

**BELIEVE IT! ACHIEVE
IT!**

at

Chenango Valley



High School
**“Where Warriors
Excel”**

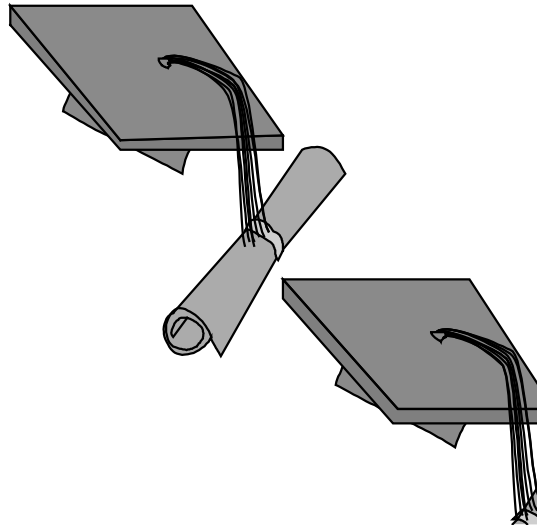
Course Description Booklet

Introduction

This handbook describing the course offerings at Chenango Valley High School is to be used as a guide in your present and future educational planning. Please read it carefully before making choices concerning your immediate and future programs of study.

However, regardless of the help and advice of counselors and teachers concerning your future studies, the final responsibility for these choices remains with you and your caregivers. Planning a course of study should be considered as one of the most important decisions you will ever make; this decision will have a direct bearing on your educational and career goals.

Obviously, no course description handbook can answer all questions. Therefore, you and your caregivers are encouraged to contact your school counselor to help you resolve any questions pertaining to course programming.



Chenango Valley High School

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Kari Crawford	School Counselor	Grades 6 & 7
Jackie Arnold	School Social Worker	Grades 10-12
Elizabeth Hubenthal	School Social Worker	Grades 6-7
Jessica Isaacs	School Social Worker	Grades 8-9

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New York State Education Department
Requirements for High School Graduation
Students Entering Grade 9
2001 and Thereafter

Earning a Regents Diploma

The student shall meet the New York State Commencement Learning Standards by successfully completing twenty-two units of credit and five New York State assessments or approved alternatives as specified in (a) through (k) below.

- (a) English, 4 units of credit, and the Comprehensive English Regents Examination, or an approved alternative.
- (b) Social Studies, 4 units of credit, the Regents Examination in United States History and Government and the Regents Examination in Global History or an approved alternative.
- (c) Mathematics, 3 units of credit and one of the Regents Examinations in Mathematics, or an approved alternative.
- (d) Science, 3 units of credit and one of the Regents Examinations in Science, or an approved alternative. In order to qualify to take a Regents Examination in any of the sciences, a student must complete 1200 minutes of actual hands-on (not simulated) laboratory experience with satisfactory laboratory results.
- (e) Arts (including dance, music, theatre, visual arts), one unit of credit, which may be a specialized course that meets the arts standards at the commencement level as established by the Commissioner.
- (f) Health, one-half unit of credit, which may be a specialized course that meets the health standards at the commencement level as established by the Commissioner.
- (g) Second language, one unit of credit
- (h) Physical Education, two units of credit.
- (i) Additional units in any subject area approved by the Commissioner to a total of 22 units of credit.
- (j) The learning standards in Technology Education, met either through a course in Technology Education or through a specialized interdisciplinary course combining technology with Mathematics and/or Science.
- (k) The learning standards for parenting, met either through a course in parenting or through integration in a course in Health or Family & Consumer Sciences.

New York State Education Department
Requirements for High School Graduation
Students Entering Grade 9
2001 and Thereafter

Earning a Regents Diploma with Advanced Designation

To earn a Regents diploma with advanced designation, a student must complete the following in addition to the requirements for a Regents diploma outlined on the previous page:

- (a) Three Regents Examinations in Mathematics; and
- (b) Two Regents Examinations in Science, at least one in life science and at least one in physical science; and
- (c) Two additional units in a second language for a total of three units.

Students completing a 5-unit sequence in Career & Technical Education or the Arts (dance, music, theatre, visual arts) are not required to complete the additional two units of the second language requirement for the Regents diploma with advanced designation but must still meet the requirements for the total number of units of credit.

New York State Education Department
Requirements for High School Graduation
Students Entering Grade 9
2001 and Thereafter

CORE CREDIT REQUIREMENTS			
Content Area	Regents Diploma		Regents Diploma with Advanced Designation
English	4		4
Social Studies	4		4
Mathematics	3		3
Science	3		3
Languages Other Than English (LOTE)	1	Select One Content Area for Advanced Designation Option	2 Additional LOTE or 5 CTE or 4 Additional Arts Credits
Career & Technical Education (CTE)			
The Arts	1		
Health	.5		.5
Physical Education	2		2
Total Units in Core	18.5		20.5
Electives	3.5		1.5
Required Minimum Units of Credit	22.0		22.0

Grade Placement

At the high school, grade placement is used primarily for organizing each class, reporting attendance, and placing students together so they may better plan their activities. A guide of units for grade placement is:

A FRESHMAN must earn 5 units in order to become a sophomore.

A SOPHOMORE must earn 10 units in order to become a junior.

A JUNIOR must earn 15 units and be able to schedule all remaining graduation requirements in his/her program in order to become a senior.

ART DEPARTMENT

Mission Statement

The Arts program at CVCSD is designed to meet the national and state standards using a progressive art curriculum. Within a studio environment the students will develop a foundation of artistic techniques as well as an understanding of various materials and processes. In addition, students will create works that explore different subject matter, topics, and themes. Through group and individual critiques students will reflect, interpret, and evaluate artwork using the language of art criticism. By exploring artifacts from different cultures and historical periods, students will discover how time and place influence visual characteristics of artwork as well as the effect of art on different societies.

Studio in Art Courses (Satisfies NYS 1 Unit Requirement)

Grade 8 - Accelerated Studio

1 Unit

Two Semesters

This course is for the 8th grade students that have a serious interest in Art. Selection into this program will be based on your Art 7 portfolio and may include other examples of your work and an interview. One semester is Drawing & Painting. The second semester is Studio in Design & 3-Dimensional Art. These course descriptions are listed below.

Studio 2D (Studio in Drawing and Paint)

½ Unit

One Semester

This is an introduction to basic skills and information needed to prepare the beginning art student for further study in the arts, and to meet the requirements set forth by the State Board of Regents. The fundamentals of drawing are taught with the use of a variety of media such as pencil, pen & ink, colored pencil, charcoal, and pastels. An introduction to painting is part of the course with lessons in color mixing, blending, and application. Media such as watercolor, tempera, and acrylic paint are used. There is also an introduction to printmaking. These experiences increase the students' understanding of art and their esthetic sensitivity.

Studio 3D (Studio in Design & 3-Dimensional Art)

½ Unit

One Semester

This course is designed to meet the state and national standards in art. The course is an introduction to basic skills and information needed to prepare the beginning art student for further study in art. The fundamentals of artistic design (Elements and Principles of Design) are taught along with the basic skills needed to create three-dimensional artwork. Students will use various mediums; clay, paper Mache, wood, metal, plaster, fiber, cardboard, and other found objects to create works of art. Students will be introduced to the uses and influence of three-dimensional art on various societies and cultures, historical and present.

ART DEPARTMENT

Studio in Sculpture (3-DI) – Sculpture, Ceramics, Jewelry, Mixed-Media, & Crafts ½ Unit

Two Semesters

Prerequisite: Studio Art

This course is designed to meet the state and national standards in art. The course is designed to introduce the three-dimensional arts through the study of form and function. The students will create a collection of artworks that will represent various techniques and mediums. The students will develop the technical knowledge and skill needed to create three-dimensional works of art through hands-on projects that develop skills and artistic understanding in various mediums; sculptural media, clay, paper mache, wood, metal, plaster, fibers, cardboard, and found materials.

Studio in Ceramics I

½ Unit

One Semester

Prerequisite: Studio Art

This course is designed to meet the state and national standards in art. The students will create a collection of artwork in clay based on a range of individual and collective experiences. The students will explore various techniques and methods within the creation of clay arts. The students will participate in the production of clay and glazes. They will also be introduced to and participate in various firing techniques.

Students will reflect upon, interpret, and evaluate works of art using the language of art criticism. Students will explore ceramics and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place. Students will gain an understanding of how time and place influence visual characteristics of artwork as well as their effects on various societies. The emphasis of the Ceramic I course will be the exploration of various hand-building techniques and methods, with an introduction to the pottery wheel.

Studio in Ceramics II

½ Unit

One Semester

Prerequisite: Studio in Ceramics I

This course is designed to meet the state and national standards in art. The course is designed to continue the study in ceramic art. The students will create a collection of advanced art works in clay based on a range of individual and collective experiences. The students will explore various advanced techniques and methods within the creation of clay arts. The students will participate in the production of clay and glazes. They will also participate in various firing techniques.

Students will reflect upon, interpret, and evaluate works of art using the language of art criticism. Students will continue to explore ceramics and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place. Students will master an understanding of how time and place influence visual characteristics of artwork as well as their effects on various societies. Students will have occasional projects in hand-building.

The emphasis of the Ceramic II course will be the exploration of various throwing techniques, methods, and shapes on the pottery wheel.

ART DEPARTMENT

Advanced Art Electives

Drawing & Painting I

½ Unit

One Semester

Prerequisite: 1 Unit of Studio

This is an advanced drawing and painting course planned to develop the techniques, concepts, and skills learned in the Studio courses. The student will be encouraged to develop and improve his/her individual strengths through problem solving and class critique. There will be a concentration on blending, media use, and consideration in applications.

Drawing & Painting II

½ Unit

One Semester

Prerequisite: Drawing and Painting I, 1 Unit of Studio

This is an advanced drawing course planned to develop the techniques, concepts, and skills learned in the Studio courses. The student will be encouraged to develop and refine his/her individual strengths through problem solving and class critique. There will be a concentration on mixing media and refining current strengths. There will be a concentration on refining their media, brush, and technique use. This course is an emphasis in acrylic and oil use.

ART DEPARTMENT

College Level Art Electives

Art 115 Beginning Drawing (BCC college course)

½ Unit

3 College Credits

Fall Semester

Prerequisite: Drawing I and II

Students will develop more comprehensive drawings while improving their drawing techniques and observation skills. The practice of using formal elements and principles of organization will be explored through still life, self-portrait, and figure drawing. Students will earn 3 college level elective credits.

Art 140 Printmaking (BCC college course)

½ Unit

3 College Credits

Spring Semester

Prerequisite: Studio Art 2D

Students will develop more comprehensive works of art while improving their printmaking techniques and observation skills. The practice of using formal elements and principles of organization will be explored through relief, monoprint, screen print, and cyanotype. Students will earn 3 college level elective credits.

ART DEPARTMENT

College Level Art Electives

Art 130-Ceramics (BCC college course)

½ Unit

3 College Credits

Fall Semester

Prerequisite: Studio in 3-D and Studio in Sculpture or Ceramics

The fundamental purpose of the course is to create a visual dialogue between form and space. An emphasis will be in creating a visual sensitivity within the study of ceramics. The core artistic foundations utilizing the core principles and elements of design will be structured around the understanding and use of clay.

The projects will be centered on building a relationship through ceramic techniques and the methods of form building. Creating a visual and structural relationship defined by developing sensitivity and awareness of the history of clay and the importance it plays upon human development.

Aesthetic and functional elements of ceramics will be explored. Through reading, projects, lectures, and field trips, techniques are explored to assist in heightening awareness. This enables the student to understand the functional, utilitarian, and aesthetic examples of ceramics. Emphasis is placed on studio projects.

Art 106-Intro to Three-Dimensional Design (BCC college course)

½ Unit

3 College Credits

Spring Semester

Prerequisite: Studio in Sculpture or Studio in Ceramics

The fundamental purpose of the course is to create a visual dialogue between form and space. An emphasis will be in creating a visual sensitivity within three-dimensional composition, utilizing the core principles and elements of design.

The projects will be centered on building a relationship through structural process and the methods of form building. The objective of this course will be to create a visual and structural relationship defined by a developing sensitivity and awareness of our spatial environment. Aesthetic and functional elements of three-dimensional design are explored. Through reading, projects, lectures, and field trips, techniques are explored to assist in heightening awareness. This enables the student to understand the functional and aesthetic examples of the three-dimensional environment. Emphasis is placed on studio projects.

ART DEPARTMENT
College Level Art Electives

AP Drawing (Advanced Placement Test)

1 Unit

Fall and Spring Semester

Prerequisite: Drawing I and Drawing II

Students will create drawing portfolio for AP Submission. Portfolio consists of five selected works, fifteen investigative study pieces, and writing samples. Applicable college credit given is based off of final score.

AP 3D ART (Advanced Placement Test)

1 Unit

Fall and Spring Semester

Prerequisite: Sculpture, Ceramics I & II

Students will create a three-dimensional portfolio for AP Submission. Portfolio consists of five selected works, fifteen investigative study pieces, and writing samples. Applicable college credit given is based off final score.

BUSINESS EDUCATION DEPARTMENT

Business Education is a broad and diverse discipline that enables students to prepare for entry-level employment after graduation in business office occupations or for post-secondary education. The Business Education curriculum provides a variety of courses for all students. Students learn from a broad range of business disciplines which include Accounting, Entrepreneurship, Career Exploration, Digital Photography, Financial Management, Law, Sports Marketing, and Multimedia/Web Design. Students will become proficient using several electronic hardware devices and software programs.

Middle School

Computer 6

Grade 6 – 10 weeks

This course is designed to help develop basic keyboarding and word processing skills using Microsoft Word. Students will progress through 20 Typing Time lessons learning the entire alphabet, capitalization, and punctuation keys. Culminating projects include writing a personal business letter, a one-page research essay including a cover and a works cited page. *This is a required course for all sixth graders.*

Computer 7

Grade 7 – One Semester

Over a 20-week period students will be brushing up on proper keyboarding techniques and applying computer software to solve financial problems they will face. Some of the topics covered are career exploration, creating their own business, the cost of going to college, understanding a paycheck, the cost of purchasing a car and home, budgeting, and investing money for long term goals. Important computer terminology and a study of the history and development of computers are presented. *This is a required course for all seventh graders.*

High School

Personal Finance

One Semester

½ Unit

This course is intended to prepare, teach, and equip students with knowledge and skills surrounding financial measures of their future. Students will focus on a variety of finance categories as we move through various units of study. The course is student driven and focuses on project base work.

BUSINESS EDUCATION DEPARTMENT

Marketing

½ Unit

One Semester

These units provide a foundational understanding of marketing principles and skills, preparing high school students for further studies or careers in marketing, entrepreneurship, or related fields.

Introduction to Marketing: This unit provides an overview of the marketing field, its importance in business, and introduces basic marketing concepts and terminology. **Market Research:** This unit focuses on understanding the process of gathering and analyzing data about consumers, competitors, and the market. Students may learn about survey design, data collection methods, and basic data analysis. **Consumer Behavior:** This unit explores the factors that influence consumer behavior, including motivation, perception, and decision-making. Students learn how to analyze consumer needs and preferences. **Product Development and Branding:** This unit covers the process of developing new products or improving existing ones. It may also touch upon branding strategies, including logo design and brand positioning. **Advertising and Promotion:** This unit introduces the principles of advertising and promotion, including creating persuasive messages, selecting appropriate media channels, and understanding target audiences. **Social Media Marketing:** This unit focuses on the use of social media platforms for marketing purposes. Students may learn about content creation, engagement strategies, and measuring social media effectiveness.

Sales and Customer Service: This unit explores sales techniques and customer service skills. It may cover topics such as effective communication, building relationships, and handling customer inquiries or complaints. **Entrepreneurship and Small Business Marketing:** This unit introduces entrepreneurship and marketing in the context of small businesses. Students may learn about business planning, target market identification, and basic marketing strategies for startups. **Ethical and Social Responsibility in Marketing:** This unit addresses the ethical considerations and social responsibilities involved in marketing. Students learn about advertising ethics, environmental sustainability, and corporate social responsibility. **Marketing Plan and Project:** This unit involves the development of a marketing plan or project, where students apply their knowledge and skills to create a comprehensive marketing strategy for a specific product, service, or business.

Entrepreneurship

½ Unit

One semester

This course provides students with a comprehensive introduction to the principles and practices of entrepreneurship. Through a combination of theoretical knowledge and practical applications, students will learn how to identify business opportunities, develop innovative ideas, and create a basic business plan. The course aims to foster creativity, critical thinking, and problem-solving skills.

ENGLISH DEPARTMENT

Grades 9-12

All students are required by the New York State Board of Regents to complete four years of English during their high school career. During the 11TH year, all students are also required to take and pass the New York State English Language Arts Regents Exam for graduation.

English 9

1 Unit

Two Semesters

Prerequisite: English 8

The Grade 9 curriculum is structured to enhance students' skills for their success in meeting the New York State Next Gen Standards. The standards focus on emphasizing techniques for finding facts from sources, improving reading comprehension, and analyzing reading passages while exposing students to several genres of literature. Students will read plays, novels, stories, and poems to analyze, synthesize, evaluate ideas using various forms of discussion and written products, including text analysis and arguments essays, to improve students' verbal and written communication skills.

English 9 Enriched

1 Unit

Two Semesters

This is an optional course for advanced level students who have the ability, interest and enthusiasm to read and write on a more critical and analytical level. **Students are selected for English 9 Enriched based on a process that includes (1) consideration of the student's class work and average in English 8, (2) recommendation of the student's English 8 teacher, and (3) results of state ELA tests completed in 6th, 7th and 8th grade.** In addition to studying the English 9 curriculum, the Enriched course also focuses on a more sophisticated approach to literature and writing. Students will work extensively on their own writing skills, seeking to improve their style, development, organization, and conventions. Students in English 9 Enriched are required to complete a research project and independent study of a teacher-selected novel. Each student in this course is expected to maintain a minimum average of 85 during the year.

ENGLISH DEPARTMENT

English 10

1 Unit

Two Semesters

Prerequisite: English 9

The Grade 10 curriculum is structured to build on and enhance students' skills for their success in meeting the New York State Next Gen Standards. The standards focus on emphasizing techniques for finding facts from sources, improving reading comprehension, and applying what was read to given assignments; exposing students to several genres of literature so that the students can understand and respond to social, historical and cultural features of literary products; demanding that students be able to analyze, synthesize, evaluate, and discuss ideas using various forms of discussion and written products; and improving students' verbal and written communication skills.

English 10 Enriched

1 Unit

Two Semesters

English 10 Enriched is an option for advanced level students who have the ability, interest, and enthusiasm to read and write on a more critical and analytical level. Students selected for English 10 Enriched should have maintained a 90 or above average in English 9, or an 85 or above in English 9 Enriched, demonstrate a genuine enthusiasm for reading, exercise high proficiency in writing, and possess the maturity necessary for in-depth study of literature. The enriched class is characterized by a more intense analysis of texts, including an independent reading unit not studied in the regular English 10 curriculum, and development of more varied and sophisticated writing skills. Students in English 10 Enriched also are required to complete a research project. Each student in this course is expected to maintain a minimum average of 85 during the year.

AIS 9/10

Students who have been identified at below acceptable levels, or show serious deficiencies in reading or writing skills, are assigned to AIS. Students are scheduled into AIS, based on ELA proficiency and teacher recommendation, on alternating days. The more individualized attention enables a student to focus on particular problem areas and improve reading and writing skills.

ENGLISH DEPARTMENT

English 11

1 Unit

Two Semesters

Prerequisite: English 10

The Grade 11 curriculum is structured to build on and enhance students' skills for their success in meeting the New York State Next Generation Standards. The standards focus on emphasizing techniques for finding facts from sources, improving reading comprehension, and applying what was read to given assignments; exposing students to several genres of literature so that the students can understand and respond to social, historical and cultural features of literary products; demanding that students be able to analyze, synthesize, evaluate, and discuss ideas using various forms of discussion and written products; and improving students' verbal and written communication skills. The NYS ELA Regents Exam is the culmination of the course, and students must pass the NYS ELA Regents to graduate.

English 11 Enriched

1 Unit

Two Semesters

This is an optional course for advanced level students who have the ability, interest and enthusiasm to read and write on a more critical and analytical level. Students selected for English 11 Enriched should have maintained a 93 or above average in English 10, or an 85 average in English 10 Enriched, demonstrate a genuine enthusiasm for reading at an above-average level, exercise high proficiency in writing, and possess the maturity necessary for highly interpretive, analytical study of literature. The enriched class is characterized by a more intense analysis of texts, including works not studied in the regular English 11 curriculum - and development of more varied and sophisticated writing skills. Each student is expected to maintain an 85 average during the year.

English 12

1 Unit

Two Semesters

Prerequisite: English 11

The English 12 curriculum prepares students for independent critical thinking, analysis of texts, and the writing skills necessary in a post-high school environment. Students will practice writing for an academic audience and gain confidence as writers by creating college application essays, completing informal writing, and drafting personal, creative, and academic essays. To foster an appreciation and understanding of literature, students will read classical fiction as well as choose their own fiction or nonfiction readings. In addition, all English 12 students must successfully complete a research paper and a class presentation.

ENGLISH DEPARTMENT

English 110 College Writing I **Semester 1** **½ Unit**

One Semester

Prerequisites:

- Score of 85 or higher on the ELA Regents Exam
- Successful completion of Enriched English 11 or teacher recommendation

College Writing I is a SUNYBroome “Fast Forward” course called English 110. Students learn to use writing to develop their thinking and to read texts critically for both form and content. They practice different writing processes and rhetorical strategies in order to write essays that are purposeful, thoughtful, and coherent, and that conform to the conventions of standard written English. They understand writing as a social and collaborative process, both as a mode of individual expression and as a rhetorical act between a reader and an audience. In addition to practice assignments and informal writing, students will write at least four college-level essays that involve multiple drafts. Students receive 3 credits from SUNYBroome upon successful completion.

AP English 12 **Semester 2** **½ Unit**

One Semester

Prerequisites:

- Score of 85 or higher on the ELA Regents Exam
- Successful completion of English 110 or teacher recommendation

Students will prepare for the AP English Language and Composition Exam given in May by practicing the analysis of texts, critical thinking, and the writing skills necessary in an academic environment. Students will continue to practice and expand their college-level writing skills with a particular focus on the use of rhetorical appeals and rhetorical devices. Complementing test preparation, students will read self-selected fiction or nonfiction literature and will complete informal writing and the drafting of personal and academic essays to sharpen college-level writing skills.

AIS 11/12

Students who have been identified at below acceptable levels or show serious deficiencies in reading or writing skills are assigned to AIS. Students are recommended by their teacher as a result of benchmark and diagnostic assessments in English 11 or as a result of failing to score an acceptable grade on the ELA Regents exam. The class meets on alternating days. The more individualized attention enables students to focus on particular areas of weakness and to improve reading and writing skills in preparation for the ELA Regents exam.

FAMILY & CONSUMER SCIENCES (FACS) DEPARTMENT

Grades 6-8

Introduction to FACS 6, 7 and 8 are courses designed to help adolescents live in a society of constant change by preparing them to meet present and future responsibilities as individuals, family and community members, consumers, home managers, and wage earners. The goal is to educate students to think constructively, make sound decisions, solve problems and manage resources to achieve optimal quality of life.

Grade 6

One term (10 weeks)

This course is an introduction to Family and Consumer Sciences and allows opportunity for students to apply their academic knowledge to real world situations. Topics include teamwork, decision-making, problem solving, goal setting, management, kitchen and food safety, food preparation, the family life cycle and caring for young children.

Grade 7

One term (10 weeks)

This course further allows opportunity for students to apply their academic knowledge to real world situations. Topics include consumerism, foods, nutrition and wellness, culture in foods and financial literacy.

Grade 8

One Semester (20 weeks)

In this course, students develop human literacy as they master a complex set of essential skills and knowledge needed to achieve quality of life. They gain career preparedness as they acquire readiness to participate in a rapidly changing workforce and global economy. Other areas explored over the 20 weeks include, interpersonal relationships, food science, housing, interiors and design and textiles, apparel and fashion.

Grades 9-12

Child Psychology

½ Unit

One Semester

No prerequisite required.

This course offers a student's practical experience in child development from prenatal through school age. Recommended for males and females who are interested in a career in the fields of psychology, social work, health care, medicine, education, childcare or wish to develop parenting skills for the future.

- Discuss issues in parenting, teen pregnancy, preventing birth defects, newborn care, infants, toddlers, preschoolers, etc.
- Prepare a parenting project that may include a baby simulator.
- Field trip to a preschool class.
- Research and present information on a birth defect.

FAMILY & CONSUMER SCIENCES (FACS) DEPARTMENT

Fashion in our Lives

½ Unit

No prior sewing experience required.
Fulfills one-half unit of Fine Art Requirement
One Semester

Explore your own personal clothing style as you select and **construct** a garment and several accessories. Discover how the past influences the present trends in fashion. If you are creative, fashion conscious, and enjoy constructing items by hand this is the course for you.

In this course students will:

- Study contemporary designers.
- Investigate the cultural, social, and economic influences on clothing uses and styles.
- Demonstrate the ability to read and follow directions while constructing several sewing projects.

Culture & Foods

½ Unit

One Semester

This course is designed to create an understanding of cultural differences in regions of the United States and other countries around the world through food. The students will explore a variety of culture specific foods and basic preparation techniques. They will relate their own cultural heritage, travel experiences and a genuine interest in foods to this course. We are always preparing and trying new foods!

Gourmet Foods

Elective – Juniors/Seniors Only

½ Unit

One Semester

Students will prepare and taste a wide variety of foods. A few examples are chicken risotto, lasagna, cinnamon rolls, and apple pie. They will learn about preparation techniques and the use of varied equipment. Students will practice sanitation procedures, plan menus, apply nutrition principles, work in a team and identify current trends in foods. Prepare to be challenged and have fun.

Interior Design

½ Unit

Fulfills one-half unit of Fine Art Requirement

One Semester

Explore some of the dimensions of architecture and interior decorating in this introductory course. If you are a person who enjoys working with colors, rearranging furniture and choosing accessories for your own space, this is the course for you.

- Develop knowledge of housing styles.
- Identify and create room color schemes.
- Make accessories for use in their own homes.
- Demonstrate skills learned by designing and furnishing a teen's bedroom

HEALTH HEALTH EDUCATION

All students attending public school are mandated by NYS Education Law to complete and pass one semester of Health Education by the completion of the 8th grade year. In addition, one semester of Health Education needs to be completed by the end of their 12th grade year with a passing grade to earn a ½ unit of credit towards graduation requirements. The curriculum for Health Education is in alignment with the NYS Scope and Sequence for Health Education and New York State Learning Standards. The overall objective of our Health Education curriculum is to provide sound learning experiences and assessments that reach to the following standards: 1. Personal Health and Fitness; 2. Safe and Healthy Environment; and 3. Resource Management. Through these learning experiences and personal skill development, students will be able to make positive decisions in developing and maintaining a healthy personal lifestyle.

6TH GRADE HEALTH EDUCATION

Students in 6th grade will take 10 weeks (1 marking period) of Health Education. Each student will complete and pass a 10-week unit of instruction. The course begins with an introduction to wellness and appropriate life skills needed to achieve and maintain a high level of wellness. Units of instruction include: 1. Introduction to Health and Wellness; 2. Self-Esteem and 3. Communication. Other topics that will be discussed include throughout the marking period include Personal Hygiene, Health Relationships, and Smoking/Vaping. Puberty will be taught in 5th grade and a brief overview will be provided in 6th grade.

8TH GRADE HEALTH EDUCATION

Students in the 8th grade will take 10 weeks (1 marking period) of Health Education. Each student will complete and pass a 10-week unit of instruction. The course begins with a brief introduction to Health and Wellness. For 8th grade it will be Basic first aid and CPR, Mental & Emotional Health, Tobacco and Vaping Awareness, Alcohol Awareness, Nutrition & Physical Activity, Healthy Relationships, Child Abuse, Human Sexuality, Abstinence, and a brief overview of STIs, Technology/Internet Safety, and Infectious & Non-Infectious Diseases including Lyme Disease, HIV/AIDS, Cancer, and Sepsis.

10th-12th GRADE HEALTH EDUCATION

Our Chenango Valley High School Health Education class is a mandatory twenty-week course using state and national health educational standards to establish the instructional curriculum. Units of instruction include Health and Wellness; Mental and Emotional Health; Stress and Stress Management; Human Sexuality including Abstinence, Contraception, and continuation of STIs; Nutrition and Physical Fitness; Alcohol, Tobacco, Vaping and Other Drugs; Lyme Disease; Cancer; Sepsis; HIV/AIDS; Internet & Technology Safety. One of the goals of the course is to present updated, factual health information in a manner that will increase the student's knowledge base, as well as help the students develop life-long skills necessary to promote a safe, healthy existence. Another important aspect of our health education program is utilizing community resources and professional agencies to increase student knowledge and provide strategies that promote positive behavior. At times, certain unit instruction allows for cross curricular involvement with other disciplines. Programs like physical education, science and family and consumer science classes are an excellent method of reinforcing student learning.

LANGUAGES OTHER THAN ENGLISH

Languages have always been instrumental in broadening a student's general knowledge, in expanding their grasp of English grammar and vocabulary, and in solidifying college preparatory skills. The goals of the Chenango Valley Language Department include an emphasis on the ability to understand and communicate in the new language, a familiarity with and an understanding of cultural traditions of the new language. Students are prepared for a world in which nations and people are increasingly interdependent.

French IA - Grade 8

Two Semesters

The students are exposed to all four aspects of language learning-speaking, listening, reading, and writing. Basic vocabulary pronunciation of sounds and present tense of verbs are covered. CDs, DVDs, songs, the internet, and technology supplement the text to develop an awareness of French speaking cultures.

French IB - Grades 9-12

1 Unit

Two Semesters

French IA Recommended

The student continues to speak, listen, write, and read in French through the introduction of basic vocabulary and grammar principles. The structures of present tense and future are covered. Elements of French culture and civilization are discussed as they relate to the material being introduced. Students are prepared to take a comprehensive exam, testing the four skills of the language from levels IA and IB.

French II – Grades 10-12

1 Unit

Two Semesters

Prerequisite: French IB

The basic skills of speaking, listening, writing, and reading are further developed with more emphasis on comprehension of written materials, including those from sources other than the text. The basic vocabulary is increased, and the student learns new verb structures which enable him to communicate more fully in the present and past. French culture is included through the use of songs, skits, DVDs, and projects.

French III – Grades 11-12

1 Unit

Two Semesters

Prerequisite: French II

French III reviews many of the basic verbs, grammar, vocabulary, and pronunciation skills learned in the first three years. The new material aims at continuing to develop the use of French on the four levels of reading, writing, speaking, and listening. DVDs, CDs, movies, informal conversations, songs, and occasional skits supplement the text. The student is fully prepared to take an advanced comprehensive exam at the end of the course.

LANGUAGES OTHER THAN ENGLISH

FRE 201 & FRE 202

1 Unit

Intermediate French I & II Broome Community College

Two Semesters

Prerequisite: French 102 or equivalent; 85 or higher overall average in French IB, II and III combined and teacher recommendation

Intermediate French 201 and 202 are two college level courses offered at the high school through SUNY Broome. The goal of these courses is to improve upon the four basic language skills: oral comprehension, speaking, reading, and writing. **All students must be prepared to participate actively in the classroom and speak in French.** The course will also be taught entirely in French with exceptions made only for the clarification of some grammatical concepts. Since grammar is clearly explained in the textbook and much of the grammar has already been taught, **the student will be responsible for preparing before class in order to use the language in class.** This will allow the students to speak French rather than talk about French in English. English may be used after class for individual questions. Culture is an important aspect of this class, and it is integrated in every listening and reading exercise through the use of authentic materials taken from French resources. **Regular class attendance is highly recommended and extremely important.**

Latin IA – Grade 8

Two Semesters

This is an introductory course in which students learn to read, write, and pronounce basic Latin sentences and vocabulary. The textbook, Cambridge Latin Unit I, contains stories of a Roman family in Pompeii. Through the stories, students learn about Roman families, cities, and customs. Roman culture, history, mythology, the relationship of Latin to English, and the cultural legacy of the Romans are also part of the curriculum.

Latin IB

1 Unit

Two Semesters

Latin IA Recommended

In this course, students learn Latin grammar and vocabulary as they continue to improve their Latin reading skills. The study of mythology continues as students are introduced to Ovid's Metamorphoses and stories of heroes such as Jason, Perseus, and Odysseus. Roman history and the relationship of Latin to English continue to be an important part of the curriculum.

At the end of the year students will be given a comprehensive examination in Latin covering levels IA and IB.

LANGUAGES OTHER THAN ENGLISH

Latin II

1 Unit

Two Semesters

Prerequisite: Latin IB

This course includes more intensive grammar study and reading assignments. Roman history topics covered include the Punic Wars, the rebellion of Spartacus, and the events of the late republic. Students will learn about Roman government and social structure. Students will continue to study English vocabulary and spelling through Latin.

Latin III

1 Unit

Two Semesters

Prerequisite: Latin II

In this course students complete their grammar lessons and are ready to read Latin literature. In addition to textbook stories, students will be introduced to Caesar's Commentaries on the Gallic War, and selections from other Roman authors. Students will review history and culture, mythology, and English derivatives as they prepare for an advanced comprehensive examination in June.

Latin IV¹

1 Unit

Two Semesters

Prerequisite: Latin III

This is an elective course for seniors. The course begins with a general review of grammar. Works read and discussed in class include Caesar's Commentaries on the Gallic War, Cicero's First Oration Against Catiline, and Vergil's Aeneid. Selections from other Roman authors are also included.

Spanish IA – Grade 8

Two Semesters

The students learn the basic sounds of the Spanish language and practice the language in listening, speaking, reading, and writing. Basic vocabulary and structures are introduced, and an awareness of the Spanish-speaking communities and their cultures are emphasized.

LANGUAGES OTHER THAN ENGLISH

Spanish IB

1 Unit

Two Semesters

Mandatory Prerequisite: Spanish IA

The student improves skills in speaking, listening, reading, and writing by learning more vocabulary and grammar. The structures of present and simple future tense are covered, and the Spanish-speaking communities and their cultures are studied through dialogues and readings in the text. Students are prepared to take a comprehensive final exam, testing the four skills of the language from levels IA and IB.

Spanish II

1 Unit

Two Semesters

Prerequisite: Spanish IB

The student continues to practice the basic skills of speaking, listening, reading, and writing, and will learn more advanced grammar structures and vocabulary the Spanish-speaking communities and their cultures are emphasized in readings and articles that are used in class.

Spanish III

1 Unit

Two Semesters

Prerequisite: Spanish II

Spanish III reviews and adds to the vocabulary and grammar learned in Level I and II. Oral dialogues, directed compositions, reading, and listening comprehension, as well as projects and presentations, are all put to practice to prepare the student to take an advanced comprehensive examination at the end of the course. The various verb conjugations are highly emphasized.

SPA 201 & 202

1 Unit

Intermediate Spanish I & II Broome Community College

Two Semesters

Prerequisite: Spanish 102 or equivalent; 85 or higher overall average in Spanish IB, II and III combined and teacher recommendation.

Intermediate Spanish 201 and 202 are two college level courses offered at the high school through SUNY Broome. The goal of these courses is to improve upon the four basic language skills: oral comprehension, speaking, reading, and writing. **All students must be prepared to participate actively in the classroom and speak in Spanish.** The course will also be taught entirely in Spanish with exceptions made only for the clarification of some grammatical concepts. Since grammar is clearly explained in the textbook and much of the grammar has already been taught, **the student will be responsible for preparing before class in order to use the language in class.** This will allow the students to speak Spanish rather than talk about Spanish in English. English may be used after class for individual questions. Culture is an important aspect of this class, and it is integrated in every listening and reading exercise through the use of authentic materials taken from Spanish resources. **Regular class attendance is highly recommended and extremely important.**

MATH DEPARTMENT

Middle School

Math 7

Topics include Number sense, Algebraic equations, three-dimensional geometry, measurement, Conversions, Law of Pythagorus, Integer operations, statistical graphs, and probability in preparation for the NYS Math 7 assessment.

Math 7 Accelerated

Placement is based on recommendations.

This course combines both seventh and eighth grade topics in one year. Students must relate and apply their algebra, geometry, and problem-solving skills to real life situations, in preparation for the NYS Math 7 Assessment.

Math 8

Prerequisite: Math 7

Topics include algebra with polynomial operations and factoring, geometric angle relationships, transformations, constructions, simple inequalities, function notation, linear equations, and graphing. Students must relate and apply these skills in preparation for the NYS Math 8 Assessment.

Accelerated Regents Geometry (8th graders)

1 Unit

Two Semesters

Prerequisite: Math 7 accelerated

This is a full year course that is aligned with the NYS Common Core Geometry curriculum. Topics include informal and formal geometric proofs, geometric relationships with congruent and similar triangles, quadrilaterals, coordinate geometry, transformational geometry, circles, constructions, and right triangle trigonometry. Students will take the Common Core Regents exam in June.

MATH DEPARTMENT

Modified Math 9

1 Unit

Two Semesters

This course will reinforce pre-algebra topics from grades 5-8 and students will be introduced to the basics of several Algebra topics. This course is designed to prepare students for Algebra Part 1.

Integrated Algebra Part 1

1 Unit

Two Semesters

Prerequisite: Math 8

This is a full year course is the first year of a two-year requirement designed to meet the NYS Common Core Algebra standards. Students who need intensive work with their fundamental skills should select this course. Topics included are polynomial operations, solving/graphing linear and quadratic equations, linear inequalities and using algebra to solve word problems.

Integrated Algebra

1 Unit

Two Semesters

Prerequisite: Math 8

This is a full year course that is aligned with the NYS Common Core Algebra curriculum. Topics include operations with polynomials, linear equations and inequalities and their graphs, systems of linear equations and inequalities, quadratic and other non-linear functions, real world applications of algebra, and some basic statistical methods. The Regents exam is taken in June.

Geometry Part 1

1 Unit

Two Semesters

Prerequisite: Regents Algebra

This course is designed for students who need to strengthen their math skills while studying geometry and algebra applications. These students will have passed the Algebra Regents but need to strengthen their math skills in order to pursue Geometry 10 Regents or need to get a third credit.

of High School math. The students will cover many geometric concepts without the need for reliance on proof. Topics include geometric relationships dealing with the triangle, quadrilateral, polygons, coordinate geometry, circles, systems of equations and trigonometry. Graphing calculators will be used.

Geometry

1 Unit

Two Semesters

Prerequisite: Regents Algebra

This is a full year course that is aligned with the NYS Common Core Geometry curriculum. Topics include informal and formal geometric proofs, geometric relationships with congruent and similar triangles, quadrilaterals, coordinate geometry, transformational geometry, circles, constructions, and loci. Students will take the new Common Core Regents exam during the first week of June.

MATH DEPARTMENT

Math 11

1 Unit

Two Semesters

Prerequisite: Geometry Part 1 or Regents Geometry

This course is designed for the student who needs additional algebra for a intro college course or extra preparation for Algebra II Regents. All topics are included in the Algebra II Regents curriculum, but they are presented at a slower pace. Topics include rational expressions, solving a variety of equations and inequalities (quadratic, irrational, logarithmic, exponential), functions, systems of equations, basic unit circle trigonometry and graphs of trigonometric functions.

Algebra 2 (Regents)

1 Unit

Two Semesters

Prerequisite: Regents Geometry

This is the third and final math course needed to get a Regents sequence with advanced distinction. This course is much more rigorous and fast-paced than the previous two Regents courses. Topics include algebraically solving equations (quadratic, rational, irrational, exponential and logarithmic), modeling with functions, systems of equations, circle trigonometry, graphs of polynomial/exponential/logarithmic/trigonometric functions, basic probability, and statistics. Students will take the Regents exam in June.

Career and Financial Management I & II

1 Unit

Two Semesters

Do you know what you want to do when you graduate? Students start by taking a personality/psychology test to determine career choices that best fit them, picking and financing college, the employment process including interviewing and resume writing, budgeting, investing money, banking, and checkbook management, and filling out income tax forms. This course prepares students for the real world of work. This course fulfills the third unit of math required for graduation.

MATH DEPARTMENT

College Level

MAT 124-College Statistics I

½ Unit

SUNY Broome-*One Semester- Spring*

Prerequisite: Three years of high school math or permission of the department.

Students will have the opportunity to gain college credit in statistics as part of the Fast Forward program in the High School offered by SUNY Broome. The course will cover sampling theory, organization and presentation of data, measures of central tendency, variance, standard deviation, data analysis, correlation and regression, normal distribution, Student's t-distribution, statistical inference, hypothesis testing, and confidence intervals, using a statistical software package.

MAT 156-Algebra and Trig for Calculus (Pre-Calculus)

1 Unit

Two Semesters-**SUNY Broome Fall semester**

Prerequisite: Algebra 2/Trig Regents (passed both course and Regents exam)

This is a Pre-Calculus course designed for students who will be taking college Calculus. In the first semester, students will have the opportunity to gain college credit in Pre-Calculus as part of the Fast Forward program offered by SUNY Broome. There is no tuition fee associated with SUNY Broome; however they must purchase the textbook required for the course. Topics include graphs of rational functions, asymptotes, exponential and logarithmic equations, conic sections, matrix arithmetic and matrix solutions to systems of equations, determinants, trigonometric identities and equations, Law of Sines, Law of Cosines, vectors, polar graphs, parametric graphs, polar form of complex numbers, powers, and roots of complex numbers. In the second semester, students opting to continue will be introduced to Calculus topics such as sequences, limits, continuity, derivatives, and curve sketching with derivatives.

AP Calculus AB

1 Unit

Full year

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. AP calculus consists of a full high school academic year of work that is comparable to calculus courses in colleges and universities. AP Calculus AB covers basic introductions to [limits](#), [derivatives](#), and [integrals](#).

MUSIC DEPARTMENT

Middle School Band and Chorus

Students in 7th and 8th grades may elect to be in the band and /or chorus. The band meets one class period every other day, and members are required to take a small group lesson each cycle. The lessons are scheduled in a rotation in order to minimize missed class time. The chorus also meets one class period every other day. Each group performs two public concerts per year and often takes part in the New York State School Music Association's Major Organization Festival (NYSSMA) each spring. Students are also provided opportunities to participate in the NYSSMA solo festival and BCMEA Festivals. Additional performances may be scheduled at the discretion of the director. The director will make every effort to schedule events well in advance in order to minimize the potential for schedule conflicts.

Music 7

This course is required for 7th graders who are not members of the band or chorus and meets one class period every other day for the school year. The New York State and National Standards for the Arts provide the objectives and performance expectations for the course. Included in this class are units on composition using technology, musical theatre, and introduction to guitar.

Eighth Grade Accelerated Instrumental Music Performance Class

½ Unit

This course is designed to provide advanced 8th grade instrumental music students with a more intensive course of study on their band instrument. In addition to the requirements for Middle School Concert Band, students will meet one additional instructional period per six-day cycle.

Lessons will be given once a cycle on a small group basis and students will be required to successfully complete the goals and objectives established by the instructor. This course is open only to students recommended by the instructor. One half weighted high school credit will be earned upon successful completion of this course.

MUSIC DEPARTMENT

Grades 9-12

Senior Band and Mixed Choir

½ Unit

These two music performance courses are open to students in grades 9-12. Each class meets every other day (currently Mixed Chorus meets period 9 on days 1, 3 and 5 and Band meets period 9 on days 2, 4 and 6). In addition, students are required to attend a small group lesson each cycle for Band and Mixed Chorus. Mixed Chorus and Band are involved in the rehearsal and performance of music of various styles, historical periods and composers. Both perform inside and outside of the school environment.

Students wishing to take part in Band who do not play a band instrument should meet with Mrs. Jensen to discuss joining the Band. The purpose of the discussion will be to determine the student's interest, instrument availability and a course of action to bring the student up to the skill level required to successfully take part in the high school band.

Students will earn 1/2 credit for satisfactory participation in each group. Interested students should contact the appropriate director for further information regarding course requirements and performance schedules.

Students will earn ½ credit for satisfactory participation in Senior Band and Mixed Chorus.

Applied Music

Applied music credit is available for students studying an instrument or voice under the guidance of a professional private instructor outside of school. Generally, this involves study on an instrument upon which study is not available through the CV curriculum. However, credit is available for study on any instrument or voice. Students must apply for credit no later than the end of the first week of school.

Some requirements are keeping a record of practice time by the student and parents, quarterly reports from the private instructor and an end of year exam such as the NYSSMA solo festival or the National Guild of Piano Teachers evaluation.

College Music Theory I

½ Unit

Fall Semester-SUNY Broome

Music Theory is a course which covers how music is constructed, how scales and chords are formed, and the relationship between keys and how music is composed through melody, harmony, and chord progressions. This course is open to students who have foundational skills in music. Students must be able to read music before entering the class. A pretest may be required for this course.

PHYSICAL EDUCATION DEPARTMENT

All students in the Chenango Valley School District are required to attend and participate in physical education classes in accordance with the New York State Education Department. The Physical Education Curriculum has been designed and is aligned with the New York State Learning Standards. Students in grades 7 through 12 are required to participate in class, which meets every other day for one period. Evaluation of course mastery is dependent upon successful completion of various health and physical activities as described below. Assessment in physical skills, cognitive knowledge and affective arenas ensure a well-rounded program. All students will experience activities and instruction in team building and group dynamics geared towards character building and respect for others. Physical fitness testing using a nationally reputable program is completed once a year and all students have the opportunity to experience aquatics in addition to many other physical fitness activities. The skills needed to choose a healthy lifestyle are emphasized.

Grades 7 and 8

This program concentrates on the five health-related components of physical fitness and how they relate to the FITT principle. Cooperative group activities, team sport skills, individual sport skills, strategy and an introduction to lifetime fitness activities are emphasized. Basic swimming and aquatic safety is a required part of this program with a focus on stroke development, personal safety and boat safety. The introduction of a wide variety of activities allows the student to mature and develop healthy lifestyle habits.

Grades 9 and 10

This program is a continuation of the 7th and 8th grade program allowing for more sequential in-depth instruction regarding the topics covered. Exploration regarding fitness opportunities outside the school setting is discussed. Basic swimming and aquatic safety skills and concepts continue to be taught at this level. Positive sportsmanship behaviors are emphasized through healthy competitive tournament activities and in class challenges. The opportunity to use the climbing wall promotes skills needed to be a team player in school and beyond.

Grades 11 and 12

This program is the culmination of the sequential Physical Education program. Students are expected to demonstrate competence and proficiency in a variety of skills relating to lifetime skills, team sports, individual sports, and personal fitness. Swimming and aquatic skills/concepts continue to be reinforced in these grade levels. A higher-level order of thinking about the role of fitness in one's life as well as the knowledge to create a personal fitness plan and avoid health problems associated with a lack of physical fitness is emphasized.

Adaptive Physical Education

The general Physical Education program is modified on a personal basis to meet the needs of students with special needs. If a student is unable to participate in the general program, the activities are modified by the instructor to accommodate the limitations. Each individual program is set up with the cooperation of the health office. Special attention is given to provide the least restrictive environment.

SCIENCE DEPARTMENT

Science 7

This course in 7th grade biology is intended to develop basic biological concepts that may be used as building blocks in establishing an overall picture of life. Reinforcement of concepts in mini-lab situations and promotion of project work, including the material covered, are an integral part of the 40-week course. Areas of study include the scientific method, the microscope, life functions, the cell, microorganisms, chemistry topics, classification, invertebrates, vertebrates, plants, energy pathways, conservation, and heredity.

Science 8

This course prepares students for both their high school science courses and covers some of the material on the 8th grade State exam. Physics and chemistry predominate the course. Math and writing skills are incorporated into the curriculum. Students will be involved in completing traditional labs, research projects and computer-related activities. Basic skills such as note taking, graphing, lab safety, and measuring in the metric units are emphasized.

Earth & Space Science – The Physical Setting

1 Unit

Two Semesters

Students have experienced this world for almost 15 years and have probably accepted how it works without much question. This course strives to instill in the students a curiosity for why the physical world works the way it does.

This course introduces students to the study of astronomy and space sciences, meteorology and weather forecasting, geology, and earth history. These topics include celestial phenomena, rock and mineral identification, topographic maps and field maps, and investigations of environmental issues.

Student work combines class discussion with hands-on laboratory investigation. Problem solving strategies are used to interconnect ideas central to the physical sciences. Connection between ideas and thinking skills are made through the use of mathematics, science, technology, and the environment. Students address real life issues and make connections between scientific ideas and thinking skills through the incorporation of mathematics, technology and environmental awareness in the classroom. This course prepares students for the NYS Regents Earth Science exam.

SCIENCE DEPARTMENT

Living Environment

1 Unit

Two Semesters

This course provides students with an awareness of the natural world, basic scientific concepts, and inductive reasoning. Students achieve a basic understanding of biological processes through classroom, laboratory, and field experiences. The use of scientific equipment, exposure to careers in science and familiarization with local environmental problems are stressed. Students planning on science-related careers or college should elect Living Environment. Students will perform and submit written reports for 30 laboratory periods. This course prepares students for the NYS Regents Living Environment (Biology) exam.

Chemistry – The Physical Setting

1 Unit

Two Semesters

This course presents a modern view of the unifying principles of chemistry which is basic to the understanding of our environment. The core topics of the course are: Atomic Structure; The Periodic Table; Moles and Stoichiometry; Chemical Bonding; Physical Behavior of Matter; Kinetics and Equilibrium; Organic Chemistry; Oxidation-Reduction; Acids, Bases and Salts; Nuclear Chemistry; Chemistry Laboratory Skills. Fascinating advances are made daily in Chemistry and this course should help students make intelligent interpretations of this research. Students enrolled in Regents Chemistry should also be enrolled in trigonometry in order to meet the more demanding math requirements of this course.

Students will perform and submit written reports for 30 laboratory periods. This course prepares students for the NYS Regents in Chemistry exam.

SCIENCE DEPARTMENT

Geo Science

1 Unit

Two Semesters

This non-regents course is designed to provide students with a basic understanding of our world, as well as what lies beyond our own planet, solar system, and galaxy. Students will gain and understanding of various physical phenomena on earth such as climate, weather, and the forces that drive life on earth, as well as expand deep into space to learn about our solar system, galaxy, and beyond. Laboratory experiments and hands on projects are greatly emphasized in this class as we push to teach students valuable life skills such as problem solving, public speaking, and cooperative learning. This course may be used as one unit of Group III as an elective toward a New York State Regents Diploma.

General Physics

1 Unit

Two Semesters

This General Physics course will cover the basic principles of a wide range of topics including mechanics, energy, electricity & magnetism, and waves. The course includes regular hands-on lab work in which students will be able to discover physical phenomena firsthand while gaining practice in conducting controlled experiments and making a variety of measurements. In addition, students will learn how mathematics can be used in modeling the natural world by utilizing algebraic and graphical techniques.

Regents Physics

1 Unit

Two Semesters

Physics is a study of the interrelationships between matter and energy.

As a course of study, the modern view of physics will be presented with the major emphasis on the areas of mechanics, wave phenomenon, electricity and magnetism, and atomic and nuclear physics. Although treated independently, the above areas are united through Conservation Laws of energy, momentum and charge.

Mathematics is a powerful tool that is used throughout the course of study. Therefore, a logical and mathematical process of problem solving is an integral part of the course. A thorough understanding of algebra is needed for this course of study. Students enrolled in Regents Physics should also be enrolled in trigonometry.

A minimum of 30 class periods will be spent performing appropriate laboratory investigations of physical concepts. These will aid in the understanding of the major conceptual ideas of physics. This course prepares students for the NYS Regents Physics exam.

SCIENCE DEPARTMENT
College Courses

CHM 121 Forensic Sciences
SUNY Broome (dual enrollment)
One Semester

½ Unit

This course is a dual enrollment class offered through SUNY Broome. All students enrolling in college coursework for the first time should understand the implications of beginning a college transcript.

The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interesting field of Forensic Science. The term “forensic” is derived from the Latin *forensic* meaning “of or belonging to the forum, public. In contemporary terms, forensic mean “pertaining to, connected with, or used in courts of law, public discussion and debate.” Simply put, forensic science is the application of law and debate to the field of science. We often think of forensic science as solving crimes, but it can be so much more than that!

We will examine the science behind firearms, explosives, drugs, body fluids, death, and many other fields and then apply this science to solving crimes and questions that are posed. Emphasis on proper handling of substances found at the crime scene as well as securing the crime scene will be included. Laboratory techniques will include as many modern instrumental methods as possible, including gas chromatography, infrared and mass spectroscopy, and DNA gel electrophoresis.

Successful completion of this course (grade of C or higher) will result in the student being awarded 3 college credits from SUNY Broome.

SCIENCE DEPARTMENT
College Courses

CHM 123 Environmental Science	Semester 1	½ Unit
CHM 124 Environmental Science II	Semester 2	½ Unit
SUNY Broome (dual enrollment)		
<i>Two Semesters</i>		

This course is a class offered through SUNY Broome. All students enrolling in college coursework for the first time should understand the implications of beginning a college transcript.

The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems and examine alternative solutions for resolving and/or preventing them. Humans are dependent on their environment in many areas (fiber production, food production, shelter and infrastructure, water supply, etc.). Negative impacts to the environment will have a subsequent negative effect on humans and other animals as well as plants and living organisms. It is essential that students understand natural environmental systems and the interactions between various science fields of study (physics, chemistry, biology, etc.).

Is your water safe to drink? Worry about hotter climates, holes in the ozone layer, pesticide residues in food, and extinction of species? Chemistry 123- Environmental Science I, is designed to give the student a better scientific background for understanding the environment from a chemical viewpoint and do hands-on laboratory investigations to better appreciate the ecosystem in which we live. Chemistry 124- Environmental Science II is a continuation of the first semester class. This course will include biotechnological, geologic, hydrologic, and atmospheric factors of the environment, human impacts and interdisciplinary issues. Federal and State regulations and approved methodology for monitoring and remediation will also be discussed as illustrated by case studies.

SCIENCE DEPARTMENT
College Courses

CHM 145 General Chemistry I	semester 1	½ Unit
CHM 146 General Chemistry II	semester 2	½ Unit
SUNY Broome (dual enrollment)		

Two semesters

This course is offered every other year. See your counselor for offerings.

This course is a dual enrollment class offered through SUNY Broome. All students enrolling in college coursework for the first time should understand the implications of beginning a college transcript. This course is designed for students that are highly motivated and plan to further their education in a science (chemistry or physical science) related field.

It is the objective of this course to present the student with a college level general chemistry course. As such, its contents are roughly equivalent to other college level general chemistry courses taught at two- and four-year colleges throughout the United States. Students taking this course will find it a good foundation for further study in biology, chemistry, medicine, engineering, geology, physics, or related subjects. It is assumed that the student has a good knowledge of algebra and has taken regents chemistry and received a passing grade.

Prerequisite: Regents Chemistry (75 minimum final grade)

College Biology 104	½ Unit
College Biology 105	½ Unit
Tompkins-Cortland Community College (dual enrollment)	
<i>Two Semesters Juniors & Seniors Only</i>	

This course is a concurrent class offered through Tompkins-Cortland Community College (TC3). All students enrolling in college coursework for the first time should understand the implications of beginning a college transcript. This course is designed for students that are highly motivated and plan to further their education in a science (biology) related field such as ecology, genetics, medicine, or molecular biology. The course of study will be rigorous and intended to help develop students into lifelong learners. The first semester will include the following topics: Organic and Biochemistry, Cellular Ultrastructure, The Cell Cycle and Its Regulation, Cellular Energetics (photosynthesis and respiration), Molecular Biology, and Classical Genetics.

The second semester will focus on the topics of: Evolution and Phylogenetics/ Systematics, The Diversity of Life, Structure and Function of Animals, Structure and Function of Plants, Ecology, and Animal Behavior. Lectures will emphasize the major overarching themes and concepts of biology; laboratories will be designed to introduce students to new technologies and higher-level thinking skills.

Successful completion of Regents Chemistry and Algebra 2 (as evidenced by a passing score on both Regents examinations) is required for enrollment in Biology 104. Successful completion of Biology 104 from the fall semester is required for continued enrollment in the second semester.

Successful completion of these courses (grade of C or higher) will result in the student being awarded 8 college credits from Tompkins-Cortland Community College

SCIENCE DEPARTMENT
College Courses

Physics 104 General Physics I **½ Unit**
Physics 105 General Physics II **½ Unit**
Two Semesters

Tompkins-Cortland Community College (dual enrollment)
This course is offered every other year. See your counselor for offerings.

This course is a dual enrollment class offered through Tompkins-Cortland Community College (TC3). All students enrolling in college coursework for the first time should understand the implications of beginning a college transcript. This course is designed for students that are highly motivated and plan to further their education in a science (physics or engineering and/or physical science) related field. By successfully completing this course, the student will understand the basic concepts associated with Newtonian and non-Newtonian physics. Be able to do understand and do problems, employing algebra and trigonometry techniques along with laws of physics, in the topics mentioned below and be able to build a lab experiment, make measurements to test the theories studied in class, and analyze the data thus obtained using error and graphical analysis. The course is intended for those with an interest in physics and without a background in calculus.

Topics for the first semester include motion, statics, dynamics, conservation of energy and momentum, rotation, waves, thermodynamics, fluids, vibrations, and sound. Topics For the second semester include electricity, magnetism, electromagnetic induction, optics, relativity, quantum physics, atomic, nuclear, and elementary particle theories. In the laboratory sessions, error analysis and graphical analysis are emphasized.

College writing and reading skills are required. College Math skills are required including arithmetic operations, proficient algebra, and trigonometry skills as well as graphing. Basic computer skills, including but not limited to word processing, Excel spread sheets and graphing, as well as internet research. Completion of 3 years of high school Regents Mathematics (as evidenced by a passing score on all regents exams).

BIO 101-Introduction to Anatomy & Physiology **½ Unit**
Fall Semester **Fast Forward SUNY Broome dual enrollment-3 credits**

The objective of this course is to provide a basic introduction to the anatomy and physiology of human body systems. Throughout the course, we will examine the mechanics of the different body system and explore clinical applications that will help you to apply core concepts to real life situations. This course will stimulate your interest in how the human body works and what leads to human health problems and disease.

SOCIAL STUDIES DEPARTMENT

The social studies curriculum is designed to develop the concepts, skills, and values that students will need throughout their lifetime as a worker, community member, and citizen.

The Eastern Hemisphere – Grade 6

1 Unit

Two Semesters

Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences. The course begins with an examination of the Eastern Hemisphere today, using geographic skills. This provides the foundation for making connections between the past and the present throughout the course. The remainder of the course is divided into seven Key Ideas that cover a time span from pre-history into the 1300s. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy.

United States and New York State History – Grades 7 and 8

2 Units

Four Semesters

Social Studies content in grades 7 and 8 focuses on a chronologically organized study of United States and New York State history. Course content is divided into 11 units, tracing the human experience in the United States from pre-Columbian times to the present, and tying political, geographic, economic, and social trends in United States history to parallel trends and times in New York State history. Grade 7 covers pre-Columbian times through the Civil War. Grade 8 covers Reconstruction to the present.

Global History and Geography – Grades 9 and 10

2 Units

Four Semesters

The Global History and Geography core curriculum is designed to focus on the five social studies standards and common themes that recur across time and place. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations throughout history. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. Grade 9 covers ancient civilizations through the Enlightenment and the 18th Century. Grade 10 covers the French Revolution to the present.

United States History and Government – Grade 11

1 Unit

Two Semesters

This course is a chronological approach to the study of United States History from the colonial period to today. Students learn about the important political, economic, social, and cultural events of our history. Students also study the structure and function of the United States Government through historical example and current events. Emphasis is placed on recognizing patterns of change, cultural thinking skills and understanding avenues of popular control over government in a democracy.

SOCIAL STUDIES DEPARTMENT

Participation in Government—Grade 12

½ Unit

One Semester

The primary purpose of this course is to facilitate and encourage the development of civic-minded individuals capable of effectively fulfilling their role as citizens. The ideal citizen should be committed, informed, skillful and active. Thus, this course places emphasis on civic mindedness, civic intelligence, civil literacy, and civic enterprise as it functions on the various levels of government. Students are required to visit one town board meeting and one school board meeting and/or participate in a community activity each quarter, reporting in oral presentation to the class. The course will develop an awareness of public policy issues, proposals, and solutions through several methods of research and survey techniques concentrating on local and community issues. Students will write a public policy position paper.

Economics and Economics Decision Making—Grade 12

½ Unit

One Semester

This course provides students with the economic knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world. Included are the fundamental microeconomics and macroeconomic concepts; comparative economic systems; the global economy, and the political and social impact of economic decision-making.

Enriched Global History – Grade 9

Enriched World History– Grade 10

2 Units

Four Semesters

These courses cover all topics identified in the NYS curriculum but explore some topics in greater depth. Students who wish to be successful in these courses must be able to summarize, explain and analyze what they read, participate in public speaking, and complete short- and long-term projects alone or with an assigned group. Writing assignments are more frequent and reading assignments are longer and will include primary sources. Students must have exemplary homework habits. Enriched 10 will have a mandatory long-term project in addition to the Regents exam.

AP US History

1 Unit

AP U.S. History is equivalent to a two-semester introductory college course in U.S. history. In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

SOCIAL STUDIES DEPARTMENT

AP Politics and Government

½ Unit

One Semester

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States.

Electives

EDU 111: The Foundations of American Education

½ Unit

SUNY Broome FF dual enrollment course

One Semester

This course is an introduction to the profession of teaching. The social, economic, and political history of American education will be explored. Contemporary goals, practices, and issues will also be investigated. Specific topics include diversity; special education; child/adolescent development; legal issues; ethics; civics; professionalism; curriculum; philosophy; learning theories and pedagogy. Field and community service experiences are mandatory. This course is appropriate for L.A.G.S. Teacher Education (A.S. Degree) transfer majors who wish to pursue Childhood (Grades 1-6), Middle Childhood (Grades 5-8), Adolescence (Grades 7-12), Physical Education (K-12), Art Education (K-12) or Music Education (K-12) teacher certification.

History through Film I & II

½ Unit

Two Semesters

This course covers a wide span of the world and U.S. History through classic and contemporary films. The focus of the films will be on major and minor historical events. Certain films may cover social, political, and/or economic components of that era. The goals of the class are simple: to learn more about history, to develop critical thinking skills, and to appreciate history through film. The course will cover World History topics as well as U.S. history topics. In this course, class discussions are encouraged.

Remediation Services

Social Studies Academic Intervention Services [AIS] Fall Semester **focus is on students needing the Global History & Geography and US History & Government Regents Credit

One Semester

Social Studies Interventions (AIS) is a specialized course designed to provide targeted support for high school students in grades 9 through 12 who require additional assistance in mastering key concepts and skills in social studies. This course aims to enhance students' understanding of fundamental principles in history, geography, civics, economics, and sociology while fostering critical thinking, analytical skills, and effective communication. Through a combination of tailored instruction, differentiated learning strategies, and individualized support, students will engage with diverse historical narratives, analyze primary and secondary sources, and develop the ability to construct well-reasoned arguments supported by evidence. Emphasis will be placed on developing essential literacy skills, including reading comprehension, writing proficiency, and information interpretation, to empower students to navigate complex texts and express their ideas coherently.

Social Studies Academic Intervention Services [AIS] Spring Semester **focus is on students needing the Global History & Geography and US History & Government Regents Credit (also students in grades 10-12 who need AIS)

One Semester

Social Studies Interventions (AIS) is a specialized course designed to provide targeted support for high school students in grades 9 through 12 who require additional assistance in mastering key concepts and skills in social studies. This course aims to enhance students' understanding of fundamental principles in history, geography, civics, economics, and sociology while fostering critical thinking, analytical skills, and effective communication. Through a combination of tailored instruction, differentiated learning strategies, and individualized support, students will engage with diverse historical narratives, analyze primary and secondary sources, and develop the ability to construct well-reasoned arguments supported by evidence. Emphasis will be placed on developing essential literacy skills, including reading comprehension, writing proficiency, and information interpretation, to empower students to navigate complex texts and express their ideas coherently.

TECHNOLOGY EDUCATION DEPARTMENT

The Technology Education Department is geared toward the interpretation of our technological society. Technology education provides the students with the basic learning skills, self-understanding, and positive attitudes to make choices about programs based upon knowledge of abilities needed to pursue a career. The curriculum includes a variety of courses that will permit students to have an early exposure to the understanding of concepts about work and workers of our technological society. All students will be able to pursue purposeful goals for future education, preparation for employment, or both.

The key concept that the Technology Education Department shares with students is one of “discovery” specifically our technological society and how to operate within it; also, the discovery of the societies’ careers, and most of all, the students’ discovery of him or herself.

All 7th and 8th graders are required to take Technology Education. All other courses are free choice electives open to all male and female students.

Middle School Technology

7th Grade Technology Education

One Semester

The content of the course will cover five main areas: Getting to Know Technology; What is the Need for Technology; How People Use Technology to Solve Problems; What Must be Known About Systems and Subsystems; and How Technology Affects People and the Environment. The student will go through concrete experiences which involve a variety of senses. The use of hands-on, laboratory-based activities will be used to provide successful experiences that help to build the skills and confidence needed to live in an ever-changing environment.

The progress of the human race has always been directly linked to the management of technology. Today technology is more important than it ever was in the development of human culture. Technology Education will emphasize that people control technology and that only people can determine whether it will be applied to their benefit, or to their ultimate disadvantage.

8th Grade Technology Education

One Semester

For children to learn technology they must first become a technologist. Students learn by doing. We at CV encourage such experimental learning by integrating concepts from science, math, technology and computers into hands-on activities with an emphasis on cooperative problem solving.

TECHNOLOGY EDUCATION DEPARTMENT

High School Technology

The following is a list of high school electives open to all students in grades 9-12. Technology Education uses a hands-on approach to learning. These classes are designed to provide the students with hands-on activities/projects 70% of the time and academic work in the form of lectures and textbook assignments 30% of the time. Students can choose from a number of courses that will test their problem-solving skills with real world problems. Many students who want to be engineers will often take technology classes as an introduction to the major. The other side of the high school electives are the media courses that prepare students to work in the vast media field.

Design & Drawing for Production (D.D.P.)

1 Unit

Two Semesters

Technical Drawing with Hands-On Projects focused on problem solving!

This course is designed to provide an introduction to the tools and techniques utilized in the field of mechanical drawing. An emphasis is placed on the elements of orthographic and pictorial representation, including sketching and production illustration. Throughout the course, you will use the design process to construct models of your designs out of wood, plastic and foam core.

EGR 150 - Engineering Design I with Graphics

1 Unit

Full Year SUNY Broome dual enrollment

Students receive 2 college credits for this course

The focus of this class is learning AutoCAD. Any student thinking about Engineering as a major in college needs to know how to use CAD software to generate drawings and designs. Engineers must be able to communicate their design ideas to others. Thus, this first course in Engineering Design focuses on the improvement of communication skills. These include written, oral presentation, sketching, and computer application skills. Since our world is three-dimensional, some effort is made to improve the spatial visualization ability of students. In addition, the principles of orthographic projection are learned and applied in drawing by hand and in modeling using the computer. Students work in teams on projects with the goal of recognizing and developing behaviors associated with consensus decision-making and cooperative teamwork. The steps of the engineering design process are learned.

TECHNOLOGY EDUCATION DEPARTMENT

High School Technology

Digital Photography

½ Unit

One Semester

Photoshop, Web design, DSLR Cameras!

Students get to work with computers, digital cameras, scanners, and photo quality printers during this course. Basic photography skills will be addressed along with using Photoshop software to alter and enhance your photographs. A number of desktop publishing and graphics-type projects will be utilized to demonstrate the possibilities that digital photography holds.

Multi-Media

½ Unit

One Semester

Video Production, Animation and Screen Printing!

An introductory course (semester) emphasizing media design principles, techniques, processes, and related careers. It will focus on the basics of graphic and multimedia design and production. Students will create short movies and video animation using Macintosh computers. Screen printing and audio production will also be studied during this course. This course is recommended for students who want to study Video Production, Media Arts or Graphic Design in college.

Principles of Engineering

½ Unit

One semester

Hands on Problem Solving, Design and Testing of Prototypes!

This course was designed by engineers for students who are thinking about studying engineering in college. This is a hands-on course that lets you apply your mathematical, technical, and scientific knowledge to solve real engineering problems. You will analyze the potential success of your creations and forecast an outcome. Material analysis, ergonomics and societal impacts will also be studied.

Intro to Robotics I & II

½ or 1 Unit

One or Two Semesters

Students will learn how to design, build, drive and program VEX robots during this class. This class is completely hands on learning with limited book work. Students will be working in groups to solve problems using their designs. All projects are open ended, meaning there is always more than one solution. Students will be challenged every day to make their solution better than the other teams/groups in the class.

TECHNOLOGY EDUCATION DEPARTMENT

High School Technology

Production Systems (currently not offered)

½ Unit

One Semester

Woodworking and Construction Technology

This course is divided into two major sections: Construction and Manufacturing. During the construction portion of the course, you will use some of the materials, tools and building techniques used in the construction of a conventional wood frame house. You will also build a scaled model structure of a house, including everything from the framing to the shingles. In the second part of the course, you will learn how a modern-day manufacturing facility is run. Classes will set up and run a production of their choice.

CAD II

1 Unit

Two Semesters

The focus of this class is expanding the students' knowledge of AutoCad and Inventor. Students will explore 3D printing and learn how the Laser cutter is used in industry.

With successful completion of EGR-150 students will expand on their CAD knowledge with many hands-on projects that include using our 3D printer, laser cutter and CNC machine. Any student who is thinking about studying engineering in college will benefit from CAD II. We will also study Architecture drawing and use the CAD program Revit. This is an industry leading architectural program used by architects worldwide. Any student thinking about architecture will benefit from learning Revit. Finally, the class will culminate with a student selected capstone project using one of the CAD programs and the laser cutter or 3D printer to complete the project.

Career & Technical Education BOCES

The public schools of Broome, Tioga and Delaware Counties offer career and technical education for students to prepare them for immediate employment and/or further education and training.

No junior or senior at CV should be considered as having too much or too little ability to be eligible for the BOCES Career & Technical Center. There are successful students at the Center in all ability levels.

Prerequisites for courses are suggestions and are not used to eliminate a student who has a positive goal that could be served by the Career & Technical Center.

The courses at the Center are designed to meet a broad range of interests and abilities. The purpose of these courses is to allow a student to:

1. Explore his or her ability and interest in an occupation.
2. Acquire skills for employment.
3. Career coursework
4. Gain practical experience while learning.
5. Provide high school graduation credits.
6. Potential for college credits
7. Business partnerships
8. Industry endorsed credentials.

Students enrolled in a career and technical education course remain regular students in their own high school where they attend one-half of each school day. Many career and technical education students participate in extra-curricular and sports activities at their home school. Transportation to the Career & Technical Education Center is provided by the local school.

Successful completion of these courses earns 3 credits per year toward high school graduation. All courses are an extension of a local school district's educational program, and these units of credit are earned with related attendance and achievement in the BOCES curriculum.

Students interested in attending a CTE Program at BOCES should communicate with their home school counselor early in the school year. Prospective students must formally apply for admission to any program and must have earned the necessary credits at the home school in order to attend.