seal of Civic Readiness may be a 4+1 pathway. It may also be a stand-along diploma seal for students who choose a different 4+1 pathway. Students who receive the NYSED Seal of Civic Readiness must earn a total of 6 points, with at least 2 points from column #1 (Criteria for Demonstrating Proficiency in Civic Knowledge) and at least 2 points from column #2 (Criteria for Demonstrating Civic Participation).

Criteria for Demonstrating Proficiency in Civic Knowledge		Criteria for Demonstrating Civic Participation	
Category	**Pts**	**Category**	**Pts**
1a. Social Studies required for graduation: Obtain course credit in Global History & Geography I Obtain course credit in Global History & Geography II Obtain course credit in United States History & Government Obtain course credit in Participation in Government & Economics Or the equivalent of these courses, as approved by the local public school superintendent or his or her designee or by the chief administrative officer of a registered nonpublic high school	1	2a. Civic Skills, Actions, and Mindsets Complete a culminating high school civic project that demonstrates civic knowledge, skills, actions and mindsets, as established by the local Seal of Civic Readiness Committee (SCRC). (The culminating project is different from the Capstone and further explained in the Introduction to the Seal of Civic Readiness.)	1.5*
1b. Social Studies Regents Exams - Mastery level Demonstrate mastery level on the Global History & Geography Regents and/or United States History Regents	1.5*	2b. Civic Experiences Area I Complete a service learning project that includes a minimum of 25 hours of demonstrated service to community and submit a reflective civic learning essay.	1*
1c. Social Studies Regents Exams - Proficiency Level Receive a passing score on the Global History & Geography Regents and/or United States History Regents (apply safety net if eligible)	1*	2c. Civic Experiences Area II Demonstrate mastery in an elective course that promotes civic engagement (as defined by SCR committee) and submit a written application of knowledge essay.	.50*
1d. Advanced Social Studies Courses Demonstrate proficiency in an advanced social studies course (e.g. Honors, Pre-AP, AP, IB or College/University level approved by the school district; including dual enrollment courses or others approved by the SCR Committee.	.50*	2d. Civic Experiences Area III Participate in an extra-curricular program, or work-based learning experience that promotes civic engagement or civic action for a minimum of 40 hours. Write an application of knowledge essay. This may be accomplished over four years of high school.	.50*
1e. Research Project Demonstrate civic knowledge through a social studies research project. This project must be approved by the District's Seal of Civic Readiness Committee.	1	2e. Middle School Capstone Project Complete the middle school capstone project that includes the essential elements listed below: Identify an issue (local, state, national or global) Apply civic knowledge, skills, actions, and mindsets to the issue Present the overall project to the Middle School Capstone Committee.	1*
		CAPSTONE PROJECT The Capstone Project that includes these Essential Elements: Identify an issue (local, state, national, or global) Apply civic knowledge, skills, actions, and mindsets to the issue Engage in a civic experience based on the issue to influence positive change to the community (local, state, national, or global) Present overall project to the school's School Of Civic Readiness Committee	4

*Students may receive these points more than once. Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy. * Students in schools with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria. **This information was obtained from the NYSED.gov/curriculum-instructions/civic-readiness-initiative website**

GENERAL INFORMATION

Early Work Release - Only seniors may request early release for work. Early release is a privilege and contingent on passing grades in all courses.

Graduation - Students who have not satisfactorily met all requirements for graduation by the last day of June classes will not be allowed to participate in the commencement exercises.

Volunteer Requirement - 5 hours per year, for a total of 20 hours to participate in the graduation ceremony.

Early Graduation - Early graduation may be permitted when the student has completed all academic requirements for graduation and has successfully participated in physical education for each quarter enrolled at THS. It is only recommended for special situations. Counselors develop programs leading to early graduation with individual students. In such cases, the parent(s) and the principal are advised of the request and the plans. Students who select to graduate early lose the privilege of attending second semester senior activities (i.e. prom, senior picnic). A "Request to Graduate early" form must be filled out.

Grading - The students are graded numerically four times during the school year. All Advanced Placement and college level courses are weighted at 1.10 (ex. 80% x 1.10 = 88%).

Honor Roll - Honor roll will be based on quarterly averages.

High Honors	95 - 100
Honor	90 - 94.99
Merit	85 - 89.99

CHALLENGING AN EXAM

Students will be permitted to challenge an exam in January and June providing that a remediation plan is in place that will prepare the student for the exam he/she is challenging.

If the student failed to gain credit for a required course:

1. The student must re-enroll in the course.
2. If it is a Regents science course and the student satisfactorily completed labs from the previous year they do not have to be enrolled in a science lab.
3. A remediation plan must be in place to assist the student in reviewing course topics that are not covered due to the time frame of the course and the final exam.
4. If the student passes the final exam, the 1st and 2nd quarter class averages will be utilized in a 2/3 quarterly average. 1/3 final exam calculation to determine the final grade.
   - If it is a passing grade, the student will pass the course.
   - If it is a failing grade, the student will remain in the class to complete the course.

If the student failed the final exam but gained credit for a course:

1. A remediation plan must be in place (teacher remediation, Learning Center, private tutor, etc.)
2. If the student fails the exam, the student may challenge the exam again at a later date with another remediation plan in place.

***Please note that the transcript will show the highest results of the exam.**

BOCES - Students will be awarded Occupational Education Certificates of completion. Certificates require:

1. Completion of all program requirements.
2. Average of at least 75% for two years.
3. Good attendance (maximum of 15 days absent per year).
4. Resume and job interview.
5. Career Technical Education (CTE) endorsements will be applied to high school diplomas for students who qualify by meeting specified requirements.

FINAL EXAM EXEMPTION

Students may be exempt from local exams if the following criteria is met:

- 93% or above average (no rounding)
- 8 or fewer absences (full year course)
- 4 or fewer absences (half year course)
- final projects/portfolios are not subject to exemption

Students will be required to take exams in Global 9, English 9, English 10, Spanish/French Level 2 and 4. The reason for this is to have all students experience a Regents level exam prior to actually taking it. Upper level foreign language exams may also not allow exemption.

PUBLIC NOTICE

In compliance with Title IX, Educational Amendments of 1972 and its implementing Federal Rules and Regulations, Subpart A, Part 86, Paragraph 86.9, the following Notice is herewith submitted:

The Tonawanda School District does not discriminate on the basis of sex in the educational programs or activities which it operates and it is required by Title IX of the Educational Amendments of 1972 not to discriminate in such a manner. This policy of nondiscrimination includes the following area; recruitment and appointment of employees; employment pay and benefits; counseling services for students; access by students to educational programs, course offerings and student activities. The district official responsible for the coordination of activities relating to compliance with Title IX is the Director of Business and Finance and the School Attorney whose office is located in the Tonawanda Board of Education, 100 Hinds Street, Tonawanda, NY 14150, telephone 694-7690. The official will provide information, including complaint procedures to any student or employee who feels that his or her rights under Title IX may have been violated by the district or its officials.

COURSE SELECTION PROCESS

Counselors are continuously working with students on planning programs. At the beginning of the second semester, parents and students will be formally involved in the course selection process.

MINIMUM SCHEDULE

All students in grades nine (9), ten (10) and eleven (11) must be enrolled in a minimum of 6 ½ Units of study including physical education.

Students in grade twelve (12) must be enrolled in a minimum of 5 1/2 Units of study including physical education.

TRANSFER STUDENTS

Students who transfer into THS during the school year will have their academic transcripts reviewed and evaluated by the counselor and building principal to determine requirements needed for graduation. Correct placement is contingent upon records from previous years. Failure to produce records will result in student being placed in 9th grade.

REPEATING A COURSE

The procedures at THS are relatively simple for students who must repeat or wish to repeat a course. The situation breaks down into two categories - those that have failed to gain credit for a course and those who wish to enroll in a class again to raise a grade.

In general, students who fail a required course, e.g. English, must take the entire course over - in summer school or regular session for a numeric grade. With the approval of the principal, students who need to repeat a course may take the course in our "VIRTUAL THS" - computer - based - learning program instead of a traditional classroom. This will be calculated into the student's GPA. A student will not be allowed to audit the course. In the event that a student drops a course, he/she will not be eligible to repeat the course in summer school.

When students have passed the course, but wish to raise the grade, the students would simply re-enroll in the course. All students must be enrolled in a course to take the final exam unless they are in a more advanced class dealing with the same subject matter.

Please note that the permanent school records will show the results of the highest test and course grade.

CANCELLATION OF COURSES

Any elective program or course may be dropped from our offerings if enrollment figures are insufficient to warrant presenting the course or if fiscal considerations necessitate our withdrawing the course offering.

ACADEMIC ISSUES

CLASS ATTENDANCE

Punctuality and regular attendance in classes are extremely important. They are important in the instructional process as well as in the formation of good individual habits.

Poor attendance usually results in poor grades. Moreover, a teacher establishes participation requirements to be averaged into marking period grades.

EXAMINATIONS

REGENTS EXAMINATIONS

All students enrolled in Regents classes take these tests, which are prepared by the New York State Department of Education. The dates of these exams are set annually by New York State and cannot be changed.

LOCAL EXAMINATIONS

These tests are locally prepared examinations, by staff in the respective departments. They are used whenever Regents examinations are not offered and reflect the content of the course.

ADVANCED PLACEMENT EXAMINATIONS

These college-level tests are usually administered in early May. We have special classes for most students who take these tests. However, other competent students may wish to take AP tests. The school supplies complete information to all students who wish to take these tests and administers the taking of the tests. Test results generally come back to the school in late July. Therefore, these tests don't enter into a student's final class placement average. Depending on the respective college policy, students may receive college credit for successful completion of an AP course. The Tonawanda City School District requires students enrolling in AP classes to submit a signed parent permission and pay a non-refundable course fee, to be paid in full by December 15, 2024.

FINAL GRADE

The final grade for each course, as listed on the report card and transcript, is derived by adding four marking period grades and then dividing by four (for a full year course) or two (for a semester course). In full year courses each marking period (4) counts as 1/4th. In half year courses each marking period (2) counts as 1/2. **Regents exams are not counted in the grading unless it benefits the student's overall grade.** Local exams are counted within the course grade at the teacher's discretion outlined with the course syllabus. The final grade determines whether a student passes or fails a course and therefore also determines whether a student is eligible for course credit. The minimum passing final grade is 65. Courses with a W in parentheses next to the course title means that this is an Advanced Placement or College level course and the final grade is weighted.

ADVANCED PLACEMENT OR COLLEGE-LEVEL COURSES

(W)= WEIGHTED COURSE AVERAGE

These courses are recognized by the College Board as Advanced Placement courses and have an AP exam in May. There is a fee for these exams set by the College Board.

PLAGIARISM

Plagiarism is the act of using the ideas or writings of another as one's own. It is a form of cheating and lying. Plagiarism is defined as the "false assumption of authorship; the wrongful act of taking
the product of another person's mind, and presenting it as one's own."

To plagiarize is to pretend that you are the source of someone else's work without giving credit to that source. Plagiarism could result in any or all of the following: a grade of zero, withdrawal of student privileges and a parent/teacher conference.

OTHER PROGRAMS AND SERVICES

ACADEMIC INTERVENTION SERVICE (RESPONSE TO INTERVENTION RTI)

Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments.

Students who fail any of the required Regents exams in high school or who are in jeopardy of not having the skills necessary to pass the exams will be provided with additional instruction that will prepare them to pass these exams. Incoming ninth grade students who score below the designated level of achievement on the 8th grade assessments in mathematics, English language arts, social studies, or science will also be provided with these services.

These students who are deemed to be in need of academic intervention services will be assigned to an academic teacher where additional instruction will take place. Remedial opportunities and review classes will be provided before and after school.

Parents will be notified in writing that academic intervention services are being provided. The notice will include a summary of the services, the reason the student needs such services and the consequences of not achieving expected performance levels. Parents will also be notified in writing when academic intervention services are no longer needed.

CAREER/VOCATIONAL EDUCATION

The Board of Cooperative Education Services (BOCES) offers many opportunities to students of our school. There is a complete listing of these offerings in this handbook.

There are strict attendance requirements for students enrolled in a BOCES program. In addition, some courses have state-mandated hours of attendance required for licensing or certification.

LIBRARY MEDIA CENTER

The fully automated media center at Tonawanda High School serves both students and faculty by providing materials related to courses of study as well as for pleasure reading. The library media center owns many CD-ROMS, which are used for research, and students also have access to the Internet. The media center is open daily from 7:45 AM to 3:05 PM. Students may check out books for a two-week period; these books, in most cases, may be renewed.

Students learn library study skills throughout the year. The library media specialist helps students and teachers locate resources that can be used for specific classroom assignments.

ACCEPTABLE USE POLICY

All students and parents must sign the Agreement for Computer
Network and Internet Acceptable Use Policy before access to the Internet is allowed. Students who engage in unacceptable use will lose access to the District's computer system and

may be subject to further discipline under the school conduct and discipline policy.

CAREER CENTER

School Counselors are available to assist students in making effective career decisions through (1) self evaluation, (2) exploration of occupations and (3) college/vocational training. This information is made available through computers, catalogs, occupational files and other resource materials. The Career Center is also utilized by classes developing occupation projects.
The Center takes every opportunity to involve the community through speakers, shadowing, and the posting of job openings. Students are encouraged to use the Center during their study halls and after school.

WORKING PAPERS

ISSUING OFFICIAL

The Superintendent and Principal shall have authority to issue employment certificates upon application in compliance with applicable law, and the Superintendent shall have the power to revoke employment certificates as defined as necessary.

PROCEDURE FOR ISSUANCE OF EMPLOYMENT CERTIFICATES

Students in need of employment certificates must obtain an application from the main office or an application form prescribed by the Commissioner of Education. Nothing herein shall mandate the issuance of a certificate if in the view of the issuing official the student fails to maintain adequate academic and attendance standards. Before issuing an employment certificate the minor will be required to submit the following:

1. Evidence of age;
2. Written consent of the parent of guardian;
3. A certificate of physical fitness from school nurse/physician; and
4. If the application is for a full-time employment certificate, a schooling record.

PERMISSION TO WORK PAST 10:00 PM

The New York State Child Labor Law states that minors age 16-17 cannot work past 10:00 PM on a school night unless the student obtains parental consent, and consent from the school at the end of each marking period. The student must meet the following criteria in order to be considered:

1. Academics
    a. The student must not fail any more than three academic subjects at the end of any grading period.
    b. If the student's quarterly average drops 10 points or more, the student will be placed on probation for the succeeding semester.
    c. If there is any further drop in quarterly average, consent will be denied or revoked.
2. Attendance
    a. If a student has any instances of illegal absence, including tardiness, truancy, and/or leaving school without permission during the school day, the student will be placed on probation for the succeeding quarter.
    b. If there are any further instances of illegal absence as defined above, consent will be denied or revoked.
3. Conduct/Behavior
    a. Consent will be denied or revoked if a student has a record of persistent violations of school rules as determined by the issuing official.

NCAA FRESHMAN- ELIGIBILITY STANDARDS

CORE COURSES

- **Starting August 1, 2008, 16 core courses** will be required for **NCAA Division I only.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core course requirement.
- **16 core courses are required in NCAA Division II.** See the breakdown of core-course requirements below.

TEST SCORES

- **Division I** has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, math, reading and science.

GRADE-POINT AVERAGE

- Only core courses are used in the calculation of **Grade-Point Average.**
- **Be sure** to look at your high school's list of NCAA-approved core courses on the clearinghouse Web site to make certain that the courses being taken have been approved as core courses. The Website is www.ncaaclearinghouse.net.
- **Division I** students should check NCAA Freshman Eligibility Standards Quick Reference Sheet for details.
- **The Division II** grade-point-average requirement is a minimum 2.00.

PLEASE NOTE: For students first entering any NCAA college or university on or after August 1, 2005, **computer science** courses may only be used for initial-eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school's list of NCAA approved core courses.

DIVISION I

16 Core-Course Rule
16 Core Courses:
4 years of English.
3 years of mathematics (Algebra I or higher).
2 years of natural/physical science (1 year of lab if offered by high school).
1 year of additional English, mathematics or natural/physical science.
2 years of social science.
4 years of additional courses (from any area above, foreign language or non doctrinal religion/philosophy).

DIVISION II

16 Core-Course Rule
16 Core Courses:
3 years of English.
2 years of mathematics (Algebra I or higher).
3 years of natural/physical science (1 year of lab if offered by high school).
2 years of additional English, mathematics or natural/physical science.
2 years of social science.
4 years of additional courses (from any area above, foreign language or non doctrinal religion/philosophy).

All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the clearinghouse.

Check NCAA.org for the most up to date information

ART DEPARTMENT



TITLE: STUDIO IN ART
Grade Recommended 9, 10, 11, 12
PREREQUISITE: None
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Students of all levels and abilities will benefit from taking this introductory art course. Projects range from painting and clay, to architecture and SteamPunk. Studio Art is the Prerequisite for ALL other art courses, the Individual Arts Assessment Pathway and a 5 unit sequence in fine art.

TITLE: DRAWING & PAINTING
Grade Recommended 10, 11, 12
PREREQUISITE: Studio Art
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This course is for the students who want to learn how to draw and paint as well as for those who consider themselves proficient. You will learn a variety of techniques to help you improve your art skills and teach you how to "see" like an artist. A variety of mediums and projects are addressed in this course, including (but not limited to) block printing, conte crayon, acrylic paint, watercolor, and pen and ink.

TITLE: INTRO TO DIGITAL PHOTOGRAPHY
Grade Recommended 10,11,12
PREREQUISITE: One year of Art or Music
NUMBER OF WEEKS: 20
CREDIT: ½ Unit
COURSE CONTENT: In this half-year course, you will learn about the history and vocabulary of photography. You will learn to use a digital camera and edit your images in Adobe PhotoShop, and you will learn to manage digital files. The goal of this class is for you to learn how to make artistically interesting digital photographs and to be comfortable using a digital SLR camera.

TITLE: ADVANCED DIGITAL PHOTOGRAPHY
Grade Recommended 10,11,12
PREREQUISITE: Intro to Digital Photography
NUMBER OF WEEKS: 20
CREDIT: ½ Unit
COURSE CONTENT: In this class we'll be concerned with fine art photography and the focus will be on learning how to use what you learned in the first semester along with the elements and principles of design, to make creative, artistically interesting photos.

TITLE: GRAPHIC DESIGN
Grade Recommended: 10, 11, 12
PREREQUISITE:Studio in Art
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This course is an exciting and comprehensive class that introduces students to the creative world of graphic design. This course aims to develop students' artistic skills, cultivate their design thinking, and equip them with the tools and knowledge necessary to create visually appealing and effective designs. Students will explore various aspects of graphic design, from the fundamentals of design principles to digital software proficiency, enabling them to express their creativity and communicate messages through visual media.

TITLE: CERAMICS
Grade Recommended 10, 11, 12
PREREQUISITE: Studio in Art
NUMBER OF WEEKS: 20
CREDIT: ½ Unit
COURSE CONTENT: In this course, students learn the methods and techniques of handbuilding with clay. Students produce a variety of products. In addition, develop skills in the methods and techniques of ceramic design, and develop a sense of appreciation for craftsmanship and design.

TITLE: ADVANCED CERAMICS
Grade Recommended: 10, 11, 12
PREREQUISITE: Ceramics
NUMBER OF WEEKS: 20
CREDIT: 1/2 Unit
COURSE CONTENT: The course will build upon the methods and techniques learned in ceramics as well as learn how to throw on a pottery wheel. Students will produce conceptual and functional ceramic work utilizing the content learned with a focus on craftsmanship and design.

TITLE: DESKTOP PUBLISHING I & II
Grade Recommended: 11, 12
PREREQUISITE: Studio Art, Photography or Drawing and Painting or Graphic Design
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
Course Content: In this dynamic, challenging course, you will lay out and produce one of the most important documents of our school - the yearbook. As the yearbook is designed completely on the computer, students will learn valuable computer skills including publishing, page layout and design on Adobe InDesign. Students will also learn journalism skills, how to take and manage digital

photographs and how to budget and administer finances. Each staff member will have a role to play and responsibilities to fulfill, so if you are dedicated, responsible and conscientious, this is the course for you! Can be taken both junior and senior year. Desktop Publishing I students will focus on learning basic foundation skills for yearbook production with later application in the yearbook. Desktop Publishing II students will apply their experience and knowledge to initial planning and design of the yearbook and take a leadership role to support new staff members.

TITLE: ADVANCED PLACEMENT STUDIO ART 2-D PORTFOLIO (W)
Grade Recommended: 11, 12
PREREQUISITE: Studio in Art,
Into to Digital Photography, Advanced Digital Photography, Graphic Design and teacher recommendation.
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This program makes it possible for highly motivated students to do college-level work. Students will develop a portfolio of quality work, which will be submitted for evaluation by the AP board in May. Students may develop either a Drawing Portfolio or a 2-D Portfolio but not both in the same year. It is expected that students will be purchasing some art supplies throughout the year. This course is recognized by the College Board as an Advanced Placement course, and has an AP exam in May. There is a fee for the exam, set by the College Board.

TITLE: ADVANCED PLACEMENT DRAWING & PAINTING PORTFOLIO (W)
Grade Recommended: 11, 12
Prerequisite: Studio in Art, Drawing and Painting and teacher recommendation.
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This program makes it possible for highly motivated students to do college-level work. Students will develop a portfolio of quality work which will be submitted for evaluation by the AP board in May. Students may develop either a Drawing Portfolio or a 2-D Portfolio but not both in the same year. It is expected that students will be purchasing some art supplies throughout the year. This course is recognized by the College Board as an Advanced Placement course, and has an AP exam in May. There is a fee for the exam, set by the College Board.

TITLE: INDEPENDENT STUDY IN ART
Grade Recommended: 12
PREREQUISITE: permission of the instructor
NUMBER OF WEEKS: 20
CREDIT: ½ Unit
COURSE CONTENT: Independent study affords students the opportunity for in-depth explorations in educationally valid areas of art not currently offered within the regular curriculum (once current course offerings have been exhausted). Students submit a proposed course of study to a cooperating art instructor for approval.

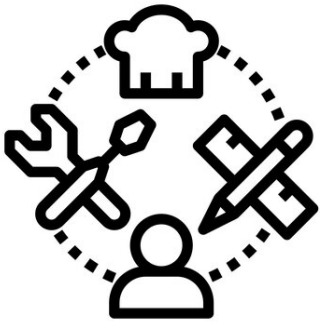
The following art courses are only offered in the school year shown:

24-25	AP Art (2D or D & P)	Ceramics & Adv. Ceramics	Graphic Design
25-26	Adv. Drawing & Painting, I & II	Crafts & Sculpture	
26-27	AP Art (2D or D & P)	Ceramics & Adv. Ceramics	Graphic Design

BOCES- CAREER & TECHNICAL EDUCATION

Students in 11th & 12th grade can complete an application to engage in Career & Technical Education programs at BOCES KenTon Center. Information and applications are available in the School Counseling Department. Tonawanda students can choose from the following programs offered at **KenTon BOCES only**. See the link below for more information:

https://www.e1b.org/en/k-12-education-programs/career-and-technical-education.aspx



BUSINESS DEPARTMENT

BUSINESS TRACK	COMPUTER TECH TRACK	CDOS TRACK
Intro to Business	Word Processing I & II (offered every other year)	Essential Life Skills
Career & Financial Management	Career & Financial Management	Career & Financial Management
Computer Info Systems (CIS) & Word Processing I (offered every other year)	CIS & Advanced Computer Apps (ACA)	Word Processing I & II (offered every other year)
Accounting	Web-Page Design & Video Game Design	CEIP
College Success Skills/CCP	College Success Skills/CCP	

TITLE: ESSENTIAL LIFE SKILLS (ELS) I
Grade Recommended 9, 10, 11, 12
PREREQUISITE: None
NUMBER OF WEEKS: 20
CREDIT: ½ Unit
COURSE CONTENT: This hands-on, interactive course will provide real-life information to students that they can use immediately to assist around the house and to promote independent living upon graduation. Students will learn about the requirements on what is necessary to obtain their learners permit and driver's license, purchase, maintain and insure a car. Students will also learn how to do online research, plan and shop for a healthy diet, and computer technologies such as Google Docs and Microsoft Word. We will also cover basic tools, home repairs and being financially responsible.

TITLE: ESSENTIAL LIFE SKILLS (ELS) II
Grade Recommended 9, 10, 11, 12
PREREQUISITE: ELS I
NUMBER OF WEEKS: 20
CREDIT: ½ Unit
COURSE CONTENT: This course continues to provide information to help students successfully live independently and find employment after graduation. Students will obtain social skills, develop healthy relationships, goal setting, basic citizenship, and computer technology. They will learn self management, compare renting to owning, and other skills to become contributing members of society.

TITLE: INTRODUCTION TO BUSINESS
Grade Recommended: 9, 10, 11, 12
PREREQUISITE: None
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Introduction to Business is designed to expose students to many facets of modern business. According to research, Business is the #1 college major. There are many areas of business for students to choose from. This course will offer a sampling of several areas, teach them to be better consumers, and understand the processes in which every business functions. This course will also help guide students to take other business courses that are offered based on their interests from this base course. Topics such as business ownership, management, marketing, finance, accounting, and technology, will be taught in an introductory manner. This course will consist of hands-on projects, simulations and a food truck simulation.

TITLE: CAREER AND FINANCIAL MANAGEMENT
Grade Recommended 9, 10, 11, 12 **PREREQUISITE:** None
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This class is required for every student seeking a Technology or Business five-unit sequence for an Advanced Regents Diploma. Students will explore career options and examine ways to reach one's career goals. This course will provide students with effective skills and strategies for filling out job applications, formatting a resume and cover letter, and top-notch interviewing skills. Along with career preparation activities, students will also practice budgeting, balancing a checkbook, applying for credit, and filling out tax forms. Online banking, pros and cons of credit, and identity theft will also be investigated.

TITLE: INTRO TO VIDEO GAME DESIGN
Grade Recommended 9, 10, 11, 12 **PREREQUISITE:** None
NUMBER OF WEEKS: 20
CREDIT: ½ Unit
COURSE CONTENT: Do you love video games? Want to create your own? This course will provide you with an overview of the video game production process. You will gain hands-on experience by developing video games and utilizing a software application called Kodu. Upon

completion of the course, you will be able to conceptualize, design, develop, implement and integrate current and emerging video game features and technologies.

TITLE: VIDEO GAME DESIGN 2
Grade Recommended 9, 10, 11, 12
PREREQUISITE: Introduction to Video Game Design
NUMBER OF WEEKS: 20
CREDIT: ½ Unit
COURSE CONTENT: Create and program your own games using the most popular software available … Minecraft. This course will provide you with in-depth knowledge of video game programming. You will gain hands-on experience by developing video games and utilizing this software.

TITLE: ADVANCED COMPUTER APPLICATIONS (W)
Grade Recommended 10, 11, 12
PREREQUISITE: Computer Information Systems (CIS)
NUMBER OF WEEKS: 20
CREDIT: ½ Unit
COURSE CONTENT: Students will learn advanced computer application skills that will enhance their productivity in the workplace. Students will utilize Microsoft Office 2010 and gain proficiency in modern business software such as PowerPoint (graphic presentations), Access (databases), Excel (spreadsheets), Desktop Publisher (desktop publishing) and Windows Movie Maker (audio/visual productions). Students will use the Internet to gather information, communicate it effectively, and develop problem solving strategies for decision-making.
***** College credit is available *****

TITLE: ACCOUNTING (W)
Grade Recommended 10, 11, 12
PREREQUISITE: None
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This course is designed to take students through the fundamentals of the basic accounting cycle. Students will understand the flow of money through a company and learn to determine and interpret profit and losses. There is a unit on personal banking which is good for all students to help them understand the importance of budgeting, keeping good records, and how to manage a savings and checking account of their own. Activities include on-line Internet case studies, business simulations where students manage their own business's finances, stock market applications, and career development.
***** College credit is available *****

TITLE: COLLEGE SUCCESS SKILLS/CCP (COLLEGE & CAREER PORTFOLIO) (W)
Grade Required 11, 12
PREREQUISITE: None
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This course is a college level course designed to prepare students for entry into college and the work world. Students will learn basic college procedures, terminology, and study skills. They will explore financial aid and fill out scholarship applications and complete the Common Application. Students will investigate college and career options. Students will create their own presentation portfolio to use for college and job interviews. The portfolio will be done both electronically on a web site and as a hard copy. Exemplary work will display student's basic skills needed for success in life after high school. Upon successful completion of the portfolio, students go through a review process from various members of the business community and college officials to earn a certificate of employability and the opportunity for scholarships.
***** College credit is available *****

TITLE: WEB PAGE DESIGN (W)
Grade Recommended: 10, 11, 12
PREREQUISITE: None (CIS is recommended)
NUMBER OF WEEKS: 20
CREDIT: ½ Unit
COURSE CONTENT: This half-year course will show students how to design and create comprehensive Web pages using HTML coding and the new version of Adobe Dreamweaver. This software program provides students with a solid foundation that will help them build upon the concepts of web page design. Students will utilize a variety of graphics, sounds, photographs and video that will be obtained through the Internet, digital camera and scanner, to create a website.
***** College credit is available *****

TITLE: PROJECT MANAGEMENT & COMMUNITY LEADERSHIP (PMCL)
Grade Recommended: 10, 11 but open to all HS level students
PREREQUISITE: None
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Students will study in a hands-on environment during 10 weeks of each content area: Human Services, Hospitality & Tourism, Education & Training, Visual Arts & Design. Students will gain an understanding and experience in different career fields. Coursework includes diverse activities, projects, leadership and service learning opportunities.

TITLE: CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP)
Grade Required: 11, 12
PREREQUISITE: None
NUMBER OF WEEKS: 20
CREDIT: ½ Unit
COURSE CONTENT: The Career Exploration Internship Program (CEIP) is designed for responsible students ready to discover and experience the career of their choice. The internship provides hands-on experience in a variety of career choices in the world-of-work. During the semester, interns are required to be at their credit-bearing, non-paid internship site a minimum of 54 hours and must attend CEIP classes twice a week and have an early release during the last period of the other days. Upon completion of this program students will be able to make more informed college and career choices. Internships will be obtained in an area the student is interested in.

LEADERSHIP COURSES

TITLE: LEADERSHIP DEVELOPMENT
Grade Required: 10-12
PREREQUISITE: None
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This course is offered for students who want to develop their leadership and communication skills. It affords the student the opportunity to develop speaking as well as writing skills;to improve in courtesy, confidence, poise, and appearance; to share responsibilities with adults and to develop an appreciation for leadership and order. Classroom experiences will include but not be limited to oral presentations, individual mini projects, written tasks, and the introduction to bigger group projects. This course will introduce students to the project planning model with steps such as goal setting, proposals,objective charts, and evaluations. Students will explore topics such as motivating others, group process, problem solving, conflict resolution,marketing strategies, meeting structures, phone calls,public speaking, thank you notes, and school and community service hours. Students will get their first experience in planning our schools major projects while working with Level 2 Student Leaders. **Students must complete assignments outside of class time as a component of their quarterly grade. During this course students must complete 12 school and 12 community service hours. (Each quarter, students must complete 3 school and 3 community service hours).**

TITLE: STUDENT LEADERSHIP
Grade Required: 11, 12
PREREQUISITE: Leadership Development
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This course is project-based, with students utilizing a project planning model to make a positive difference in the school and community. Students will exhibit responsibility, perseverance, respect and integrity while working as teams to set goals, design timelines, write proposals, create publicity, evaluate outcomes and write final reports. This course coordinates many school and community activities. Students work in teams and complete around one major project per quarter. Examples of past projects include but are not limited to: TNT Week, Spirit Week Activities, School Activities, Holiday Projects,Teacher/Student Recognition, and Community Service Projects. Students must complete assignments outside of class time as a component of their quarterly grade. **During this course students must complete 20 school and 20 community service hours. (Each quarter, students must complete 5 school and 5 community service hours)**

Goals of the Course

- To further develop and enhance your leadership skills
- To learn and grow through experience
- To foster the development of life-long community servants
- To help you discover your passion
- To make a positive impact on your school and community
- To successfully develop projects in a small group setting
- To understand and utilize a Project Planning Model
- To help you practice creative problem solving methods
- To give you the opportunity to work with different individuals in a small group
- To cultivate your communication and listening skills
- To carry on traditional THS events/programs
- To develop and institute new programs which meet the needs of THS students, our school, and or community.



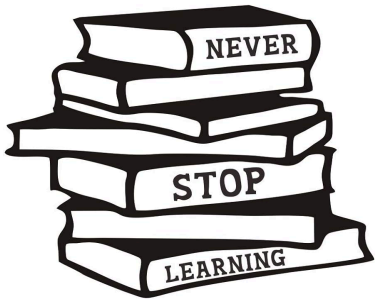
ENGLISH DEPARTMENT

TITLE: ENGLISH 9
Grade Recommended 9
PREREQUISITE: English 8
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This course is an introduction to high school level reading, writing and organizational skills. Students will read selected titles from textbook series *Into Literature.* They will also have multiple opportunities to express ideas through writing with a focus on personal journal writing, short literary responses, and Regents prep. A final exam will be given to assess reading comprehension and writing skills.

TITLE: ENGLISH 10
Grade Recommended 10
PREREQUISITE: English 9
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This course provides students with the opportunity to continue developing and refining their language skills. Reading, writing, speaking, and listening skills are integrated through the study of world literature from the classical to the modern. Genres studied include the novel, short story, drama, and poetry. The writing strand emphasizes expository as well as formal essay writing. A research paper is required. A writing and comprehension based final exam is given at the end of the year.

TITLE: ENGLISH 11
Grade Recommended 11
PREREQUISITE: English 10
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This course refines skills necessary to attain the NewYork State English Language Arts Comprehensive Learning Standards. Tasks include reading, writing, listening and speaking for information and understanding, literary response and expression, critical analysis and evaluation, and social interaction.
The literature strand includes a chronological study of American literature with emphasis on literary elements and techniques. The writing strand emphasizes sentence structure, expository essays, literary essays, and research papers. One paper, based on an American author, combining research and student analysis of the author's works, will be required. Usage will be covered, as needed, in conjunction with writing. The course also includes an extensive study of vocabulary in preparation for SAT's, ACT's, and Regents exam. Students will be prepared for the NYS Common Core Exam in June.

TITLE: ENGLISH 12 (W)
Grade Recommended: 12
PREREQUISITE: English 11
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Semester A: Students develop their expository and persuasive writing skills through varied writing experience. Information literacy skills and research techniques are introduced and reinforced. Students apply their information literacy and writing skills to produce a paper which incorporates research in appropriate APA citation style.
Semester B: students complete a careful reading and critical analysis of literature. Through close reading of a wide range of literary works, students will deepen their understanding and appreciation of literature. To achieve these goals, students will study how characters, action, structure, and language enhance a literary work.
Students will receive college credit from Bryant & Stratton at no cost if certain criteria is met*



PHYSICAL EDUCATION & HEALTH

TITLE: PHYSICAL EDUCATION
Grade Recommended 9-12
PREREQUISITE: None
NUMBER OF WEEKS: 40
CREDIT: 1/2 Unit
COURSE CONTENT: Physical education is a required course for all students in grades 9, 10, 11 and 12. Students participate every other day in Physical Education. Our program deals with individual fitness, participation in team sports and exposure ro lifetime activities.
NOTE: Physical Education must be taken and passed each year while in school, in order to graduate.

TITLE: PHYSICAL EDUCATION- LIFELONG FITNESS
Grade Recommended 9-12
PREREQUISITE: None
NUMBER OF WEEKS: 40
CREDIT: 1/2 Unit
COURSE CONTENT: Physical education is a required course for all students in grades 9, 10, 11 and 12. Physical Education - Lifelong Fitness will place an emphasis on fitness and individual sports like badminton, tennis, pickleball, golf, recreational games, etc.. Students participate every other day in Physical Education - Lifelong Fitness. Our program goal is finding activities for students to pursue for lifelong fitness.
NOTE: Physical Education must be taken and passed each year while in school, in order to graduate.

TITLE: HEALTH
Grade Recommended 9-12
PREREQUISITE: None
NUMBER OF WEEKS: 20
CREDIT: 1/2 Unit
COURSE CONTENT: This course is required for graduation. Health Education provides students with an opportunity to reflect upon themselves, their development, needs and capabilities. This course is concerned primarily with behavior that contributes directly to good health. Major topics of study include: Mental Health, Alcohol, Tobacco. Drugs. Nutrition, Non-infectious Diseases, Stress, Sexuality, Family and Relationships.



TECHNOLOGY EDUCATION DEPARTMENT

TITLE: DESIGN & DRAWING FOR PRODUCTION (DDP)
Grade Recommended 9, 10, 11, 12
PREREQUISITE: None
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Design and Drawing for Production provides opportunities in the areas of design and drawing through creative thinking, decision making and problem-solving experiences. This course blends the disciplines of technical drawing and art design into a single unit. The main thrust of DDP is to give the student a total picture of what is needed to design and produce a quality product that will sell in a world wide market.

This course is essentially a design and drawing course; that is, drawing is distinguished as the activity of expression and the solving of design problems. The major thrust is to get students to begin creative thinking rather than doing copy work from a traditional textbook based method. Design and Drawing for Production is developed to instill creativity into what has formerly been rote learning, placing the most critical decisions into the hands of the student.

TITLE: INTRO TO ENGINEERING
Grade Recommended: 10-12
PREREQUISITE: None
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Students in grades 9-12 will learn the basics behind designing, researching, building, and testing various projects. Students will learn and apply principles in physics, math, science, and ELA. The projects they create will be taken to both technology competitions (NCCC in January and ECC in May). Sample projects include catapults, robots, cardboard chairs, cardboard boats, CO2 dragsters, videos, and more. Students must create two projects for each competition (four total). Student grades will be determined by the research/design of each project, an explanation on how they incorporated science and physics, a drawing, the project, the performance, and self reflection on their project after each competition.

TITLE: INTRO TO TOOL & MACHINE USE
Grade Recommended: 9, 10, 11, 12
PREREQUISITE: None
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT:
Using the outline of Project Lead the Way, students in grades 9-12 will learn the basics behind designing, researching, building and testing various projects. Students will learn and apply principles in physics, math, science and ELA. They will learn machine and tool safety for all projects. The projects they create will be taken to both technology competitions (NCCC in January and ECC in May). Sample projects include catapults, robots, cardboard chairs, cardboard boats, CO2 dragsters, videos and more. Students must create two projects for each competition (four total). Student grades will be determined by the research/design of each project, an explanation on how they incorporated science and physics, a drawing, the project, the performance, and self reflection of their project after each competition.

TITLE: ENGINEERING DRAWINGS
Grade Recommended: 10, 11, 12
PREREQUISITE: Design and Drawing for Production (DDP)
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Engineering Drawings builds on the basic drawing/drafting skills and knowledge acquired in Design and Drawing for Production. Students will develop, design and create solutions to meet specific design criteria. Using state-of-the-art 2-Dimensional and Solidworks 3-Dimensional modeling software, students will produce drawings related to the fields of construction and mechanical engineering. Students will be introduced to the Engineering Design Process in which they can transform the created computer model into a real world product.

TITLE: ROBOTICS ENGINEERING AND ARCHITECTURAL DRAWING
Grade Recommended: 11, 12
PREREQUISITE: Design & Drawing For Production (DDP) and Engineering Drawings
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This course offers a wide scope of technical exposure from the mechanics of Robotics Engineering to the understanding and appreciation of architectural design. In the robotics half year, students will be exposed to the reality of robots in industrial settings to everyday life. They will apply the mechanical and electrical principles needed to build a robot. Various types of robots will be built using sensors. These will be operated using remote control or computer program coding. Students will work in teams to meet design challenges presented to them that their robot must perform. The Architectural Drawing half year provides students with an appreciation of architecture design through history and an understanding of how to make an aesthetic judgment. Students will design a residential structure and complete a portfolio of all pertinent drawings and plans. State-of-the-art software will be utilized including programs that are 3D in nature.

TITLE: ENGINEERING DESIGN
Grade Recommended: 12
PREREQUISITE: Design and Drawing for Production (DDP), Engineering Drawings
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Students will experience an authentic Engineering Design Process. This will include idea origination to product development, resulting in a final product. Through the use of technical drawing and 3-D modeling, students will design, draw and produce solutions to challenges and problems. Students will utilize some advanced modeling functions.

College Credit Articulation Agreement *- Niagara County Community College (NCCC) has agreed to provide advanced placement for successful completion of both Design and Drawing for Production and Engineering Drawing courses. The requirement of the introductory computer aided drawing/ engineering course would be waived at the college. Students must maintain a 90 average and receive the recommendation of the high school instructor(s).*

TITLE: INTRO TO VIDEO PRODUCTION
Grade Recommended: 10, 11, 12
PREREQUISITE: NONE
NUMBER OF WEEKS: 20
CREDIT: ½ Unit
COURSE CONTENT: Intro to Video Production exposes students to several Broadcast Television career opportunities in the areas of Studio Production, News Production and Sports Production. Career paths include: Technical Director, Audio Operator, Video Tape Operator, Studio Camera Operator, Electronic Field Production Camera Operator, Sports Camera Operator, News Photographer, News Reporter, Graphics Operator, Floor Director, and Teleprompter Operator. This course is designed to give students an introduction to video production by teaching students different techniques, camera shots, editing software, and introducing students to video terminology.

TITLE: VIDEO PRODUCTION WORKSHOP
Grade Recommended: 10, 11, 12
PREREQUISITE: Intro To Video Production
NUMBER OF WEEKS: 20
CREDIT: ½ Unit
COURSE CONTENT: This course builds on the skills learned in Intro To Video Production. The students will spend 20 weeks writing scripts, creating storyboards, and directing a series of video projects. The students will create video projects that begin with a 15 second commercial and end with a student made independent film. Students will be required to produce, direct and edit their videos.

TITLE: TV PRODUCTION
Grade Recommended: 10, 11, 12
PREREQUISITE: Intro To Video Production & Video Workshop
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Students will work on the school news site tribetribune.org to write stories and create videos based on events that occur in the City of Tonawanda School District. Students will prepare, edit, and produce

the morning announcements, learn to design and edit the website, learn how to write stories, and create videos related to the stories they create. Students will attend a field trip to a television station and go outside of class to record events at other schools.

TITLE: TV PRODUCTION SENIOR PROJECT
Grade Recommended:12
PREREQUISITE: Intro to Video Production, Video Workshop, TV Production
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Students will create, write, and direct their own 45 minute film. Students will create characters, select actors, write their script, film, edit and produce their video. They will take the scripts and character creation skills they learned in television production class and apply them to their senior video. The videos can be a short movie, documentary, TV mini-series, or any other idea that meets the criteria.

MATH DEPARTMENT

TITLE: ALGEBRA I
Grade recommended: 9
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
ALGEBRA 1 REGENTS EXAM COURSE CONTENT: Algebra I is the first year of a 3 year program in math. The course will follow the NYS Curriculum for Algebra1. A graphing calculator (TI-Nspire CXii) is recommended for this course.

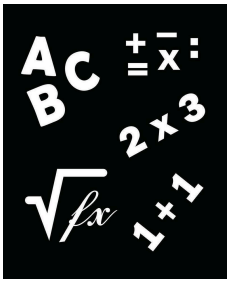
TITLE: GEOMETRY
Grade Recommended: 9, 10
PREREQUISITE: Algebra I
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
GEOMETRY REGENTS EXAM COURSE CONTENT: Geometry is the second course of a three year sequence for an advanced regents diploma. The course will follow NYS Curriculum Standards for Geometry. Emphasis will be placed on congruence, similarity, trigonometry, geometry of the circle, coordinate geometry and equations, and measurement and dimension. This course will model geometry in real world situations. A graphing calculator (TI-Nspire CXii) is recommended for this course.

TITLE: HONORS GEOMETRY
Grade Recommended: 9
PREREQUISITE: Algebra I
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
HONORS GEOMETRY REGENTS EXAM COURSE CONTENT: Honors Geometry is the second course of a 5 year mathematics sequence. This course is available to any incoming 9th grade student that has completed NYS Regents Algebra I as an 8th grader. Emphasis will be placed on congruence, similarity, trigonometry, geometry of the circle, and modeling geometry in the real world. A graphing calculator, compass, and straight edge are recommended for this course.

TITLE: ALGEBRA II
Grade Recommended 10, 11
PREREQUISITE: Geometry
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
ALGEBRA II COMMON CORE EXAM COURSE CONTENT: Algebra II is the third year of a three-year program in Math. (Passing the NYS exam with a 65 is mandatory to meet the math requirements for an advanced regents diploma.) A graphing calculator (TI-Nspire CXii) is recommended for this course.

TITLE: MATH III
Grade Recommended: 11, 12 Teacher Recommended
PREREQUISITE: Geometry
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
DISTRICT FINAL EXAM
COURSE CONTENT: This class is designed to extend the knowledge learned in the Algebra and Geometry curriculum.

TITLE: INTRODUCTION TO COLLEGE MATH (ICM)
Grade Recommended 12
PREREQUISITE: At least a 65% on Math III Exam or completion of Algebra II Course
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
DISTRICT FINAL EXAM
COURSE CONTENT: Introduction to College Math (ICM) is a fourth year math credit. The main emphasis of this class is to prepare students for college entrance exams and/or introductory level college math courses. A graphing calculator will be utilized in this course.

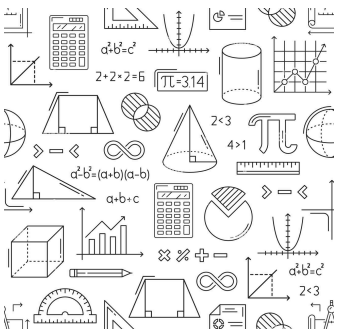


TITLE: PRECALCULUS
Grade Recommended 11, 12
PREREQUISITE: Algebra II
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This is a one year course that combines trigonometry and advanced algebra. The course finishes with calculus topics such as limits, derivatives, and applications such as curve sketching and extremes. Graphing calculators such as the (TI-Nspire CXii) are emphasized in instruction.

TITLE: MATH APPLICATIONS
Grade Recommended: 11, 12 (as a 3rd Math Course)
PREREQUISITE: Algebra and Teacher Recommendation
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
DISTRICT FINAL EXAM
COURSE CONTENT:
Math Applications is designed to further students' algebraic skills to prepare them for the skills needed to excel at their first jobs in everyday life. Students are presented with real-world problems and circumstances in which they must use research, communication skills, modeling and math to make decisions and develop solutions.

TITLE: COMPUTER PROGRAMMING - BEGINNING JAVA
Grade Recommended: 9, 10, 11, 12
PREREQUISITE: None
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Java is one of the most popular programming languages. This course is designed for beginning programmers who are studying the Java programming language. Students will learn how to program a computer to accept commands.

TITLE: SAT PREP MATH
Grade Recommended: 10, 11, 12
NUMBER OF WEEKS: 20
CREDIT: 1/2 Unit
COURSE CONTENT: This course is designed for students to prepare for the mathematics section of the SAT exam. Topics covered include arithmetic operations, algebra and functions, geometry, and statistics and probability. This class is strongly recommended to be taken just before sitting for the SAT exam.



TITLE: ADVANCED PLACEMENT CALCULUS (AB) (W)
Grade Recommended 12
PREREQUISITE: Precalculus/AP Stats/Teacher Recommended
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: The AP Math course follows the syllabus as directed by the College Board for Calculus AB. It is a college level course equivalent to 1.5 semesters of College Calculus. Students will take the AP Calculus Exam in May, which could result in college credit. The course will conclude with topics taught in 2nd semester of College Calculus. This course is recognized by the College Board as an Advanced Placement course, and has an AP exam in May. There is a fee for the exam, set by the College Board.

TITLE: ADVANCED PLACEMENT STATISTICS (W)
Grade Recommended: 10, 11, 12
PREREQUISITE: Teacher Recommendation.
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
ADVANCED PLACEMENT IN STATISTICS AP EXAM
COURSE CONTENT: This course is designed to be comparable to a college statistics course. This course will follow the syllabus as directed by the College Board for AP Statistics. The course will conclude with the AP exam in May, and a final project in June. Successful completion of the AP exam can result in college credit. This course is recognized by the College Board as an Advanced Placement course, and has an AP exam in May. There is a fee for the exam, set by the College Board.

TITLE: ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (W)
GRADE RECOMMENDED: 11, 12
PREREQUISITE: Algebra I
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This course is designed to be comparable to a college computer science course. This course will follow the syllabus as directed by the College Board for AP Computer Science Principles. We will study major units about the internet, digital information, programming, big data, and building apps. The course will consist of a digital portfolio which includes a create task. There is an AP exam in May. Successful completion of the AP exam and digital portfolio can result in college credit. There is a fee for the exam, set by the College Board.

MUSIC DEPARTMENT

Music Course Offerings

The purpose and mission of the Tonawanda High School music program is to give all students the opportunity to build confidence and develop meaningful peer relationships through the creation of music and performance. Our classroom music electives (music theory 1 & 2, music in our lives/guitar.keyboard 101) that we offer, provide students an opportunity to explore music in different ways- in a classroom setting. The study of music has the potential to positively contribute to students' creative development, self-expression and emotional well being. Through music, students learn to be better listeners and can develop their musical intelligence, which has been shown to positively affect academic performance.

TITLE: MIXED CHORUS
Grade Recommendation: 9-12
PREREQUISITE: NONE
NUMBER OF WEEKS: 40
CREDIT: 1 UNIT
COURSE CONTENT: This course is designed for any and all interested HS singers! Singers in HS and singers continuing from middle school chorus are encouraged to be a part of this ensemble. A very wide selection of musical styles will be performed, while learning the fundamentals of good singing and music reading. Participation in concerts and weekly voice lessons are required. Students are graded on rehearsal participation and effort, weekly lesson attendance and 2-3 mandatory concerts per year. If you like singing, without a large out of school commitment, this is the class for you!

TITLE: CONCERT CHOIR (FORMERLY CONCERT CHORALE)
Grade Recommendation: 10-12
PREREQUISITE: Vocal Audition required
NUMBER OF WEEKS: 40
CREDIT: 1 UNIT
COURSE CONTENT: This is an *audition only* ensemble. Concert choir is intended for students who have spent at least one year in mixed chorus learning the basics of good choral singing. Music selected is from a wide variety of musical styles, but is more advanced and challenging to further advance musical growth. In concert choir, students will have more opportunities to perform in school and community events. Emphasis is placed on developing vocal technique and developing musical skills and independence. Students are graded on rehearsal participation and effort, weekly lesson attendance and 2-3 mandatory concerts per year.

TITLE: CONCERT BAND
Grade Recommendation: 9-12
PREREQUISITE: At least basic level ability on a musical instrument
NUMBER OF WEEKS: 40
CREDIT: 1 UNIT
COURSE CONTENT: Concert band is made up of students who desire to develop individual performing skills on a band instrument and who wish to perform various styles of music related to the concert band idiom. Students will be assessed in the areas of individual performance skills, rehearsal participation, weekly lesson attendance and exams. It is mandatory that students participate in all scheduled performances.

TITLE: JAZZ BAND
Grade Recommendation: 9-12
PREREQUISITE: Instrumental Audition required
NUMBER OF WEEKS: 40
CREDIT: 1 UNIT
COURSE CONTENT: The high school jazz ensemble, in big band instrumentation studies and performs the music of the foremost big band composers, past and present. It is mandatory that students participate in all scheduled performances.

TITLE: MUSIC THEORY 1
Grade Recommendation: 9-10 or any music student who has *not* had 2 years in a HS ensemble
PREREQUISITE: STUDENT MUST BE ENROLLED IN A MUSIC ENSEMBLE TO ENROLL IN THIS COURSE
NUMBER OF WEEKS: 20
CREDIT: .5 UNIT
COURSE CONTENT: This more basic Music Theory course is designed to teach the beginnings of written music fundamentals. During this half year course students will study basic music notation, scales, key signatures, intervals and triads. Some basic ear training and aural dictation is taught. Individual creativity is nurtured through both rhythmic and melodic composition. *It is highly recommended that all students in a musical ensemble take this course at some point in their HS careers.*



TITLE: MUSIC THEORY 2
Grade Recommendation: 11, 12
PREREQUISITE: STUDENT MUST HAVE 2 YEARS IN A MUSIC ENSEMBLE ON THEIR HS TRANSCRIPT TO ENROLL, OR HAVE TEACHER RECOMMENDATION
NUMBER OF WEEKS: 20
CREDIT: .5 UNIT
COURSE CONTENT: This advanced Music Theory course is designed to further enhance music skills and basic music fundamentals. The essential aspects of melody, harmony, rhythm, and form are studied. During this half year course students will study a variety scales, musical modes, intervals, triads, cadences, form, and analysis of a score. Aural dictation and ear training are also an integral part of the course and will be taught throughout the semester. Individual musical creativity is nurtured through both rhythmic and melodic composition. *This advanced theory course is recommended for students who have at least two years experience in a HS musical ensemble.*

TITLE: MUSIC IN OUR LIVES/GUITAR/KEYBOARD 101
Grade Recommendation: 9-12
PREREQUISITE: NONE
NUMBER OF WEEKS: 40
CREDIT: 1 UNIT
COURSE CONTENT: This course is designed to meet the New York State Requirement for 1 unit of fine art/music credit for those students who do not participate in a major performing ensemble. Students will develop skills in critical listening and elements of music theory via electronic keyboards and guitar. A rich history of rock music is a primary focus, along with discussion and analysis of current pop music and industry trends. No prior experience in music is necessary for enrollment in this course.

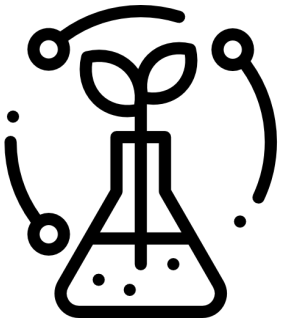
SCIENCE DEPARTMENT

REGENT SCIENCE CLASSES

TITLE: LIVING ENVIRONMENT
Grade Recommended: 9
PREREQUISITE: None
NUMBER OF WEEKS: 40
CREDIT: 1 unit
COURSE CONTENT: The Living Environment is the Regents life science (biology) course. This class includes the study of cells, biochemistry, human physiology (focusing on the immune system and maintaining homeostasis), reproduction and development, genetics and ecology. These topics will be investigated through hands-on activities and experiments in the ***required laboratory section*** of this course. ***Successful completion of the laboratory work is required to take the Regents Living Environment Exam.*** The laboratory experiences will provide the opportunity for students to use the scientific inquiry techniques developed and utilized by biologists to explore the living environment.

TITLE: EARTH SCIENCE
Grade Recommended: 10 (11 or 12)
PREREQUISITE: Living Environment and Algebra
NUMBER OF WEEKS: 40
CREDIT: 1 unit
COURSE CONTENT: Earth Science is a Regents physical science course with ***a required laboratory section. Successful completion of the laboratory work is required to take the Regents Earth Science Exam.*** This class includes modeling and mapping the Earth, weather and climate, astronomy, rocks and minerals, Earth structure and plate tectonics, geologic history and landscape development. This course is designed to improve problem-solving skills and increase the student's understanding of nature to encourage informed decision-making. Students will also continue to develop graphing, analysis and laboratory skills as they pertain to the physical environment. ***The final exam includes a lab practical performance test.***

TITLE: CHEMISTRY
Grade Recommended: 11 or 12 (grade 10 upon teacher recommendation)
PREREQUISITE: Living Environment, Algebra (80% Course *Grade or higher) Concurrent enrollment in Algebra II, Geometry (If enrolled in Math III, Math teacher recommendation is required for approval)*
NUMBER OF WEEKS: 40
CREDIT: 1 unit
COURSE CONTENT: Chemistry is a Regents physical science course with a ***required laboratory section. Successful completion of the laboratory work is required to take the Regents Chemistry Exam.*** The course content is determined by the NYS Education Department and includes the study of the Periodic Table, atomic structure, energy changes in matter, acids & bases, organic chemistry, oxidation/ reduction reactions and nuclear chemistry. Students who excel in science and math and/or have strong problem-solving skills and work ethic are recommended for this course.



TITLE: PHYSICS
Grade Recommended: 11 or 12 (Grade 10 upon teacher recommendation)
PREREQUISITE: Living Environment, Algebra I (80% Course Grade or higher)
NUMBER OF WEEKS: 40
CREDIT: 1 unit
COURSE CONTENT: Physics is a Regents physical science course with a ***required laboratory section. Successful completion of the laboratory work is required to take the Regents Physics Exam.*** The required content includes the following units: Mechanics, Energy, Waves, Electricity and Magnetism and Modern Physics. Through the use of laboratory activities and experiments, students will hone their problem solving skills and techniques and develop an understanding and appreciation for the process of scientific inquiry.

SCIENCE ELECTIVES

TITLE: CHEMISTRY IN THE COMMUNITY
Grade Recommended: 11 or 12
PREREQUISITE: Satisfactory completion of Living Environment
NUMBER OF WEEKS: 40
CREDIT: 1 unit
COURSE CONTENT: The topics in this class are presented in a way that emphasizes how chemistry impacts our daily lives. This course will focus on the practical application of household, kitchen, environmental, and industrial and nuclear chemistry. Basic chemical principles are also covered. A Hands-on approach is provided in the class with multiple laboratory activities.

TITLE: ENVIRONMENTAL SCIENCE
Grade Recommended: 11 or 12 **(Seniors will be given first preference)**
PREREQUISITE: Living Environment AND at least ONE 40-week physical science class
NUMBER OF WEEKS: 20
CREDIT: 1/2 unit
COURSE CONTENT: Environmental science is the study of how humans interact with the environment and the living things that share the Earth with us. The goal of environmental science is a sustainable world in which the human population can continue to exist indefinitely with a high standard of living and health. Topics of study include natural and human populations, types of air and water pollution and their impact on the environment, global warming, freshwater ecology, species extinction, wildlife management and renewable/non-renewable energy sources.

TITLE: RESPONDING TO EMERGENCIES
Grade Recommended: 11 or 12 **(Seniors will be given first preference)**
PREREQUISITE: Living Environment AND at least ONE 40-week physical science class
NUMBER OF WEEKS: 20
CREDIT: 1/2 unit
COURSE CONTENT: This science elective is based on the American Red Cross courses for Community CPR, Basic Life Support CPR and Standard First Aid. Basic care is addressed for adults, children and infants. It is possible to obtain American Red Cross certification in each of the course areas as ARC requirements are covered as part of the curriculum.

TITLE: FORENSICS
Grade Recommended: 11 or 12 **(Seniors will be given first preference)**
PREREQUISITE: Living Environment AND at least ONE 40-week physical science class
NUMBER OF WEEKS: 20
CREDIT: 1/2 unit
COURSE CONTENT: Forensics is a real world exploration of key forensic science concepts including links to biology, chemistry and physics. Students engage in intensive problem-solving and evidence gathering activities that emphasize the connections among these academic disciplines in the real world. Activities include virtual crime scene investigations, blood spatter analysis, fingerprinting and DNA analysis using gel electrophoresis, DNA analysis, hair and fiber analysis, and learning about the psychology behind crime.

ADVANCED PLACEMENT OR COLLEGE-LEVEL SCIENCE COURSES (W)
These courses are recognized by the College Board as Advanced Placement courses, and have an AP exam in May. There is a fee for these exams, set by the College Board.

TITLE: ADVANCED PLACEMENT PHYSICS - C (MECHANICS) (W)
Grade Recommended: 11 or 12
PREREQUISITE: Physics OR teacher recommendation
NUMBER OF WEEKS: 40
CREDIT: 1 unit
COURSE CONTENT: In preparation for the AP Exam in Physics-C, students should be able to:

1. Read, understand and interpret physical information - verbal, mathematical and graphical.
2. Describe and explain the sequence of steps in the analysis of particular physical phenomenon or problem; that is

a. Describe the idealized model to be used in analysis, including simplifying assumptions when necessary
b. State the principles or definitions that are applicable
c. Specify relevant limitations on applications of these principles
d. Carry out and describe the steps of analysis verbally or mathematically
e. Interpret the results or conclusions, including discussion of particular cases or special interests.

TITLE: ADVANCED PLACEMENT BIOLOGY (W)
Grade Recommended: 11 or 12
PREREQUISITE: Living Environment AND Chemistry (85% or higher), Algebra (80% or higher)
Other Requirements: Science teacher recommendation
NUMBER OF WEEKS: 40
CREDIT: 1 unit
COURSE CONTENT: This class is designed for highly motivated students who have demonstrated ability in science and have an interest in studying a college-level introductory biology course in high school. Students will study the following topics: biochemistry, cytology, genetics, evolution, plant & animal physiology and ecology. Tops are presented through lecture, laboratories and guided independent practice. ***In addition to the coursework, a separate laboratory experience is also required.*** Mastery of the material presented in the Living Environment and a strong work ethic are essential for successful completion of this course. Students may receive college credits for this class, depending on their choice of school, major, and their AP Biology Exam grade. Students will complete a research project following the AP exam in May. The project will count as the final exam in this course.



RECOMMENDED SCIENCE SEQUENCES

	Regents ◆	Regents◆	Advanced Regents●	Accelerated ✯
Grade 9	Living Environment I	Living Environment (L)	Living Environment (L)	Earth Science (P)
Grade 10	Living Environment II	Earth Science (P)	Earth Science (P)	Chemistry (P) OR Physics (P)
Grade 11	Chemistry in the Community OR a credit at BOCES	Chemistry in the Community OR 2-20 week courses (Optional)	Chemistry (P) OR Physics (P)	Regents OR (AP college-level course)
Grade 12		1- 40 week course OR 2- 20 week courses	1- 40 week course OR 2- 20 week courses (Regents, AP or an elective	1- 40 week course (AP or a college level course)

(L) = Life science
(P) = Physical science

◆ To earn a **REGENTS** diploma, students must take and pass the equivalent of THREE science classes. One must be a life science and one must be a physical science. One of the three classes must be a Regents class with a laboratory component.
● To earn an **ADVANCED REGENTS** diploma, students must take and pass THREE science classes, TWO must be Regents classes with a lab component. One must be a life science and one must be a physical science. ***Advanced students are required to take 4 years of science.***
✯ ***Accelerated students are required to take 4 years of science.*** In grades 11 and/or 12, these students should be enrolled in Regents, AP, or college-level courses.

SOCIAL STUDIES DEPARTMENT

TITLE: GLOBAL HISTORY & GEOGRAPHY I
Grade Recommended: 9
PREREQUISITE: Social Studies 8
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This course will follow the New York State curriculum for the first year of the two year Global Studies course requirement.The course will place major emphasis on major themes such as geography, economic and political systems, interdependence,

cross-cultural awareness and awareness of global dynamics. The year begins with the creation of early civilizations along river valleys and continues through absolutism. Some topics that will be covered include: early civilizations in Africa, China, and Latin America, Ancient Greece and Rome, the development of religions, The Middle Ages, the Renaissance and Reformation, and the Age of Absolutism. In addition, there will be a major emphasis on writing. Each student will be expected to be competent in completing CRQ (Constructed Response Questions) and Enduring Issues essays.

TITLE: GLOBAL HISTORY & GEOGRAPHY II
Grade Recommended: 10
PREREQUISITE: Global History & Geography I
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This course will follow the New York State curriculum for the second year of the two-year Global Studies course requirement. The course will place major emphasis on major themes such as geography, economic and political systems, interdependence, cross cultural awareness and awareness of global dynamics. Global History & Geography II continues on the journey of world history beginning with the revolutions in Europe and ending with modern times. Some topics to be covered include Imperialism, World War I, World War II, Nationalism in India, Africa, and Latin America, and the establishment (then decline) of communism in the world. In addition, there will be a major emphasis on writing. Each student will be expected to be competent in completing CRQ (Constructed Response Questions) and Enduring Issues essays. All students will take the Regents Examination based on information from Global History & Geography II.

TITLE: U.S. HISTORY & GOVERNMENT
Grade Recommended: 11
PREREQUISITE: Global History & Geography II
NUMBER OF WEEKS: 40
CREDIT: 1 unit
COURSE CONTENT: The 11th grade Regents curriculum in American History follows the N.Y. State Syllabus. The course is generally chronological, beginning with the American Revolution. There is heavy concentration on understanding the government of the United States. The Constitution is covered in depth and is the single most important unit of study. The six main units of study are:

1. Constitutional Foundations of U.S. Democracy
2. Industrialization
3. Progressive Movement
4. World War I and the Depression
5. U.S. in World War II
6. World Since 1950

The course emphasizes understanding concepts instead of straight memorization of facts. The main focus of the course is on the period since the Civil War. Particular attention is given to the role of government throughout this period.
All students will take the Regents Examination.

TITLE: ADVANCED PLACEMENT U.S. HISTORY (W)
Grade Recommended: 11, 12
PREREQUISITE: Teacher Recommendation and a 85% average in either Global History II or U.S. History & Gov't.
NUMBER OF WEEKS: 40
CREDIT: 1 unit
COURSE CONTENT: The Advanced Placement Program in the United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States 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. Students should learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. An Advanced Placement United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and the present reasons and evidence clearly and persuasively in essay format. **Students may receive college credit by sitting for the AP examination in May. This course is recognized by the College Board as an Advanced Placement course, and has an AP exam in May. There is a fee for the exam, set by the College Board.**

TITLE: PARTICIPATION IN GOVERNMENT
Grade Recommended: 12
PREREQUISITE: U.S. History & Government
NUMBER OF WEEKS: 20
CREDIT: 1/2 unit
COURSE CONTENT: Participatory Government emphasizes the interaction between citizens and government at all levels: local, state, and federal. The development of student participation in the processes of government is encouraged.
The enhancement of self-government, through the development of knowledgeable, committed, capable and active citizens is a continuing goal of education. As society becomes more and more complex, as the world becomes more and more interdependent, and as technology allows events to take place more and more rapidly, the future of democracy will increasingly depend on the ability of citizens to make intelligent and effective decisions. The

primary goal of the "participation in government" mandate is to facilitate and encourage the development of civic minded individuals capable of effectively fulfilling the "office of citizen" that is a fundamental precept of democracy and a right and obligation guaranteed by the 14th Amendment to the Constitution. The end product should be individuals who have characteristics that define a citizen - civic mindedness, civic intelligence, civic literacy, civic enterprise.
To encourage active participation, the course will conclude the semester with a final research paper. Within this paper, each student will be given the chance to develop his, her or their own public policy, and put his, her or their citizenship tools to work. This culminating activity will allow every student to truly "participate" in government.

TITLE: AP GOVERNMENT AND POLITICS (W)
PREREQUISITE: Teacher recommendations and a 85% average in U.S. History and Government
NUMBER OF WEEKS: 40
CREDIT: 1/2 unit
COURSE CONTENT: The AP Government and Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Certain topics include: (1) Constitutional Underpinnings of United States Government, (2) Political Beliefs and Behaviors, (3) Political Parties, Interest Groups, and Mass Media, (4) Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts (4) Public Policy, and (5) Civil Rights and Civil Liberties.
Students may receive college credit by sitting for the AP examination in May. This course is recognized by the College Board as an Advanced Placement course, and has an AP exam in May. There is a fee for the exam, set by the College Board.

TITLE: ECONOMICS
Grade Recommended: 12
PREREQUISITE: U.S. History and Government
NUMBER OF WEEKS: 20
CREDIT: 1/2 unit
COURSE CONTENT: REQUIRED FOR GRADUATION
KNOWLEDGE OBJECTIVES
Upon completion of the semester course, the student should be able to demonstrate an understanding of:

1. Basic economic concepts such as scarcity, supply, and demand, markets, productivity, opportunity costs, specialization, productivity resources.
2. Interdependence, growth and economic system; the economic system of the United States and how it operates.
3. The roles of various components of the American economic systems.
4. His/Her role in the economic system as consumer, worker, investor, and/or voting citizen.
5. The interdependence of the world's economies today.
6. The political and social impact of economic decisions and the economic impact of political and social decisions.
7. Basic differences between different types of economic systems and their operations.
8.

SKILLS OBJECTIVES: Upon completion of the semester course, the students should be able to demonstrate the ability to:

1. Analyze, evaluate and make generalizations about economic information based on relevant data;
2. Use the problem-solving process to identify and define problems, hypothesize, investigate and analyze selected data, recognize alternatives solutions and make decisions both as an individual and as a citizen;
3. Use all other skills included in previous grade skill objectives, 7-11.

ATTITUDE OBJECTIVES: Upon completion of the semester course, the students should be able to demonstrate: A rational attitude toward economic issues and problems with which they are concerned, both as individuals and as citizens.

TITLE: PSYCHOLOGY
Grade Recommended: 12
PREREQUISITE: NONE
NUMBER OF WEEKS: 20
CREDIT: 1/2 unit
COURSE CONTENT: Psychology is a semester course that focuses on the basic principles of psychology and their applications to human behavior and social problems. Throughout the semester we will focus on the different types of research methods, sensory, and perception, consciousness, learning and cognition, memory, intelligence, personality, abnormal behavior, methods of treatment, and the impact of social situations and culture on behavior. The class included hands-on activities such as blindfold activity, dream analysis, meditation and a conditioned response experiment.



TITLE: SOCIOLOGY
Grade Recommended: 12
PREREQUISITE: NONE
NUMBER OF WEEKS: 20
CREDIT: 1/2 unit
COURSE CONTENT: Sociology is the scientific study of human social and group behavior. It focuses on the general principle that the group you belong to influences how you think, feel and act. Throughout the semester we will uncover topics such as culture, socialization, social structure and roles, social deviance, social inequality, and family. In doing so, we will try to answer questions such as:

- How has American culture influenced you and your behavior/beliefs?
- How do we learn to be part of American culture
- What is your status in America? In this school?
- Why do some people not follow the rules of society? What makes people criminals?
- What social classes exist in America? Who holds power in America?
- What problems exist in American families that might be troublesome in the future?

WORLD LANGUAGES DEPARTMENT

TITLE: SPANISH I
Grade Recommended 9
PREREQUISITE: None
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Students develop proficiency in listening, speaking, reading, and writing. Basic vocabulary and grammar are introduced. Students engage in simple conversations, comprehend simple listening passages, read simple written material, and compose short written sentences in Spanish. Aspects of Hispanic culture are presented.

This course is required for graduation. Therefore students must pass the New York State Second Language Proficiency Examination in Spanish with a minimum grade of 65%.

TITLE: SPANISH II
Grade Recommended 9, 10
PREREQUISITE: Spanish I and passing grade on NYS Proficiency Exam
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Spanish II further builds proficiencies in listening, speaking, reading, and writing. Vocabulary and grammar are expanded.
Students initiate and sustain short conversations in Spanish, comprehend short written and listening passages on simple topics, and write short notes and paragraphs in Spanish. Further aspects of Hispanic culture are presented.

TITLE: SPANISH III
Grade Recommended 10, 11
PREREQUISITE: Passing final grade in Spanish II
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Spanish III further develops communication skills in listening, speaking, reading, and writing. Vocabulary and grammar are emphasized. Students initiate and sustain simple conversations in Spanish, comprehend listening passages on simple topics in everyday situations, comprehend simple narrative and descriptive authentic materials and edited texts, and write notes, letters, and reports in Spanish. Aspects of Hispanic culture are expanded.

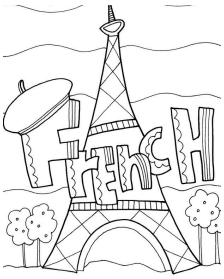
The New York State Regents Exam in Spanish is administered at the end of this course, and a minimum exam grade of 65% is required to receive Regents credit.



TITLE: SPANISH IV (W)
Grade Recommended 11, 12
PREREQUISITE: Passing grade on NYS Regents Exam Spanish and minimum final grade of 85% in Spanish III or passing grade on NYS Regents Exam in Spanish and teacher recommendation
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Students refine their communication skills in the areas of listening, speaking, reading, and writing. Grammar, pronunciation, and intonation are stressed. Students initiate and sustain extended conversations in Spanish, engage in class discussions, present oral reports, read authentic Spanish literature, complete projects, and write detailed compositions and reports in Spanish. Hispanic culture is an integral part of the course. This course is taught in conjunction with Hilbert College and will follow the criteria set forth for Spanish 102. Qualified THS students are afforded the opportunity to earn three college credits while in high school by registering for Spanish 102 and paying tuition to Hilbert College.

TITLE: SPANISH V (W)
Grade Recommended 12
PREREQUISITE: Minimum final grade of 85% in Spanish IV or teacher recommendation
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: Students develop fluency in spoken and written Spanish. They communicate on an advanced level. Students write complex original compositions in Spanish, read complex authentic Spanish literature, initiate and sustain extended conversations in Spanish, prepare and present reports in Spanish, and actively participate in class discussions. Advanced grammar is emphasized. Various aspects of Hispanic culture are studied.

This course is taught in conjunction with Hilbert College and will follow the criteria set forth for Spanish 103. Qualified THS students are afforded the opportunity to earn three college credits while in high school by registering for Spanish 103 and paying a tuition to Hilbert College.



TITLE: FRENCH II
Grade Recommended 9, 10
PREREQUISITE: French I and passing grade on NYS Proficiency Exam
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: In French II, students continue to develop their communicative skills in various topics through vocabulary and grammar skill building. In this course, students can comprehend short passages in everyday situations, initiate and sustain short conversations, and write short notes, letters and reports in French. French and Francophone culture are also a focus in this course.

TITLE: FRENCH III
Grade Recommended 10, 11
PREREQUISITE: Passing final grade in French II
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: In French III, students continue to develop their communication skills in the language as well as their understanding of French and Francophone culture. Students can initiate and sustain lengthier conversations, understand longer passages on various topics, compose longer notes, letters, and stories, as well as read short stories and excerpts from literature in the target language. The New York State Regents Examination in French is administered at the end of this course, and a minimum grade of 65% is required to receive Regents credit.

TITLE: FRENCH IV (W)
Grade Recommended 11, 12
PREREQUISITE: Passing grade on NYS Regents Exam in French and minimum final grade of 85% in French III or passing grade on NYS Regents Exam in French and teacher recommendation
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This course is designed to help students refine their communication skills in the areas of listening, speaking, reading, and writing. Students are able to handle most communicative situations while working to refine intonation, pronunciation, and grammatical accuracy. At this level, students read authentic French texts of greater complexity. Readings that will evoke strong reactions are selected in order to facilitate in class discussions and present oral reports. Writing activities will vary in length and complexity, based on students' actual writing ability. Culture will be an integral part of this course and the student will be involved in various projects related to French and Francophone culture.

This course is taught in conjunction with Hilbert College and will follow the criteria set forth for French 102. Qualified THS students are afforded the opportunity to earn three college credits while in high school by registering for French 102 and paying tuition to Hilbert College.

TITLE: FRENCH V (W)
Grade Recommended 12
PREREQUISITE: Minimum final grade of 85% in French IV or teacher recommendation
NUMBER OF WEEKS: 40
CREDIT: 1 Unit
COURSE CONTENT: This course is designed to develop fluency in French as well as the ability to read authentic French and Francophone literature and write original compositions. Critical thinking skills will be developed through analysis and discussion of literature from the various centuries. Grammatical and syntactical correctness will be emphasized throughout the course. This course is taught in conjunction with Hilbert College and will follow the criteria set forth for French 103. Qualified THS students are afforded the opportunity to earn three college credits while in high school by registering for French 103 and paying a tuition to Hilbert College.