

Wayland-Cohocton Central School



Course Manual 2021-2022

<http://www.wccsk12.org/sco>

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High School Graduation Requirements

Course Requirements	Minimum # of Credits Regents (Advanced Regents)
English	4
Social Studies Distributed as Follows: U.S. History (1) Global History and Geography (2) Participation in Government (1/2) Economics (1/2)	4
Mathematics <i>(For the Advanced Regents Diploma, credits must be in Algebra, Geometry and Algebra II Regents courses)</i>	3
Science Distributed as Follows: Life Science (1) Physical Science (1) Life Science or Physical Science (1)	3
Language other than English (LOTE)* <i>(For the Advanced Regents Diploma, students must have 3 credits of a LOTE or 5 credits in an approved sequence)</i>	1 (3)
Fine Art (Band, Chorus, DDP, Studio in Art)	1
PE	2
Health	.5
Electives <i>(For Advanced Regents students only need a minimum of 1.5 credits of electives)</i>	3.5 (1.5)
Total:	22

*Students can acquire a 5 credit sequence in Art, Fine Arts, Business, Technology or Career & Technical Education (BOCES) in place of LOTE (Language Other Than English) requirement for the Advanced Regents Diploma. All students must earn at least one LOTE credit.

One unit of credit generally = 40 weeks of study

A half unit of credit generally = 20 weeks of study

A course that meets every other day for the entire year generally = .5 credit

Regents Exam Requirements:	Regents Diploma	Advanced Regents Diploma
English Language Arts	1	1
Math	1	3 (Must be Algebra, Geometry and Algebra II)
Science	1	2 (Must be 1 Physical and 1 Living)
Social Studies	1	2 (Global and US History)
Plus an Additional: Math Social Studies Science	1	N/A
Total:	5	8

Honors Diploma Designation

Students who successfully complete the Regents or Advanced Regents Diploma requirements with 90 or above average on the required examinations may earn honors distinction upon graduation.

Math and Science Diploma Annotation

Graduates are eligible to receive the Math and Science annotation on their diploma. Students must be receiving an Advanced Regents Diploma and have scored an 85 or above on 3 math and/or science Regents exams to receive this on their diploma.

Drop Add Procedure

All full year and/or first semester course changes must be made **within the first two weeks of the school year**. All second semester course changes must be made within the **first two weeks of the second semester**. Only changes which will not affect a student's progress towards graduation and which maintain a course minimum will be permitted. Changes that create an overload in a class will not be permitted. ALL course changes require parental permission. **Changes made after the two week drop/add period must follow the procedure below:**

- In order to drop/add a course **after** the two week drop/add period, students must meet with their counselor to discuss the rationale for the change.
- The school counselor will make arrangements for the student and the parent/guardian to attend a "Course Change Conference".

- During the Course Change Conference, the principal, school counselor and teacher of the course to be dropped, will meet with the student and the parent/guardian to discuss the possible course change. (A parent/guardian MUST ATTEND THIS MEETING in order to consider a course change).
- A series of questions will be asked to determine appropriateness of the course change, as well as, impact on the student's future educational program.

After the Course Change Conference is concluded, a decision will be made at the sole discretion of the building principal, as to whether the change will be permitted.

Academic Intervention Service (AIS)

AIS is provided in the four major content areas (English, social studies, math, and science) for students who have been determined to be at risk of not successfully completing graduation requirements. Students are selected for AIS courses through a variety of data: state and local test scores, achievement in content-area classes, teacher, parent and/or SCO recommendations. Once identified as being at risk, the state AIS mandate requires that students remain in AIS until successful completion of the next state assessment. AIS is provided in several ways:

Active AIS services: students attend an AIS class in the designated content area(s) 2-3 times per week for 40 weeks. With the approval of the AIS team, a student may be moved from Active AIS to Progress Monitor AIS if sufficient success has been proven.

Progress Monitor AIS: students are not scheduled into an AIS class, but are monitored by the content area teacher and the AIS team. If necessary, students may be moved from Progress Monitor to active AIS at any time during the school year.

AIS Support Services: students who are at risk due to behavior, family, attendance, or other factors will meet on an as-needed basis with a counselor.

Free College Course at WCCS

All WCCS students are eligible to receive free college courses through Corning Community College while they are in high school. Students should meet with their counselor to discuss college course offerings.

Financial Assistance For Health/ Sports Academy Courses

The Wayland-Cohocton Teachers Association sponsors one Fall scholarship and one Spring scholarship to cover the cost of one ACE course (through GCC) for students needing financial aid in Health Academy or Sport Academy. Separate applications must be made for the fall and the spring scholarships.

Scheduling Process

Beginning in February, counselors will meet with students to plan a schedule for the following year. Students will be encouraged to think about academic interests, past experiences, future career ambitions, personal strengths, abilities and weaknesses and long term planning. After the student meets with their school counselor to select their classes they are encouraged to share this information for final review with parents. Parents are welcome to join in this process. Please contact your student's school counselor for discussion regarding course selection.

Making the Most of Your Course Selections

Selecting the appropriate course involves careful consideration of graduation requirements, career interests, teacher recommendations, parental discussion and an understanding of the classes that are available to you. When reading the course descriptions, give careful thought to learning new things, strengthening and challenging your abilities and increasing your knowledge base. If the course description leaves you wanting more information talk to one of your teachers or your school counselor.

ART			
Course	Description	Duration	Credits
Studio in Art (Counts as Fine Art requirement for Graduation)	This is an introductory art course that teaches the fundamentals of drawing and design while providing the opportunity to explore many different art media. Students will engage in various class projects that may include drawing, printing, ceramics and painting. Note: Studio in Art is a prerequisite for ALL art electives with the exception of Mixed Materials and Textiles	40 weeks	1
Ceramics	An exploratory course in clay where students will learn the four basic methods of handbuilding: pinch, coil, soft slab, and hard slab. Students will also be introduced to throwing on a potter's wheel. The students will gain an understanding of three-dimensional composition; construction, form, function and the ability to problem solve.	20 weeks	.5
Mixed Materials	This course will be a fun overview of multiple styles and types of art. Studio in Art is encouraged but NOT required. Mixed Materials will be a variety of different art materials in unique combinations. If you are a student who enjoys being self-expressive or the student who has always liked art but haven't had the time to take it, this is the class for you.	20 weeks	.5

Computer Art	The focus of this course is on the basic technical skills needed to create digital artwork. Students will become acquainted with Adobe Photoshop & Adobe Illustrator software along with other tools used to create digital compositions.	20 weeks	.5
Stained Glass	Students in this course receive an introduction to the art of stained glass making. Throughout this course, students study both leaded and copper foil methods. Students gain practice in drafting pattern, cutting glass, painting and staining, etching, grinding soldering the glass together. Safety tips are discussed, as well as the common tools (smoothing stones and cutters) used. Students will also look at the history of stained glass. We will also learn about glass slumping.	20 weeks	.5
Drawing	Using observation drawing as a foundation, students will be introduced to several drawing techniques and apply them to creative problem solving utilizing several media. Drawing from life enhances the ability to see and will be the main focus of this course.	20 weeks	.5
Painting	Students will explore various painting techniques by using still life, portrait, photographic references and intuitive skills as a foundation. In addition, students will develop an understanding of color theory, composition and a variety of styles.	20 weeks	.5
Upcycled Art	<p>This course will appeal to students who are interested in using alternative materials and methods to create art. We will use a range of recycled media and various techniques, and several finished pieces will be produced. Emphasis will be on students' developing and exploring their own interests in the projects. Reference will be made to the work of past and contemporary artists.</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Creating a visual journal from old books. ● Collage techniques ● "Redesigning" a piece of clothing into an article of clothing that you will wear. ● Constructing jewelry or a piece of sculpture using junk. 	20 weeks	.5
Introduction to Digital Photography	Introduction to Digital Photography gives students fundamental skills for effectively recording travel, home, and work experiences. Using digital photography as a tool, students are encouraged to become more careful observers of the people,	20 weeks	.5

	<p>the landscape, the art, the architecture, and the culture that they encounter in their daily lives. The course concentrates on technical vocabulary and studio time regarding the basic operation of a digital camera and the processing of images. Students develop an understanding of the elements that combine to create powerful visual images: subject matter, composition, color, and light. Through selected readings, assignments, lab time, and critiques, students produce a written and visual final project for the course. Students are responsible for providing their own cameras, and/or the school has some cameras available for loan.</p>		
<p>ACE Essentials of Art <i>Course is weighted 1.1</i></p> <p>Pre-Req: Studio in Art plus one additional Art elective or ACE/AP Course</p>	<p>An introduction to the visual arts emphasizing the understanding and appreciation of art through a review of the elements and principles of art and design, as well as an examination of two– and three-dimensional art forms, methods, and media. This course is reading intensive. This course may be taken for college credit.</p>	40 weeks	1
<p><i>Please note: ALL Art Electives may be taken three times with the understanding that the student's work needs to reflect the advanced level of study.</i></p>			

BUSINESS			
Course	Description	Duration	Credits
<p>General Business</p> <p>Grades: 10-12</p>	<p>If you are interested in learning how to start your own business, this class is for you. You will learn all the steps to create and run a business. This is a hands-on, project based course. Owning your own business is a career option that you may want to explore. Be your own boss!</p>	40 weeks	1
<p>Career Management</p> <p>Grades: 9-12</p>	<p>Find your dream job and discover how to get it! This course is designed to help you find what you're going to be when "you grow up". Besides finding the perfect career, learn important skills for finding and keeping a job. It is highly recommended that students take Money Management following this course.</p>	20 weeks	.5
<p>Money Management</p> <p>Grades 9-12</p>	<p>If you won \$100,000 on a lucky lottery ticket, what would you do? Most people say "Spend it" right away. Slow down and plan how you can get the most out of your money. This class teaches you how to manage your money for the present and the future regardless of how much you have.</p>	20 weeks	.5

STEP Senior Transition & Exit Program Grade: 12	Facing life after graduation can be a confusing and challenging time. By taking this course you will learn some of the most basic skills to help you with this transition. Financial, practical and life skills will be topics addressed and more. If you want to be prepared after high school, this class is for you.	20 weeks	.5
ACE Personal Budgeting <i>Course is weighted 1.1</i> Grades 11-12	This course is designed to help you plan for financial success. A simulation is used in this course. This course is designed for practical purposes using real life situations to help you make realistic decisions for your immediate future. Students are encouraged to take this course for college credit for the Personal Budgeting BUSN 1003 course through the ACE program.	20 weeks	.5
**Independent Studies	<i>Independent studies may be approved for students who are completing a sequence in Business.</i>		

ENGLISH			
Course	Description	Duration	Credits
English 9	English 9 is a 40-week college and career preparatory course leading to a Regents diploma that will introduce students to various literary genres and time periods. Emphasis will be placed on developing deeper meaning and citing strong and thorough textual evidence to display knowledge and understanding of the content. Students will learn research techniques involving both electronic and textual sources. Students will write a 2-3 page informative MLA documented research paper. Listening and speaking skills will be fostered through structured collegial discussions and both individual and group presentations. Students will practice listening, reading, and writing skills in preparation for the Common Core Regents exam in 11th grade.	40 weeks	1

<p>English 9- Accelerated</p> <p>Enrollment determined by HS English teacher through an application process.</p>	<p>Accelerated English 9 entails a broader study of literature over standard ninth grade English. In addition to the fundamental course overview of literature, grammar and composition, the accelerated course will involve several additional novels during the course of the year (thereby increasing the pace of material covered) and more focused instruction leading to the Common Core Regents Examination in English in eleventh grade. This includes an introduction to writing a literary analysis informational paper as well as a 2-3 page informative research paper both using MLA documentation. This course is designed for the student seeking collegiate placement at an institution of higher learning following high school graduation. Requirements for maintaining enrollment in the accelerated program include teacher recommendation and/or a consistent minimum course average of 85 or higher. Accelerated English courses will follow in succeeding years, grades 10, 11 and 12.</p>	<p>40 weeks</p>	<p>1</p>
<p>English 10</p> <p>Pre-Req: English 9</p>	<p>English 10 is a 40 week college and career preparatory course leading to a Regents diploma that will introduce students to various literary genres and time periods. Emphasis will be placed on developing deeper meaning and citing strong and thorough textual evidence to display knowledge and understanding of the content. This includes writing a literary analysis paper using MLA documentation. Students will learn research techniques involving both electronic and textual sources. Students will write a 3 to 4 page argument-based research paper using MLA documentation. Listening and speaking skills will be fostered through structured collegial discussions and both individual and group presentations. Students will practice listening, reading and writing skills in preparation for the Common Core Regents exam in 11th grade.</p>	<p>40 weeks</p>	<p>1</p>

<p>English 10- Accelerated</p> <p>Pre-Req: English 9 Accelerated and/or Department recommendation</p>	<p>Accelerated English 10 entails a broader study of literature over standard tenth grade English. In addition to the fundamental course overview of literature, vocabulary, grammar and composition, the accelerated course will involve several more focused units of study culminating with the Common Core English Examination as the final exam for the course. The study of literary elements as each applies to literature will culminate in a 5 to 7 page MLA documented independent research paper that will involve the use of several sources of literary merit. Students will practice research techniques that involve the use of technology as well as textual sources. This course is designed for the student seeking collegiate placement at an institution of higher learning following high school graduation. Requirements for placement in the accelerated program consists of showing a clear investment in the learning process to further growth is skill level. In addition, a GPA of 85 or higher and/or teacher recommendations at each grade level are required. English 11 Accelerated will follow this course in grade 11 with prior approval.</p>	<p>40 weeks</p>	<p>1</p>
<p>English 11</p> <p>Pre-Req: English 10</p>	<p>This is a 40 week college and career preparatory course that focuses on reading at several levels of understanding for various purposes, including in –depth critical analysis and effective arguments. An argument analysis unit that incorporates a research project is a major focus of the year. Listening and speaking skills are reinforced through individual and group presentations. Students will focus their practice with reading and writing in preparation for the required Regents exam in June.</p>	<p>40 weeks</p>	<p>1</p>
<p>English 11- Accelerated</p> <p>Pre-Req: English 10 Accelerated and/or Department Recommendation</p>	<p>English 11 Accelerated entails a broader and more focused study of American Literature over standard Grade 11 English. In addition to the fundamental overview of literature, grammar and composition, the accelerated course will involve several more works of literature during the course of the year, concentrating on both classics and contemporary pieces of writing. Students will be taking the Common Core English Examination as the midterm exam for the course, with the opportunity of retaking the Common Core Exam at the end of the year. Additional readings and research of literary works will enhance the students’ basic repertoire and background for collegiate success following graduation from high school. Students would be expected to advance to the collegiate courses offered.</p>	<p>40 weeks</p>	<p>1</p>

<p>English 12</p> <p>Pre-Req: English 11 or Accelerated English 11</p>	<p>The purpose of this course is to develop research and analytical skills in order to facilitate an enduring understanding that the most important aspect of education is learning how to learn. Building on what they have learned in English 9, 10 and 11, students will read and engage in close reading and research on contemporary social issues. At first this will be guided, with a focus on argumentation and MLA style, but as the course progresses students will move toward increasingly independent research and essay writing, culminating in the Senior Essay, a 6 - 8 page research paper. Students will also engage in literary analysis through the close reading of novels, plays, short stories, and poems. All units of study will prepare students for college and career through the development of skills necessary for critical thinking about texts.</p>	40 weeks	1
<p>ACE College English 1 <i>Courses is weighted 1.1</i></p> <p>Pre-Req: Accelerated English 11 and at least an 85% on the Regents, or at least an 85% on the Regents and Department Recommendation</p>	<p>The course focuses on essay writing designed to sharpen the student's perceptions of the world and to facilitate communications with correctness, clarity, unity, organization, and depth. Assignments include expository writing, argumentation, and research techniques. Students will write four to six, 2-3 page compositions and write an informative/persuasive MLA documented research paper of 6-8 pages. Students are encouraged to take this course for college credit (three credit hours).</p>	20 weeks	.5
<p>ACE College English 2 <i>Courses is weighted 1.1</i></p> <p>Pre-Req: College English 1</p>	<p>The overall purpose of College English 2 is to enhance and reinforce the writing skills introduced in College English 1, as well as to lead students into an examination of more complex cognitive skills using literature as a basis for critical thinking. College English 2 encourages students to develop their own analytical response to literature, to express clearly their reactions to literature, and to relate their personal experiences to literature. Students will write four to six, 2-3 page literary analysis essays and write a thematic capstone project of 6-8 pages. Students are encouraged to take this course for college credit (three credit hours).</p>	20 weeks	.5
<p>ACE Moderated College English 1 <i>Courses is weighted 1.1</i></p> <p>Pre-Req: English 11 or Accelerated English 11</p>	<p>Since not all students are ready for the pace of ACE and AP courses, Moderated ACE English 1 is offered over a longer period, giving students a "moderated" acceleration. The course is still offered for English credit but is "stretched" over the whole school year, instead of just one semester. This gives the teacher the opportunity to build in progressively demanding tasks that lead up to the same level of difficulty in</p>	40 weeks	1

	<p>the semester course, without overwhelming students who may be nearly, but not yet fully ready for the pace of college. The content of the course focuses on essay writing designed to sharpen the student's perceptions of the world and to facilitate communications with correctness, clarity, unity, organization, and depth. Assignments include expository writing, argumentation, and research techniques. Students will write four to six, 2—3 page compositions and write an informative/persuasive MLA documented research paper of 6—8 pages. Students are encouraged to take this course for college credit (3 credit hours).</p>		
<p>Film as Literature I Grades:</p> <p>Recommended for Grade 12</p> <p>Pre-Req: English 11, Accel Eng 10</p>	<p>Film as Literature I is a 20-week course that will introduce critical analysis of film classics. Students will read Informational texts and pieces of literature, and will then critique several works as they are portrayed in film.</p> <p>The technology, language, and art of fiction in film will be explored. Students will be expected to write several 1-2 page critical/argumentative writing assignments, AND Write a 3-4 page research paper in accordance with film study, and design OR, Students will create and present their own film in accordance with their studies, and present it as their final exam.</p> <p>This course will include novels (& excerpts), plays (& excerpts), short stories, and passages from Film Theory and Criticism. Materials to be studied: Citizen Kane, The Godfather, E.T. The Extra-Terrestrial, Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb, Rear Window, Jaws, Butch Cassidy and the Sundance Kid, Cool Hand Luke, and Raiders of the Lost Ark, Say Anything, Edward Scissorhands, Philadelphia.</p>	20 weeks	.5
<p>Film as Literature II</p> <p>Recommended for Grade 12</p> <p>Pre-Req: English 11, Accel Eng 10</p>	<p>Film as Literature II is a 20-week course will reinforce critical analysis of film and genre since 1990's. Students will read Informational texts and pieces of literature and will then critique several works as they are portrayed in film.</p> <p>The technology, language, and art of fiction in film will be explored. Students will be expected to write several 1-2 page critical/argumentative writing assignments, AND Write a 3-4 page research paper in accordance with film study, and design. OR, Students will create and present their own film in accordance with their studies, and present it as their final exam</p> <p>This course will include novels (& excerpts), plays (& excerpts), short stories, and passages from Film Theory and Criticism. Materials to be studied: The Pianist, Unforgiven, The Sixth Sense, Inception, Pan's Labyrinth, Life is Beautiful, The Matrix, Crouching Tiger/Hidden Dragon, Million Dollar Baby, Little Miss</p>	20 weeks	.5

	Sunshine, No Country for Old Men, Slumdog Millionaire, Imitation Game, Whiplash		
Creative Writing Grades: 10-12 Pre-Req: English 9	This course will focus on the reading and writing of short fiction and poetry. A variety of works will be read and students will have many opportunities to write their own original works. Students will share their work with the class and be given feedback from both the teacher and their peers. Each student will compile poetry, fiction, and artwork in their own portfolio publication using Microsoft Publisher at the conclusion of the course.	20 weeks	.5
Journalism Grades: 9-12	Students are introduced to the historical importance of journalism in America. They study the basic principles of print and online journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications. Students will also produce multimedia projects that might include video news production and/or podcasting.	20 weeks	.5
Science Fiction Literature and Film Grades: 9-12	The course will focus on the development of science fiction as a genre from the late nineteenth century to the present, with a special emphasis on post-WWII science fiction. Students will examine science fiction literature and films as social texts that reflect the historical moments in which they were created and the anxieties that technology created in those historical moments. Students will focus particularly on the question of technology today and whether it makes human life better or worse.	20 weeks	.5

FOREIGN LANGUAGE			
Course	Description	Duration	Credits
Level I (French or Spanish)	Level I classes are for students who are beginning the study of a second language or for those who did not pass the Proficiency exam. In Level I classes, emphasis is on vocabulary development and structural control that will enable the student to use the language at a novice level in all four communication areas. At the completion of Level I, students are expected to understand simple conversations dealing with the "Topics, Functions and Situations" as outlined by New York	40 weeks	1

	State. Students are also expected to read simple, authentic documents in the second language as well as write simple messages about familiar topics. At this level, students are introduced to the cultures of countries where the language they are learning is spoken. The final examination at the end of this level is a teacher-made local examination.		
Level II (French or Spanish) Pre-Req: Level I or passing the Second Language Proficiency Exam	Level II continues the development of listening, speaking, reading, and writing skills in the target language as well as more in-depth development of cross-cultural skills and understandings. At level II, students are “spiraling” for Checkpoint A proficiency toward, but not yet reaching, Checkpoint B proficiency. The final examination at the end of this level is a regionally created assessment.	40 weeks	1
Level III (French or Spanish) Grades: 10-12	Level III is the final step in preparing students to reach Checkpoint B proficiency. Students complete a 3-year sequence in a second language upon successful completion of Levels I, II and III and by passing the Foreign Language Final Examination in the second language. Students are expected to understand and note some details from short native conversations. They are also expected to be able to initiate and sustain a conversation within the limitations of vocabulary and structures (e.g. verb tenses required of this level). In addition, students are expected to grasp main ideas when reading simple narrative and descriptive documents, as well as edited prose written in the second language. At this level, students are required to write well-organized notes, letters, and essays using past, present, and future tenses and show good control of the major structures of the second language.	40 weeks	1
ACE Level IV (French or Spanish) <i>Course is weighted 1.1</i> Pre-Req: Level III	This advanced course of study strengthens comprehension and expression through the use of the target language in listening, speaking, reading, and writing. Classes are primarily conducted in the language being studied and students will be required to communicate it both orally and in writing. Language structures are reviewed and expanded to clarify the message of both the written and spoken word as well as the use of nuances and colloquial French/Spanish in contemporary daily communication. The study of culture continues through literature, art, history, cinema and current event readings in order to broaden the students’ knowledge of Francophone/Hispanic countries and their culture. This course provides more enrichment through readings and activities that extend vocabulary and cultural awareness. Students can take this course for 4 college credits from Corning Community College.	40 weeks	1

ACE Level V (French or Spanish)	This advanced course of study is a continuation of ACE Level IV. The course continues to strengthen comprehension and expression through the use of the target language in listening, speaking, reading, and writing. Classes are conducted in the language being studied and students will be required to communicate it both orally and in writing. Language structures are reviewed and expanded to clarify the message of both the written and spoken word as well as the use of nuances and colloquial French/Spanish in contemporary daily communication. The study of culture continues through literature, art, history, cinema and current event readings in order to broaden the students' knowledge of Francophone/Hispanic countries and their culture. This course provides more enrichment through readings and activities that extend vocabulary and cultural awareness. Students can take this course for 4 additional college credits from Corning Community College.	40 weeks	1
<i>Course is weighted 1.1</i>			
Pre-Req: ACE Level IV			

HEALTH			
Course	Description	Duration	Credits
High School Health Grades: 9-12	This required course provides opportunities for students to achieve the skills, knowledge and attitudes that will allow each student to attain a good quality of life and wellness in a continually changing world. The course will assist students in developing an awareness of the role that health plays in the lives of individuals, families, and community. Some of the areas studied for maintaining a healthy lifestyle are social and emotional mental health, conflict resolution, human growth and development, teen pregnancy prevention, family life, parenting, character education, nutrition/fitness, communicable and non-communicable diseases and prevention, alcohol, tobacco, other drugs, first aid and safety, and consumer and environmental health. This course is a Graduation Requirement.	20 weeks	.5

HOME & CAREERS EDUCATION			
Course	Description	Duration	Credits
Culinary Arts Grades:9-12	Have you ever considered an exciting career as a chef? The field of Culinary Arts (preparing foods) is thrilling and fast paced. Think about this: every city in the world has restaurants	20 weeks	.5

	and those jobs are plentiful. The people who get those jobs are those who have experience in food service. Our department can give you the basics to start that career. This course will give you exposure to working in a kitchen. Learn knife skills, which will then lead you to learning the basics of all aspects of Culinary Arts. Some of the topics covered are: soups, sauces, appetizers, meats, poultry, seafood, vegetarian, salads, breakfasts and all types of desserts. If this field doesn't spark your interest, then you know that you will have received the basics to use in everyday life!		
American & Foreign Foods Grades: 9-12 Pre-Req: Culinary Arts	Have you ever wanted to take a trip around the world? This course will offer you a glimpse of the culinary experiences from many regions. It will tie in how America is the "melting pot" of all those culinary delights. Some of the foreign regions or countries visited will be: France, Germany, the Netherlands, Russia, Greece, Italy, Spain, The Middle East, the Far East or Orient, and Latin America. Traveling back to the United States: New England, Pennsylvania Dutch, Southern Foods, Creole Foods, Mid-Western, Southwestern, and Pacific North Western foods. Bring your sense of adventure and enjoy experiencing classical and exciting cuisine.	20 weeks	.5
Gourmet Foods I Grades: 9-12 Pre-Req: Culinary Arts	Want to expand on a career in the culinary field? This course will refine the skills learned in Culinary Arts. You will learn the importance of food appearance and presentation when preparing elegant recipes created from some of the top restaurants all over the world. Emphasis will be on unique cooking styles and will be accomplished in a restaurant style environment. Part of this experience will be preparing foods for marketing in our school. You will be encouraged to develop an adventurous, creative cooking style that can potentially lead you toward an entrepreneurial career direction.	20 weeks	.5
Gourmet Foods II Grades: 10-12 Pre-Req: Culinary Arts	Now you are getting serious about a career as a chef. Acquire the skills to operate in a commercial kitchen setting. Learn how to prepare recipes from famous restaurants and will produce and distribute those elegant appetizers, salads, entrees, and desserts to the faculty in our school. This course will teach you how to operate and manage a restaurant and will train you to expand on the career you are beginning. You could be the next Emeril Lagasse "BAM."	20 weeks	.5
Gourmet Pastry Production Grades: 9-12	This course will sharpen your baking skills and give you another glimpse at a very important area of food production. You will learn the importance of precise measurement and the intricacies of baking desserts and pastries. Emphasis will be	20 weeks	.5

Pre-Req: Culinary Arts	placed on constructing a product that is worthy of fine dining restaurants. The products you prepare will be showcased and marketed with the Gourmet meals each week. Creativity will be an important trait, as this course will require you to artistically prepare famous desserts from around the world.		
Lab Assistant for Culinary Arts Grades: 10-12 Teacher Recommendation	Student will meet with the instructor during the scheduled culinary class. Student will be responsible for assisting in food requisitions and inventory of kitchen pantries. Student will help chef instructor assist new culinary students with their adjustment to a commercial kitchen setting; while expanding his or her own abilities and knowledge to not only become a chef, but to be a skilled kitchen manager.	20 weeks	.5

MATHEMATICS			
Course	Description	Duration	Credits
Math 1 Grade: 9	This is the first year of a two year track to cover the Algebra 1 NYS Common Core Curriculum. Students study algebraic and graphing concepts including graphs of motion, real numbers and properties, simplifying expressions, solving linear equations and linear inequalities, exponential and piecewise functions . There is a local final at the end of the course.	40 weeks	1
Math 2 Grade 9 Pre-Req: Successful completion of Math 1 Co-Req: Math 2 Lab	This is the second year of a two year track to cover the Algebra NYS Common Core Curriculum. The main areas of study are polynomials, quadratic functions, and statistics. Math 2 Lab is a requirement for students to take with Math 2 class to prepare them for the regents exam. Students will take the Algebra 1 Regents examination in January and in June.	40 weeks	1
Financial Algebra Grade: 11-12	This course uses the “Financial Algebra” textbook and is designed to educate students about sound money management skills and the financial planning process and help teens begin to develop positive behaviors that are necessary to attaining financial maturity and achieving a secure future. *Note: This course may also be used as an elective to meet the requirements of a Business Sequence	40 weeks	1
Algebra I Regents Grade: 9 or Accelerated 8th graders	Algebra 1 is the first of three math courses designed to satisfy a sequence toward the Regents Diploma with Advanced Designation. The NYS Common Core Curriculum is followed and the main areas of study are equations and inequalities;	40 weeks	1

	linear, quadratic, exponential and piece-wise functions; statistics. Students will take a Regents examination in June. An Algebra Lab may be required for students who score a 1 or 2 on their 8th grade Math State Assessment or by teacher recommendation. Math Labs only meet every other day.		
Geometry Regents Pre-Req: Successful completion of Algebra I or Math 2 and the Algebra I Regents Exam	<p>Geometry is the second of the three mathematics courses designed to satisfy a sequence toward the Regents Diploma with Advanced Designation. The fundamental purpose of this course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. The content included in this course: Congruence, Constructions, Similarity, Proof, Trigonometry, Extending to Three Dimensions, Connecting Algebra and Geometry through Coordinates, Circles with and without Coordinates. This course is recommended for students who have achieved at least an 80% course average in Algebra 1 or Math 2 and at least an 80% on the Algebra 1 regents exam. All students in the course will take the Geometry Regents exam at the end of the year. A Geometry Lab may be required for students who struggled in Algebra 1 and scored below 80 % on the Algebra 1 Regents Exam. Math Labs only meet every other day</p>	40 weeks	1
Foundations of Mathematics Pre-Req: Successful completion of Algebra 1 or Math 2 and the Algebra 1 Regents Exam	<p>This is a course that will allow students to investigate geometric and algebraic situations through modeling, hands on activities and real world applications. It can be taken as one of the three math courses a student needs in order to meet the graduation requirement.</p> <p>This course is recommended for students that have struggled in Algebra 1 or Math 2 and scored below a 75% on the Algebra Regents Exam. This course does NOT prepare the student to take the Geometry or Algebra 2 Regents examination.</p>	40 weeks	1
Algebra II Pre-Req: Successful completion of Algebra I and Geometry Regents	<p>A very rigorous and fast paced math course! It is highly suggested to have an 80% or higher overall average in both Algebra I and Geometry courses as well as passing scores on each Regents exam. Students will learn a wide array of content including the following areas: solving quadratic equations over the real and complex number systems; exponential and logarithmic functions; transformation of functions and graphs; trigonometric functions and applications; and probability and statistics. Students will take the Common</p>	40 weeks	1

	<p>Core Algebra II Regents examination in June. An Algebra 2 Lab may be required for students who struggled in Algebra 1 and/or Geometry and scored below 80 % on their Algebra 1 and Geometry Regents Exam. Math Labs only meet every other day.</p>		
<p>ACE College Statistics <i>Course is weighted 1.1</i></p> <p>Grades: 11-12</p> <p>Pre-Req: Successful completion of Algebra 2 Regents</p>	<p>The students will be able to construct charts and diagrams, use MINITAB and do statistical calculations all with the goal of them becoming critical consumers of statistical material. Students will need access to a computer and graphing calculator for use at home. This course may be taken for college credit through Corning Community College.</p>	20 weeks	.5
<p>ACE Pre-Calculus <i>Course is weighted 1.1</i></p> <p>Grades: 11-12</p> <p>Pre-Req: Successful completion of both Algebra II course and the Algebra II Regents Exam</p>	<p>Precalculus is a one-year ACE college advanced mathematics course to prepare students for college level calculus. It is recommended that students entering Precalculus have an 80% or higher in both the Alg 2 course and the Alg 2 Regents exam. The curriculum focuses on many aspects of advanced math; including units on functions and graphs; polynomial, power, and rational functions; exponential and log functions; trigonometric functions and applications; systems, matrices, conic sections, and vectors; and intro to calculus limits and basic derivatives.</p>	40 weeks	1
<p>ACE/AP Advanced Placement Calculus AB <i>Course is weighted 1.1</i></p> <p>Grade: 12</p> <p>Pre-Req: Successful completion of Pre-Calc</p>	<p>Calculus course offers college credit opportunities for Calc I through ACE program at Corning Community College concurrent with college credits earned through the AP program as well. Students will work with functions represented in a variety of ways. Students will understand the meaning of derivative in terms of a rate of change and local linear approximation. Students will do Riemann sums and definite integrals as the net accumulation of a rate of change. Students will model differential equations and integrals. Students will demonstrate the use of technology to help solve problems, interpret results and verify conclusions.</p> <p>Note: Students who enroll in AP classes, must pay for and take the AP exam. The school district will pay for half of the student exam fee. Students who may have difficulty affording the remaining fee may contact a school counselor to discuss available financial aid options.</p>	40 weeks	1

MUSIC

Course	Description	Duration	Credits
ACE College Fundamentals of Music <i>Course is weighted 1.1</i> Grades: 10-12	This course is meant for anyone wanting to learn to read music. Coursework includes reading and writing pitch and rhythmic notation. We will explore major and minor scales, intervals, triads, and how to write basic melodies. This is the technical part of music. Students will be using online course materials and will learn to play the keyboard. This course may be taken for college credit.	20 weeks	.5
ACE College Music Theory <i>Course is weighted 1.1</i> Pre-Req: Completion of ACE Fundamentals of Music	Students will review the coursework from Foundations of Music and continue advancing their skills. Students will learn seventh chords, modes, forms of music and learn to analyze music visually and aurally. This course may be taken for college credit.	20 weeks	.5
High School Band 9-10 (Counts as Fine Art requirement for Graduation) Grades: 9-10	Key topics are to promote the development of the quality, technique and musical reading skills from 8th grade band. The students will, through daily rehearsal and individual/small group lessons once a week, have better conceptual understanding of music and play their instrument at a higher degree of proficiency. Music will be played at grade levels of III and IV as set by the New York State School Music Association standard. Attendance at evening concerts and marching is required of the students.	40 weeks	1
High School Band 11-12 (Counts as Fine Art requirement for Graduation) Grades: 11-12	This is a continuation of the key topics offered in Band 9-10. The students will, through daily rehearsal and individual/small group lessons once a week, continue their growth on concepts of music and play their instrument at a higher degree of proficiency. Music will generally be played at grade levels of V and VI as set by the New York State School Music Association standard. Attendance at evening concerts and marching is required of the students.	40 weeks	1
High School Chorus (Counts as Fine Art requirement for Graduation) Grades:9-12	Join Chorus! A fun course and a way to express your creativity through music. Students will participate in 2-3 concerts during the school year and learn proper techniques in singing, reading, and connecting to the music. The first concert is in December and then another in May. Celebrate through music!	40 weeks	1

PHYSICAL EDUCATION

Course	Description	Duration	Credits
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High School Physical Education*	<p>Proper attire is required: sneakers which lace, shorts, t-shirt, sweatpants or sweatshirt. Units in Physical Education include: soccer, ultimate Frisbee, football, lacrosse, volleyball, basketball, swimming, floor hockey, softball, track & field, in-door recreational games, archery, tennis, badminton, fitness, swimming, basketball, volleyball, golf, indoor and outdoor recreational games, such as mountain biking, snow shoeing, kayaking and more. The Physical Education grade will be calculated in students' overall grade point average. The grade given will be based on four (4) parts: skill application, application of strategy, knowledge of rules and etiquette, and personal/social responsibility and safety. *2 credits in PE are required to graduate*</p>	40 weeks (Every other day)	.5
Lifeguard Certification and Watersports	<p>This 1/2 year course is a preparatory course toward obtaining your Red Cross Certification in Lifeguarding, CPR/AED/First Aid. By completing the course you will have all the skills for:</p> <ul style="list-style-type: none"> ● Saving active & passive drowning victims ● Applying CPR & AED Resuscitation on victims ● Applying First Aid to bleeding, concussions, bone injuries, muscle injuries, seizures, burns and other health related issues. ● Increasing water skill endurance ● Applying for jobs in the lifeguarding field <p>After passing the course, you will be able to gain employment as a lifeguard for any summer or potential year-long positions. Passing the course will also make you eligible to assist in lifeguarding for middle school and elementary swimming lessons at Wayland.</p>	20 weeks	.5
Advanced Weight Training	<p>In this course you will learn many attributes about personal fitness. Main components of this course will include Learning:</p> <ul style="list-style-type: none"> ● Over 100 exercises ● Correct form to free weight lifting exercises ● Correct form to powerlifting exercises ● Correct form to olympic lifting exercises ● Correct form to abdominal and core exercises ● Proper warm-up and cool down techniques ● How to program and design fitness plans for strength, endurance, speed, agility, size, core and flexibility. ● How to coach people properly in the realm of exercise ● Proper exercise biomechanics ● Introduction to muscle anatomy and the bodies energy systems ● Fitness nutrition <p>Students will have the opportunity to learn the skills of the fitness facility and put them into practice during the class. They</p>	20 weeks	.5

	will be able to set fitness goals for themselves and put it into practice during class time. If you want to learn about exercise, learn how to complete a successful workout and then practice it, this is the class for you.		
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SCIENCE

All students will be required to earn a minimum of 3 science credits. One credit must be from the Physical Setting courses and one credit must be from the Living Science courses.

Course	Description	Duration	Credits
Earth Science Regents with Lab <i>Physical Setting</i> Grades: 10 and Accelerated 8th	Key areas of focus: The course will focus upon the areas of astronomy, meteorology, earth history, and earth/crust dynamics, with an emphasis on gaining a working understanding of interacting earth processes. Students will be expected to complete scientific analysis, inquiry, and design; utilize mathematical concepts/scientific inquiry; be able to process information from a variety of media and modeling sources; and make conceptual connections through systems thinking and interdisciplinary problem solving as outlined in the NYS Physical Setting/Regents Earth Science Core Curriculum. Upon completion of this course, students will be able to demonstrate experiences in all of the above focus areas by producing written laboratory reports documenting these experiences as required for admission to the Regents exam. Hands-on activities as well as the testing of process skills in Regents Earth Science will be incorporated into this laboratory work. Students completing this course should have mastered all concepts and skills necessary for a passing average in the Physical Setting/Regents Earth Science course and also for a passing performance of the Regents Earth Science Examination.	40 weeks	1
Chemistry Regents with Lab <i>Physical Setting</i> Suggested Pre-Reqs: Algebra, Living Environment Regents, and enrollment in or successful completion of Geometry	Students will be introduced to the study of matter through topics including atomic structure, bonding, periodic table, math of chemistry, kinetics and equilibrium, acid base theory, electrochemistry and organic chemistry. Labs are required in addition to the regular class periods and are designed to offer students a hands-on approach to augment the understanding of the lecture topics. At the completion of this course, the student will have been asked to incorporate reading, math, reasoning and analytical skills to solve and understand the models and concepts presented.	40 weeks	1
Physics Regents with	Students in this course will be introduced to the study of	40 weeks	1

<p>Lab</p> <p><i>Physical Setting</i></p> <p>Suggested Pre-Reqs: Algebra, Geometry, and Algebra II</p>	<p>physics with topics such as motion, energy, wave theory, including sound and light, electricity and atomic/nuclear physics. This course is designed to prepare students for college and is taught accordingly. Labs are in addition to regular class time and are designed to offer students a hands-on approach to augment topics covered in lecture. At the completion of this course, students will have been introduced to topics covered in no other high school science class and will have been asked to incorporate reading, math, reasoning and analytical</p>		
<p>Honors Living Environment with Lab</p> <p>Pre-Req: Accelerated Earth Science or Teacher Recommendation</p>	<p>Honors Living Environment covers all of the typical units found in Living Environment in greater depth with an emphasis on more rigorous vocabulary. This course should be viewed as a bridge to Advanced Placement Biology and many of the units covered will be done so at a level well above the Regents level. The lab experience is the same as all Living Environment Classes while the lecture portion of the course involves more challenging depth and more rigorous assessments. Students in this course will take the regular Living Environment Regents Exam in addition to a local final exam.</p>	40 weeks	1
<p>Living Environment Regents with Lab</p> <p><i>Living Setting</i></p>	<p>Students will understand and apply scientific concepts, principles, and theories pertaining to the living environment and recognize the historical development of ideas in science. Assessment will test students' ability to explain, analyze, and interpret biological processes and phenomena more than their ability to recall specific facts. Students must successfully complete laboratory experiences and satisfactorily written reports based on the laboratory investigation in order to gain admission to the Regents exam. The final exam is the Regents examination, which will test all core curriculum standards for the Living Environment/Regents Biology.</p>	40 weeks	1
<p>Greenhouse Science</p> <p>Living Setting</p> <p>Grades: 10-12</p>	<p>Greenhouse Science celebrates plants! This course will explore their unique structure, life cycle, growth requirements, and interactions with other organisms. Through hands-on experience and investigation, students will participate in the maintenance of our school's amazing 3000 sq. ft. greenhouse and its plant population. Students will propagate plants for themselves, as well as raising plants for our annual winter and spring greenhouse fundraisers. Other topics covered include plant identification and hydroponic gardening. Overall, students will gain an appreciation for plants, and their important role in our environment.</p>	40 weeks	1
<p>Environmental Science</p>	<p>Key Topics are Fall Wildflowers, Your Place in the Finger</p>	40 weeks	1

<p><i>Living Setting</i></p> <p>Suggested Pre-Reqs: Earth Science and Living Environment</p> <p>Grades: 10-12</p>	<p>Lakes, Birds of the Finger Lakes, The Adirondack Park, Wilderness Navigation with GPS, and Spring Wildflowers. Additionally, outdoor research/data collection will occur on the Science Trail on campus. Typically, two field trip experiences are scheduled: one involves assisting the N.Y.S.D.E.C. by stocking brown trout in the Cohocton River while the second trip is an eight-hour tour of the Finger Lakes Region focusing on Keuka and Canandaigua Lakes. Such field trip experiences are a privilege and students will be withheld at the discretion of the instructor based on behavior, grades, and attendance. Upon completion of this course, students will be expected to have a solid understanding of the unique environmental challenges we face as citizens of the Finger Lakes Region. They will also have vast knowledge of the local environment and its inhabitants, particularly the local wildflowers and birds. Students will have gained some insight into possible careers in the field of environmental studies and will have participated in a community service project with the Department of Environmental Conservation.</p>		
<p>Science Lab Assistant Teacher Recommendation Only</p> <p>Pre-Reqs: Completed Living Environment and Chemistry</p>	<p>Students selected as Lab Assistants will be responsible for basic lab set up including, but not limited to, making solutions, gathering materials for each lab, helping to keep track of chemical stock, assisting other students in lab when possible, organization of the lab and general clean up. Lab Assistant positions are targeted to students who are interested in pursuing a career in the sciences and would like to continue to be involved in sciences from the lab point of view. The students should be organized and be willing to work. The students will be under the direct supervision of the science lab teachers. The number of students selected as Lab Assistants will be limited to one per period and subject to lab teacher approval.</p>	40 weeks	.5
<p>ACE Biology with Lab <i>Course is weighted 1.1</i></p> <p>Pre-Reqs: Earth Science, Living Environment and Chemistry</p>	<p>ACE Biology is a course designated for students that have a strong interest in, or desire to pursue a career in the sciences. This is a community college course that is structured to their freshman biology course and includes topics on cells, cell energetics, plants, diversity of life, genetics, evolution and human biology. Students accepting this challenge will be required to actively participate in all lectures and lab activities. Students will be required to put in work outside of class in terms of studying, homework and lab work. Exams will generally cover 3-4 chapters in the book. Lab time will be scheduled separately and will include writing lab reports, creating poster presentations and the use of statistics.</p>	40 weeks	1

	Statistics class is not a prerequisite, but is helpful.		
Timber Framing and Woodland Resources Grades: 11-12 Pre-Reqs: Although there are no specific required preparatory courses, students should have good math skills, a strong work ethic, and an ability to use sharp hand tools safely. Good computer skills will be helpful as well.	This course blends the disciplines of forestry, architecture, computer science, mathematics, and construction principles. Students will gain a deep understanding of tree growth patterns, benefits of various species of wood used in Timber Framing, historical trends and hand tools, designing for strength, best practices for layout, cutting and assembling substantial wooden structures, and sustainable building practices. Students will learn computer aided design by using Sketchup to create and modify 3-dimensional models. Extensive problem solving skills in real-world settings will be stressed as will extensive hands-on training. The course will culminate in the completion of a Timber Frames structure as a community service project.	40 weeks	1
ACE Chemistry with Lab <i>Course is weighted 1.1</i> Pre-Reqs: Chemistry Regents and Algebra Regents	ACE Chemistry is based on two semesters of college Chemistry. Includes in depth exploration of principles of chemistry and its quantitative aspects focusing on stoichiometry, characteristics of matter, structure and bonding, elementary thermochemistry, solutions, equilibrium, thermodynamics, and electrochemistry. Descriptive chemistry is integrated throughout the course. A separate laboratory class is required for course credit. This class covers two semesters of College Chemistry (CHEM 1510 and CHEM 1520) for a total of 8 college credits through CCC.	40 weeks	1

SOCIAL STUDIES

Course	Description	Duration	Credits
Global History and Geography I Grade: 9	Global History and Geography I focuses on history from the Paleolithic Age to the start of the Enlightenment. Along with the content there is a strong emphasis on the skills necessary for the Global II Regents exam at the end of the sophomore year including the multiple-choice sets, constructed response questions and the enduring issues essay. At the end of the course, students taking Global I are expected to take a local final exam. With the completion of this course, students will have the skills, and the necessary historical knowledge, to successfully move onto Global History and Geography II.	40 weeks	1
ACE World History I Grade: 9th Accelerated	This is a College level course that covers world history from the beginning of time up to the French Revolution. It will be	40 weeks	1

<p>Pre-Reqs: Recommendation from the student's 8th grade social studies teacher</p>	<p>analyzing and looking deeper into facts and readings that are on par for a college level course but taught at a high school level environment. Students are expected to be able to think critically and at a higher level for class discussions and assignments. The class is set up in a more non traditional way in that it is more discussion based and hands on then notes. Upon completion of the course, students will receive college level credit through CCC.</p>		
<p>Global History and Geography II Grade: 10</p>	<p>Global History and Geography II focuses on history from the Enlightenment through present-day global issues. Along with the content there is a strong emphasis on the skills necessary for the Global II Regents exam at the end of the sophomore year including the multiple-choice sets, constructed response questions and the enduring issues essay. At the end of the course, students taking Global II are expected to pass the course and take the New York State Global History and Geography Regents exam to meet high school graduation requirements.</p>	40 weeks	1
<p>United States History Grade: 11</p>	<p>United States History and Government is an overview of the history of the United States with an emphasis on how the government responded to key events in history. The course begins with a focus on the formation of the United States, then continues through the growing phases of the nation. Constitutional issues are developed as well as circumstances involving international commitments. This course of study is organized chronologically, but concepts are developed thematically throughout the 40 weeks. All students must pass this course and the associated Regents examination as a requirement for graduation.</p>	40 weeks	1
<p>Participation in Government Grade: 11th Accelerated or 12</p>	<p>This fourth year mandate is a one-semester course in the participatory aspects of American government. Emphasis will be on the interaction between citizens and government at all levels - local, state, and national. Law related education is fused into this program.</p>	20 weeks	.5
<p>Economics Grade: 11th Accelerated or 12</p>	<p>This fourth year mandate is an economics course dealing with the basic economic concepts and understanding that all people need to function effectively and intelligently as citizens and participants in the economy of the United States and the world.</p>	20 weeks	.5
<p>ACE World History II Pre-Reqs: ACE World</p>	<p>This is a College level course that covers world history from the French Revolution up to modern day historical events. It will be analyzing and looking deeper into facts and readings</p>	40 weeks	1

History I	that are on par for a college level course but taught at a high school level environment. Students are expected to be able to think critically and at a higher level for class discussions and assignments. The class is set up in a more non traditional way in that it is more discussion based and hands on then notes. Upon completion of the course, students will receive college level credit through CCC but are also expected to take the New York State Global History and Geography Regents exam to meet high school graduation requirements.		
ACE Government <i>Course weighted 1.1</i> Grades: 11-12 Pre-Reqs: Successful completion of US History Regents	This course is an in-depth study of the United States government. It is roughly equivalent to a freshman college level political science course. Basic topics covered include: foundations of American government; elections, parties and interest groups; institutions of government; policy making; political beliefs and behaviors; civil liberties. Types of work required of students will be ACE format assignments. This will include writing of essays, short answers and testing consisting of multiple choice and essay(s). Students will leave this class with an in-depth knowledge of the workings of American government. The real life practices of government will be examined, not just the theoretical underpinnings. Students will also leave with improved writing and time management skills in preparation for college. Note: Students completing this course with an acceptable grade will receive college credit through CCC.	40 weeks	1
Introduction to Psychology Suggested Grades: 11-12	Introduction to Psychology is a 20 week elective open to all students enrolled in 11th and 12th grade. There is no prerequisite class. Key topics include a brief history of psychology, fields of study within psychology, brain anatomy and function, social psychology and it's experiments, states of consciousness (sleeping, dreaming, and altered states of consciousness), developmental psychology (psychology from birth to death), and abnormal psychology . Students will be introduced to specific historical individuals, psychological disciplines, and terms and ideas that are usually found in a college freshman psychology course. The intention of this course is to reveal to students the not only interesting but helpful field of psychology. Although this course covers many interesting topics within psychology, it is also intended to help students by having them examine their own personal lives. Through this introspection, it is hopeful that students are able to better their scholarly habits, goals, and relationships with friends and family in order to lead a happy	20 weeks	.5

	and successful life. Topics discussed are some that are found in a typical college course so it is recommended that only juniors or seniors take this class.		
<p>ACE Intro to Psychology <i>Course is weighted 1.1</i></p> <p>Grade: 12 and Advanced 11th graders</p> <p>Suggested Pre-Req: Intro to Psychology</p>	<p>The purpose of ACE Introduction to Psychology (PSYC 1101) is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. A variety of activities, demonstrations, and projects will be provided to meet this goal of instructing scientific and empirical approaches. This course follows the curriculum and rigor attributed to a college level introductory course in psychology. This being said, students will be required to read the provided text, do student work outside of the classroom, and complete college-level exams. Successful completion of the course will culminate with the writing of an APA style research paper. Although rigorous, this course will allow students to walk away not only with the basic concepts and ideas found in modern psychology, but a better notion about themselves, our culture, and why humans do the things they do! It is recommended that only seniors or advanced juniors take this elective considering rigor and mature topics discussed within the course.</p>	20 weeks	.5
<p>Italian Language/ History and Culture</p> <p>Grades: 11-12</p>	<p>Students in this class will be introduced to the Italian language, history and its diverse culture. They will be able to grasp a key understanding of the language and be able to communicate with an Italian at a basic level. The students will get an understanding of the vast history of Italy and the different culture of each region of Italy through a variety of projects, movies and newspaper articles directly from Italy. They will be listening to an assortment of different Italian music ranging from opera to rock to rap in order to better understand the differences in music all over the world. They will be making Italian food for the class. They will also be taking a field trip to an Italian restaurant towards the end of the class. Such field trips are a privilege and students will be withheld at the discretion of the instructor based on behavior, grades and attendance.</p>	20 weeks	.5

TECHNOLOGY

Course	Description	Duration	Credits
CADD (Computer Aided Drafting and Design) Pre-Req: DDP Grade: 10-12	Are you interested in a career in engineering, architecture or industrial design? Then this is the course for you. Most colleges that specialize in these subjects require a background in CADD. This course will introduce you to AutoCAD 2005, the industrial standard for CADD programs. In this course you will see how the computer is used as a powerful tool in technical drawing and design.	20 weeks	.5
Construction Systems Grades: 9-12	Have you thought about a career in construction? Hope to own a home someday? Then this course will be of interest to you. This course will introduce you to a wide variety of construction topics. These would include: wall construction, house wiring, plumbing, foundations, roofing, along with several others. Students will complete activities in each of these areas and work on the class project. The class project for this year's course is a backyard shed.	20 weeks	.5
DDP (Design and Drawing for Production) (Counts as Fine Art requirement for Graduation) Grades: 9-12	Not interested in learning to play an instrument or taking an art class? Then this course is a must. DDP will meet your high school fine arts requirements. A full year technology course, DDP will expose you to a variety of technical drawing, design, problem-solving and materials processing. After developing skills in each of these areas you will design, develop and construct a project of your choosing.	40 weeks	1
Electricity/ Electronics Grades: 9-12	Are you interested in the world of electronics? Would you like to better understand how electronics works? This course will provide you with an introduction to basic electronics. Through a series of experiments this laboratory-based class will give you the opportunity to see first hand how electricity works and is controlled. In addition to lab experiments, you will get to complete several fun and interesting electronics projects.	20 weeks	.5
Materials Processing Grades: 9-12	Do you like working with your hands? Have you ever wanted to learn to how use the big machines in the Tech rooms? Then this traditional style "shop" course is for you. In this hands-on course you will learn the safe and proper operation of the table saw, jointer, and surface planer as well as other tools and machines in order to construct a jewelry box. Students taking this course will have the opportunity to complete other projects in woods, metals and plastics.	20 weeks	.5
Principles of Engineering	Interested in a career in engineering? Like thinking outside the box? Then this fun and challenging course should be right up	20 weeks	.5

Grades: 9-12	your alley. Students taking this course will compete with their classmates to find the best solutions to challenging problems. Projects in this course include: bridge building; mousetrap powered vehicles, catapults, robotic arms, as well as a variety of other problem-solving activities. Warning: this course is reserved for students willing to work independently.		
Transportation Systems Grades: 9-12	Every year students in this course complete a major class project. In past years students have worked on kayaks, canoes and go-karts. The project for this year's class is undecided. Three major units: aerospace, land, and marine transportation make up this course. Learn about and complete projects in each of these areas.	20 weeks	.5

CAREER & TECHNICAL EDUCATION (BOCES)

Career Assessment Program (CAP)	Allows students, ages 15 and up, to explore careers in a hands-on setting before selecting a program.
Health Careers Academy (Senior Year Only)	Is a collaboration between GCC and Genesee Valley Educational Partnership where students earn 15 college credit hours and participate in job shadow experiences in various clinical settings. The program is demanding academically and also requires the students to demonstrate professional behavior consistently.
Animal Science *3rd Year Science	Is for students who have a desire to work with livestock and companion animals. The program teaches basic skills in dog grooming, pet shop and kennel management, animal handling, first aid and restraint practice.
Auto Trades – Collision, Custom & Restoration *3rd Year Math	Prepares students to be qualified, energetic and well-trained technicians through in-class theory, as well as hands-on repair of damaged vehicles and specialized custom projects.
Auto Trades – Automotive Technology *3rd Year Math	Students will use school training vehicles, training simulators, and real customer repair situations to demonstrate understanding and competency in hand-on activities that align with national automotive industry standards.
Building Trades *3rd Year Math	Each year students participate in all aspects of constructing a home, from start to finish.

Computer Information Systems *3 rd Year Math	Students gain hands-on experience in system operation and computer programming as they work with business applications; as well as practical knowledge as they install software and hardware and use multimedia technology on their own network system.
Conservation & Heavy Equipment *3 rd Year Science	Allows students to participate in a variety of learning activities to acquire the skills needed for environmental and outdoor careers. Fish and wildlife management, woodlot management, soil excavation and grading, and pond and drainage projects are some of the course topics covered.
Cosmetology *3 rd Year Science	Teaches the latest techniques in hair, nail and skin care. Students practice cuts and styles on mannequins and classmates before offering services to customers in our school-sponsored salon.
Criminal Justice *3 rd Year Science	Is taught by instructors who were formerly employed in the law enforcement field, and introduces students to the basic foundation of the criminal justice system through instructional tools which include lecture, guest speakers, field trips, video, hands-on training and research projects.
Culinary Arts *3 rd Year Math *3 rd Year Science	Focuses on practical hands-on experience in a state-of-the-art professional kitchen. Students develop essential skills in various cooking methods, sanitation, leadership and customer service.
Diesel Mechanics *3 rd Year Math *3 rd Year Science	Is an off-site program located at Marquart Repair and Equipment Sales in Gainesville, NY and is aimed at students who have a desire to work on trucks, heavy machinery and corporate fleets.
Health Dimensions *3 rd Year Science	Is an excellent overview for any student considering a career in healthcare. Students who complete the program are job ready for entry-level positions within the healthcare field.
Human Services	Allows students to explore multiple theories and stages of human development. Curriculum includes an overview of social issues visible in today's families and society while helping students identify and locate community resources, including local agencies and examine social and cultural diversity.
Metal Trades *3 rd Year Math	Teaches students how to set-up and operate machining and welding equipment. Hands-on instruction is provided in the use of lathes, milling machines, surface grinders, drill presses, Computer Numerically Controlled (CNC) Haas lathe and milling machines.
Sports Science Careers Academy (Senior Year Only)	Is a new program for the 2018-2019 school year dependent on enrollment. This program is designed to provide students with a strong foundation in sports science related careers.

Many programs also offer college credit.

School Counseling Office

(Located between the Auditorium and LGI)

585-728-2214

Counseling Assignments

2020-2021

Mrs. Laura Buisch	HS Counselor
Mrs. Jennifer Billotte	HS Counselor
Mrs. Heather Drum	HS Counselor
Mrs. Jean Antkowiak	Grades 5-8
Mrs. Bridget Beardsley.....	Grades K-4
Mrs. Susan Elliott	Counseling Secretary
Mrs. Stephanie Pickard.....	Counseling Secretary

Visit the SCO website to view the course manual or for information about SCO services, hotline information, SAT and ACT testing, resources, college and career information, scholarships and more.

<http://www.wccsk12.org/sco>