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*All courses being offered beginning on page 11 are subject to change based on enrollment, staff availability, and other unforeseen circumstances.

Cover by Freddy Barona
ACADEMIC PLANNING

Union-Endicott Senior High School provides a comprehensive program in curricular, co-curricular and extra-curricular activities designed to enable pupils to identify their talents, skills, strengths and special interests. The school is fully accredited by the State of New York and offers courses of study leading to State Regents and School District diplomas.

The contents of the Program Catalog have been prepared for pupils and their parents to plan a program that will enable the pupils to reach their educational and career goals. Parents and pupils are encouraged to consult with counselors for long and short-term planning. The review and revision of the planned programs should be an ongoing process throughout the high school years. Parents and pupils should work closely with counselors to adapt the program to each pupil in light of his or her needs.

This catalog provides descriptions of the courses offered by each department. Within each department listing are to be found those courses that are required constants as well as departmental electives. In reviewing the offerings, parents and pupils are urged to select those courses which will best develop a program to meet the educational needs of the pupil. Sufficient courses in the elective area should be carefully selected and included to enrich and extend the experience of the pupil.

The high school program provides vocational preparation in Art, Business Education, Family and Consumer Science, Technology Education and other educational areas. Through participation in the Broome-Tioga BOCES, training in a number of additional occupational educational fields is available for students in 11th and 12th grade. Counselors are available to help provide additional information concerning those areas.

Parents and pupils are urged to study the contents of this catalog thoroughly and to make selections carefully. Counselors should be enlisted early in planning and should be consulted regularly during the pupil’s progress through the selected or revised programs. Since education is a life-long process, the importance of thoughtful, ongoing planning cannot be over-emphasized.

The following four-year high school plans are offered as recommendations. Use the information as a guide. If you have any questions, please talk with a counselor.

MISSION STATEMENT

The mission of the Union-Endicott School Community is to develop students who are responsible, self-directed, life-long learners. The students, staff, parents, and community encourage learners to develop a deeper understanding of self, a respect for others, and an understanding of their place in the world community.

WE BELIEVE

That education is the shared responsibility of students, family, school, and community, and forms the foundation of an ethical, democratic society.

That each student can learn and is entitled to an equal opportunity to reach his or her potential in an environment that is conducive to learning and fosters successes.

That a life-long pursuit of excellence is built upon a foundation of academic success as measured by local, state, and federal assessments.

That education encompasses intellectual, emotional, physical, aesthetic, and social growth.

That the development of character is essential for effective interpersonal relationships.
MATHEMATICS
Applies mathematical language and strategies to solve everyday, real-world problems.

THINKS
Exhibits depth of thought through various forms of communication.

OBSERVES
Understands that making careful observations is an essential first step to gathering and weighing information to be shared with others.

LISTENS
Pays attention when listening; is open-minded, and reflects on what is being said.

VALUES DEMOCRATIC PRINCIPLES
Knows how the government of the United States works, values knowing about the past, and is able to understand consequences of the actions of a democracy.

RECOGNIZES ROLE AS A MEMBER OF THE WORLD COMMUNITY
Studies local, national and international news events, and understands their implications. Has knowledge of a second language.

SPEAKS
Speaks with confidence, knows the subject, and can make oneself understood by others.

WRITES
Produces clear writing and can express a point of view.

reads
Reads proficiently for information, and finds enjoyment in the power and beauty of language.

PARTICIPATES IN THE SCHOOL AND LOCAL COMMUNITY
Is a responsible member of the environment in which he or she lives and works.

UNDERSTANDS AND RESPECTS DIVERSE CULTURES
Recognizes that various groups must live and work together within the framework of the community.

THE UNION-ENDICOTT GRADUATE WILL DEMONSTRATE

EXEMPLARY QUALITIES OF CHARACTER
Exhibits such strengths as honesty, responsibility, and perseverance.

TAKES PRIDE IN ACCOMPLISHMENTS
Understands that doing well in one’s undertakings is a source of personal fulfillment.

SOLVES PROBLEMS
Offers his or her own solutions, or knows where to go to find answers.

IS A TEAM PLAYER
Cooperates with others at work and at play.

EXHIBITS A STRONG WORK ETHIC
Has a good attendance record and exerts consistent effort to complete a task.

Personal Excellence

Pursues Wellness
Recognizes the need to maintain physical and emotional health.

Recognizes Own Strengths and Needs
Realizes one’s own special talents as well as areas in which one can improve.

The Expertise of a Life-Long Learner/Worker

Uses Successful Test-Taking Strategies
Demonstrates a command of knowledge and skill when required to do so for school or job assessments.

Applies Technology and Data to Accomplish Tasks
Employs appropriate methods to access and assess information.

Participates in and Values the Arts
Uses the arts to enhance one’s personal quality of life.
Total Units of Credit
All students will acquire at least 22 units of credit.

Core Credit Requirements

<table>
<thead>
<tr>
<th>Regent Diploma</th>
<th>Subject Areas</th>
<th>Advanced Designation on Regent Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>NYS Regents Exams</td>
<td>Courses</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>English</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Social Studies</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>Mathematics</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>Science</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Art/Music</td>
</tr>
<tr>
<td>.5</td>
<td></td>
<td>Health</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Physical Education</td>
</tr>
<tr>
<td>1*</td>
<td></td>
<td>Second Language (Level I credit required of all students)</td>
</tr>
<tr>
<td>3.5</td>
<td></td>
<td>Electives</td>
</tr>
<tr>
<td>22</td>
<td>Units in Core</td>
<td>22</td>
</tr>
</tbody>
</table>

1. Three units in Foreign Language must be from the same Language discipline.
2. Students acquiring 5 units in occupational studies or the arts may be exempt from completing 3 units in foreign language for Advanced Designation.
3. Students challenging an applied program throughout high school are likely to achieve a Regents diploma.

*NOTE: To graduate, all students must pass five (5) exit exams with a minimum grade of 65.

SUMMA CUM LAUDE DIPLOMA
CLASS OF 2003+
22.0 Units of Credit with 20.5 in the Core / Must pass 8 Regents Examinations
GPA at Seven Semesters of 90% or Higher
One of the Following Two Options:

OPTION I – Carry an average of 90% or higher for the first three marking periods in three advanced courses distributed from one each of the three categories

OPTION II – Carry an average of 90% or higher for the first three marking periods in five advanced courses taken in any of the three categories

<table>
<thead>
<tr>
<th>CATEGORY A</th>
<th>CATEGORY B</th>
<th>CATEGORY C</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Calculus AB</td>
<td>AP English Language</td>
<td>College French 4/5 H</td>
</tr>
<tr>
<td>AP Computer Science A</td>
<td>AP English Literature</td>
<td>College Italian 4/5 H</td>
</tr>
<tr>
<td>AP Biology</td>
<td>AP U.S. Gov’t &amp; Politics</td>
<td>College Spanish 4/5 H</td>
</tr>
<tr>
<td>AP Physics I</td>
<td>AP Macroeconomics</td>
<td>College Principles of Engineering</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>AP U.S. History</td>
<td>AP Studio in Art</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>College Business Law</td>
<td>College Accounting</td>
</tr>
<tr>
<td>AP Computer Science Principles</td>
<td></td>
<td>Honors Science Research (2nd year)</td>
</tr>
<tr>
<td>College Global Environment</td>
<td></td>
<td>New Visions</td>
</tr>
</tbody>
</table>
The graduating class of 2019 was comprised of 303 students. Two hundred thirty-seven (237)-78%, were accepted by post high school educational institutions. Of the 303 students, the breakdown is as follows:

- 117—(39%) Graduates entering FOUR year colleges
- 120—(40%) Graduates entering TWO year colleges
- 8—(2%) Graduates entering the military service
- 3—(1%) Graduates entering trade or technical school
- 55—(18%) Graduates employed or not entering any post-high school institution

OTHER STATISTICAL INFORMATION

- 47 Summa Cum Laude Diplomas
- 119 Honor Students (87% average or higher)
- 58 Seniors offered a total of 74 college scholarships
- 382 Total awards distributed to seniors for a total cash value of approximately $304,002
- 161 Number of different awards
- 114 Number of seniors receiving at least one award
- 427 Advanced Placement Tests taken for college credit:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>25</td>
</tr>
<tr>
<td>Calculus</td>
<td>44</td>
</tr>
<tr>
<td>Chemistry</td>
<td>30</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>12</td>
</tr>
<tr>
<td>English Language</td>
<td>81</td>
</tr>
<tr>
<td>English Literature</td>
<td>22</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>8</td>
</tr>
<tr>
<td>Government &amp; Politics: US</td>
<td>29</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>37</td>
</tr>
<tr>
<td>Physics B</td>
<td>37</td>
</tr>
<tr>
<td>Statistics</td>
<td>9</td>
</tr>
<tr>
<td>Studio In Art</td>
<td>12</td>
</tr>
<tr>
<td>U.S. History</td>
<td>80</td>
</tr>
</tbody>
</table>

SUMMARY SECONDARY SCHOOL REPORT
CLASS OF 2019
Any student who would like to participate in college athletics should be enrolled in this type of program for 4 years. (See NCAA regulations)

**COLLEGE PREPARATORY PROGRAM**

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>1</td>
</tr>
<tr>
<td>Global Studies 9</td>
<td>1</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>1</td>
</tr>
<tr>
<td>Earth Science</td>
<td>1</td>
</tr>
<tr>
<td>Language 2</td>
<td>1</td>
</tr>
<tr>
<td>Art/Music or equivalent</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1/2</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 6 1/2**

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 10</td>
<td>1</td>
</tr>
<tr>
<td>Global Studies 10</td>
<td>1</td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
</tr>
<tr>
<td>*Biology or equivalent</td>
<td>1</td>
</tr>
<tr>
<td>Language 3</td>
<td>1</td>
</tr>
<tr>
<td>Health/Elective</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1/2</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 6 1/2**

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11</td>
<td>1</td>
</tr>
<tr>
<td>U.S. History</td>
<td>1</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>1</td>
</tr>
<tr>
<td>*Chemistry or equivalent</td>
<td>1</td>
</tr>
<tr>
<td>Language 4</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1/2</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 6 1/2**

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 12</td>
<td>1</td>
</tr>
<tr>
<td>Economics/Part Govt.</td>
<td>1</td>
</tr>
<tr>
<td>Math 12 or Math 12H</td>
<td>1</td>
</tr>
<tr>
<td>*Physics or equivalent</td>
<td>1</td>
</tr>
<tr>
<td>Language 5</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1/2</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 6 1/2**

This program is for the student who intends to pursue an education with a minimum objective being a BA/BS (4-year) college degree. This program would also include the student who intends to enroll in a university-parallel (transfer) program in a 2-year college.

Recommended electives for the college-bound student include computer courses, keyboarding, academic electives from English and social studies, and exploratory courses in the discipline the student plans to pursue in college, such as business, art, music, technology, pre-engineering, or family & consumer science.

The college-bound student should consider AP and honors level courses when presented with the opportunity to take them.

*Applied Academics courses in the Career Pathways/Tech Prep program may be used. If you have questions about NCAA Regulations consult district website, contact your counselor or the NCAA Clearinghouse website.
This program is for the student who is undecided about an educational future but wants, at a minimum, a high school diploma. This program, when properly planned, is also acceptable for the student who intends to pursue a program at a 2-year college.

- DDP fulfills the Art/Music requirement.

** Potential schedule for students planning on attending a BOCES program with integrated credit.
QUALITY POINTS – G.P.A.

QUALITY POINT RANKING / GRADE POINT AVERAGE

The rank of each graduating class will be determined by a quality point system. Each subject area is classified either as Advanced Placement, Honors, or Regents, and will receive an appropriate number of quality points, based upon the percentage grade received. The following chart shows how these quality points are allotted:

<table>
<thead>
<tr>
<th>MARK RANGE</th>
<th>Summa Cum Laude</th>
<th>Dual College Credit</th>
<th>Honors</th>
<th>Applied Academics &amp; Regents</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-95</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>94-90</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>89-85</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>84-80</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>79-75</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>74-70</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>69-65</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>BELOW 65</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The G.P.A. is determined quarterly by the computation of all courses. The final G.P.A. is determined by the computation of all Courses taken except Physical Education. To receive AP credit, one AP exam must be taken; otherwise Honors credit will be awarded.

COLLEGE TESTING

SAT (Scholastic Aptitude Test)

<table>
<thead>
<tr>
<th>Test Dates</th>
<th>Registration Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 29, 2020</td>
<td>TBA</td>
</tr>
<tr>
<td>Oct. 3, 2020</td>
<td>TBA</td>
</tr>
<tr>
<td>Nov. 7, 2020</td>
<td>TBA</td>
</tr>
<tr>
<td>Dec. 5, 2020</td>
<td>TBA</td>
</tr>
<tr>
<td>March 13, 2021</td>
<td>TBA</td>
</tr>
<tr>
<td>May 8, 2021</td>
<td>TBA</td>
</tr>
<tr>
<td>June 5, 2021</td>
<td>TBA</td>
</tr>
</tbody>
</table>

ACT (American College Test)

<table>
<thead>
<tr>
<th>Test Dates</th>
<th>Registration Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 12, 2020</td>
<td>TBA</td>
</tr>
<tr>
<td>Oct. 24, 2020</td>
<td>TBA</td>
</tr>
<tr>
<td>Dec. 12, 2020</td>
<td>TBA</td>
</tr>
<tr>
<td>Feb. 6, 2021</td>
<td>TBA</td>
</tr>
<tr>
<td>April 10, 2021</td>
<td>TBA</td>
</tr>
<tr>
<td>June 12, 2021</td>
<td>TBA</td>
</tr>
<tr>
<td>July 17, 2021</td>
<td>TBA</td>
</tr>
</tbody>
</table>

PSAT/NMSQT

Primary Test Date—October 14, 2020    Saturday Test Date—October 17, 2020
The following courses are offered for Advanced Placement (AP) credit. Please refer to departmental listings for course descriptions and prerequisite requirements. To receive AP weighting, students must take the AP Exam.

**Biology**  
**Computer Science Principles**  
**Computer Science A**  
**Calculus AB**  
**Chemistry**  
**English Literature**  
**English Language and Composition**  
**Macroeconomics**  
**Physics**  
**Statistics**  
**Art & Design**  
**U.S. Government and Politics**  
**U.S. History**

The following offerings allow students to take courses designed for the college freshman. Please refer to departmental listings for course descriptions and prerequisite requirements.

- **College French 4H & 5H**  
- **College Italian 4H & 5H**  
- **College Spanish 4H & 5H**

**Authentic Science Research Program**
- SUNY Broome Community College  
- SUNY at Albany

**College Civil Engineering & Architecture**
- Rochester Institute of Technology  
- SUNY at Albany  
- SUNY Broome Community College

**College Accounting**
- Tompkins Cortland Community College  
- Tompkins Cortland Community College

**College Business Law**
- SUNY at Albany

**College Computer Integrated Manufacturing**
- Rochester Institute of Technology  
- SUNY Broome Community College  
- SUNY at Albany  
- SUNY at Albany

**College Design & Drawing for Production**
- Rochester Institute of Technology  
- SUNY Broome Community College  
- Tompkins Cortland Community College  
- SUNY at Albany

**College Digital Electronics**
- SUNY Broome Community College  
- Rochester Institute of Technology

**College Entrepreneurial Experience**
- SUNY College of Environ. Science & Forestry  
- SUNY Broome Community College

**College Global Environment**
- SUNY Broome Community College

**College Keyboarding**
- SUNY College of Environ. Science & Forestry  
- SUNY Broome Community College

**College Meteorology**
- Tompkins Cortland Community College  
- Tompkins Cortland Community College  
- Rochester Institute of Technology

**College Microsoft Office**
- Tompkins Cortland Community College  
- SUNY Broome Community College

**College Principles of Engineering**
- Hofstra University  
- Rochester Institute of Technology  
- SUNY Broome Community College  
- Tompkins Cortland Community College  
- SUNY Br

**College Website Creation**
- SUNY Broome Community College  
- SUNY at Albany  
- SUNY Br

**College Physics 161**
- SUNY Broome Community College  
- SUNY at Albany  
- SUNY Br

**College Physics 162**
- SUNY Broome Community College  
- SUNY at Albany  
- SUNY Br
Drop/Change Policy

Students have up to the end of the first ten weeks of a 1/2 credit course and until the end of the first semester of a one-credit course to drop a course. There will be no penalty on the report card.

A student wishing to drop a Regents, Honors, or AP level course with the intent of transferring to a lower level course containing similarly aligned content may do so until the end of the 15th week of school. There will be no penalty on the report card. The grades from the dropped course will not be included in the calculation of the final average of the added course. If the student wishes to drop between the 15th –20th week of school, their grades will follow. The principal will have discretion to authorize any changes on a case by case basis.

Students declaring Honors Credit for classes that offer dual Regents and Honors Credit:

- To receive Honors credit, in any course offering dual Honors and Regents credit, students must declare honors credit and have it approved by their teacher by the end of the 6th week of school.
- Once approved, students may not drop to Regents credit unless there are unique circumstances and their request is approved by the principal.
- Completion of assigned Honors level work is required throughout the school year and during every marking period.

Independent Study:

- An Independent Study can only be approved for courses that supplement a pre-existing BOE approved UEHS course.
- Independent Studies need to be set up early on in the school year or semester with a curriculum provided to and approved by the Building Principal and Director of Curriculum.
- Books and other materials used must be approved by the Board of Education with Principal approval.
- With Principal approval, Independent Studies could be granted for existing courses when extenuating circumstances exist, such as a student who needs an Independent Study to reach graduation requirements.
- Honors Level, Dual College Credit, and AP Level courses cannot be taken as Independent Study.
INTRODUCTION

The Arts are pervasive in all our lives and impart meaning to all experiences. Art experiences expand students’ horizons, promote discovery, develop creative and innovative thought, encourage perseverance and a sense of personal investment, and provide unique opportunities for self-realization and reflection. The goal of the Union-Endicott High School Art Department is to foster student learning and to assist students in becoming better problem solvers and critical thinkers, preparing them for college, careers, and life.

The UE art faculty takes to heart its mission to promote creative expression, communication skills, problem solving, and innovative thinking. We encourage students to think and act creatively and intellectually, to communicate their ideas in visual form, and to understand the history of art and its place in society. We strive to meet the needs of all students; those who are aiming for a career in art as well as those who want a well-rounded and creative high school experience. Individual attention is an essential component of art instruction at UEHS and all art classes are structured to encourage students to interact with the teacher as much as possible in developing their work.

Frequent exhibitions in our Marjorie Bryden Gallery and District Office exhibit space provide students with an authentic learning opportunity, allowing them to share their work with the entire school community. Sequence students are expected to submit a portfolio of artwork at the end of the senior year, reflecting achievement in all of the art courses they have taken in high school. Students completing a 5-unit art sequence are eligible for a Regents Diploma with Advanced Designation without completing a third year of foreign language. Students planning a 5-unit art sequence and who wish to pursue college level study or a career in art may refer to the last page of this section for sequence suggestions. Students are encouraged to talk with an art teacher regarding career plans for more detailed information on course selections.

STUDIO IN ART

Prerequisite: None
This course offered to grades 9, 10, 11, 12
1 Unit of Credit

STUDIO IN ART fulfills the NYS Fine Arts requirement for graduation.
This course offered to grades 9, 10, 11, 12
Prerequisite: None
1 Unit of Credit

DRAWING

Prerequisite: None
This course offered to grades 9, 10, 11, 12
1 Unit of Credit

DRAWING fulfills the NYS Fine Arts requirement for graduation.
This course offered to grades 9, 10, 11, 12
Prerequisite: None
1 Unit of Credit

PAINTING

Regents/Honors
This course combines multiple disciplines within the fine/performing arts by providing a music, hands-on art and computer graphics experience that is uniquely linked through shared concepts among the media. Students will create original works using both traditional and digital media to express ideas through music, traditional art and computer-generated art. They will produce music, create audio tracks for video, draw, paint, sculpt, animate, use current software for audio production & design and create a digital portfolio of their work. Classes will rotate among three teachers: one each in music, art and computer graphics.

MAC fulfills the NYS Fine Arts requirement for graduation.
This course offered to grades 9, 10, 11, 12
Prerequisite: Studio in Art
1 Unit of Credit

MUSIC, ART, AND COMPUTERS (MAC)

Regents
This course combines multiple disciplines within the fine/performing arts by providing a music, hands-on art and computer graphics experience that is uniquely linked through shared concepts among the media. Students will create original works using both traditional and digital media to express ideas through music, traditional art and computer-generated art. They will produce music, create audio tracks for video, draw, paint, sculpt, animate, use current software for audio production & design and create a digital portfolio of their work. Classes will rotate among three teachers: one each in music, art and computer graphics.

MAC fulfills the NYS Fine Arts requirement for graduation.
This course offered to grades 9, 10, 11, 12
Prerequisite: Studio in Art
1 Unit of Credit
ADVERTISING DESIGN AND ILLUSTRATION Regents/Honors

What causes a person to buy a product or accept an idea? Is it the product, the packaging, or the advertising that determines the sale?

This course focuses on design as a device for communication. Topics of study include various techniques in typography, advertising design, illustration, and product design. Mechanical and technical skills using ink, colored pencil, marker, papers, and computer graphics software will be explored. Design activities may include working with ads, logos, brochures, package design, interior design, fashion illustration, book illustration, cartooning, product designs, and more.
Prerequisite: Studio in Art
Recommended: Drawing

1 Unit of Credit

CREATIVE CRAFTS: Jewelry and Fibers Regents

The Creative Crafts course introduces technical skills that are necessary to design and create objects for artistic and personal adornment. Students will consider a variety of methods in the fabrication of original wearable art (Jewelry), Fabric Batik/Tie Dyeing and Weaving. Students will explore a variety of craft forms and art materials (primarily metal and fiber). This course also emphasizes three dimensional design and creative problem solving skills, and increases their understanding of the elements of art and principles of design as they build skills in technique and materials.
Offered to grades 10, 11, 12
Prerequisite: Studio in Art or MAC

1 Unit of Credit

COMPUTER GRAPHICS Regents

Students will study how the computer is used as an innovative tool by both commercial and fine artists to create original artistic images. Students will become knowledgeable about how the computer functions as they create inspired, unique images using computer graphics software such as Adobe Illustrator and Adobe Photoshop, and Adobe in Design. Prior experience using computers is recommended.
Offered to grades 10, 11, 12
Prerequisite: Studio in Art or MAC

1 Unit of Credit

PHOTOGRAPHY Regents

Discover photography as an art form and as a technical process. Black and white photography is explored in depth with basic and experimental darkroom techniques. Students will use a 35mm single lens reflex film camera and work in the darkroom to develop their photographs. Some digital techniques will also be explored. Students will need to work independently outside of class on shooting assignments. Success requires working consistently in the darkroom/lab, so excellent attendance is a must! Due to the technical nature of this course and the need to work independently, only upperclassmen are admitted.
Offered to grades 11 and 12
Grade 10 students admitted by permission only

1 Unit of Credit

STUDIO 3-D: Ceramics, Glass, and Sculpture (CGS) Regents

In CGS, students will gain experience with a diverse selection of artistic processes including: expressive qualities, techniques and skills in Glass Fusing, Hand-built Ceramics, Pottery, Carving (subtraction), Manipulation (modeling), construction (addition) and other forms of 3-D Design/Mixed Media. The course allows students the opportunity to create meaningful 3-D artwork, by participation in the creative process within a structured studio environment. Students will create quality crafted art pieces while exploring the ways in which an idea may be expressed through multiple mediums.
Offered to grades 10, 11, 12.
Prerequisite: Studio in Art or MAC

1 Unit of Credit
ADVANCED PHOTOGRAPHY
Honors
Push your photography skills to the next level as you learn specialized darkroom, digital, and handwork techniques to transform your photos into works of your own personal vision. Students will use a 35mm single lens reflex film and/or digital camera and work in the darkroom and computer lab to develop their photographs into personal dynamic works of art. Students will need to work independently outside of class on shooting assignments. Success requires working daily in the darkroom/lab, so excellent attendance is a must!

Offered to grades 11 and 12
Prerequisite: Studio in Art, Photography
1/2 Unit of Credit

ADVANCED 3-D CRAFTS
Honors
This advanced level course is designed to allow the student to develop a concentration and further their knowledge in one of the crafts areas. The student has to have taken at least one of the following two courses: Studio 3-D and/or Creative Crafts and has an interest in pursuing a more in depth study. It is an advanced level course where the student will concentrate in one craft area, projects will be self-directed in conjunction with the instructor’s approval. Students must be self-motivated and able to work independently. A focus of the course is the development and application of individual problem solving skills and conceptual ideas as well as the production of original artwork.

Offered to grades 11, 12
Prerequisite: Studio 3-D and/or Creative Crafts
1/2 Unit of Credit

ADVANCED DRAWDING
Honors
Develop and improve your drawing and design skills, learn creative problem-solving techniques, and develop meaningful and personalized artworks that demonstrate advanced skills in drawing, painting, printmaking, and other two-dimensional media. A sketchbook/journal will be required as an ongoing component of the class. Add advanced level 2-D work to your portfolio for college admission, or simply to challenge yourself to use advanced thinking, perceptual, and media skills to create highly original works of art.

Offered to Grades 11, 12
Prerequisite: Studio in Art, Drawing, Painting
1 Unit of Credit

ADVANCED PAINTING
Honors
Advanced Painting students will engage in the process of painting in a concentrated and deliberate manner, while attempting to develop and explore their own personal concepts and build their portfolio. Students will use oil paints for this course. They will add on to the individual skills and techniques learned in the Painting Course leading up to a development of style. Students will research, plan, explore, and develop ideas that stress visual organization, risk taking, experimentation, and originality. Advanced Painting students will study contemporary artists, their art, and their processes as well.

Offered to Grades 10, 11, 12
Prerequisite: Studio in Art, Drawing, Painting
1/2 Unit of Credit

ADVANCED PLACEMENT(AP) ART & DESIGN
Summa
This course is designed for the highly motivated student seriously interested in pursuing advanced study in art. Students will pursue college level studies in the high school art classroom. Students will submit a portfolio of twenty-four original artworks in May for final evaluation by the College Board committee. The portfolio will contain works that focus in Drawing, 2-D Design, or 3-D Design. Works will demonstrate achievement in the areas of quality, concentration, and breadth. A successful score on the portfolio examination may earn a student college art credits at the institution of his or her choice.

This course requires dedication and more time investment than the typical high school art class. Students are expected to develop a personal direction for their work and will need to work both at home and in the art studios beyond scheduled class time.

Offered to Grade 12 Art Sequence Majors
Prerequisite: Studio in Art, Drawing
Recommended: Painting
1 Unit of Credit
## Visual Art Career Pathways

### ART EDUCATION
**Suggested Courses**
- Studio in Art
- Drawing
- Painting
- Creative Crafts
- Studio 3-D (CGS)
- Photography
- Computer Graphics
- Advertising Design and Illustration
- AP Art & Design

### ARCHITECTURE, INTERIOR DESIGN
**Suggested Courses**
- Studio in Art
- Drawing
- Studio 3-D (CGS)
- Creative Crafts
- Advanced 3-D Crafts
- Technology courses (Technical Drawing, CAD)
- AP Art & Design

### FASHION DESIGN, JEWELRY, CERAMICS
**Suggested Courses**
- Studio in Art
- Drawing
- Studio 3-D (CGS)
- Creative Crafts
- Advanced 3-D Crafts
- Advertising Design and Illustration
- AP Art & Design

### COMMERCIAL ART
**Suggested Courses**
- Studio in Art
- Drawing
- Painting
- Advertising Design & Illustration
- Computer Graphics
- Photography
- AP Art & Design

### MULTIMEDIA, COMPUTER GRAPHICS, ANIMATION, VIDEO
**Suggested Courses**
- Studio in Art or MAC
- Drawing
- Computer Graphics
- Advertising Design & Illustration
- Painting
- Photography
- Advanced Photography

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**Possible Career Paths**

**ART EDUCATION**
- K-12 Art Educator
- Museum Educator
- College Professor (with advanced degree)
- School Arts Administrator
- Artist in Residence
- Photography Teacher
- Arts Supervisor

**ARCHITECTURE, INTERIOR DESIGN**
- Interior Designer
- Landscape Architect
- Industrial Engineer
- City Planner
- Architect
- Model Builder
- 3-D Architectural Rendering Specialist

**FASHION DESIGN, JEWELRY, CERAMICS**
- Fashion Merchandiser
- Fashion Illustrator
- Jewelry Designer
- Metalsmith
- Ceramicist
- Costume Designer
- Fashion Illustrator
- Textile Designer
- Window Dresser

**COMMERCIAL ART**
- Medical Illustrator
- Book Illustrator
- Graphic Designer
- Furniture Designer
- Product Designer
- Advertiser
- Comic Strip Artist
- Commercial Photographer
- Gallery Owner
- Industrial Designer

**MULTIMEDIA, COMPUTER GRAPHICS, ANIMATION, VIDEO**
- Animator
- Video Editor
- Sound Expert
- Movie Art Director
- Web Site Designer
- Filmmaker
- Audio Designer
- Special Effects Artist
- Film Makeup Artist
- Interactive Media Producer
The programs offered at the occupational and technical center on Glenwood Road in Binghamton are an integral part of the high school curriculum. A two year program at BOCES not only serves as a foundation for developing a lifelong trade or vocation but also meets 6 units (3 units per year) of high school credit and a one 5 unit sequence requirement replacing the 3 unit Foreign Language requirement for the Advanced Designation Regents Diploma.

Students wishing to enter a BOCES program should declare their interest early by consulting their guidance counselor. A detailed course description of any BOCES course may be obtained in the Guidance office.

Note: A commitment to regular attendance is a necessary prerequisite for entry and continuance in any BOCES program.

Placement in Introductory, Intermediate and Advanced courses will be based on students level of expertise in the program area.

<table>
<thead>
<tr>
<th>INTERMEDIATE COURSES</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Science I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Auto Body Repair I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Carpentry I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Comp. Aided Design (CAD) &amp; 3D Animation I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Cosmetology I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Culinary Arts I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Electricity I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Engine Mechanics I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Heavy Equipment Repair &amp; Operation I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>IT Specialist I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Masonry I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Plant Science I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Video Production I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Welding I &amp; II</td>
<td>2 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADVANCED COURSES</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Manufacturing I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Auto Technology I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Criminal Justice I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Graphic &amp; Gaming Design I &amp; II</td>
<td>2 years</td>
</tr>
<tr>
<td>Health Science I &amp; II</td>
<td>2 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEW VISION ACADEMIES</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Academy</td>
<td>1 year</td>
</tr>
<tr>
<td>Engineering Academy</td>
<td>1 year</td>
</tr>
<tr>
<td>Education</td>
<td>1 year</td>
</tr>
<tr>
<td>Health Academy</td>
<td>1 year</td>
</tr>
<tr>
<td>Law &amp; Government Academy</td>
<td>1 year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEW VISIONS (Seniors Only)</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are programs offered that connect career interest with actual &quot;hands on&quot; experience. Classes are available in Business, Law and Government, Health Careers, and Engineering. Credit will be issued for English and Social Studies at the &quot;Honors&quot; level. Please consult with your counselor for specific details.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAREER &amp; TECHNICAL HIGH SCHOOL (EVERTECH)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a comprehensive educational program that provides both academic and technical classes. All students will be prepared to meet the Regents requirements for graduation and will be prepared for a career. Applications and informational fliers are available in the guidance office. This full-day program is available to all grade levels.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TECH ACADEMY</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available for 9th &amp; 10th graders. Integrates career and technical education with traditional courses that are applicable toward a Regents diploma. This is a half day program.</td>
<td></td>
</tr>
</tbody>
</table>

* Health Careers Academy consists of a hospital-based program or a community-based program.
INTRODUCTION
The Business and Marketing Education Department at Union-Endicott High School is made-up of dynamic, dedicated, and innovative teachers and courses. Our mission is to prepare all students to build a knowledge base of business, marketing, and information technology skills and attitudes and apply those skills and attitudes in a constantly changing world in order to be competent, productive, and successful employees and citizens.

PROGRAM NOTES
1. Taking five credits of Business Education courses does not require three years of a Foreign Language for the Regents Diploma with advanced designation.
2. Courses may be combined for a Regents Diploma.
3. All Business Education courses are open to students as electives.
4. Six Business Education courses offer college credit.
5. Music, Art, and Computers may be used to satisfy the one unit graduation requirement for Art/Music.
6. Personal Finance may be used as the 3rd Unit of Math credit.
7. Many of the Regents level courses may be taken for Honors credit.

All of the of course combination possibilities cannot be listed on these pages. However, three are listed to provide an idea of the combinations available.

Financial Concentration

<table>
<thead>
<tr>
<th>Units</th>
<th>Financial Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2</td>
<td>Career Financial Management</td>
</tr>
<tr>
<td>1</td>
<td>College Accounting</td>
</tr>
<tr>
<td>1</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>1/2 or 1</td>
<td>Internship</td>
</tr>
<tr>
<td>3 or 3 1/2</td>
<td>Total Units</td>
</tr>
</tbody>
</table>

Marketing/Management Concentration

<table>
<thead>
<tr>
<th>Units</th>
<th>Marketing/Management Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2</td>
<td>Career Financial Management</td>
</tr>
<tr>
<td>1/2</td>
<td>Marketing</td>
</tr>
<tr>
<td>1/2</td>
<td>Sports and Entertainment Marketing</td>
</tr>
<tr>
<td>1/2</td>
<td>Business Management</td>
</tr>
<tr>
<td>1</td>
<td>College Entrepreneurial Experience</td>
</tr>
<tr>
<td>1</td>
<td>College Business Law</td>
</tr>
<tr>
<td>1/2 or 1</td>
<td>Internship</td>
</tr>
<tr>
<td>4 1/2 or 5</td>
<td>Total Units</td>
</tr>
</tbody>
</table>

Information Technology Concentration

<table>
<thead>
<tr>
<th>Units</th>
<th>Information Technology Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2</td>
<td>Career Financial Management</td>
</tr>
<tr>
<td>1/2</td>
<td>College Keyboarding</td>
</tr>
<tr>
<td>1/2</td>
<td>College Microsoft Office</td>
</tr>
<tr>
<td>1/2 or 1</td>
<td>College Website Creation</td>
</tr>
<tr>
<td>1/2 or 1</td>
<td>Internship</td>
</tr>
<tr>
<td>2 1/2 or 3</td>
<td>Total Units</td>
</tr>
</tbody>
</table>

In addition to sequence and course offerings, the Business Department offers a NYS Business & Marketing Honor Society. Sophomores, juniors, and seniors are encouraged to apply. Induction ceremony takes place in the spring and each inductee receives a certification and cord for graduation.

Courses contingent upon staffing and enrollment
Career & Technical Education Business Sequence: Small Business Management

CTE Business: Small Business Management is a NYS approved 3.5 credit program that allows students to receive a prestigious endorsement on their diploma after meeting specific business education course/sequence requirements. If a student completes the sequence of courses and industry exams, the student becomes more marketable in their college and/or career search. Similar to how pursuing a Regents Diploma with Advanced Designation provides opportunities for advancement, the CTE endorsement allows students to excel in a desired program and complete a multiple pathway for graduation.

The business department offers a CTE Small Business Management pathway through which a student can attain a CTE endorsement on their high school diploma while earning free college credits.

NYS Approved

CTE Business: Small Business Management Pathway

Course Sequence (in any order):

- Career & Financial Management
  
  (1/2 credit)

- Entrepreneurship
  
  (1 credit/7 SUNY Broome college credits)

- Keyboarding
  
  (1/2 credit/3 SUNY Broome college credits)

- Microsoft Office
  
  (1/2 credit/3 TC3 college credits)

- Business Management
  
  (1/2 credit)

- Marketing (1/2 credit)

  OR

- Personal Finance (1 credit)

Steps for CTE Endorsement & Multiple Pathway:

Students must pass:

* Written Industry Exam on Entrepreneurship

* Performance Industry Exam on Microsoft Office skills

* Complete Capstone Project: business plan & presentation in Entrepreneurship class
Job Opportunity Information

Business: A Degree Employers Want
According to an online article in Forbes dated April 2015, “the hiring picture keeps getting better for college graduates”. The National Association of Colleges and Employers (NACE) reported that employers are planning to hire 9.6% more graduates for their U.S. operations than they did from the class of 2014. There were 162 companies who participated in the survey from industries ranging from agriculture to energy to retail. Most significantly, 68% of these companies were looking for business majors.

STEM Job Outlook
Many of the STEM careers expand beyond the Science, Technology, Engineering, and Math subject areas. In fact, the following STEM careers with at least average job growth through 2020 are directly related to UEHS Business and Marketing Education course offerings:

<table>
<thead>
<tr>
<th>Business Related STEM Careers</th>
<th>Expected Growth</th>
<th>Mean Wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountants/Auditors</td>
<td>11%</td>
<td>$65,940</td>
</tr>
<tr>
<td>Actuaries</td>
<td>18%</td>
<td>$96,700</td>
</tr>
<tr>
<td>Computer Information Management</td>
<td>15%</td>
<td>$127,640</td>
</tr>
<tr>
<td>Financial Analyst</td>
<td>12%</td>
<td>$78,620</td>
</tr>
<tr>
<td>Market Research</td>
<td>30%</td>
<td>$61,290</td>
</tr>
<tr>
<td>Video Game Design</td>
<td>6%</td>
<td>$73,630</td>
</tr>
</tbody>
</table>

From the US Dept. of Labor Occupational Outlook Handbook

Business Pays Off!
A new paper from the Federal Reserve bank of New York shows that the ROI (return on investment) for a bachelor’s degree has hovered around the 14%-15% range since 2000, making it a sound investment choice in most cases. That’s because, according to the research, college graduates tend to earn about 75% more than high school graduates over the course of a lifetime—up to $1 million dollars more, in fact. Studying business gives you a firm foundation that will hold up in good times and bad.

College Degrees That Pay Off

<table>
<thead>
<tr>
<th>College Degrees That Pay Off</th>
<th>Expected Growth</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountants/Auditors</td>
<td>11%</td>
<td>$65,940</td>
</tr>
<tr>
<td>Actuarial Science</td>
<td>26%</td>
<td>$94,340</td>
</tr>
<tr>
<td>Financial Planning</td>
<td>27%</td>
<td>$75,320</td>
</tr>
<tr>
<td>Logistics</td>
<td>2%</td>
<td>$73,400</td>
</tr>
<tr>
<td>Marketing</td>
<td>32%</td>
<td>$60,800</td>
</tr>
</tbody>
</table>

From the US Dept. of Labor Occupational Outlook Handbook

CAREER AND FINANCIAL MANAGEMENT Regents/Honors
1/2 Unit of Credit (HS)
Do you think about life after high school or ever asked yourself what is my next step in life: college, a trade school, military, the work force? In this course, students will reflect on their interests and skills and explore the endless career opportunities available to them as well as emerging workplace trends. In addition, students will develop essential employment skills, including resume and cover letter writing, interviewing and communications skills, leadership and teamwork skills. This course is also designed to promote financial literacy by exploring personal finance topics including money management and budgeting, avoiding credit pitfalls, and risk management. Students will learn basic skills to use after graduation.

This course is required for any student pursuing a sequence in career and technical education.

COLLEGE ACCOUNTING
1 Unit of Credit (HS) / 4 Units of College Credit (TC3)
If you are planning or even thinking about majoring in Accounting and/or Business in college, this course offers you a tremendous opportunity. This is a concurrent enrollment course in which you may receive four college credits for the one-semester Tompkins Cortland Community College course entitled Principles of Accounting I (ACCT 101). Please keep in mind that this is a rigorous, college level course. Why take it now? You will have the advantages of a small class and much more class contact time and teacher help than what is offered in college. The course objective is to cover the basic principles of double entry accounting for a merchandising business. This full-year course is offered to grades 11 and 12.

Prerequisite: 80% average in Algebra I

COLLEGE BUSINESS LAW
1 Unit of Credit (HS)/3 Units of College Credit (TC3)
Designed for the serious student who plans a career in law or business, College Business Law is a college requirement for any business major. Topics covered include criminal law, tort law and contract law. Please keep in mind this is a college level course and that college level work will be expected. However, the course functions as an excellent “bridge” between high school and college. It is taught over the entire school year in high school rather than the one semester in college.

This is a concurrent enrollment course; you may have the ability to earn college credit at Tompkins Cortland Community College (TC3) upon successful completion of this course. See your guidance counselor for more details.

College Business Law satisfies the 5th Unit of Social Studies credit and is offered to grades 11 and 12.

BUSINESS & MARKETING HONOR SOCIETY
The Business and Marketing Honor Society of New York State recognizes outstanding Business Education students who exemplify the qualities of a business leader: Scholarship, Character, Leadership and Service. Students enrolled in business courses have the option to apply for NYS Business & Marketing Honor Society as sophomores, juniors, and seniors. Students will apply in the winter with an induction ceremony in the spring. Sophomores and juniors must have 2 credits in business by the end of the school year they are applying; seniors must have 3 credits by the end of the school year in which they apply. This is great for resumes and college applications!
BUSINESS MANAGEMENT  Regents
1/2 Unit of Credit (HS)

Ever wonder what the company presidents and business owners do all day? Sigh up for this course to find out! You will learn basic concepts of management and the operations of business as a major sector of the economy. Topics include business procedures, ethics, business ownership, management philosophies, diversity, motivation, harassment, human resources, financial management, marketing management, and case analysis. In addition, you will have the opportunity to be a part of a management team that provides a solution to a problem inside or outside the school.

Students may receive honors credit by successfully fulfilling an additional set of requirements. This course is offered to grades 10-12.

COLLEGE ENTREPRENEURIAL EXPERIENCE  College
1 Unit of Credit (HS)/7 Units of Credit (SUNY Broome)

The course seeks to prepare you to become an entrepreneur and innovative thinker. You will study the attitudes and skills that characterize entrepreneurs while developing skills related to creativity, initiative and problem-solving in a real-life learning situation. This class is built around the Greater Binghamton Scholastic Challenge (GBSC) sponsored by Modern Marketing Concepts. As a team or individually, you will create a new product or service, write a business plan and create a trade show booth. In June, the entrepreneurship students will compete against other high school students at the GBSC event at Binghamton University. Students will pitch their products and services at their trade show booths and present their business plans to a panel of business professionals. This is a wonderful opportunity to work with business mentors throughout the school year, network, win scholarships and see what other high school entrepreneurs in our area have to offer. 7 credits offered through SUNY Broome.

FASHION MERCHANDISING  Regents
1/2 Unit of Credit (HS)

This course describes the environment in which fashion thrives; introduces the terminology and basic elements of fashion marketing. Units of study include: basic fashion and business concepts, the latest fashion trends, retail business fundamentals, successful selling, using design in fashion, product life cycle, visual merchandising, promoting fashion through advertisement, and exploring careers in fashion. At the end of the course students will use the apparel designed in Fashion Design class and concepts learned in Fashion Merchandising to create a special event fashion show.

Prerequisite: It is preferred that students take fashion Design class (1/2 credit) before taking Fashion Merchandising but not required.

INTERNSHIP  Regents
1/2 or 1 Unit of Credit (HS)

Internship is a career exploration experience offered for students in grades 11 and 12. Students selected for the program will be exposed to a variety of occupations matching their individual career goals. Internships are available in broadcasting, education, accounting, and human resources, as well as a variety of other professional careers. Please note: internships can be developed to match most career interests.

Students will complete a minimum of 54 hours for a 1/2 credit at the placement in addition to online classroom instruction. For 1 credit, they will complete a minimum of 108 hours at the placement in addition to online classroom instruction. Please recognize that students are responsible for providing their own transportation.

For more details and an application, please contact a guidance counselor.

MARKETING  Regents/Honors
1/2 Unit of Credit (HS)

Marketing introduces you to the various marketing careers. Studies are centered on the “Four P’s” of marketing: price, place, product and promotion. The journey through the marketing mix will include many of the activities professionals in the field will encounter. You will start from the idea stage of marketing a product and progress through all of the stages required to get a product into the customers’ hands. Computer activities, case studies of companies and business simulations dominate our hands on classroom activities.

Students may receive honors credit by successfully fulfilling an additional set of requirements.

COLLEGE MICROSOFT OFFICE  College
1/2 Unit of Credit (HS) / 3 Units of College Credit (TC3)

Do you have the skills needed for today’s technological world? Word processing, database/mail merge, spreadsheet/charts, desktop publishing, and presentation skills will be developed and/or refined using the Microsoft Office Suite. Keyboarding, formatting, composition, language arts, and decision-making skills will improve as you complete assignments integrating software. Microsoft Office is offered to grades 9-12. It is suggested that you complete Keyboarding before this class.

PERSONAL FINANCE  Regents
1 Unit of Credit (HS)

You work hard for your money, find out how to make your money work hard for you! Learn how to budget your finances, save, spend, and invest your money. Learn basic financial management fundamentals including how to use banking services and how to prepare your own tax return. Compete in a lively, but friendly stock market game while learning about the risks and advantages of different types of investments. And, don’t miss out in participating in the Life is a Reality Event where you simulate your life as a 25-year-old and are responsible for making financial decisions!

You are welcome to take Personal Finance for elective credit or for the 3rd Unit of Math. See your guidance counselor for more information. If taking as the 3rd Unit of Math, you must have successfully completed Algebra 1A and Algebra 2A with an average in the 65-75 percent level.

Students may receive honors credit by successfully fulfilling an additional set of requirements.

MUSIC INDUSTRY & MARKETING  Regents
1/2 Unit of Credit (HS)

This course is designed as a 1/2 credit elective offered and co-taught by the Music and Business Departments. The students will spend half of each marking period with a teacher in each subject area. In the music portion of the course, the students will become the artists and produce music in selected genres which will present as the raw material for their marketing unit. The students in the marketing half of the course will be working on creating the musician/artist’s brand and work to come up with tangible methods to promote it.
VISIONS CREDIT UNION BRANCH INTERNSHIP
1 Unit of Credit (HS)
Through this unique program, student interns at the UEHS Branch will have the opportunity to experience day-to-day operations in the financial services industry. Students will receive specialized training in banking operations to include making deposits and withdrawals, security and confidentiality procedures, money management, and more. Applicants will provide competitive wages, scholarship awards, and opportunities for continued employment. Students must be in or entering grade 11, complete an employment application, and be in good academic standing.

COLLEGE WEBSITE CREATION
College
1/2 Unit of Credit (HS)/ 3 Unit of College Credit (TC3)
Potential web authors should start here! Develop the foundation for creating your own website through the use of HTML, web graphics, and web editors. Understand the tools needed to incorporate animation, image maps, slide shows, and more into your web documents. In addition, you will learn to develop web design strategies and methods for creating graphics specifically for the Internet. Apply what you have learned to the creation of a website as a final project.
Website Creation is offered to grades 10, 11, & 12. It is suggested that you complete Desktop Publishing prior to enrolling in this course.

WORK BASED LEARNING EXPERIENCE
Regents
1 Unit of Credit (HS)
Work Based Learning Experience Class provides students with real world understanding of what it takes to be employed. Students will develop personal career plans related to their career interests, learning employability skills and safety, and participate in on-the-job training to make them more employable. Students will complete resumes, learn about jobs in our community and explore the needed high school classes and training to meet their career goals. This course will allow students another path to graduation and can meet the requirements, along with hands on hours, for the CDOS pathway.

SPORTS AND ENTERTAINMENT MARKETING
Regents/Honors
1/2 Unit of Credit (HS)
Sports and Entertainment Marketing is a specialized course designed to provide the opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry while building off the foundations of marketing learned in the Marketing course. Learn about facility design, merchandising, advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry.
Students may receive honors credit by successfully fulfilling an additional set of requirements.
Recommended Prerequisite: Successful completion of Marketing

BUSINESS and MARKETING EDUCATION COURSE CREDIT INFORMATION

Required (1/2 credit):
Career and Financial Management........ 1/2 Credit

Additional Course Offerings—1/2 Credit Courses:
College Keyboarding.......................... 1/2 Credit
College Microsoft Office........................1/2 Credit
College Website Creation.......................1/2 Credit
Business Management.......................... 1/2 Credit
Career and Financial Management..........1/2 Credit
Fashion Merchandising....................... 1/2 Credit
Marketing ........................................ 1/2 Credit
Sports and Entertainment Marketing.......1/2 Credit
Internship........................................1/2 Credit

You can replace three credits of Foreign Language with five units of Business and Marketing Education courses when earning a Regents diploma with advanced designation.

Additional Course Offerings—1 Credit Courses:
College Accounting............................. 1 Credit
College Entrepreneurial Experience........1 Credit
Personal Finance ................................ 1 Credit
College Business Law........................... 1 Credit
Internship......................................... 1 Credit
Visions Credit Union Branch Internship...1 Credit
Work Based Learning Experience............ 1 Credit
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<tr>
<td>College Computer Graphics</td>
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<td>1/2 Unit</td>
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<td>Music Technology</td>
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**Computer Engineering**

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<td>College Computer Integrated Mfg.</td>
<td>1 Unit</td>
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**Computer Programming**

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<td>AP Computer Science A</td>
<td>1 Unit</td>
<td>Math</td>
<td>AP</td>
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Key
- AP: Advanced Placement
- CC: College credit or dual enrollment options
ENGLISH PROGRAM

Four credits of English are required for graduation. English 9, English 10, English 11 are full-year courses. Students take a locally-developed final exam at the end of English 9, English 10, and English 12. Junior year students must pass the English Regents exam in order to be eligible to receive a high school diploma. 1 year of English 12 is also required. However, students can choose from various electives available to meet this requirement.

During junior and senior years, students are eligible to take AP English courses. They may take AP English Language & Composition in eleventh grade and AP English Literature & Composition in twelfth grade. Both AP courses are aligned to College Board standards and students who take these courses are required to take the corresponding AP exams in May.

Juniors and seniors may also take half-year electives. These electives are on specific topics and are not offered every semester.

9th YEAR ENGLISH PROGRAM

ENGLISH 9

English 9 is a full-year course. Students will continue to broaden their knowledge of literature by reading short stories, poetry, plays, novels, and non-fiction texts. The focus of the course is on reading comprehension, interpretation of literature, rhetorical analysis, critical thinking, research, and writing. Core readings include: Animal Farm, To Kill a Mockingbird, and Romeo and Juliet. Students will also read various non-fiction texts that include news articles, memoirs, and essays.

Students will be recommended for English 9 Honors based on their grade course averages, assessment scores, and teacher recommendation. The Honors curriculum will include a more in-depth study of literature, vocabulary, and persuasive writing. Core readings for English 9 Honors can include: Into Thin Air, A Raisin in the Sun, The Book Thief, Frankenstein and other works of merit.

1 Unit of Credit

10th YEAR ENGLISH PROGRAM

ENGLISH 10

English 10 is a full-year course. Students will continue to refine their knowledge of literature by reading short stories, poetry, plays, essays, and novels. The literature they read will be used as the basis for writing assignments in an attempt to blend literature and composition into a more integrated course of study. Core readings include: Of Mice and Men, A Separate Peace, Antigone, and Othello. The core readings may be supplemented by the novels Lord of the Flies, Kindred, and Bless Me, Ultima.

Students will be recommended by their English 9 teachers for the English 10 Honors program. Recommendations will be based upon academic achievement, above grade-level reading and writing ability, and active class participation. Honors-level students will supplement the standard English 10 curriculum with additional literary works and assignments chosen specifically for the Honors classes. Core Honors 10 readings may include: Mother Night, The Stranger, and Fahrenheit 451.

1 Unit of Credit

11th YEAR ENGLISH PROGRAM

ENGLISH 11

English 11 is a full-year course that focuses on American literature. Students will read, discuss and analyze short stories, novels, poetry, drama, and non-fiction. Core readings include: The Great Gatsby, The Crucible, and Macbeth.

Students will continue to develop their skills in critical reading, rhetorical analysis, literary interpretation, and writing. Students will be evaluated in a variety of ways including quizzes, tests, and essays. Students will use MLA style to write academic essays.

1 Unit of Credit

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

AP English Language and Composition is a college-level course that helps to prepare students to be college-level readers and writers. Students will read and analyze complex texts, synthesize information from multiple sources, analyze rhetorical strategies, and construct, defend, and analyze arguments on a wide array of topics.

Students will read and analyze a diverse selection of texts with a special focus on non-fiction, including essays on language, rhetoric, and philosophy. Students will think deeply about rhetoric as a persuasive tool and about the dynamic relationship among writer, context, reader, and language. Works covered in this course will be representative of various time periods. Works will vary by school year, but will be drawn primarily from this list: Nickel and Dimed, The Great Gatsby, The Scarlet Letter, Zeitoun, Macbeth, Gorgias, and The Allegory of the Cave.

Students will write critical, analytical, persuasive, and creative pieces throughout the year. Students should expect extensive project-based assignments including The Great Rhetoric Project. Students will also be expected to participate in Harkness seminars and other modes of collaborative learning, including assignments through Google drive. Students who elect to take this course in their junior year should be creative and critical thinkers looking for a challenge. In May, students will take the Advanced Placement exam compiled and administered by the College Board. Results for this exam will not be available until mid-summer so a student’s performance on this exam will not affect his/her grade in the course. A successful score on the AP exam may exempt students from college English requirements.

Students who take this course should have a strong work ethic and an ardent desire to learn about writing and language.

1 Unit of Credit
English 12 is a half-year course. Students will read, discuss, and analyze short stories, novels, poetry, drama, and non-fiction texts. Core readings will vary, but will likely include works from the following list: Tim O’Brien’s The Things They Carried, Cormac McCarthy’s The Road, and William Shakespeare’s The Tempest. Students will write persuasive, narrative, and creative pieces throughout the year. Curriculum will be aligned to the Common Core and skills associated with preparation for the Regents Examination in ELA.

1/2 Unit of Credit each

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Advanced Placement English Literature and Composition is a full year (40 weeks) college-level course offered to advanced seniors. The intent of the course is to provide a comprehensive study and critical analysis of literature and to prepare students for the rigor of freshman college writing and the Advanced Placement English Literature and Composition exam given in May. Emphasis is particularly placed on the close reading of classic literary works: poetry from the seventeenth through the twentieth centuries [i.e. poets: Emily Dickinson, William Wordsworth, Dylan Thomas, William Blake, Adrienne Rich, Marge Piercy], short stories [authors: Sarah Orne-Jewett and Charlotte Perkins Gilman], novellas [i.e. Joseph Conrad and Kate Chopin], and novels [Charles Dickens, Chinua Achebe, Jhumpa Lahiri, Thomas Hardy, and Ralph Ellison]. Students will additionally be introduced to notions of literary canon formation, and specific aspects of literary criticism and theory (primarily Psychoanalytical, Feminist and Structuralist literary theories). AP English Literature will provide students with the tools to deal intelligently and analytically with literature. Additional assistance will be provided to help students prepare their college application essays during the first marking period.

To be admitted to Advanced Placement English, a student should have demonstrated high achievement in past English courses, received a recommendation from his/her English 11 instructor, and scored at least 500 on the verbal section of the Scholastic Assessment Test. Reading or writing deficiencies cannot be remediated in this course. A student who does not meet the recommendations mentioned above may meet with the instructor before enrolling to discuss his/her ability to be successful in the course.

The goal of Advanced Placement English is to provide students with the tools to deal intelligently with literature. Emphasis will be placed on developing a more sophisticated manner of speech, thought and writing. Class participation is important. One 8-10 page paper will be assigned in addition to essays, objective tests, quizzes, and seminar discussions.

1 Unit of Credit

CREATIVE WRITING

Creative Writing is a haven for creative minds, restless spirits, and wild thinkers. From the first day of class we delve into different forms of writing including: poetry, short story, drama, and memoir. We also engage in hands-on activities that bring art and writing into the same universe. For example, students can create calligrams, pressed stories, watercolor signs, blackout poems, and other forms of visually arranged pieces. Students will read various exemplar texts throughout the semester in order to experience a wide range of creative possibilities. During the creative process, students will provide peers with feedback and editing help. Students will compile a portfolio of work as a final project.

1/2 Unit of Credit

DETECTIVE FICTION

Detective Fiction is one of the most popular genres in the world. From Edgar Allan Poe’s classic short story, “Murders in the Rue Morgue”, to Jennifer Lynn Barnes’ contemporary, young adult novel, The Naturals, detective fiction reveals the intricacies of human behavior and interaction. In this course, we’ll look at a selection of detective stories, from the genre’s invention in the nineteenth century to today, and examine the ways in which detective fiction participates in our individual and collective imagination. How do these detective stories represent, resolve, or perhaps even deepen the tension between community and the individual? How do conceptions of embedded social “otherness” interact with questions of suspicion, guilt or innocence? As we proceed, we’ll consider the conventions of the detective genre and how they adapt to different social issues. Works will be drawn from: Where the Crawdads Sing, The Naturals, Charcoal Joe, The Murder of Roger Ackroyd, “Murders in the Rue Morgue”, “The Purloined Letter,” “A Study in Charlotte,” “A Study in Emerald,” Ruse, Serial and similar works.

1/2 Unit of Credit

DYSTOPIAN LITERATURE AND SCIENCE FICTION

The desire for perfection often makes us miserable. This is true even with regards to society at large. We want to live in an ideal world where everything works to perfection, a utopia, but often find ourselves in its nightmarish opposite, a dystopia. In this course students will read stories about strange new worlds, encounters with that which is alien or different, and the impact of technology upon individuals, societies and the collective imagination. Special consideration will be given to the way in which futuristic communities may offer commentary on our own society. Students can expect to explore these topics by reading various short stories and books like, perhaps, Margaret Atwood’s The Handmaid’s Tale, Philip K. Dick’s The Man in the High Castle, Suzanne Collins’ The Hunger Games series, or Scott Westerfeld’s Uglies, among others. The course will culminate in a final project.

1/2 Unit of Credit

GRAPHIC NOVELS & MODERN LITERATURE

This course will serve as an introduction to the world of graphic novels, comic books, and sequential storytelling. Using a wide assortment of texts including: Scott McCloud’s Understanding Comics, Will Eisner’s Comics & Sequential Art, Mike Richardson’s and Stan Sakai’s 47 Ronin, Gene Luen Yang’s Boxers (and Saints), Marvel’s Captain America and the Red Skull, Vera Brosgol’s Anya’s Ghost and John Lewis’ March Series, we will consider various thematic issues including loyalty, patriotism, love, betrayal, and belonging. We will also learn about the unique structural elements of the graphic form, the historical development
HALF-YEAR ELECTIVES

GRAPHIC NOVELS CONT’D
of sequential storytelling, and the cultural impact that these texts have in the modern world. There will be an extensive unit on superheroes and villains as well as a final project designed by students. Student input is crucial in this course. 1/2 Unit of Credit

HORROR LITERATURE Regents
In stark contrast to Disney films and the “can-do” optimism for which America is famous, there lurks a long literary tradition that would seem to undermine it. This course will examine the dark underbelly of American literature, beginning with the likes of Edgar Allan Poe and H.P. Lovecraft, and concluding with more contemporary authors such as Nana Kwame Adjei-Brenyah, Jeff VanderMeer, and of course Stephen King. Special emphasis will be placed upon the supernatural, uncanny, and magical elements in American literature. Ultimately, we will ask what the literature of horror reveals about our collective fears, how we define evil, and what makes this genre so frightfully popular. 1/2 Unit of Credit

LITERATURE AND PHILOSOPHY Regents
“People can think only in images,” the French philosopher and writer Albert Camus once said, “if you want to be a philosopher, write novels.” Indeed, many great philosophers have also written fiction, poetry and drama. Likewise, famous writers have been known to achieve success with books on philosophy. The lines blur, and in this class we will blur the lines even further by investigating some of philosophy’s most meaningful topics. Paired readings will revolve around subjects such as: Truth, Faith, Death, Otherness, Boredom, the Environment, Free Will, Beauty and Art, Guilt and Punishment and even the existential question—Why Bother? We will read short stories by the likes of Franz Kafka and Jean-Paul Sartre, plays by Luigi Pirandello and Samuel Beckett, essays by Plato and A.C. Grayling. We will also look at films by Alfred Hitchcock and Andrei Tarkovsky. 1/2 Unit of Credit

LITERATURE INTO FILM Regents
For the Russian-American theorist Roman Jakobson, short stories and novels made into films are examples of what he calls intersemiotic translation (i.e. translation between different sign systems), because film directors interpret, and then translate, a verbal text into a visual one. This half-year elective will consider film as a form of interpretation and translation. We will begin by reading several theoretical essays about film by critics such as Susan Sontag and Pauline Kael. We will then closely analyze short stories, plays and novels made into films, evaluating the cinematic translations and what they reveal about a director’s interpretation of the text, as well as the audience’s expectations. Students can expect to explore several different genres: from the Grimm brothers’ version of “Cinderella” and its Disney adaptation to William Shakespeare’s King Lear made by Hollywood as the King of Texas; and from silent films in black and white to contemporary foreign films with subtitles. 1/2 Unit of Credit

MUSIC AND LITERATURE Regents
Music and Literature explores the dialogue between American music and literature. The class examines the ways in which literary and musical expression have influenced each other, and have provided a space to explore fundamental questions about what it is to be American. The class will look at how the European folk tradition combined with West African forms to create American popular music. The class will survey a variety of musical genres: spirituals, work songs, gospel, blues, jazz, bluegrass, country, r & b, rock & roll, soul, funk, hip hop, and punk; these genres will be tied to particular literary and cultural movements, including the civil rights movement, the women’s rights movement, the Black Arts movement, and so on. Key texts will include: Blues People: Negro Music in White America by LeRoi Jones and Go Ahead in the Rain: Notes to A Tribe Called Quest by Hanif Abdurraqib. Students will also read poems, stories, interviews, and lyrics from writers and musicians, including Nina Simone, Billie Holiday, James Baldwin, Richard Wright, Bob Dylan, Hank Williams, Woody Guthrie, Talib Kweli, Safia Elhillo, Dolly Parton, James Brown, George Clinton, Sun Ra, John Coltrane, Richard Hell, Lou Reed, Mississippi John Hurt, Muddy Waters, and many more. 1/2 Unit of Credit

MYTHOLOGY Regents
In this course, students will explore the classic Greek myths, including theories about the origin of myth (natural, psychological, and anthropological); the influence of myth on literature, art, music, and science; the universality of certain mythic themes across a wide variety of cultures; and the application and relevance of mythological themes to contemporary existence. The primary texts are Edith Hamilton’s Mythology and An Introduction to Mythology; units covered include the major gods and goddesses; creation stories; tales of adventure and romance; the heroic quests; the Trojan War; and The Odyssey. Supplementary materials may be used, and all students must complete a project related to mythology. 1/2 Unit of Credit

PUBLIC SPEAKING/DEBATE Regents
Public Speaking is a course designed to improve speaking and listening skills. The words “public speaking” can be easily misunderstood. In this course, they mean both improving speech sounds by practicing passages which stress characteristics such as clarity, energy, and projection, and the practicing of speaking before others by giving presentations in class. In brief, each student will be working on the improvement of voice and speech patterns while also learning the techniques of holding an audience’s attention. In addition, the student will learn some of the skills of speech writing and will be expected to demonstrate what has been learned by delivering speeches. Additionally, students will compose self-reflective writings after each delivered speech to enhance future speech performance.

The course includes a unit on formal debating. Debate is a part of the course which combines the essentials of formal debate and public speaking. The students will be working on the actual improvement of speaking as well as on the different techniques needed to win a debate. Discussions are on current issues and also on responses to speeches. 1/2 Unit of Credit

SOCIAL JUSTICE LITERATURE Regents
This course will introduce students to issues related to social justice, equity, and inclusion through literature. Through an overarching theme of inclusion, this course will offer the opportunity to think about social justice through various lenses: race, gender, (dis)ability, and more. Students can expect to explore these topics by reading texts from various genres: 57 Bus by Dashka Slater, American Street by Ibi Zoboi, Surviving the City by Tasha Spillett, various children’s books including I am Jazz and A is for Activist, poetry anthologies, and more. This course will assist students in understanding the interrelatedness of people and beliefs. The course will culminate in a real-world project that will leave a lasting impact on our school, district, or community. 1/2 Unit of Credit
ENGLISH PROGRAM

ELECTIVES AVAILABLE TO JUNIORS AND SENIORS

Creative Writing
Detective Fiction
Dystopian & Science Fiction Literature
Graphic Novels & Modern Literature
Horror Literature
Literature and Philosophy
Literature into Films
Music and Literature
Mythology
Public Speaking and Debate
Social Justice Literature
FAMILY AND CONSUMER SCIENCE

Mr. Ryan Hallenbeck, Administrative Dept. Head
Ms. Michelle Gee, Teacher Leader

Phone: 757-2190
Phone: 757-2120

INTRODUCTION

Family and Consumer Science courses offer students unique opportunities to develop skills that lead to quality of life for individuals and families. The knowledge obtained through these course offerings are not available in any other discipline. Students learn about subject matter that has relevance to their present and future lives.

BASIC FOOD PREPARATION

Food is a basic human need and improves our quality of life. This introductory course is designed to prepare students for a career in the food industry or to hone their skills at home. This foods class provides basic skills for professional and personal life. This course will have continuous emphasis on safety and sanitation, nutrition, technology and laboratory experience.

1 Unit of Credit

BAKING AND PASTRIES

This course is designed to fit the needs of the sweet tooth. In this course you will learn the fundamental baking techniques and ingredients that are traditionally used by pastry chefs. You will learn the art of working with chocolate, pastries, cakes, and breads. This course will have continuous emphasis on safety and sanitation, technology and laboratory experience.

1/2 Unit of Credit

CULTURE AND FOODS

This is a one semester course designed for students who are interested in learning about different cultures around the world. Students will be introduced to various countries and their cultures while exploring, making and eating that culture’s food. This course includes weekly labs where students will make foods related to the specific country studied. This course is a continuation of Intro to Foods with more emphasis on culinary techniques and meal preparation.

1/2 Unit of Credit (HS)

CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION

This course is meant for students who are interested in child education and care profession. Child Development is designed to increase understanding of developmental characteristics of children from birth to 6 years of age. This course is meant to address the knowledge, skills, attitudes and behaviors associated with supporting and promoting optimal growth and development of infants and children. This class focuses on parenting practices and skills, as well as promoting positive development of children.

1 Unit of Credit

FASHION DESIGN

Ready to create your own look? Tired of having clothes that don’t fit? Make a skirt or vest out of your dad’s old neckties. Open the world of fashion from your own closet. Fashion Design focuses on the study of the fashion and garment industry with emphasis on the basics of design and construction. This course provides an opportunity for students to develop clothing construction skills. Students engage in an understanding of textile fabrics, an in depth study of the principles of clothing design and various theories, as well as selection of clothing suited to the individual and clothing labeling. A whole garment will be made throughout this course, as well as jewelry and accessories. A fashion show will take place at the end of the year that will showcase your garment and accessory pieces.

1/2 Unit of Credit
FOREIGN LANGUAGE

Mr. Tim Lowie, Administrative Dept. Head
Mrs. Amalia Roma-Circensi, Teacher Leader

INTRODUCTION

Today, the study of any language is important for several reasons. Language is a part of culture. In learning a language, you learn not only how other people express themselves, but also how they live and what they think. This insight into other cultures is important in a world where people of different backgrounds live in close contact. Your experience in another language will also help you understand your own language and your own culture. It is often by comparing ourselves to others that we begin to learn who we really are. Knowing another language is a step towards communication with others, increased knowledge of the world we live in, and better understanding of ourselves.

Three years of one foreign language are recommended as a minimum. Talented students are encouraged to remain in the advanced language courses. Some may also want to begin the study of a new language. Students should be aware that more and more colleges prefer and may require four years of one language instead of three.

COURSES OFFERED

FRENCH 1

This course is designed to introduce students to elementary aspects of French language and to the cultures of French speaking people. Emphasis is given to establishing a strong foundation in comprehension and basic communication on simple, everyday topics. Students will be able to comprehend main ideas and some detail on familiar topics and will be able to write an organized letter or narrative story on a simple, familiar topic. Successful completion of this course results in the required 1 unit of credit for the NYS graduation requirement.

Prerequisite: French 1

1 Unit of Credit

FRENCH 2

This level continues to develop the speaking, listening, reading and writing skills acquired in French 1. By the end of the course, a student should be able to speak about oneself and one's surroundings and ask for information as well as understand a native speaker speaking slowly on a specific topic. Emphasis will be placed on the student's ability to function in everyday situations. The study of French-speaking people and their countries is continued in the second year.

Prerequisite: French 1

1 Unit of Credit

FRENCH 3

This course is designed for students who have successfully completed Level 2 and would like to further develop the language communication skills acquired during the preceding years. Emphasis shall be placed on the student's ability to function in everyday situations. They will more fully develop listening, speaking, reading and writing abilities that are comprehensible to native speakers. By the end of the course, the student should have a fairly thorough understanding of the customs and culture of the French speaking world. Successful completion of this course fulfills the language requirement for Advanced designation Regents diploma.

Prerequisite: French 2

1 Unit of Credit

COLLEGE ADVANCED FRENCH 4H

This college level course is designed for students who have successfully completed the Level 3 Regents Equivalent Exam and would like to further develop the skills acquired during the preceding years. Major emphasis will be placed on the students' ability to speak and comprehend French. Previously acquired skills will be improved and expanded. Class discussion and presentations will be based on various readings from a variety of sources, both literary and current. The reading of one abridged novel will be included.

This course may be taken for college credit through SUNY Broome. Highly motivated students will find this course challenging and interesting.

Prerequisite: French 3

Recommendation: 80 minimum average in French 3

1 Unit of Credit

COLLEGE ADVANCED FRENCH 5H

This college level course is designed for students who have successfully completed the Level 4 Advanced French course and would like to further develop the skills acquired during the preceding years. Major emphasis will continue to be placed on the student's ability to speak and comprehend French. Previously acquired skills will be improved and expanded. Class discussions and presentations will be based on various readings from a variety of sources, both literary and current. The reading of one abridged novel will be included.

This course may be taken for college credit through SUNY Broome. Highly motivated students will find this course challenging and interesting.

Prerequisite: French 4H

Recommendation: 80 minimum average in French 4H

1 Unit of Credit

ITALIAN 1

This course is designed to introduce students to elementary aspects of Italian language and to the culture of Italian speaking people. Emphasis is given to establishing a strong foundation in comprehension and basic communication on simple, everyday topics. Students will be able to comprehend main ideas and some detail on familiar topics and will be able to write an organized letter or narrative story on a simple, familiar topic. Successful completion of this course results in the required 1 unit of credit for the NYS graduation requirement.

Prerequisite: Italian 1

1 Unit of Credit

ITALIAN 2

This course is designed to enrich and improve listening comprehension and speaking ability and simultaneously expands the student's knowledge of Italian culture. Reading and writing receive increased attention but the emphasis remains on conversational skills.

Prerequisite: Italian 1

Recommendation: 75 or higher average in Italian 1

1 Unit of Credit

ITALIAN 3

The student is expected to have acquired a competent mastery of the skills required for listening and reading comprehension and be able to write compositions. They will acquire communicative skills necessary to converse with a native speaker. By the end of this level, the student should have a fairly thorough understanding of the customs and culture of the Italian people. Successful completion of this course fulfills the language requirement for Advanced Designation Regents diploma.

Prerequisite: Italian 2

Recommendation: 75 or higher average in Italian 2

1 Unit of Credit
COLLEGE ADVANCED ITALIAN 4H

Summa

Emphasis in this advanced level is placed on increasing fluency and communicative skills in Italian. Students are expected to prepare projects on various current topics and issues both orally and written to be presented in class. Students will read a complete abridged novel and acquire an appreciation for Italian literature. This course may be taken for college credit through The University at Albany (University in the High School Program) and students may earn up to 3 college credits. A college level course, highly motivated students will find this course challenging and interesting.

1 Unit of Credit
Prerequisite: Italian 3 and passing Regents exam equivalent
Recommendation: 80 or higher average in Italian 3

COLLEGE ADVANCED ITALIAN 5H

Summa

An intermediate college level course designed to review Italian grammar and increase communication skills. Emphasis on speaking. Students will read and analyze Italian literature through short stories and work on projects, presentations and movies. This course may be taken for college credit through the University at Albany (University in the High School Program) and students may earn up to 3 college credits.

Prerequisite: Italian 4H
Recommendation: 80 or higher in Italian 4H

SPANISH 1

Regents

This course is designed to introduce students to elementary aspects of Spanish language and to the cultures of Spanish speaking people. Emphasis is given to establishing a strong foundation in comprehension and basic communication on simple, everyday topics. Students will be able to comprehend main ideas and some detail on familiar topics and will be able to write an organized letter or narrative story on a simple, familiar topic. Successful completion of this course results in the required 1 unit of credit for the NYS graduation requirement.

1 Unit of Credit
Prerequisite: Spanish 2
Recommendation: 75 or higher in Spanish 2

SPANISH 2

Regents

This course is designed for students who have successfully completed Level I and would like to further develop basic foreign language communication skills. Emphasis will be placed on the student’s ability to function in everyday situations and to develop communicative proficiency.

Students will demonstrate listening comprehension by understanding dialogues, stories, and questions on familiar topics. Using authentic speech, the students will give answers and speak about covered topics. The students will be able to read and comprehend written passages using the vocabulary studied. Also, the students will be able to effectively communicate in writing on the topics previously learned. In addition, the students will receive an introduction to Spanish speaking people and their cultures.

Prerequisite: Spanish 1
Recommendation: 75 or higher average in Spanish 1

SPANISH 3

Regents

This course is designed for students who have successfully completed Level II and would like to further develop the skills developed during the preceding years. Students will be required to present oral reports and dialogues to demonstrate their oral proficiency. Students will listen to oral presentations and show comprehension of the material. By reading short articles, magazines or stories, students will increase their ability to comprehend written material. By writing notes, letters and compositions, students will learn to express themselves more competently in written form. The curriculum includes a variety of verb tenses, grammatical structures and practical topics. By the end of this level, the student should have a fairly thorough understanding of the customs and cultures of the Spanish speaking people. Successful completion of this course fulfills the language requirement for Advanced designation Regents diploma.

Prerequisite: Spanish 2
Recommendation: 80 or higher average in Spanish 3

COLLEGE ADVANCED SPANISH 4H

Summa

This college level course is designed for students who have successfully completed the Level III Regents Equivalent Course and would like to further develop the skills acquired during the preceding years. Major emphasis will be placed on the student’s ability to speak and comprehend Spanish. Previously acquired skills will be improved. Class discussions will be based on readings that include a variety of different sources.

This course may be taken for college credit through the University at Albany and students may earn college credits. A college level course, highly motivated students will find this course challenging and interesting.

1 Unit of Credit
Prerequisite: Spanish 3 and passing Regents exam equivalent
Recommendation: 80 or higher average in Spanish 3

COLLEGE ADVANCED SPANISH 5H

Summa

This college level course is designed for students who have successfully completed the Level IV class and would like to further develop the skills acquired during the preceding years. Major emphasis will be placed on the student’s ability to speak, write, read and comprehend Spanish. Classes will do project presentations both in groups and individually. Previously acquired skills will be improved. Class discussions will be based on integration of readings, films and current events.

This course may be taken for college credit through the University at Albany and students may earn college credits. A college level course, highly motivated students will find this course challenging and interesting.

1 Unit of Credit
Prerequisite: Spanish 4H
Recommendation: 80 or higher in Spanish 4H
Foreign Language Program

Successful completion of Grades 7 and 8 in one of the following languages

- French
- Italian
- Spanish

Complete Grades 7 and 8 and pass local Level 1 exam

- Grade 9 Level 1
  - NYS graduation requirement, also called Checkpoint A

- Grade 10 Level 2
  - Curriculum continues the competencies leading to Regents

- Grade 11 Level 3
  - Exam, also fulfills language requirement of Advanced designation Regents diploma

- Grade 12 Level 4H
  - Fulfills one requirement criteria of Summa cum Laude diploma; intermediate level college course; credit available through University of Albany/SUNY Broome

Did NOT complete Grades 7 and 8 in one of the following languages

- French
- Italian
- Spanish

Grade 9 Level 1
- NYS graduation requirement, also called Checkpoint A

Grade 10 Level 2
- Curriculum continues the competencies leading to Regents

Grade 11 Level 3
- Comprehensive Language Regents exam, also fulfills language requirement of Advanced designation Regents diploma

Grade 12 Level 4H
- Fulfills one requirement criteria of Summa cum Laude diploma; intermediate level college course; credit available through University of Albany/SUNY Broome

SECOND FOREIGN LANGUAGE STUDY

Opportunity to take another language and proceed through Levels 1-2-3 as scheduling allows.
SEAL OF BILITERACY
The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The intent of the NYSSB is to encourage the study of languages; identify high school graduates with language and biliteracy skills for employers; provide universities with additional information about applicants seeking admission; prepare students with twenty-first century skills; recognize the value of foreign and native language instruction in schools; and affirm the value of diversity in a multilingual society.

Upon completion, you will have your diploma embossed with the seal and you will receive a medal for graduation.

More information can be obtained at:

INTRODUCTION
The mission of our Health Education program is to teach health knowledge and skills that young people can use when they make decisions about their health-related behaviors now and in their future. Our Health Education courses are an excellent forum for targeting teen health issues and risk behaviors that could impact our young people for life. Each course provides students with pertinent skill development including social and personal development, leadership skills, problem solving, decision making, communication and refusal skills, stress management, self-respect building, and personal health, wellness and safety.

HEALTH EDUCATION
The Health Education Curriculum is divided into two segments: Health I and Health II.

HEALTH I
Regents/Honors
Health I uses a wellness approach that explores the process of healthful living. Instilled in students are the knowledge and skills needed to examine alternatives and make responsible health-related decisions. May be offered as a full year course.

Areas of study included in Health I are:

1. Human growth and development
2. Nutrition
3. Family life education
4. Alcohol, tobacco and other drugs
5. Safety, first aid and survival
6. Community health
7. Environmental health
8. Consumer health
9. Emotional health
10. Diseases and disorders

Required Course 1/2 Unit of Credit
Honors credit available with approval.

HEALTH II
Regents/Honors
Health II is primarily concerned with students’ personality development and with their social and intellectual growth. It is designed to help young people gain a better understanding of themselves, their relationships with others, and ultimately the society in which they live. Contemporary health issues are explored.

This course is project-based and students will study modern health issues. Students learn what paradigms are and their impact upon each individual’s quality of life. Personal mission statements are developed by each student in order to insure their chances for personal success. Group activity and discussions are a large part of the course. The 7 Habits of Highly Effective Teenagers textbook is used as the springboard for most activities. Guest speakers are used to teach about relationships, personal finance and stress management, and other health issues.

Students will develop their own paradigm of learning and classroom code of conduct. Students will complete a final project as part of their final exam grade. This course is for any serious career minded student. This course is for the self motivated individual.

Prerequisite: Health I 1/2 Unit of Credit
Honors credit available after successful completion of Health I Honors credit.
INTRODUCTORY REMARKS:

Tomorrow’s increasingly technical workplace requires a proficiency in the use of mathematics and computers. Since mathematics is a foundation for other disciplines, students are encouraged to complete the entire core curriculum. The Math department recommends that all prospective college students take the computer and science electives, as well as AP Statistics. Those entering college as engineering, math or computer science majors should take Advanced Placement Computer Science A as well. All students will be instructed in the use of the TI-84+ graphing calculator, which is required on the Regents Math exams.

ALGEBRA 1

This course prepares students to take the Common Core Algebra Regents at the end of 9th grade. This course is recommended for students who passed Math 8 with an average higher than 75 percent. The emphasis of the Common Core Algebra is on reasoning with equations, descriptive statistics, linear and exponential relationships, expressions and equations, and quadratic functions. Common Core Algebra focuses on deep understanding on concepts and problem solving with precision and fluency. During 9th grade there is a lab attached to the class so that students spend a double period in Math class every other day. Students will have the use of a TI-84+ graphing calculator.

1 Unit of Credit

ALGEBRA 1-A and ALGEBRA 1-B

These two full-year courses make up a two-year program to prepare students for the Common Core Algebra I Regents exam which they will take at the completion of Algebra I-B. This sequence of courses is recommended for students who finish Math 8 with an average of less than 75 percent. The emphasis of the Common Core Algebra is on reasoning with equations, descriptive statistics, linear and exponential relationships, expressions and equations, and quadratic functions. The Common Core focuses on deep understanding of concepts and problem solving with precision and fluency. This sequence takes into consideration that some students need two years to be successful. During the second year in Algebra I-B, students will also have a lab attached to the course so that they have a double-period every other day. Students will have the use of a TI-84+ graphing calculator.

Each course is 1 Unit of Credit

STEM GEOMETRY

The goal for this course is to prepare students to have a thorough understanding of geometric principles. The Common Core Geometry curriculum stresses congruence, constructions, similarity and right triangle trigonometry, connecting algebra and geometry through the coordinate plane and circle geometry with and without the coordinate plane. Many of the topics are supported by formal proof, but with simplified topics taught in a scaffolded manner. This course follows successful completion of Algebra with an average in the 60's or low 70's. Students will have the use of a TI-84+ graphic calculator.

Prerequisite: Algebra or Algebra I-B

1 Unit of Credit

GEOMETRY

The goal for this course is to prepare students to take the Common Core Geometry Regents exam. The Common Core Geometry curriculum stresses congruence, constructions, similarity and right triangle trigonometry, connecting algebra and geometry through the coordinate plane, and circle geometry with and without the coordinate plane. All topics are supported by formal proof. This course follows successful completion of Algebra and a passing score on the Algebra Regents exam with averages above 75. Students will have the use of a TI-84+ graphing calculator.

Prerequisite: Algebra 1

1 Unit of Credit

STEM ALGEBRA II

This course is recommended for those students whose achievement level in Geometry was in the 65-79 percent range. Units of study include polynomials and factoring, rational expressions and equations, radicals and complex numbers, solving quadratic equations algebraically and graphically, quadratic-linear systems, relations and functions, exponents, logarithms, trigonometric functions, and probability. Special effort is made to strengthen the skills needed for advancement to Algebra II. Students will have the use of the TI-84+ graphing calculator.

Prerequisite: Geometry or STEM Geometry

1 Unit of Credit

ALGEBRA II

This is a very rigorous course recommended for college-bound students. This course emphasizes advanced algebra skills and prepares students for the Common Core Algebra II Regents exam. Units of study include polynomials, rational expressions and equations, radicals and complex numbers, quadratic equations and their graphs, exponential and logarithmic functions, trigonometric functions, and probability and statistics. There will be continued use of the TI-84+ graphing calculator. For the best chance of success, students should have passed Algebra I and Geometry with an average of 80+ in both courses.

Prerequisite: Geometry

1 Unit of Credit

MATHEMATICS 12

This course is recommended for those students whose achievement level in Algebra II was in the 65-79 percent range. The course is designed for students who are interested in pursuing higher mathematics, but with fewer rigors than our pre-Calculus Math 12 Honors course. Units of study include the theory of equations, quadratic and polynomial equations, exponential functions, logarithmic functions, conic sections, polar coordinates and matrices, special functions, graphing techniques, graphing calculator applications, and further topics in algebra and trigonometry. Students will have use of the TI-84+ graphing calculator.

Prerequisite: Algebra II or recommendation from the Algebra II teacher

1 Unit of Credit

MATHEMATICS 12H

This course is recommended for students who pass Algebra II with an average of 80 or higher and who have passed the Algebra II Regents exam. This course is designed for students who plan to take calculus and/or other college-level mathematics courses. It is a continuation of work in algebra, trigonometry, and analytical trigonometry. Additional topics covered may include sequences and series, functions, polar coordinates, conic sections and an introduction to limits and calculus. Students will develop and explore these topics using the TI-84+ graphing calculator.

Prerequisite: Algebra II

1 Unit of Credit
ADVANCED PLACEMENT CALCULUS AB        Summa
This is the “Calculus AB” Advanced Placement course that is equivalent to a one semester college calculus course plus many second semester topics. The AP Exam, given in May, is the deciding factor in the granting of college credit.
Calculus is the mathematics of change and motion. It consists of differential and integral calculus. Topics covered in this course include limits and continuity, the derivative and techniques of differentiation, the mean value theorem, extreme problems, related rates, the fundamental theorem of calculus, the definite integral and techniques of integration, slope fields, and area and volume problems. Derivatives and integrals of various types of functions are studied, including polynomial, logarithmic, exponential, trigonometric and inverse trigonometric functions. The AP curriculum requires use of a graphing calculator. The TI-84+ will be used at U-E. Students should be familiar with the TI-84+ prior to the start of the course and must have the unit available for both classroom and homework applications. Use of any other model of graphing calculator must be approved by the instructor. May be taken concurrently with Math 12H only with Calculus teacher recommendation.
Prerequisite: Math 12H                                  1 Unit of Credit

COMPUTER SCIENCE I / MATH     Honors
This is a beginning course in structured programming. Assignments are designed for students with varying computer experience. Emphasis is on using the computer as a tool in problem solving. Topics include control structures, loops, user-defined functions, and arrays. The use of graphics and sound is explored.
Prerequisite: Geometry, STEM Geometry, or teacher recommendation
                                                                 1/2 Unit of Credit

COMPUTER SCIENCE II / MATH     Honors
This course is an extension of the skills and techniques of design presented in Computer Science I. Students will be required to accomplish advanced programming tasks using events, string manipulation, functions with parameters, and menu driven programs. The semester will conclude with a project incorporating all of the techniques learned.
Prerequisite: Computer Science I / Math or teacher recommendation
                                                                 1/2 Unit of Credit

ADVANCED PLACEMENT COMPUTER SCIENCE A        Summa
This is the "Computer Science A" advanced placement course that is equivalent to a first-semester college course in computer science. The Advanced Placement exam, given in May, is the deciding factor in granting college credit.
This course emphasizes object-oriented programming with a concentration on problem solving and algorithm development. Students will design and implement computer-based solutions to problems using the Java programming language. Included in the course is the study of data structures, design and abstraction. In addition, students will become familiar with the design and implementation of several programs (labs). Students will work with these programs to understand their development, discuss their design, and add modifications to the programs. The Advanced Placement exam will contain several questions based on this case study.
Prerequisite: Computer Science I / Math, AP Computer Science Principles, or teacher recommendation
                                                                 1 Unit of Credit

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES  Summa
This is an advanced placement course for which many colleges offer a computer science credit. The Advanced Placement exam, given in May, as well as two Performance Tasks sent into the College Board, will be the deciding factor in granting college credit.
This is an introduction to the principles of computing, programming, and information technology. Student will learn to think like a computer scientist to solve a variety of problems.
Prerequisite: Geometry, STEM Geometry, or teacher recommendation.
                                                                 1 Unit of Credit

ADVANCED PLACEMENT STATISTICS    Summa
This is the “Statistics” Advanced Placement course that is equivalent to a one-semester college statistics course. The Advanced Placement exam, given in May, is the deciding factor in granting college credit.
AP Statistics will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Describing patterns and departures from patterns, (2) Sampling and Experimentation: Planning and conducting studies, (3) Anticipating Patterns: Exploring random phenomena using probability and simulation, and (4) Statistical Inference: Estimating population parameters and testing hypothesis.
Graphing calculator and computer software will be used as fundamental tools of data analysis and are essential for structured inquiry. Computer software will be provided at school.
Prerequisite: Algebra II                          1 Unit of Credit

PERSONAL FINANCE       Regents
You work hard for your money, find out how to make your money work hard for you! Learn how to budget your finances, save, spend, and invest your money. Learn basic financial management fundamentals including how to use banking services and how to prepare your own tax return. You will compete in a lively, but friendly stock Market Game while learning about the risks and advantages of different types of investments. The computer will be frequently used with a variety of software programs as well as the Internet. And, don’t miss out in participating in the Life is a Reality Event where you simulate your life as a 25 year old and are responsible for making financial decisions!
You are welcome to take Personal Finance for elective credit or for the 3rd Unit of Math. See your guidance counselor for more information. If taking as the 3rd Unit of Math, you must have successfully completed Algebra I-A and Algebra I-B with an average in the 65-75 percent level. Preference will be given to seniors who need the 3rd Math credit. Juniors are encouraged to continue with STEM Geometry.
                                                                 1 Unit of Credit

SUNY BROOME FOUNDATIONS FOR COLLEGE MATHEMATICS    Regents
This course is designed for high school seniors to ensure that students have the skills necessary to be successful in a college level math course at SUNY Broome.
Topics include: math modeling using linear, quadratic, exponential and trigonometric functions; number sense without a calculator; data analysis; working with polynomial and rational expressions and equations; applications of right triangle trigonometry; exploring compound interest. The course also includes the following student success skills: note taking strategies, time management, successful student behaviors, and career exploration.
This course was developed in collaboration with SUNY Broome.
Successful completion of this course, a final average greater or equal to 70, ensures that students can register for a credit-bearing math course at SUNY Broome.
                                                                 1 Unit of Credit

33
Please have students follow one of these paths.

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Please teacher before making a new path. Straying from these paths minimizes the chances that a student will be successful. Please consult a math and Math 12.

The absolute worst possible combination of classes with which to double up is Algebra II.

*PP = Personal Finance
MUSIC

Dr. Larry Dake, Assistant Superintendent
Mr. Kevin Bill, Teacher Leader

Phone: 658-7155
Phone: 757-2180

INTRODUCTION

Music is the ultimate in a cooperative learning environment. Courses in music enable students to hear with greater understanding and enjoyment; to create with more variety, effect, and satisfaction. Many life skills and abilities in areas such as memorization, organization, auditory cognition, abstract language, math, communication and group interaction are greatly enhanced. Music offers opportunity to build self-esteem through performance and interaction with others. Music offers authentic performance tasks in settings of significance.

All students are welcome to participate. Students may elect to fulfill three unit concentrations or five unit sequences for the comprehensive music major. The three-unit concentration may be fulfilled by earning one unit of credit in Theory plus two units of credit in any of the other credit bearing courses offered. The five-unit sequence may be fulfilled by earning two credits in knowledge development courses with the remaining three units of credit selected from either knowledge development courses or music performing courses. Students considering the study of music at the college level are strongly encouraged to take Music Theory and Music Technology. Students who meet the 5 unit music sequence do not need to meet the requirement of 3 years of Foreign Language for the Regents Diploma with advanced designation.

*Music Theory
*Music Technology
*Treble Choir plus voice class
*Mixed Choir plus voice class
*Contemporary Choir
Musical Theater Production
*Jazz Ensembles
Tiger’s Pride Marching Band
Music, Art, & Computers (MAC)
*Courses applicable for a five unit sequence

MUSIC TECHNOLOGY

This course is geared toward students who are interested in practical knowledge regarding a rapidly evolving music industry. It offers a hands-on blend of music (MIDI, digital and analog recording, composition, orchestration, notation and sound editing), copyright law, career ideas in artist management, the record industry, music publishing, radio, live promotion and production, arts management and other areas of the music industry. 1 Unit of Credit

MUSIC THEORY

This is a high level, academically oriented course for students with a strong music background. Students MUST have basic music literacy skills in order to succeed in Music Theory. (Students must be able to read and understand standard music notation before enrolling in this course.) Course content includes rhythm/meter, scales, modes, intervals, tonalities, transposition, harmony, part writing, and modulation. Aurell skills, ear training, conducting, sight-singing, acoustics, technology and more will also be discussed in the course. SUNY Broome College credit pending. Prerequisite: Enrollment in a curricular ensemble, private lessons on piano, guitar or other instrument, or other basic music literacy or prior experience as accepted by the instructor on an individual basis. 1 Unit of Credit

TREBLE CHOIR

Membership in the Treble Choir is open to all students who enjoy singing, would like to sing in a group setting, and are willing to conform to established guidelines. Students will learn how to make better use of their singing voice and will improve their ability to read music. A variety of styles of music is studied which will provide the student with a satisfying and enjoyable musical experience. Students perform prepared selections before audiences at various concerts throughout the school year. Sectional voice lessons and attendance at all performances are required. Prerequisite: None, Director Recommendation 1 Unit of Credit

MIXED CHOIR

Membership in mixed choir is based on Director selection and/or audition. Mixed Choir is a performing ensemble for singers who are capable of reading and performing choral music of a challenging difficulty. Emphasis upon accuracy of pitch and rhythms, tone quality, phrasing, expression and diction produces refined performances of recognized masterworks. Performance opportunities can be, but are not limited to: Concerts, festivals, and NYSSMA majors. Sectional voice lessons and attendance at all performances is required. Auditions are held the previous May. Prerequisite: Audition/Director Placement, and/or enrollment Mixed Choir. 1 Unit of Credit

CONTEMPORARY CHOIR

The Contemporary Choir known as “Entigerly Vocal” is comprised of a select group of singers from the Mixed Choir. This choir is mainly an a cappella group but will also explore other contemporary styles. Music repertoire includes: pop, rock, contemporay, or other cappella styles. Performance opportunities can be, but are not limited to: concerts, festivals, and NYSSMA majors. Sectional voice lessons and attendance at all performances is required. Auditions are held the previous May. Prerequisite: Concurrent enrollment in Mixed Choir or other performing ensemble/Audition/Director Recommendation 1 Unit of Credit

ORCHESTRA

Orchestra is a music performance course for string instrumentalists. Winds and percussion instrumentalists are added to the ensemble for some performances. A variety of standard orchestral music is studied and played at rehearsals with music reading skills and performing techniques given special attention in small ensemble instrumental lesson classes that meet once weekly on a rotating schedule. Concerts provide opportunities to present prepared selections. Qualifying members participate in the New York State School Music Association Festivals. Sectional instrumental class and attendance at performances are required. Prerequisite: Director Recommendation 1 Unit of Credit

PERCUSSION ENSEMBLE

This group of percussionists performs at the Winter Concert and Band Picnic. Their repertoire spans from drumline, to mallets, hand bells and even found instruments. Students in the group will gain experience and knowledge of playing a wide variety of different percussion instruments and styles. Attendance at performances is required. Prerequisite: Director Recommendation 1 Unit of Credit
CONCERT BAND
Regents/Honors*
Concert Band is a music performance course for wind, brass and percussion instrumentalists. A variety of music is studied and played at rehearsals. Concert band meets everyday during the school day for 40 minute rehearsal. The band plays a wide variety of literature and performs throughout the year at various concerts. Attendance at performances are required.
Prerequisite: Director Recommendation
1 Unit of Credit

PIANO I & II
Regents
Class instruction in piano. This course is designed for students with interest in playing piano or other keyboard instruments. Individual interactive computer instruction allows for successful learning at any level. Students learn with software at their own pace. Students use electronic keyboards. Open to all students.
1/2 Unit of Credit each

JAZZ ENSEMBLE
Regents/Honors*
Jazz Ensemble is an instrumental performing ensemble specializing in the performance of jazz literature including traditional jazz, swing, bebop, rock, and other genres. Jazz Ensemble meets everyday during the school day for 40 minute rehearsals. Knowledge of improvisation as well as superior skill and ability in technique, knowledge of scales used in improvisation and sight reading are essential. Research papers and class presentations are required. Concerts are presented to the public and at school and community functions. The band travels extensively and participates in jazz festivals and competitions. We accept students playing trumpet, trombone, alto sax, tenor sax, bari sax, piano, bass, guitar and drums.
Prerequisite: Concurrent enrollment in a Concert Band/Director Recommendation
1 Unit of Credit

MUSICAL THEATER PRODUCTION (Musical)
The UEHS Music Production is a full length, fully staged and costumed Broadway type musical or operetta. All U-E High School students are eligible to audition for an acting and/or singing role. In most shows there are major leading roles, minor secondary roles, supportive roles, technical opportunities and theater orchestra with strings, winds and percussion. The production requires three months of after school, evening and weekend rehearsals in January, February and March.
Prerequisite: Audition/Director Recommendation
No Credit - Extracurricular Program

MUSIC, ART, AND COMPUTERS (MAC)
Regents
This full year (1 credit) course is to be offered to students in need of a fine arts required credit (grades 9-12). The course provides a hands-on art and music experience as well as develops technology and marketing skills useful in the current trends in the music and art industries. Students will create their own original works using both traditional/analogue and contemporary/digital media and express their ideas and viewpoints through music and art. They will produce music, explore trademarking in the music industry, create audio tracks for video, draw, paint, animate, sculpt, and using current software for audio production and design, create a digital portfolio of their work. Classes will rotate among three teachers (one each in art, music, and business/computers) using MAC and PC labs.
1 Unit of Credit

MUSIC INDUSTRY & MARKETING
Regents
This course is designed as a 1/2 credit elective offered and co-taught by the Music and Business Departments. The students will spend half of each marking period with a teacher in each subject area. In the music portion of the course, the students will become the artists and produce music in selected genres which will present as the raw material for their marketing unit. The students in the marketing half of the course will be working on creating the musician/artist’s brand and work to come up with tangible methods to promote it.
1/2 Unit of Credit
Music Department Pathways

Instrumental/Vocal Music Education or Performance track

*In order to receive an instrumental or vocal music sequence, it is suggested that throughout high school, you are enrolled in a performing ensemble concurrently with your elective coursework. You may choose one or more ensembles each year from the following ensemble course offerings:

- Concert Band
- Or
- Percussion Ensemble
- Jazz Ensemble
- Orchestra
- Treble Choir
- *Contemporary Choir
- *Mixed Choir

The following music electives are offered to fulfill a music sequence:

- Music Theory
- Piano Lab
- Music Technology
- Music Industry & Marketing
- Music/Art/Computer (MAC)

*Student may design their own 5 credit sequence from any 5 credits of the above listed electives

* Ensemble by audition only

NOTE:
Though a 5 credit music sequence fulfills the requirement of 3 years of Foreign Language for a Regents Diploma with advanced designation, it is recommended that the student consults the alignment of their desired college's entrance requirements.
PHYSICAL EDUCATION

Mr. Ryan Hallenbeck, Director of Physical Education
Ms. Sara Morley, Teacher Leader

Phone: 757-2191
Phone: 7572143

PHYSICAL EDUCATION  (Grades 9-12)
Required - 4 years  1/2 Unit of Credit Per Year

The physical education department is committed to the growth of each student by facilitating excellence in sportsmanship, academics, leadership, citizenship, skills and fitness in accordance with the New York State Standards.

Throughout the year each student is able, through an elective program, to participate in Fitness, Individual Sports, Team Sports, and Aquatic Activities. Thus, students are offered activities that give them a well-rounded experience. Instruction is structured around lifetime fitness and activities.

It is necessary for students to participate and wear proper attire.

FITNESS:
Activities will target the importance of fitness for lifetime achievement. Instruction will range from beginning levels through units like Circuit Training, Nutrition and Fitness, and Jogging/Walking. The Physical Education Department will initiate a Fitness Program that will include “Fitness gram” Testing, instruction in the use of cardio-vascular equipment and weights and direction on how to formulate a personal fitness plan for life.

INDIVIDUAL SPORTS:
Students will have choices including archery, pickle ball, tennis, badminton, speedminton, golf, Frisbee, fishing, snowshoeing, and geocaching. Each activity has implications for lifetime participation.

TEAM SPORTS:
Competitive levels are tested through volleyball, floor hockey, team handball, ultimate frisbee, other “ultimate team games”, flag football and folsball.
INTRODUCTION
The increasingly scientific and technological society that has been rapidly evolving during the past few decades has placed more and more emphasis upon the need for a scientifically educated citizenry. Graduates of the science program should be prepared to take advantage of the many scientific advancements during the normal pursuit of their daily lives. The science program develops inquiry and critical thinking skills through use of the scientific method, emphasizing the ability and willingness to change beliefs and opinions after carefully weighing new evidence. Hands-on laboratory exercises are a key component of all of the science courses. In addition, the science curriculum prepares students for a number of post-high school educational and vocational undertakings.

NOTES:
1. Earth Science of Applied Science I is the standard 9th grade course.
2. Double periods for laboratory work are required for all Regents and AP courses.
3. Written laboratory reports are required for all science subjects. These reports must show evidence that the student is capable of reporting results of laboratory work in an acceptable manner, and within a specified time period. The number of New York State required reports and the physical form that they must take will be defined by the teacher at the beginning of each course. The NYS lab requirement must be met for entrance to Regents examinations.

EARTH SCIENCE (Physical Setting: Earth Science) Regents
This course is designed for maximum student involvement. Students are active participants within the learning environment of the classroom and laboratory. In each of the laboratory exercises, the students are placed in the role of investigator. Traditional earth science subject areas (rocks, minerals, earthquakes, volcanoes, map readings, tornadoes, hurricanes, stars and space) are stressed. Emphasis is placed on the observation and analysis of the environment and the processes affecting it. The Regents exam is based on the earth science core curriculum.

Lab Requirement: Three double periods per six day cycle
1 Unit of Credit

APPLIED SCIENCE I (Living Environment Focus) Regents
This is the first course in a two year sequence culminating in the Living Environment Regents Exam in the second year. Students successfully completing both courses will receive 2 units of credit. It is intended for students who may need additional help with basic science skills and additional time to meet the Regents Exam requirement. Topics from the biological and earth/environmental sciences are studied with emphasis on application to students' everyday lives and to the world around us. Inquiry-based laboratory activities are an integral part of the course

Lab Requirement: Three double periods per six day cycle
1 Unit of Credit

APPLIED SCIENCE II (Living Environment Focus) Regents
This is the second course in a two-year sequence culminating in the NYS Living Environment Regents examination. Students successfully completing both courses will receive two units of credit. It is intended for students who may need additional help with basic science skills and extra time to meet the Regents exam requirement. The focus is on the human body, genetics, and the application of science to everyday life and the world around us. Inquiry-based lab activities are an integral part of the course. Successful completion of the laboratory program is a prerequisite for admission to the final examination. The final examination is the New York State Living Environment Regents Examination.

Lab Requirement: Three double periods per six day cycle
Prerequisite: Applied Science I
1 Unit of Credit

BIOLOGY (The Living Environment) Regents
This course emphasizes major underlying concepts in the life sciences such as biochemical and cellular similarities and ecological and evolutionary relationships. Laboratory work involves both demonstration of principles and investigations into various processes. Successful completion of the laboratory program is a prerequisite for admission to the final examination. The final examination is the New York State Living Environment Regents Examination.

Lab Requirement: Three double periods per six day cycle.
Prerequisite: Successful completion of Regents level Earth Science
1 Unit of Credit

ADVANCED PLACEMENT BIOLOGY Summa
The AP Biology course is an intense curriculum similar to that covered in a college freshmen general biology program. Successful completion of the AP exam in the spring may allow students the opportunity to seek college credit, placement, or both.

Some of the topics covered include ecology, evolution, cytology, biochemistry, physiology, anatomy, reproduction/development, and molecular genetics. Emphasis is on lab work, activities, readings, lectures, reports, and projects.

This college-level course is recommended for students who are planning a career in science, who like a challenge, and/or who have an interest in biology. An average of at least 80% in previous science classes is recommended.

Lab Requirement: Three double periods per six day cycle.
Prerequisite: Regents Biology and Chemistry
1 Unit of Credit

FORENSICS (Living Environment Elective) Regents
Forensics is designed for students needing to complete a third year of science. The course provides students with information on how science is involved in the study of criminology. Lessons will focus on crime scene analysis, microscopes, entomology, serology, DNA, with a large portion of the curriculum being devoted to physical evidence.

Students will learn about the morphology, collection and analysis of various pieces of physical evidence including but not limited to hair, fibers, paint, glass, and soil. The course will include computer simulations, movie critiques, hands-on inquiry lab activities, projects, and occasionally guest speakers.

Prerequisite: Successful completion of Living Environment or Applied Science 1 & 2 Regents exam and one year of a Physical Science
1 Unit of Credit
CHEMISTRY (Physical Setting: Chemistry) Regents
This is the College Prep Course. The basic study of matter, changes in composition of matter, & both qualitative and quantitative study of the energy relationships involved in these changes are the major topics. Emphasis is on major principles, concepts, & problem solving. Stoichiometric ratios & "open-ended" labs are also a focus throughout the course.
Lab Requirement: Three double periods per six day cycle.
Prerequisite: 2 years of Regents Math, Regents Biology (LE). (Students from the Applied Science I-II pathway may want to consider taking Applied Chemistry A and B before this course.) 1 Unit of Credit

APPLIED CHEMISTRY A and B (Physical Science Elective) Regents
This is a basic overview of Chemistry-split into two half-year experiences, culminating in a final exam at the end of each semester. Topics from the Chemistry Core Curriculum will be modified to emphasize applications to the students' lives & to the surrounding world. Topics include matter/energy, the atom, the periodic table, chemical reactions, & organic chemistry. In addition, students will investigate how chemistry affects the environment. Inquiry-based labs focusing on applications of chemistry will be the primary focus. Projects, essays, and multimedia presentations will be required.
NOTE: This course is designed for students who have not completed physical setting Chemistry. 1/2 Unit of Credit Each

ADVANCED PLACEMENT CHEMISTRY Summa
The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. The Advanced Placement exam, given in May, & the record of laboratory work done, are the deciding factors in the granting of college credit, placement, or both.
Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, & the basic concepts of thermodynamics are presented in considerable depth. The following is a summary of the type of chemical calculations included in the laboratory work: percent composition, empirical and molecular formulas from experimental data, molar masses (from gas density, freezing-point & melting point measurements), gas laws, stoichiometric calculations, titration calculations. The course is open to any student who has an interest in science & enjoys a challenge. It is highly recommended for those who plan to pursue a major in a science-related field.
NOTE: It is strongly recommended that students have an average of at least 80% in their previous Science class for admission to this course.
Lab Requirement: Three double periods per six day cycle.
Prerequisite: Regents Chemistry, Algebra I and Geometry, enrollment in Algebra II. 1 Unit of Credit

ORGANIC CHEMISTRY Regents
Intro to Organic Chemistry students will be introduced to introductory organic lab techniques, reactions, and spectroscopy. Inquiry-based labs focusing on applications of Organic Chemistry will be a primary focus.
1/2 Unit of Credit

PHYSICS (Physical Setting-Physics) Regents
This course presents the fundamental concept in physics including Newton's laws, heat and kinetic theory, waves and optics, electricity and magnetism, atomic physics and nuclear physics. It stresses problem solving ability in physics rather than a historical approach. This course is recommended for all students going to college or those who plan to enter a technological field.
Lab Requirement: Three double periods per six day cycle.
Prerequisite: Algebra I, Geometry, Regents Chemistry or Applied Chemistry A and B. 1 Unit of Credit

APPLIED PHYSICS (Physical Science Elective) Regents
Applied Physics is a full year course. This course presents fundamental concepts of physics in a hands-on setting. Topics include Newton's Laws, work and energy, and electricity & magnetism. Applied Physics is designed to dovetail with the Applied Math courses as well as Integrated Algebra, Geometry and Algebra 2/Trig. As a result, students experience a well rounded background in math and physical science. Applied Physics is recommended for students planning a two year or community college technical education or in the armed services. 1 Unit of Credit

ADVANCED PLACEMENT PHYSICS Summa
This course is the “AP Physics I” advanced placement physics course which is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including work, energy, power, rotational dynamics and angular momentum), and mechanical waves, sound, and electric circuits. Because students will also take the New York State Regents examination in June to acquire Regents credit, topics will also include electromagnetism, waves and optics, and atomic and nuclear physics. This course is highly recommended for those who plan to pursue an education in engineering, physical science, or computer science.
NOTE: All students are required to take the AP exam. It is strongly recommended that students have an average of at least 80% in their previous Science class for admission to this course.
Lab Requirement: Three double periods per six day cycle
Prerequisite: Algebra I, Geometry, Algebra II, Regents Chemistry 1 Unit of Credit

COLLEGE PHYSICS 161 SUNY Broome Fast Forward 1 Unit of Credit (HS)/4 Units of College Credit (SUNY Broome)
Physics includes the study of matter and motion, mass and energy. It tells you how and why things move. It is important for everyone from technicians to doctors to know why something happens. Problem solving skills that you learn in physics will help you in other courses, as will the skills in laboratory observation and analysis. In Mechanics you will learn about forces and the accelerations they produce, and conservation laws for energy and momentum. In thermodynamics you will study how heat energy affects the properties of matter. This includes topics that range from how atoms bounce around on a hot day to the operation of a gasoline engine. Physics provides the underlying concepts used in technologies and in other sciences. Basic principles are applied to solve realistic problems, using algebra and elementary trigonometry. This course is designed for Liberal Arts, Computer Science, and Technology students and others who are interested in learning why things happen the way they do. Laboratory experiences will provide you with problem solving techniques, measurement skills and applications of theory. The topics include vectors and motion in one and two dimensions; laws of motion; momentum, work, energy, and power; rotational motion, fluid mechanics, thermodynamics. Students may earn up to 4 college credits.
Prerequisite: Minimum grade of 75 in Algebra 2 1 Unit of Credit
COLLEGE PHYSICS 162  SUNY Broome Fast Forward  
1 Unit of Credit (HS)/4 Units of College Credit (SUNY Broome)

This is the second course of an algebra-based sequence in physics. Your study of sound and light will reveal them as examples of waves, and will include study of optical instruments. Electricity and magnetism introduces you to the basic properties of charges and currents, producing electric fields and magnetic fields. You will progress to understand electric energy as one essential component of our standard of living. Some selected topics in modern physics are also covered, including the study of atoms and their nuclei. Laboratory experiences will provide you with problem solving techniques, measurement skills and applications of theory. Topics include: electricity, circuits, waves and sound, optics, and relativity.

Prerequisite: College Physics 161/Physics I, minimum grade of 75 in Algebra 2

METEOROLOGY  
College

Does Binghamton have some of the worst weather in the nation? Is severe weather getting worse? How accurate are the weather forecasts? If you have ever wondered about these questions and others, this course will help you find these answers. This introductory course intends to educate you on the fundamentals of the Earth’s atmosphere, weather and climate. Topics including: the atmosphere and its energy transformations, the seasons, water vapor, precipitation, and the wind are woven together to enable you to understand how weather works and what constitutes severe weather. Other topics of study might include El Nino, ozone depletion and global warming. Laboratory activities including weather data collection and analysis are included in this course. 3 college credits may be earned through the TC3 program.

1/2 Unit of Credit

NATURAL DISASTERS  
Regents/Honors

Tsunamis! Tornadoes! Earthquakes! Floods! How likely are you to have to deal with a natural disaster? What is the likelihood that Binghamton will have another flood like the one in June 2006? This half year source examines the science behind natural disasters and how this results in loss of life and property. Course will use case studies of natural disasters to analyze the forces of nature and their impact.

1/2 Unit of Credit

PLANET WATER (Physical Science/Applied Elective)  
Regents

This is a student-centered, activity-based, applied course emphasizing the inquiry approach and laboratory experiences. The theme for the course is water: its properties and effects on the planet Earth. Topics covered include weathering and erosion, weather and climate, and oceanography. This course is designed primarily for students who have not had Physical Setting Earth Science.

1/2 Unit of Credit

COLLEGE GLOBAL ENVIRONMENT AND THE EVOLUTION OF HUMAN CULTURE  
Summa

This is a college course for which students may earn 3-credit hours through SUNY-ESF. The course takes an interdisciplinary approach by having students explore environmental science as well as economics, while providing a historical background of the influences that play a role in the evolution of humankind and culture. Students will achieve the knowledge and tools to make informed decisions regarding the environment and the Earth’s future by taking a systems approach to understand the connections between large scale environmental issues and their relation to the development of human societies and strategies for resource use over time.

Students will conduct research and use critical thinking skills to write a final paper using new research or reviewing existing research integrating several themes presented in the course. Students will also have the opportunity to participate in an Environmental Summit at SUNY ESF. To present their research in June.

This course is highly recommended for students who plan to pursue a major in an environmentally-related field or those students who are interested in environmental policy and law.

Lab Requirement: Three double periods per six day cycle.
Prerequisite: Successful completion of Regents Biology and completion/concurrent enrollment in Regents Chemistry.

1 Unit of Credit

EARTH AND SPACE (Physical Science/Applied Elective)  
Regents

This is a student-centered, activity-based, applied course emphasizing the inquiry approach and laboratory experiences. The theme for the course is the Earth as a component of our solar system. Topics covered include rocks and minerals, fossils, earthquakes and volcanoes, and astronomy. This course is designed primarily for students who have not had Physical Setting Earth Science.

1/2 Unit of Credit
THE PROGRAM

The goal of this program is for students who have a passion for a particular interest to work through a three-year progression of applied scientific research methods and complete a university level independent research project. The intent is to provide students with interest and talent a chance to develop their independent research skills during their high school years.

Students will be required to present their research at various points throughout the process, including a springtime symposium at UEHS, various science fairs and competitions, and other venues that may come up in the course of study. Competitions could include the Intel Science Talent Search, the International Science and Engineering Fair (ISEF), the Junior Science & Humanities Symposia (JSHS), or other local and regional fairs. All students will present at the UEHS springtime symposium.

Additionally, students will benefit by completing the science research program as they work through the college application process. A three year dedication to such a large project with all of the supporting documentation...final papers, posters, power points, research notebooks, portfolios, mentor & teacher recommendations, etc., will certainly be an asset when applying to colleges.

Admission to the program will be by application. Honors credit will be awarded; possible SUNY Albany credit will be available to students who have successfully completed the introductory first year course as sophomores, and continue through junior and senior years.

INTRODUCTION TO SCIENCE RESEARCH  
Honors: Science Elective

This is the first year course in a three year progression of courses designed to support students in the completion of an independent science research project. The course will focus on the research of general literature materials and, eventually, peer reviewed primary research materials. Instructors will help students develop and refine a topic of interest, exhaust general literature resources, tackle primary research papers, and (near the end of the year) contact a potential mentor at the university level or an individual conducting research in the private sector. Students will learn research techniques such as how to correctly search for and cite research articles, how to present a scientific paper, how to keep a research notebook, time management, statistical analyses, etc.

Students will work on other mini-projects throughout the class and meet with instructors on a bi-weekly basis to discuss research progress. Students will be required to present at the spring time symposium as their final exam for the course, as well as work with their mentor through that following summer to design and set-up a research project. The class meets every day for one period.

Additionally, students are required to document 13.5 hours of out-of-class research work every two weeks.

Prerequisite: Sophomore standing; application to the program

1 Unit of Credit

ADVANCED SCIENCE RESEARCH  
Summa: Science Elective

Second year science research students will be admitted to this class based on performance in the Introduction to Science Research course. They will continue working with their mentor to carry out experiments designed around testable hypotheses and deepening their understanding of their research topic through continued reading of peer-reviewed literature. These students will be expected to set up a schedule for summer work with their mentor, meet with their instructors on a bi-weekly basis, maintain a research notebook, collect and analyze data, continue to develop a portfolio, and present periodically in class and/or at competitions.

Third year students will complete their research from year two and will be actively involved in finishing the research process. This will include the writing of a formal research paper, construction of a presentation, and developing posters for competitions and other venues. Both second and third year science research students will be required to present at the year-end symposium as their final exam grade. Additionally, students are required to continue to document 13.5 hours of out-of-class research work every two weeks.

Eligible for college credit from University of Albany

Prerequisite: Completion of Introduction to Science Research

1 Unit of Credit
Science Department Pathway

Earth Science

- Biology (The Living Environment)
- R. Chemistry

Applied Science I
(Biology/Environmental Sciences)

- Living Environment Electives
  - Forensics

Applied Science II
(Living Environment Regents Exam)

- Physical Science Electives
  - Planet & Water
  - Earth & Space
  - Applied Chemistry A & B
  - Natural Disasters
  - Meteorology

College Physics, AP Physics, or Physics
(may be concurrent with advanced classes)

AP Chemistry
AP Biology
Global Environment

Elective Science Courses:
A Physical Science elective may be taken any time after completing 2 Science Credits and passing 1 Regents Exam.

Note:
Students must have at least one course credit in the Living Environment and one course credit in the Physical Sciences.
INTRODUCTION:

The K-6 social studies program makes students aware of their roles as members of family groups, local, state, national, and international communities. The students use the various social sciences such as anthropology/sociology, political science, geography, economics, and history to develop skills, concepts and factual material.

The high school program in grades 9-12 builds on the skills and knowledge acquired in the K-8 program. Taking advantage of the development of formal operational cognitive skills, students will investigate the content of the courses with guidance in developing higher levels of reasoning skills. At the high school, four units of credit are required for graduation. The required units of credit are Global History I and II for two units of credit, United States History and Government for one unit of credit, Participation in Government for one-half unit of credit and Economics for one-half unit of credit. A student may opt to develop a five-unit sequence in social studies. In order to complete this option, the student must take an additional unit of credit in addition to the four units mandated by New York State. This may be accomplished by choosing two of the three 1/2 unit credit courses offered: Holocaust, Psychology and Sociology.

Many courses of study are offered at various levels: regents, honors and advanced placement. At each of the levels, the student is expected to be an active participant. In the course descriptions that follow, it is indicated at what levels a student can participate as well as the prerequisites. In accordance with the higher standards proposed by the New York State Board of Regents, it should be noted that all students entering Grade 9 from the 1998-99 school year and thereafter will be required to take the New York State Regents examinations at the end of the two unit Global History program and upon completion of the United States History and Government course. Students who take the Advanced Placement United States History course in lieu of the United States History and Government course will also be required to take the regents examination in United States History and Government.

In order to graduate, a student needs to successfully complete four required course units and also must receive a passing score on the two New York State Regents level examination in social studies. Those students electing to take Advanced Placement United States History, Advanced Placement United States Government and Politics and/or Advanced Placement Macroeconomics and Advance Placement European History will take a separate Advanced Placement examination in May of the academic year. This exam may be used to qualify for transfer credit in college.

GLOBAL HISTORY & GEOGRAPHY I

Global History I and II include the study of nine major units of study: Introduction to Global History, Ancient World: Civilizations and Religion (4000 BC-500 AD), Expanding Zones of Exchange and Encounter (500-1200), Global Interactions (1200-1650), The First Global Age (1450-1770), An Age of Revolutions (1750-1914), A Half Century of Crisis and Achievement (1900-1945), The Twentieth Century Since 1945 and Global Connections and Interactions. These units of study use a chronological format organized around themes and concepts. The major themes and concepts covered are belief systems, diversity, economic systems, political systems, imperialism, geography, culture and intellectual life, environment, change, interdependence, justice and human rights, movement of peoples and goods, nationalism, science and technology and urbanization.

Emphasis in the two-year course of study is on cultural development through the history of the world. Students will also examine current international relations. A major purpose is to promote the understanding of the religions and philosophies, traditions, customs, and usages developed throughout the world. With this understanding of cultures, the student will be better equipped to accept and work in our interdependent world with individuals and nations that have different cultural perspectives from those in the United States.

The Global History I and II honors programs follow the same syllabus as the regents level Global History sections but with a greater breadth and depth of coverage. The Global I honors program emphasizes analysis of primary sources and creating connections between the curriculum, current events, and literature. Students will demonstrate the mastery of their knowledge and analytical skills through in-depth class discussions (Socratic Seminars) and through the use of technology (blogs, discussion boards, etc.). Student assessments will also focus heavily on writing that is based on the New York State Global Studies Regents essential questions.

The Global History II honors program follows the same syllabus as the regents level Global History II sections but with a greater breadth of coverage and a greater emphasis on student demonstration of their depth of understanding of increasing globalization. To this end, student assessment during the year will include demonstration of mastery in the development of oral and written ideas and concepts. Class discussions play an important role in shaping lessons; these lessons often follow the seminar format. The text is important, but extensive outside reading will be employed. Candidates should be motivated in the social sciences and be prepared to demonstrate originality and flexibility.

Prerequisite for Global History II: Global History I

Global I - 1 Unit of Credit
Global II - 1 Unit of Credit
U.S. HISTORY & GOVERNMENT

United States history is the history of a great experiment in representative democracy. The basic principles and core values expressed in the Declaration of Independence have been the guiding ideas for our nation’s civic culture. United States history since the Declaration of Independence has witnessed continued efforts to apply these principles and values to all people. Adoption of the United States Constitution codified these principles, but, as the history of our nation shows, that document and its amendments represented only the first step in achieving “liberty and justice for all.”

One major goal of the State social studies curriculum, K-11, calls for students to learn about the structure and function of governments and to learn how to take on their roles as citizens. Students should understand those basic principles and the cultural heritage that support our democracy so that they can become informed, committed participants in our democracy. This core curriculum lists examples that describe how individuals and groups throughout history have challenged and influenced public policy and constitutional change. These examples and this course of study should help students understand how ordinary citizens and groups of people interacted with lawmakers and policy makers and made a difference.

This core curriculum is organized into seven historical units. Each unit lists the content, concepts and themes, and connections teachers should use to organize classroom instruction and plan for assessment. The State Regents examination for United States History and Government will be based on the content column in this core curriculum. The following concepts and themes in United States History are also emphasized in this curriculum:

- Change
- Citizenship
- Civic Values
- Constitutional Principles
- Culture and Intellectual Life
- Diversity
- Economic Systems
- Environment
- Factors of Production
- Foreign Policy
- Government
- Human Systems
- Immigration and Migration
- Individuals, Groups, Institutions
- Interdependence
- Physical Systems
- Places and Regions
- Reform Movements
- Presidential Decisions and Actions
- Science and Technology

The U.S. History and Government honors program follows the same curriculum but with a much greater emphasis on student development and study in depth. The student will be expected to prepare papers reacting to current and historic issues that interact with topics in class. Students will work in groups and make oral presentations to the class dealing with people, events or groups involved with the Civil Rights movement. Each honors student will prepare several short papers on an expanded research topic. Students will have a supplemental text.

Prerequisite: Global History I & II

1 Unit of Credit

ECONOMICS

Foundations of economics, economic systems and the supply and demand model are used to introduce this course in economic theory. The remainder of the course is a study of the United States market economy through units in microeconomics, macroeconomics and international trade. This will provide the students with a knowledge base of economic concepts that all persons need to function effectively as citizens and participants in the political and economic life of the United States and the world.

The applied level economics course is a program that teaches the principles of economics and the free enterprise system through print and video. Through the use of the computer lab, students will work cooperatively and independently to practice skills and enhance learning.

Prerequisite: U.S. History & Government

1/2 Unit of Credit

ADVANCED PLACEMENT UNITED STATES HISTORY

The Advanced Placement program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced level college courses by making demands upon them equivalent to those made by full year introductory college courses.

Students will have quarterly projects as well as other reading and writing requirements. The May Advanced Placement exam is not part of the grade in the course. Students who take this international exam may earn college credit. Juniors taking the class will spend the final month working on topics in American government to prepare for the New York State Regents examination. Nash and Jeffrey’s The American People is the text used in this course, supplemented by various other readings.

1 Unit of Credit

ADVANCED PLACEMENT MACROECONOMICS

The Advanced Placement course in macroeconomics is designed to provide a thorough understanding of the principles of economics as they apply to the economic system as a whole. Using the United States economy as a model, this course places particular emphasis on the study of the economic foundations of the market economy, national income and price determination, which include an in-depth analysis of fiscal policy, monetary policy, Keynesian economic theory and economic problems such as inflation and unemployment. Student familiarity with economic performance measures such as GDP, economic growth and a concluding unit concerning international economics will also be developed through the course of study. The student has the option to earn college credit for this course by successfully completing the AP exam in May. In addition, this course satisfies the graduation requirement in economics. Course is only open to Seniors.

Prerequisite: U.S. History & Government

1 Unit of Credit
ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

The advanced placement course in United States Government and Politics is designed to give students an analytical perspective on government and politics in the United States. This course will include both the study of general concepts used to interpret United States politics and the analysis of specific examples.

Familiarity with the various institutions, group, beliefs and ideas that constitute American politics is also required. Topics for study include Constitutional foundations of American government, institutions of American government, American political behavior, interest groups, mass media, formulating public policy, and civil rights.

Each student has the option to earn college credit for this course by successfully completing the AP exam in May. In addition, this course satisfies the graduation requirement in Participation in Government. Course is only open to Seniors

Prerequisite: U.S. History and Government

1 Unit of Credit

PSYCHOLOGY

Psychology is the study of behavior. In an introductory unit, students study the goals of psychology, the various branches of psychological theory, different occupational paths, a brief history of the development of modern psychology and a review of the scientific method and measurement. Students will also study the biological basis of behavior. The theoretical content of this course will be focused around the fields of consciousness, development, learning, memory, personality, stress, and abnormal behavior. The purpose of the course is to provide the students with a better understanding of the factors that affect them and others. Students who qualify for the Honors credit option will need to fulfill an additional set of requirements which include a 7-10 page research paper and additional reading assignments.

1/2 Unit of Credit

SOCIOLOGY

Sociology is the study of human behavior in the context of groups. At the center of the course is the “sociological perspective” which explores the question of how groups influence people, especially how people are influenced by, and in turn exert influence on society. Students will study the historical origins and goals of sociology, as well as introductory sociological theory. Later units will explore current sociological issues such as multiculturalism, the role of the media in modern society, gender, race, crime and punishment, and the family as a social institution. Students will explore these topics through lecture, film, independent research, hands on activities, web based activities, and student led discussion. The purpose of the course is to provide students with a broader context through which to view society and the world. Students may receive honors credit by successfully fulfilling an additional set of requirements including a book review and a research paper.

1/2 Unit of Credit
Social Studies Department

GSI 9th Grade

GSII 10th Grade

GSII 10th Grade Honors

US History 11th Grade

Applied Economics

AND

12th Grade PIG

Electives

US 11th Grade

12th Grade Economics

or

AND

12th Grade PIG

Electives

US 11th Grade AP

12th Grade AP US Gov’t / Politics

or

AND

12th Grade AP Economics

Electives

Elective History Courses

Sociology
Psychology

GS = Global Studies
PIG = Participation in Gov’t
AP = Advanced Placement
INTRODUCTION
The Technology and Pre-Engineering Education program at Union-Endicott provides students with modern day technological literacy. Through Technology and Pre-Engineering Education, students gain an understanding of the human-made world. Students learn how to control the environment in which they live or work. Through hands-on learning experiences, students will apply their knowledge, experience, and learned competencies. Technology and Pre-Engineering Education's major areas of study are in the fields of communication, transportation, electronics, engineering design, construction, and manufacturing.

PROGRAM NOTES:
1. A five unit Technology and Pre-Engineering Education sequence does not require three years of a Foreign Language for the Regents Diploma with advanced designation.
2. All Technology and Engineering Education courses are open to all students as electives and most can be taken for Honors credit.
3. The Project Lead The Way program (Design and Drawing for Production (DDP), Digital Electronics (DE), Principles of Engineering, (POE) Computer Integrated Manufacturing (CIM), Civil Engineering and Architecture (CEA), AP Computer and Software Engineering (CSE), Engineering Design and Development (EDD)), and various technical elective and recommended for students considering engineering, design or technical schools.
4. Principles of Engineering, Design and Drawing for Production, various technical electives are strongly recommended for students considering careers in the building trades, engineering, packaging, production, graphic communications or technical schools.
5. Design and Drawing for Production may be used in place of the one unit graduation requirement for Art/Music.
6. Students who earn an 85% or higher in most of the PLTW course and earn a 70% or better on the final may receive college credit through RIT. There is a fee associated to receive the credit.
7. Design and Drawing for Production and Principles of Engineering are considered Foundation Courses; Engineering Design and Development is the capstone course; all other PLTW courses are considered specialty elective.

Please note: the information shown below is to assist you when selecting courses. You are not required to take all courses listed in concentration area.

Trade and Technical Concentration (Technology Education) Units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Financial Management</td>
<td>1/2</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>1/2</td>
</tr>
<tr>
<td>Welding and Sheet Metal</td>
<td>1/2</td>
</tr>
<tr>
<td>Metal Fabrication</td>
<td>1/2</td>
</tr>
<tr>
<td>Transportation Systems</td>
<td>1/2</td>
</tr>
<tr>
<td>Transportation Design</td>
<td>1/2</td>
</tr>
<tr>
<td>Wood Tech</td>
<td>1/2</td>
</tr>
<tr>
<td>Construction Tech</td>
<td>1/2</td>
</tr>
<tr>
<td>Advanced Construction Technology</td>
<td>1/2</td>
</tr>
<tr>
<td>Advanced Woodworking</td>
<td>1/2</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

Technology Concentration (Pre-Engineering Education) Units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Financial Management</td>
<td>1/2</td>
</tr>
<tr>
<td>Design and Drawing for Production</td>
<td>1</td>
</tr>
<tr>
<td>Principles of Engineering</td>
<td>1</td>
</tr>
<tr>
<td>Engineering Design and Development</td>
<td>1</td>
</tr>
<tr>
<td><strong>AND Two of the following courses</strong></td>
<td></td>
</tr>
<tr>
<td>Computer Integrated Manufacturing</td>
<td>1</td>
</tr>
<tr>
<td>Digital Electronics</td>
<td>1</td>
</tr>
<tr>
<td>AP Computer Science Principles</td>
<td>1</td>
</tr>
<tr>
<td>Civil Engineering and Architecture</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>5 1/2</strong></td>
</tr>
</tbody>
</table>
WELDING AND SHEET METAL  Regents/Honors
Welding and Sheet Metal is a one semester metals course that covers the cutting, bending, welding, and assembling of sheet metal and structural steel and aluminum. This class will focus on the design process and completion of a final project. Students will have an opportunity to learn sheet metal fabrication, welding, and wrought iron work. It is expected that students will complete four fabrication projects with a final project encompassing the newly learned metal skills. Career information will also be covered in this semester course. Students may receive honors credit by successfully fulfilling an additional set of requirements.
Completing both Metal Courses will qualify students for Lockheed Martin Apprenticeship. 1/2 Unit of Credit

METAL FABRICATION  Regents/Honors
Metal Fabrication is a one semester course that covers machining of steel and aluminum. The class will focus on the design process and completion of a final project. Students will have an opportunity to operate a CNC lathe and mill through CAD, G-code, and manual programming. It is expected that students will complete two fabrication projects with a final group assembly line project encompassing the newly learned metal skills. Career information will also be covered in this course. Students may receive honors credit by successfully fulfilling an additional set of requirements.
Completing both metal courses will qualify students for Lockheed Martin Apprenticeship. 1/2 Unit of Credit

AUTOMOBILE MAINTENANCE & TECH  Regents/Honors
The purpose of this course is to learn about the field of transportation while preparing you for design and transportation fields in college. You will study the principles and elements of design and how they are related to the transportation field. A special emphasis will be given to the automobile. Come and earn basic automotive repair skills while also taking part in a group design project. Students may receive honors credit by successfully fulfilling an additional set of requirements.
1/2 Unit of Credit

TRANSPORTATION SYSTEMS AUTOMOBILES/DRONE TECH  Regents/Honors
Come and expand upon your knowledge from the Transportation Systems course by taking part in an all-encompassing design project. This course involves all areas of transportation (land, air, and sea). Many guest speakers will be invited into the classroom for presentation and mentoring purposes. Students may receive honors credit by successfully fulfilling an additional set of requirements. At the completion of the course, students will have the opportunity to earn their FAA107 Pilots License.
Prerequisite: Successful completion of Transportation Systems or instructor permission. 1/2 Unit of Credit

WOOD TECH  Regents/Honors
This course is designed to investigate wood as a versatile material, which can be formed and shaped using a variety of methods. In this course, students will study the material as they process it from the raw state to a finished project, primarily using domestic woods. The will learn various ways of separating, forming, and combining wood through hand and machine techniques. By the end of the course, students will design a product based on given parameters as defined by the instructor so skills can be refined. Students may receive honors credit by successfully fulfilling an additional set of requirements.
Prerequisite: Successful completion of Wood Tech or instructor permission
1/2 Unit of Credit

ADVANCED WOODWORKING  Regents/Honors
The purpose of this course is to advance your level of skill and craftsmanship. Come and learn about advanced machine and hand tool techniques. In the first phase of the course, you will further your understanding of well built furniture by repairing or restoring a piece of solid wood constructed furniture. In the second phase, you will draw on your knowledge from Wood Tech, to design and construct a project modeled after a craftsman whose style and techniques you admire. Independent work will be done researching schools for those that wish to pursue a career in woodworking. Students may receive honors credit by successfully fulfilling an additional set of requirements.
1/2 Unit of Credit

CONSTRUCTION TECHNOLOGY  Regents/Honors
This course is the practical application of the building industry. This course is suited for students interested in construction as a profession as well as a basic home repair. Students will learn about basics in residential construction techniques ranging from building materials and codes, tools and safety, construction math, and foundations. The emphasis will be on interior construction techniques, interior finishing, and electrical plumbing. Offered every other year.
1/2 Unit of Credit

ADVANCED CONSTRUCTION TECHNOLOGY  Regents/Honors
This course is the practical application of the building industry. This course is suited for students interested in construction as a profession as well as a basic home repair. Students will learn about advanced residential construction techniques, building off the Construction Technology course, from special construction, roofing, and exterior finishing. The culminating class project will be to build a shed. Offered every other year.
Prerequisite: Successful completion of Construction Technology
1/2 Unit of Credit
Pre-Engineering Education
Project Lead The Way Courses
Technical Concentration

COLLEGE DESIGN & DRAWING FOR PRODUCTION - (DDP)
PLTW Foundation Course
Design and Drawing for Production-PLTW is a course for students who are interested in design, engineering, or another technical career. The major focus of DDP-PLTW is to expose students to a design process, professional communication and collaboration methods, design ethics, and technical documentation. DDP-PLTW gives students the opportunity to develop skills in teamwork, technical writing, engineering graphics, and problem solving through activity, project, and problem-based learning. DDP-PLTW challenges students to hone their interpersonal skills and creative abilities while applying math, science, and technology knowledge learned in other courses to solve engineering design problems and communicate their solutions. Students will use industry standard 3-D solid modeling software to design and document their solutions to design problems and challenges. As the course progresses and the complexity of the design problems increase, students will learn more advanced computer modeling skills as they become more independent in their learning, more professional in their collaboration and communication, and more experienced in problem solving. DDP-PLTW is one of the foundation courses in the Project Lead The Way pre-engineering program.

This course meets NYSED Art/Music graduation requirement.
1 Unit of Credit (HS) / 3 Units RIT

COLLEGE PRINCIPLES OF ENGINEERING - (POE) Summa
PLTW Foundation Course
Principles of Engineering is an overview course designed to help you experience and understand different fields of engineering and engineering technology. Students will learn how to develop engineering problem solving skills that are involved in post-secondary education programs and engineering careers. You will explore various engineering systems, apply physical and other scientific principles all while learning how engineers address concerns about the consequences of technological change. The main purpose of this course is to get students to experience theory through hands-on problem solving activities.
1 Unit of Credit (HS) / 3 credits RIT

COLLEGE COMPUTER INTEGRATED MANUFACTURING
PLTW Elective Course - (CIM)
Come and build upon previous Project Lead The Way experiences. Learn how to design models using computer software and then convert the computer geometry into CNC code to operate CNC machine tools. The use of robotics will also be covered for materials handling and assembly operations. You will work in teams to design manufacturing work cells and table top factory simulations.
Prerequisite: Design & Drawing for Production (DDP)
1 Unit of Credit (HS) / 3 Credits RIT

AP COMPUTER SCIENCE PRINCIPLES
Summa
This is an advanced placement course for which many colleges offer a computer science credit. The Advanced Placement exam, given in May, as well as two Performance Tasks sent into the College Board, will be the deciding factor in granting college credit.
This is an introduction to the principles of computing, programming, and information technology. Students will learn to think like a computer scientist to solve a variety of problems.
Prerequisite: Geometry, STEM Geometry, or teacher recommendation

COLLEGE DIGITAL ELECTRONICS
PLTW Elective - (DE)
This course is patterned after the Electronic Circuits course taught in most two and four year colleges. You will study the application of logic in circuits and devices. Such circuits are found in video games, watches, calculators, computers and thousands of other devices. Using MultiSim, an industry standard, you will design circuits, export their designs to a printed circuit program that generates printed circuit and construct the design using integrated circuits and other components.
Prerequisite: Design & Drawing for Production (DDP)
1 Unit of Credit (HS) / 3 Units RIT

COLLEGE CIVIL ENGINEERING AND ARCHITECTURE
PLTW Elective Course - (CEA)
Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects.
Prerequisite: Design & Drawing for Production (DDP)
1 Unit of Credit (HS) / 3 Units RIT

ENGINEERING DESIGN & DEVELOPMENT - (EDD)
PLTW Capstone Course
Engineering Design and Development is a college level, product development and design course. Students apply life experience and academic knowledge to solve a practical problem that they choose. Teams will follow the design process to develop the skills and understanding of the product development process by working with professional engineers, college faculty, and graduate students as mentors. Students will work in teams to solve and present their design solution. They will create an electronic portfolio of our work to present to the district engineering advisory team at a formal summary given during finals week. Student will have many opportunities to enter symposia, engineering fairs and scholarship competitions.
Prerequisite: Senior standing, Principles of Engineering, or instructor permission, 3 prior PLTW courses.
1 Unit of Credit
A Pre-Engineering College Prep Program
A Partnership For America's Future

**Why Project Lead The Way (PLTW)?**
To put into place an ongoing partnership between school districts, colleges and universities, and industry that will establish and support a pre-engineering, and engineering technology career cluster program in our high school. Our goal is to excite students about engineering and engineering technology careers. We strengthen the link between traditional academic programs with hands-on learning experiences. PLTW has been recognized as one of the top STEM Education programs in the United States.

**Meeting a National Need**
America's need for skilled technology people is growing. It is quite evident that the progress of a nation is based upon its people's need to achieve and their ability to transform thought into practice, producing technological innovations that advance their society. The key to continued national prosperity is directly linked to the development of an effective, high quality technology-literate work force.

**Program Description**
Our pre-engineering program is a two or four year college prep academic program with seven technology based courses, designed to encourage students to explore technology related careers. Each class is taught in a laboratory setting using state of the art technology applications, software, and equipment. Instruction is usually one third theory and two thirds application. At certain points in each course, mentors from industry and college will provide various kinds of support. Students have the option to earn college credit through college articulation agreements.

**College Course Credit**
In Design and Drawing for Production (DDP), Civil Engineering and Architecture (CEA), Computer Integrated Manufacturing (CIM) and Digital Electronics (DE), students will take End of Course exams from PLTW. Students must maintain an 85% course average plus achieve a minimum 6th stanine on the EoC exam to be eligible for college credit through RIT. This credit can be a part of an engineering or engineering technology sequence or serve as a college elective. Each course provides 3 college credits. In order to obtain college credit, following the EoC exam, students pay a tuition fee to RIT. For some courses, college credit may also be available from BCC and Hofstra University.

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### PLTW Pre-Engineering Options

#### Students interested 2 PLTW classes
- Any Grade ....................... DDP
- 11th or 12th Grade .......... Any PLTW Elective

#### Students interested 3 PLTW classes
- 9th, 10th or 11th Grade ...... DDP
- 10th or 11th Grade .......... POE
- 12th Grade ...................... EDD

#### Students interested 4 PLTW classes
- 9th Grade ....................... DDP
- 10th Grade ...................... POE
- 11th Grade ...................... Any PLTW Elective
- 12th Grade ...................... EDD

#### Students interested 5 PLTW classes
- 9th Grade ....................... DDP
- 10th Grade ...................... POE and any PLTW Electives
- 11th Grade ...................... 1 or 2 PLTW Elective if not taken in a previous year
- 12th Grade ...................... EDD

#### 5-Unit PLTW Sequence starting at Jennie F. Snapp Middle School
- 8th Grade ....................... DDP
- 9th Grade ....................... CIM
- 10th Grade ...................... Any PLTW Elective
- 11th Grade ...................... Any PLTW Elective
- 12th Grade ...................... EDD
ENRICHMENT PROGRAMS

COMMUNITY SERVICE PROGRAM
Guidance Department  Phone: 757-2171
The community service program is available to students in grades 9 through 12 to provide them with the opportunity to learn through community work experiences. The program is highly beneficial in terms of student development, community improvement and school-community relations.

Students must be in good academic standing and must seek approval of their parents, guidance counselor or program adviser. Hours may be made during or after school time and must be under supervision of qualified personnel or agencies. High school credit toward graduation is awarded to those who complete (70) hours of supervised work experience.

Some of the areas include tutoring, health care, recreational programs, paramedics, and various other community services. Students interested should contact their guidance counselor or program adviser. Please recognize that students are responsible for providing their own transportation.

1/2 Unit of Credit

EARLY COLLEGE PROGRAM AT SUNY BROOME
COMMUNITY COLLEGE
Guidance Department  Phone: 757-2171
For the senior who has almost everything, at least in terms of graduation requirements, the BCC Early College Program is the perfect preventative for senioritis.

This program allows seniors to take college freshman courses on the BCC campus while they are still enrolled in high school. They attend classes with BCC freshmen, and their unique status remains unknown, even to the professor, unless they choose to reveal it.

One of this program’s several advantages is acceleration. It allows a student to get a head start earning college credits. It also can help prevent senior year boredom. Most importantly, however, it affords the student a preview of college level teaching techniques and the atmosphere of a college campus.

Seniors are offered the opportunity to take part in the Early College Program with the approval of the college, high school guidance counselor and high school principal. Please recognize that students are responsible for providing their own transportation.

*Note that course availability is limited and is determined by the college.  
Prerequisite: Seniors only  
College credit only

SUMMER PROGRAMS
Mr. Thomas Bierworth, BOCES Summer School Liaison  Phone: 757-2181
The BOCES Summer School serves approximately 650 students. The summer program is primarily designed to provide students who have failed a course an opportunity to repeat that course without altering the sequence of study during the regular school year. In addition to courses for repeating students, several courses are offered for those who want to advance or for those who want to take courses that cannot be squeezed into the regular school schedule.

Courses for repeaters include: English 9, English 10, Contract English, Reading and Study Skills, Composition 1-2, Contemporary Literature, and Composition 3 (Regents preparation); Math Course I, Math Course II, and Math Course III; Global Studies I, Global Studies II, American History & Government, Participation in Government, and Economics. Biology, Chemistry, and Earth Science are also offered when student demand is sufficient to fill up sections for these courses.

All regular summer school classes meet for 90 minutes daily during the six week summer session. Attendance requirements are strict - a student must attend a minimum of 27 days in order to receive credit for a course.

Secondary academic review classes are available based upon enrollment. these 1-2 week review sessions are for "exam only" students, those not enrolled in regular summer school but desiring extra help in preparing for Regents or RCT examinations.

Dates for summer school are announced by the State Education Department sometime in the spring. The local school calendar is announced soon afterwards. Academic registration is held the week after final exams in June. Exact dates will be announced in the daily school bulletin and in publications that are mailed home.

YOUTH APPRENTICESHIP PROGRAM
Mrs. Angela Sementelli  Phone: 757-2171
The You Apprenticeship Program is designed to offer high school juniors and seniors the opportunity to explore the direct connection between school learning and employment while working in their occupational field of interest. Students apply and interview for paid positions in local companies.

Youth apprentices work 10-20 hours per week, rotating through a series of placements at the worksite. In each rotation, apprentices work under the direction of a coach or mentor. Summer employment is at the discretion of the employer. Students must provide their own transportation.

The New York State Education Department has approved Youth Apprenticeship as a Career and Technical Education (CTE) program where students earn Regents credit for their successful participation in the program. Students in the two-year program (both junior and senior year) receive a total of 5 credits (2 credits each year for the work experience/1 credit for the Senior Project).

Students learn marketable job skills such as: communication skills, time management, responsibility, teamwork, professional ethics, and computer competencies. They also learn a host of technical competencies that are aligned with the NYS Learning Standards for Career Development and Occupational Studies (CDOS), English Language Arts (ELA, Mathematics, Science, and Technology (MST), and the National Skill Standards (where applicable).

WORK BASED LEARNING EXPERIENCE
Ms. Jennifer Elle  Phone: 757-2167
Work Based Learning Experience Class provides students with real world understanding of what it takes to be employed. Students will develop personal career plans related to their career interests, learning employability skills and safety, and participate in on-the-job training to make them more employable. Students will complete resumes, learn about jobs in our community and explore the needed high school classes and training to meet their career goals. This course will allow students another path to graduation and can meet the requirements, along with hands on hours, for the CDOS pathway. One unit of credit.
Academic Intervention Services are mandated by New York State. Union-Endicott High School services are designed to improve student reading, writing and organizational skills through strategic skill-based lessons and activities. The core curriculums are the foundation on which strategies are taught to ensure a firm understanding of the skills required to pass local and state assessments. Skills are taught to improve content knowledge and student performance.

Union-Endicott offers a Graduate Equivalency Diploma program at the high school. Participants must be district residents between the ages of 16-18. The program runs Monday through Thursday from 3:30 PM—6:00 PM and offers young people the opportunity to gain a GED/TASC diploma while maintaining their connection with the high school.

If you have further questions about either of these programs, please contact your child’s guidance counselor at 757-2171.
The UEHS Library aims to be an inviting atmosphere where students can come from classes, lunches, or study halls. We offer a variety of education resources (print and non-print) as well as interactive materials. Among our materials, you can find books, board games, Lego sets, puzzles, and a button maker.

Chromebooks & Network Access:
Chromebook Distribution, support, and collection are done through the library. New students will receive their Chromebook and login information from the library staff. Students who are having issues with their Chromebook or logins can come to the library and the staff will provide support with the assistance of our ServiceNow Team.

Collection
The UEHS library collection is continually changing. Through weeding the collection and acquiring new materials, the UEHS library staff is working to develop a collection that meets the interests and needs of our school community. Recommendations from both students and staff are always welcome and should be emailed to Mrs. Vaughan (tvaughan@uek12.org).

Library Catalog
OPALS is our automated card catalog that provides access to search for the materials available within our library. Students can search for materials by author, title, or subjects. eBooks are available within the online catalog. The UEHS library card catalog is accessed at opalsuea.stier.org.

Interlibrary Loan
Materials not available in the UEHS Library may be available through our Interlibrary Loan (ILL) system. Materials can come from either the Public Library or school districts within our BOCES system. Please see a library staff member if you would like to borrow items.

Resources and Services
- Access to information via (print, audio, and online materials)
- Classroom spaces & Computer Lab Spaces—(available to be signed out via library staff
- Curriculum support for teachers: pulling of materials, lesson collaboration, suggested resources, etc....
- Library Orientation for freshmen
- Ordering books through Interlibrary Loan or Public Library

Study Halls
Students can sign up to come to the library during their study hall periods. Study hall sign-up must happen before their study hall period. If a student has signed up for the library, they will report directly to the library. Study hall teachers are emailed to be made aware of who is in the library from the study hall.
Medical Pathway Program

Mr. Doug Hubert, Science Teacher

Phone: 757-2181

Introduction: This program is intended for high-achieving students with a specific interest to pursue studies in a medical or health care profession at the collegiate level. This program involves a partnership between UEHS, United Health Services (UHS), and Lourdes Hospital. Students follow a prescribed course of study in Math, Science, English and Social Studies at UEHS and progress through a series of site-based job shadowing and internship experiences at local health care facilities. The intention of the program is to help interested and capable students to explore their interest to become a medical/health care professional and to assist them in their efforts to enter pre-medical/health care studies at the college/university of their choice. A certificate of completion and special designation on the UEHS diploma will be awarded to students completing the required courses and fieldwork experiences and each student who successfully completes the program will receive a letter of recommendation from the program advisor to include in their college applications. In the long term, it is hoped that this program will help to recruit and retain talented students for a medical/health care career and develop trained health care professionals who wish to return to this area for their careers.

Courses of Study

<table>
<thead>
<tr>
<th>Required Science Courses</th>
<th>Required Math Courses</th>
<th>Other Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. Earth Science (or IPS-8th grade)</td>
<td>Algebra 1</td>
<td>Foreign Language (4 years)</td>
</tr>
<tr>
<td>R. Biology/LE</td>
<td>Geometry</td>
<td>Psychology</td>
</tr>
<tr>
<td>R. Chemistry</td>
<td>Algebra II</td>
<td>Diversified Health Occupations</td>
</tr>
<tr>
<td>R. or AP Physics</td>
<td>Math 12H</td>
<td>Health Careers Field Study</td>
</tr>
<tr>
<td>AP Biology</td>
<td>Recommended: AP Calculus</td>
<td></td>
</tr>
<tr>
<td>Recommended: AP Chemistry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Required Fieldwork Experiences

<table>
<thead>
<tr>
<th>Year at UEHS</th>
<th>Experience</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ninth</td>
<td>In-School Seminar on Field Work Orientation</td>
<td>Apply to program. Attend scheduled seminars and field trips.</td>
</tr>
<tr>
<td>Tenth</td>
<td>UHS Career Expo Field Trip</td>
<td>Students have the opportunity to learn about different healthcare careers through hospital staff interaction and hands-on experiential exhibits.</td>
</tr>
<tr>
<td></td>
<td>Two Career Shadows</td>
<td>Students will shadow health care professionals for two half-day intervals.</td>
</tr>
<tr>
<td>Eleventh</td>
<td>Volunteer service</td>
<td>Students complete a minimum of 20 hours of volunteer service through UHS or other medical facility. Volunteer hours are completed on the student’s own time, outside of the school day.</td>
</tr>
<tr>
<td>Twelfth</td>
<td>Internship</td>
<td>Students interface with a health care professional(s) with the purpose of experiencing a more intense career mentoring interaction. This is a 50-hour internship set up to meet the student’s specific career interests. Students are encouraged to complete the internship during the summer between their junior and senior year.</td>
</tr>
</tbody>
</table>
## Requirement Checkpoints

### Application Criteria

<table>
<thead>
<tr>
<th>Year at UEHS</th>
<th>Minimum Math Requirements Completed</th>
<th>Minimum Science Requirements Completed</th>
<th>Fieldwork Requirements Completed</th>
<th>Other Requirements Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ninth</td>
<td>Algebra I</td>
<td>R. Earth Science (or IPS-8th grade)</td>
<td>At least 1 seminar</td>
<td>Program application and acceptance into program</td>
</tr>
<tr>
<td>Tenth</td>
<td>Geometry</td>
<td>R. Biology</td>
<td>2 shadowing experiences</td>
<td>End of tenth grade, apply for volunteer service</td>
</tr>
<tr>
<td>Eleventh</td>
<td>Algebra II</td>
<td>R. Chemistry</td>
<td>20 hours of volunteer experience</td>
<td>End of 11th grade complete internship application including 2 references (one from a teacher and one from a medical professional)</td>
</tr>
<tr>
<td>Twelfth</td>
<td>Math 12H</td>
<td>R. or AP Physics and AP Biology</td>
<td>Internship Experience</td>
<td></td>
</tr>
</tbody>
</table>

### Program Acceptance:
- Overall GPA of at least 90 at the time of application
- Satisfactory essay of program interest
- Recommendation of the UEHS Guidance Counselor

- Note: students not initially meeting the criteria may enter the program at a later point provided they now meet the criteria and complete the fieldwork experiences. Exceptional cases may also be reviewed by the Review Committee on an individual basis.

### Designation at Graduation:
- Maintain minimum overall GPA of 90
- Met checkpoint requirements
INTRODUCTORY REMARKS:
This program provides special education services to students who have been identified by the Committee on Special Education (CSE). This committee determines, through an individual evaluation, whether the student has a disability and what type of special education programs and services are appropriate. Based on that information, an Individualized Education Program (IEP) is developed and reviewed at least annually. A re-evaluation every three years until it is determined that the student does not need special education services or the student attains a high school diploma or until the end of the school year in which the student reaches the age of twenty-one.

We ensure that students with disabilities ages three through twenty-one are all provided a free appropriate public education in the least restrictive environment consistent with Federal and State laws and regulations. Considerations of the nature and severity of the disability are used to determine appropriate placements, supplementary aids and services.

INDIVIDUALIZED EDUCATION PROGRAM
This information addresses the student's level of performance in the areas of academic or educational achievement and learning characteristics, physical and social development and must consider the management needs of the student. From this data, the Individualized Education Program (IEP) is designed to include the programmatic aspects of the student's education as well as the annual goals, short term objectives and evaluative criteria.

LIVING IN THE REAL WORLD
Living in the Real World is a year-long elective course offered to juniors and seniors. Throughout the year, we will discuss and look at topics that affect you as you become a young adult and begin to tackle life’s situations on your own. Focus is on skills such as financial planning, buying cars, buying homes, relationships, parenting, career planning, working with soft skills, and anything else that might come up in the real world.

CONTINUUM
Students who are identified as having an educational disability have access to a range of programs and services in the least restrictive environment as appropriate, and indicated on their Individual Education Program (IEP). In addition, occupational education should be considered in planning the student's educational program.

Services range from support services in the regular education setting, related services (such as speech therapy, counseling), consultant teacher services, resource room instruction and special class instruction. There is a range of special class options and placements both in and out of the district, which include home, hospital, and residential placements.
ENGLISH AS A SECOND/NEW LANGUAGE

INTRODUCTORY REMARKS:
This program is designed to meet the linguistic, academic and cultural needs of students who have been identified as English Language Learner (ELL). English language acquisition skills are provided, and emphasis is placed on developing oral-aural communication skills in everyday situations, reading and writing, grammar structures, academic content, work and career decisions. The goal of the program is for students to individually attain levels of English proficiency which will enable them to successfully graduate high school, enter college, complete vocational training, and/or secure regular employment.

The program is structured in compliance with the NYS Education Department Guidelines under Part 154 of the Commissioner's Regulations. ENL instruction is composed of two components: Stand-alone English as a New Language and Integrated English as a New Language within English Language Arts or another Content Area. There are five levels of language proficiency with Level I as Beginning/Entering, Level II as Low-Intermediate/Emerging, Level III as Intermediate/Developing, Level IV as Advanced/Transitionsing, and Level V as Proficient/Commanding. Level I students receive three periods of ENL instruction daily, while Level II receive two periods daily, Level III students receive one period daily, within one period of English Language Arts instruction. Level IV students receive one period daily of Integrated English as a New Language within another Content Area class. Level V students receive on period of Integrated English as a New Language within a Content Area class as scheduled on days 1, 3, 5 or 2, 4, 6. The ENL curriculum follows and expands on the New York State Core Curriculum for English as a Second Language in Secondary Schools.

Students entering the high school are identified as English Language Learners (ELL) based upon completion of a home language questionnaire, interviews with parents and resettlement agencies, and the availability of prior school records. Placement in an appropriate level of ELL instruction is determined by scores on the NYSITELL (New York State Identification Test for English Language Learners). Additional assessments may include a math test, an English writing sample, and testing in the native language. Students exit the ELL program when their scores on the New York State English Second Language Achievement Test (NYSESLAT) reach the Proficient level for the sub areas and the Total Score or if they met proficiency standards on the Regents Exam in Comprehensive English or the Regents Exam in ELA (Common Core).

ENGLISH AS A NEW LANGUAGE I  Regents
This triple period Beginning/Entering course of English acquisition is divided into stand-alone English as a New Language and Integrated English as a New Language within English Language Arts and is following the grade level curriculum of the Common Core and the learning standards of ELA and ENL, with key ideas and performance indicators for such standards. ENL instruction is designed to develop skills in understanding, speaking, reading, writing, and communicating in English through the integration of academic content appropriate for the student’s age, grade level, and English language skills. Placement in this course is determined by scores on the NYSITELL (New York State Identification Test of English Language Learners) for new entrants, or by the NYSESLAT (New York State English as a Second Language Achievement Test) for students previously enrolled in ENL. 3 Units of Credit may be earned

ENGLISH AS A NEW LANGUAGE II  Regents
This double period of Low-Intermediate/Emerging course of English acquisition is divided into stand-alone English as a New Language and Integrated English as a New Language within English Language Arts and is following the grade level curriculum of the Common Core and the learning standards of ELA and ENL, with key ideas and performance indicators for such standards. ENL instruction is designed to develop skills in understanding, speaking, reading, writing, and communicating in English through the integration of academic content appropriate for the student’s age, grade level, and English language skills. Placement in this course is determined by scores on the NYSESLAT (New York State Identification Test of English Language Learners) for new entrants, or by the NYSESLAT (New York State English as a Second Language Achievement Test) for students previously enrolled in ESL. 2 Unit of Credit may be earned

ENGLISH AS A NEW LANGUAGE III  Regents
This single period of Intermediate/Developing Integrated English as a New Language within English Language Arts is following the grade level curriculum of the Common Core and the learning standards of ELA and ENL, with key ideas and performance indicators for such standards. ENL instruction is designed to develop skills in understanding, speaking, reading, writing, and communicating in English through the integration of academic content appropriate for the student’s age, grade level, and English language skills. Placement in this course is determined by scores on the NYSITELL (New York State Identification Test of English Language Learners) for new entrants, or by the NYSESLAT (New York State English as a Second Language Achievement Test) for students previously enrolled in ENL. 1 Unit of Credit may be earned

ENGLISH AS A NEW LANGUAGE IV  Regents
This single period of Advanced/Transitionsing Integrated English as a New Language within a Content Area Academic Class is following the grade level curriculum of the Common Core and the learning standards of ELA and ENL, with key ideas and performance indicators for such standards. ENL instruction is designed to develop skills in understanding, speaking, reading, writing, and communicating in English through the integration of academic content appropriate for the student’s age, grade level, and English language skills. Placement in this course is determined by scores on the NYSITELL (New York State Identification Test of English Language Learners) for new entrants, or by the NYSESLAT (New York State English as a Second Language Achievement Test) for students previously enrolled in ENL. 1 Unit of Credit may be earned

ENGLISH AS A NEW LANGUAGE V  Regents
This half period of Proficient/Commanding Integrated English as a New Language within a Content Area Academic Class provides grade and age level appropriate instruction in the required content area subject in English, supported by English as a Second Language methodologies. Placement in this course is determined for students previously enrolled in ENL, for at least two years following the school year in which a student is exited from ENL, by scores on the NYSESLAT (New York State English as a Second Language Achievement Test). *Credit given according to Content Area Academic Class