

# Table of Contents

Board of Education _____	2
Administration and Guidance Staff _____	2
Principal's Message _____	3
Terms/Honor Roll/Transfer Students/Special Education _____	4
School Counseling Services _____	5
College Level Courses _____	6-8
Requirements for Graduation _____	9-12
Course Descriptions:	
Art _____	13
Audio Visual _____	14
Business _____	15-16
Engineering _____	17-19
English _____	20-22
Health and Physical Education _____	23
Mathematics _____	24-25
Music _____	26
Science _____	27-29
Social Studies _____	30-32
Spanish _____	33
GST BOCES CTE and New Visions Programs _____	34-39
Additional Services:	
Library, School Nurse _____	40
Extracurricular Activities:	
Clubs _____	41-42
Athletics _____	43

## Board of Education

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Members: Mrs. Andrea Giovenco • Mr. Douglas Killgore • Mrs. Renee Kinsley  
Mrs. Colleen Talada • Mr. Matthew Talada • Mr. Kasey Traub • Mrs. Kristi Zimmer

## Waverly Central Schools District Administration 607-565-2841

Dr. Randy Richards \_\_\_\_\_ Superintendent of Schools  
Mr. Dave Mastrantuono \_\_\_\_\_ Director of Management Services  
Mr. Jeff DeAngelo \_\_\_\_\_ Director of Special Programs  
Mrs. Kathy Rote \_\_\_\_\_ Business Administrator  
Mr. Brian Miller \_\_\_\_\_ Athletic Director

## Waverly High School Administration 607-565-8101 • 607-565-3718 (fax)

Mrs. Ashlee Hunt \_\_\_\_\_ Grades 9-12 Principal  
Ms. Cate Pichany \_\_\_\_\_ Grades 9-12 Assistant Principal

## Waverly Middle School Administration 607-565-3410 • 607-565-3718 (fax)

Mr. Paul Vesci \_\_\_\_\_ Grades 6-8 Principal

## Waverly Middle/High School Counseling Office 607-948-0001 • 607-565-3718 (fax)

Mrs. Jennifer Fish \_\_\_\_\_ High School Counselor (A-L)  
Ms. Lindsay Rapp \_\_\_\_\_ High School Counselor (M-Z)  
Mrs. Jennifer Hubbard \_\_\_\_\_ Middle School Counselor (A-Z)  
Mrs. Angela Martin \_\_\_\_\_ School Psychologist

## Principal's Message

Dear Parents and Students,

High School is an amazing opportunity for students to prepare for their future. Waverly High School has made a long-standing commitment to provide students with personalized learning experiences to help them feel confident about their abilities and begin to plan for the future after high school. The *Our Futures* course selection guide is a great place to begin to acquaint yourself with Waverly High School and our course offerings. We are proud of our accomplishments and the gains we have made thus far in developing a strong and demanding curriculum and education plan for our students.

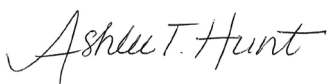
Regardless of whether you reside in Chemung, Lowman, Waverly, Barton, or elsewhere, students must have an awareness of the world around them. The world I am referring to lies past the boundaries of our communities, our state and even the United States of America. It is a more global vision. There have been many changes at the federal and state level education departments which have greatly impacted our school system, our curriculum and the Waverly student body. These changes have placed a focus on student engagement, 21st century skills and rigorous course content. In order for our country to compete globally, students need to graduate from high school with the most challenging courses available in English, math, science and social studies. World languages, engineering technology and business knowledge also are essential elements of a 21st century learner. As a Professional Learning Community (PLC), our district as a whole, and all academic departments are prepared to work together to provide a unique and personalized learning experience for all students.

Waverly High School is currently in the process of researching and investigating the potential for implementing several new initiatives and programs that will assist students in being highly successful in college and/or a career. A formalized STEM (science, technology, engineering and math) program for grades 6-12 is in place and some blended learning programs are in the planning stages. Students are offered many course opportunities at the collegiate level, career exploration programs and technology shadowing at our building, as well as off campus sites. Additional credits and courses are being considered and could be available as early as the fall of 2016 for our students. Every student and his or her parents participate in the development of his or her schedule and graduation plan and the incorporation of these opportunities. This ensures for an individualized plan for each and every student's interest.

To continue the traditions of success here at Waverly, it is critical that parents, students, staff and the community work together. Communication and support from all stakeholders are the key components of student success. It is crucial as a student that you strive to find your academic niche at Waverly and always strive to work hard, so you can achieve your long-term educational and career goals. I wish you success on this incredible journey.

I look forward to the continued achievement and accomplishments of our students in the 2016-17 school year. Please let us know how we can help you along the way.

Best Regards,



Ashlee T. Hunt

## Definitions of Terms Used in this Guide

1. **A semester** or a **term** is one-half of a school year.
2. **One unit of credit** is granted for the successful completion of a high school subject studied one period a day for one year.
3. **One-half unit of credit** is granted for the successful completion of a high school subject studied one period a day for one term, or two or three times a week for one year.
4. **Required subjects** are those which all pupils must take.
5. **Electives** are subjects which are not required but are chosen by the student.
6. **Prerequisites** are the requirements which must be met before a student may be scheduled for a given subject.

### Important Notice:

All courses described in this booklet will be taught only if there is sufficient interest and approval from the Board of Education for staffing. The programs described are constantly being evaluated and adapted to meet our changing needs. If you and/or your parents have suggestions as to how we can make next year's booklet more helpful to you, please let us know. Any request to drop a course after the beginning of a semester must be approved by the principal.

## Honor Roll

### The guidelines used to determine honor roll are as follows:

For High Honor Roll, a student must have five subjects plus physical education. He/she must have no grades below 85 percent, no Failures (F) and no incompletes. The student must also have a marking period average of 89.5 or above.

For Honor Roll, a student must also have five subjects plus physical education. He/she must have no grades below 80 percent, no Failures (F) and no incompletes. The student must have a marking period average of 84.5 or above.

## Transfer Students

Transfer students entering after ninth grade will be addressed on a case-by-case basis. Placement and graduation requirements will be determined by guidance staff and administration.

## Special Education

Through the Waverly Committee on Special Education (CSE), students with disabilities have available to them a continuum of programs and services based on their individual abilities and needs. These programs and services include:

- Related services
- Indirect or direct consultant teacher services
- Resource room services
- Special class programming
- Program/testing accommodations and modifications

The CSE determines which programs and services are needed, and in what combination, in order to help the student reach his or her highest potential. For questions regarding the special education process, please contact the director of special programs at 607-565-8101, ext. 1014.

# School Counseling Office

**Student Services Office**  
**Waverly Middle/High School**  
**1 Frederick Street • Waverly, New York 14892**  
**Phone: (607) 948-0001 • Fax: (607) 565-3718**

Mrs. Denise Chambers Registrar \_\_\_\_\_ ext. 1013 \_dchamber@gstbooces.org  
 Mrs. Jennifer Fish \_\_\_\_\_ High School Counselor (A-L) \_\_\_\_\_ ext. 1009 \_\_\_\_\_ jfish@gstbooces.org  
 Ms. Lindsay Rapp \_\_\_\_\_ High School Counselor (M-Z) \_\_\_\_\_ ext. 1008 \_\_\_\_\_ lrapp@gstbooces.org  
 Mrs. Jennifer Hubbard \_\_\_\_\_ Middle School Counselor (A-Z) \_\_\_\_\_ ext. 1017 \_\_\_jhubbard@gstbooces.org  
 School CEEB Code \_\_\_\_\_ 335-845

## What is the role of the school counselor?

School counselors support students the areas of academics, career planning and personal/social development.

Support is provided through:

- Direct services: curriculum, individual student planning
- Responsive services: individual, group and crisis counseling
- Indirect services: consultation, referrals, meetings and advocacy.

## Academic Success

School counselors annually update and maintain schedules and diploma credit checks for students in grades 9-12.

In grade 8, school counselors present graduation requirements and fill out a four-year plan for each student, mapping out what his or her high school experience may look like based on career interests.

In grades 9-11, school counselors meet with students in groups to discuss academic progress, current career goals and interests and map out courses for the following year.

During the summer between grades 11 and 12, school counselors meet with seniors and their parents to discuss post-graduation plans. At these meetings, school counselors provide families with information regarding the college application process, financial aid, ACT and SAT exams and college and employment exploration websites.

## Career

School counselors work closely with Rebecca Horton, GST BOCES career development specialist, to provide career exploration to students in grades 9-12. Throughout high school, students have the opportunity to view career panels, attend BOCES presentations, take the PSAT, ASVAB, SAT or ACT, attend job shadows and meet with various college representatives.

## Social and Personal Guidance

School counselors provide individualized, group and crisis counseling, as well as peer mediation based on student need. School counselors work collaboratively with outside agencies to connect families with support. Crisis and long-term counseling is referred to outside agencies. Please contact your child's school counselor for names and numbers for these services.

*The Waverly School Counseling Guidance mission is to provide a comprehensive program that will assist all students in acquiring the skills, knowledge and attitudes needed to become effective students, responsible citizens, productive workers and lifelong learners. The program's ultimate goal is for students to graduate with the competencies necessary to be able to make self-directed, realistic and responsible decisions that are necessary to function and contribute in a global and changing society.*

## College Level Courses

Academically talented upperclassmen have the opportunity to earn college credit while attending high school through the advanced placement ACE (Accelerated College Education) programs. Some students may choose to accelerate their high school graduation requirements and take college level classes part time during their senior year while completing the course or two needed to graduate. The offering of college courses to seniors in our high school eliminates the need for students to leave high school prematurely in order to continue their education at the college level.

Students electing to earn college credit are required to complete enrollment forms provided by Corning Community College and pay approximately \$58 per credit hour. Upon satisfactory completion of the course, students are awarded college credit in addition to high school credit.

All courses that are offered for college credit will be weighted 1.2 for grade point average.

The basic information for the program sponsored jointly by the Waverly Central School District and Corning Community College is as follows:

### 1. Courses

Courses offered for college credit are those which are generally taught to college freshmen and are currently being taught to our more academically capable seniors. In some cases, the curriculum of our high school course is slightly modified to correspond with the freshman level college course. For the most part, however, we teach college-level courses.

### 2. Instructors

Present courses are taught by current high school faculty members or staff certified through the college.

### 3. Admission to Courses

A student enrolled in a course for college credit must be a senior and have met the prerequisite established for that course.

### 4. College Registration

A student must register with Corning Community College as outlined on the following page in order to receive college credit.

### 5. Tuition

ACE courses offered through WHS are approximately \$58 per credit hour. Approximately \$165 per credit hour is the normal tuition rate for a full time, NYS student, and approximately \$322 per credit hour for an out-of-state resident at Corning Community College.

### 6. Grades

Students are assigned grades by the instructor based upon the student's performance and according to the grading system utilized by Corning Community College.

### 7. Transfers

Each student's credits and grades are recorded on an official Corning Community College transcript as courses taken in residence (the same as if he or she attended the courses on the Corning Community College campus).

### 8. Transfer Credit

Most colleges and universities will accept credit from Corning Community College. A student planning to transfer credit to another college should contact that college to ensure acceptance of credit transfer. The student also must request that his or her transcript from Corning Community College be sent to the college the student will be attending.

The ACE courses are offered for both college and high school credit. A student electing to enroll in the course for college credit will receive both college and high school credit if he or she successfully completes the course. If the student does not elect to enroll for college credit, he or she will receive only high school credit upon satisfactorily completing the course.

**Continued...**

Waverly classes and the corresponding Corning Community College courses are listed below. Full descriptions and additional course listings may be found in the CCC bulletin or on the Internet at [www.corning-cc.edu](http://www.corning-cc.edu).

Waverly Courses	Page	CCC Course
English 13 A (ACE)	15	ENGL 1010 Composition 1 (3 hours/semester)
English 13 B (ACE)	15	ENGL 1020 Composition 2 (3 hours/semester)
Spanish IV A & B (ACE)	18	SPAN 2010/2180 Intermediate/ Composition and Conversation (4 hours/semester)
Spanish V (ACE)	18	SPAN 2310 Brief Introduction to Literature (3 hours/semester)
Calculus 1 (ACE)	21	MATH 1610 Calculus 1 (4 hours/semester)
Calculus 2 (ACE)	21	MATH 1620 Calculus 2 (4 hours/semester)
Elementary Statistics (ACE)	21	MATH 1310 Elementary Statistics (4 hours/semester)
Biology A & B (ACE)	25	BIO 1501/1502 Biology (4 hours/semester)
Physical Geology (ACE)	25	GEOL 1510 Physical Geology (4 hours/semester)
Environmental Geology (ACE)	25	GEOL 1530 Environmental Geology (4 hours/semester)
Political Science (ACE)	28	GOVT 1010 American Federal Government (3 hours/semester)

## Corning Community College Registration

To qualify for the **ACE** (Accelerated College Education) program, for either high school or college credit, a student must have a 90 average or higher, **OR** be in the top 10 percent of the class, **OR** obtain recommendations from two teachers in the areas of English, social studies, math and/or science.

College registration for these courses will be held during the second full week of classes each semester. Students interested in registering for Corning Community College (CCC) credit in these courses should:

1. Fill out a course selection sheet requesting the CCC courses in which they wish to enroll.
2. Report to the guidance office during the first week of each semester to:
  - a. Make an appointment to meet with a CCC liaison teacher to complete registration.
  - b. Pick up a CCC registration packet.
3. Complete the registration procedure as outlined on the registration packet and bring these materials with you to the meeting you have scheduled with the Corning Community College liaison teacher.

**Students must register with CCC each semester.** It is not possible to register in September for both semesters, therefore, steps 2 and 3 above must be followed during September and February for students registering for college level courses during the first and second semesters. Payment for tuition may be made at the time of registration or the college business office will bill each student for tuition following registration.

**Continued...**

## Other College-Level Courses

The following options are available for students to earn college credits at Waverly High School:

### 1. AP Courses

AP Chemistry is offered every year. Students need to pass the AP examination to officially earn college credit. We also offer on-line AP courses for students as an accessory to existing coursework.

### 2. Project Lead the Way (PLTW) credits offered by Rochester Institute of Technology (RIT)

Waverly offers seven PLTW courses, six of which offer the possibility of earning six transcribed RIT credits. The courses that offer RIT credit are:

- Design and Drawing for Production
- Digital Electronics
- Principles of Engineering
- Computer Integrated Manufacturing
- Civil Engineering and Architecture
- Computer Science

Engineering Design and Development, while a college-level course that will enhance a student's portfolio/resume, does not offer RIT credit.

For students to earn college credit, they must have a minimum B+ average (85 percent or higher) in the course and earn a 70 percent or higher on the college credit exam

All PLTW courses are offered as college level and weighted at the 1.2 scale.



## Diploma Requirements for Students

Students enrolled at Waverly High School in the 2016-17 school year need to earn at least 22 units of credit, including two credits in physical education, to receive a Regents diploma. Such units shall incorporate the commencement level of the New York State Learning Standards in: English/Language Arts, social studies, mathematics, science, technology, the arts (including visual, music, dance and theater), languages other than English, health, physical education and career development and occupational studies. Such units of credit shall include:

### Regents Diploma

Minimum of 22 credits.

English – 4 units of credit.

Social Studies – 4 units of credit.

Science – 3 units of credit. One credit must be a life science and one must be a physical science. The third can be either.

Math – 3 units of credit. Each credit will be more advanced than the previous one to denote progressive and sequential.

Art or Music – 1 unit of credit.

Health – 1/2 unit of credit.

Physical Education – 2 units of credit (1/2 per year).

A Language other than English (LOTE) – 1 unit of credit.

In addition, students must earn 65 percent on the following Regents exams:

- English.
- Social Studies (Global Studies II or US History and Government).
- Math.
- Science (Living Environment, Chemistry, Earth Science, Physics).

### 4+1 Pathway

Pathway assessments are any of the following:

- Additional math Regents exam in a different course or department-approved alternative; or
- Additional science Regents exam in a different course or department-approved alternative; or
- Additional social studies Regents exam in a different course or department-approved alternative; or
- Additional English Regents exam in a different course selected from the department-approved alternative list; or
- A department-approved CTE pathway assessment, following successful completion of an approved CTE program; or
- A department-approved pathway assessment in the arts; or
- A department-approved pathway assessment in a language other than English (LOTE).

See multiple pathways at [www.p12.nysed.gov/ciai/multiple-pathways/docs/multiple-pathways-qa-2015-04-08.pdf](http://www.p12.nysed.gov/ciai/multiple-pathways/docs/multiple-pathways-qa-2015-04-08.pdf).

See department-approved alternatives at [www.p12.nysed.gov/assessment/hsgen/archive/list.pdf](http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf).

### Advanced Designation

To earn a diploma with Advanced Designation, a student must earn a 65 percent or better on eight required Regents exams as follows: three math, two science (one life science and one physical science), ELA, Global History and Geography, US History and Government and either a locally-developed Checkpoint B LOTE exam or a five-unit sequence in the Arts or CTE. Visit <http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD> for more information.

**Continued...**

## **Advanced Designation with Honors**

To earn a diploma with Advanced Designation with Honors, a student must earn the minimum 22 units of credit listed above for a Regents diploma, as well as three credits for electives and two additional credits in LOTE or a five-unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. Students also must pass the eight required Regents exams with a computed average score of 90 percent or better as follows: three math, two science, ELA, Global History and Geography, US History and Government; and either a locally-developed Checkpoint B LOTE exam or a five-unit sequence in the Arts or CTE.

Visit <http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors> for more information.

## **Options for Students with Disabilities**

In addition to the NYS Regents diploma, students with disabilities may earn a Regents diploma with Career Development and Occupational Studies (CDOS) credential, a local diploma, a local diploma with CDOS credential, a stand-alone CDOS credential or a Skills and Achievement Commencement credential. For more information on these graduation pathways, please see your school counselor or the director of special programs.

Notes:

- 1.) **Pathway assessments are any of the following:**
  - Additional math Regents examination in a different course or Department Approved Alternative; or
  - Additional science Regents examination in a different course or Department Approved Alternative; or
  - Additional social studies Regents examination in a different course or Department Approved Alternative; or
  - Additional English assessment in a different course selected from the Department Approved Alternative list; or
  - A Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
  - A Department approved pathway assessment in the Arts; or
  - A Department approved pathway assessment in a Language other than English (LOTE)

See Multiple Pathways at: <http://www.p12.nysed.gov/cia/multiple-pathways/docs/multiple-pathways-pathways-qa-2015-04-08.pdf>  
 See Department Approved Alternatives at: <http://www.p12.nysed.gov/assessment/hsgen/archives/list.pdf>

**Appeals:**  
 Appeals are subject to local district approval. More information on the appeal to graduate with a lower score on a Regents examination can be found at <http://www.p12.nysed.gov/cia/gradreq/CurrentAppealForm.pdf>

3.) **Special Endorsements:**

**Honors:** A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents examinations and the locally developed Checkpoint B LOTE examination is not included in the calculation.

**Mastery in Math and/or Science:** A student meets all the requirements for a Regents Diploma with Advanced Designation AND earns at score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.

**Technical Endorsement:** A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3 part technical assessment

4.) **Transition to the Common Core Regents Assessments:**

ELA: Students who enter grade 9 in 2013 and thereafter must pass the Regents examination in ELA Common Core in order to meet the diploma requirements.

Mathematics: In 2013 and thereafter any student, regardless of grade level or cohort who begins their first commencement level course in mathematics must be provided with instruction aligned with the NYS P-12 Common Core Learning Standards for Mathematics and take the corresponding Common Core Regents examination. More information can be found at <http://www.p12.nysed.gov/assessment/commoncore/transitionccregents1113rev.pdf>

5.) **Students with disabilities who entered grade 9 prior to September 2011:**

Students with disabilities who enter grade 9 prior to the 11-12 school year who fail one or more Regents examination may take the corresponding Regents Competency Test (RCT) in order to meet the assessment requirements. This option may not be used in conjunction with the Compensatory Safety Net Option.

6.) **Languages other than English (LOTE) exempt students:**

Students with a disability may be excused from the requirement from the required units of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate. A LOTE exempt student who seeks a Regents diploma with advanced designation, does NOT have to complete the 5 unit sequence in the Arts or CTE in lieu of LOTE in order to meet the assessment requirements for the Advanced Diploma.

**NEW YORK STATE DIPLOMA REQUIREMENTS  
 APPLICABLE TO GRADE 9 STUDENTS FIRST  
 ENTERING HIGH SCHOOL IN 2008-2015**

	Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation	MINIMUM NUMBER OF CREDITS
English		4
Social Studies		
	<i>Distributed as Follows:</i>	
	U.S. History (1)	4
	Participation in Government (1/2)	
	Economics (1/2)	
	Other (2)	
Science		3
	<i>Distributed as Follows:</i>	
	Life Science (1)	
	Physical Science (1)	
	Life Science or Physical Science (1)	
Mathematics		3
Languages Other than English (LOTE)		1 <sup>(*)</sup>
Visual Art, Music, Dance, and/or Theater		1
Physical Education (participation each semester)		2
Health		0.5
Electives		3.5
Total		22

<sup>(\*)</sup>Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate

REGENTS EXAM or passing score on a Department Approved Alternative	Regents Diploma for all students		Regents Diploma via Appeal for all students		Local Diploma via Appeal for all students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65	1		1		1	55* (see note below)	1	
Math	1	65	1		1		1	55*	1	
Science	1	65	1	4 exams with a minimum score of 65 and 1 exam with a score of 62-64 for which an appeal has been granted by the district	1	3 exams with a minimum score of 65 and 2 exams with a score of 62-64 for which an appeal has been granted by the district	1	55*	1	Either 4 exams with a minimum score of 65 and ELA with a score of 55-61, OR 3 exams with a minimum score of 65, and 1 exam with a score of 62-64 and ELA with a score of 55-61 for which an appeal has been granted by the district
Social Studies	1	65	1		1		1	55*	1	
Pathway (See note 1 on reverse side)	1	65 if Regents Exam	1		1		1	55* if Regents exam	1	
Compensatory Safety Net		Non Applicable		Non Applicable		Non Applicable		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics.		Non Applicable
<b>Regents Diploma with Advanced Designation</b>										
Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in a multiple ways. Students seeking the Regents diploma with advanced designation may choose from the following assessment options:										
Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.									
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 Math, 2 Science (1 must be life science and 1 must be physical science), 1 Pathway (other than Science or math) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE									
STEM (Mathematics) Pathway Combination:	ELA, 1 social studies, 4 math, 2 Science (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam or a 5 unit sequence in the Arts or CTE									
STEM (Science) Pathway Combination:	ELA, 1 social studies, 3 math, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE									

\*A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. Students who avail themselves of the Compensatory Safety Net option may not appeal scores of 52-54 on the ELA or the Mathematics Regents examinations  
See: <http://www.p12.nysed.gov/ciai/gradreq/CurrentAppealForm.pdf>

# EXAMINATION REQUIREMENTS

# Art

## Studio in Art A (Basic Drawing/2-D Design)

1/2 Year

1/2 Unit

Grades 9-12

Basic Drawing (Art A) is an overview of many basic drawing media, which lend themselves to students desiring a foundation studio course. This curriculum will stress basic design, composition, line, balance and value structure in terms of drawing. Media explored include: pencil, conte stick, charcoal, pen and ink, watercolor, scratch point, intaglio, and photographic drawing.

## Studio in Art B (Crafts/3-D Design)

1/2 Year

1/2 Unit

Grades 9-12

Crafts is a course designed for the student who wishes a basic overview of several "craft"-oriented media. Each area is treated as an independent unit culminating in its own aesthetic. This course will stress proficiency in the media of three-dimensional design and ceramics. Approximately one marking period in functional ceramics and one marking period in sculptural media will be the recommended format.

## Sculpture

1/2 Year

1/2 Unit

Grades 10-12

Sculpture is an elective class that may be taken after Studio in Art A and B. Students will build sculptures out of a variety of materials. Prerequisite: Art B.

## Painting

1/2 Year

1/2 Unit

Grades 10-12

This unit is an in-depth course dealing with various water and oil painting mediums. The focus of this course will be the use of paint in terms of visual imagery according to its technical possibilities. The two basic topics will include water-based acrylic and oils (impasto, glazing and imprimaturs). Areas that will be covered include portrait, abstract, landscape and still life. Also, various types of painting surfaces and their respective preparations will be explored.

Prerequisite: Studio in Art A, or permission of the instructor.

## Art – Independent Study

1/2 Year

1/2 Unit each

Grade 12

This course is an independent study situation designed for the advanced student. The independent study approach allows the student to explore in-depth a medium or media which expressly interest that individual. All outlined topics of study must be cleared with the instructor as to content, objectives and duration. A minimum of one medium per marking period will be required. A student's participation in this program requires the permission of the instructor.

## Miniature Sculpting

1/2 Year

1/2 Unit

Grades 9-12

Miniature Sculpting incorporates elements of design, 3-dimensional assembly and 3-D sculpting techniques used in a variety of techniques. Class projects include but are not limited to jewelry design and craft, simple toy sculpting and production, miniature modeling techniques and miniature figure sculpting.

## Introduction to Digital Photography

1/2 Year

1/2 Unit

Grades 9-12

Introduction to Digital Photography offers high school students a comprehensive understanding of composition, light and exposure as they pertain to creating digital photographs with a single lens reflex camera. In addition, the course offers a general introduction to more challenging concepts such as studio portraiture and digital editing with Adobe Photoshop®.

# Audiovisual

## Audiovisual Aides

1 Year

No Credit

Grades 9-12

This class will give interested students an opportunity to participate in the Audiovisual program on the introductory level and fulfill the prerequisite for future enrollment in Studio Production Courses. This is not a formal class setting and as such receives no credit. Interested students should contact the Audio-Visual Director.

## Telecommunications – Level 1

1 Year

1/2 Unit

Grades 10-12

**Camera Operation** — Students will work with Level 2 student staff with emphasis on TV camera operation in a studio setting. Level 1 operators also will receive some exposure to control room operation and techniques to prepare them for sequential advancement to Level 2 studies and may be assigned to after-hours recording sessions. Prerequisite: Audio Visual Aides.

## Telecommunications – Level 2

1 Year

1 Unit

Grades 11-12

**Studio Production** — Students who have successfully completed Level 1 studies will work on control room operations and on-air live broadcasting techniques. Level 2 staff will be required to regularly appear on live broadcasts as announcers. In addition, Level 2 staff will be assigned to record after hours activities. Prerequisite: Tele-Communications — Level 1, Audio Visual Aides.

## Telecommunications – Level 3

1 Year

1 Unit

**Production** — Level 3 staff who have successfully completed Levels 1 and 2 will be responsible for production of delayed-tape programs for inclusion in BOCES broadcasts over BOCES coverage area TV cable systems on a weekly basis. They also will be responsible for production of programs to be aired over local cable facilities through the cooperation of Cablevision, Inc. in Sayre, Pennsylvania.



# Business

## Word Processing (Keyboarding)

1/2 Year

1/2 Unit

Grades 9-12

This course is required for a business sequence. Word Processing is designed for all students in seventh grade and above. This course combines keyboarding applications that are used to introduce keying techniques as well as generic word processing applications using Microsoft Word. Units to be covered are business letters, memorandums, tabulations and short reports.

## Accounting 1

1 Year

1 Unit

Grades 11-12

This course is designed to help students better prepare themselves for advanced courses in bookkeeping and accounting, and to help students become sufficiently proficient as to prepare them for employment in business. The course covers: double entry system of debits and credits, use of special journals, adjusting and closing entries, preparation of financial statements, banking procedures and payroll. Part of the course is devoted to working at a simulated business.

## Programming 1

1/2 Year (1st semester)

1/2 Unit

Grades 9-12

This is an introductory computer programming course that will teach students the fundamentals of computer programming. It is a prerequisite to the Introduction to Programming in C++ course taught in the second semester. In this course students will be exposed to the fundamentals of programming.

## Introduction to Programming in C++

1/2 Year

1/2 Unit

Grades 9-12

This course utilizes the latest in programming visual software. Programming is a prerequisite for this course.

## Introduction to Web Page Design

1/2 Year

1/2 Unit

Grades 9-12

This course is intended to be an introductory course in web page design. It is designed as an introduction to Hyper Text Markup Language — more commonly known as HTML. In this course, the student will be exposed to various software packages used to create web pages. Hands-on activities will guide each students as they gain experience with HTML to design and create forms, tables and frames. The students will gain basic Internet navigation skills and visit appropriate web sites to spark interests, generate ideas and provide guidance in the creation of their very own web page.

## Information Technology

1/2 Year

1/2 Unit

Grades 9-12

This is an introductory course in computers and Windows applications software. Microcomputer operating systems and the Microsoft Office integrated software involving word processing (Word), spreadsheets (Excel), database (Access) and presentations (PowerPoint) will be taught with a hands-on approach through a series of laboratory projects that are of interest to all students in all academic disciplines.

## Introduction to Occupations

1/2 Year

1/2 Unit

Grades 9-12

This course is designed to help students identify the relationship between career planning and lifelong goals. Students will perform a series of self-assessments to identify with career clusters that match their personal interests, values and abilities. Students will become familiar with the job search process and identify with the preparation that is necessary to transition from the educational environment into a career. This process includes preparing a resume, cover letter, follow-up letter, identifying and practicing interview skills and acquisition of career related information. Students will also study a wide range of financial areas that include managing and budgeting, comparing and contrasting a variety of financial institutional services and prepare sample state and federal tax returns. Students will understand the necessity of establishing and maintaining an excellent credit rating while evaluating various sources of credit. Planning and setting goals for purchasing a car, renting versus buying a home, risk management including the different types of insurance as well as the rights and responsibilities as a consumer in our economic system will also be covered.

**Continued...**

## Business

### **Sports and Entertainment Marketing and Journalism**

1/2 Year

1/2 Unit

Grades 9-12

Sports and Entertainment Marketing and Journalism is a unique and innovative course designed for students with an interest in the sports and entertainment industry. This course stresses the utilization of fundamental marketing concepts and will include an orientation to the sports and entertainment industry. Marketing strategies along with topics in sponsorship, pricing, marketing research, endorsements and promotions will be part of this course. This course will develop critical thinking, decision making and communication skills through real world applications. Students will be prepared to handle specific tasks associated with either industry.



# Engineering

## *Project Lead the Way (PLTW) credits offered by Rochester Institute of Technology (RIT)*

Waverly offers seven PLTW courses, six of which offer the possibility of earning six transcribed RIT credits. The courses that offer RIT credit are:

- Design and Drawing for Production
- Digital Electronics
- Principles of Engineering
- Computer Integrated Manufacturing
- Civil Engineering and Architecture

Engineering Design and Development, while a college-level course that will enhance a student's portfolio/resume, does not offer RIT credit.

For students to earn college credit, they must have a minimum B+ average (85 percent or above) in the course and earn a 70 percent or above on the college credit exam.

All PLTW courses are weighted at the 1.2 scale.

### **Design and Drawing for Production: (Introduction to Engineering Design)**

1 Year

1 Unit

Available for grades 9-12

DDP is an introductory course which develops student problem solving skills, with emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software. The computer-based process replaces the traditional hand-drawing methods. The course will emphasize the design development process of a product and how a model of that product is produced, analyzed and evaluated, using a Computer Aided Design System. Various design applications will be explored with discussion of possible career opportunities.

Requisite: Concurrent enrollment or completion of Algebra.

### **Principles of Engineering (POE)**

1 Year

1 Unit

Available for Grades 10-12; Recommended for Grades 10-11

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem-solving skills that are involved in post-secondary education programs and engineering careers. They will explore various engineering systems and manufacturing processes. They will also learn how engineers address concerns about the social and political consequences of technological change. The main purpose of this course is to experience through theory and hands-on problem-solving activities what engineering is all about and to answer the question, "Is a career in engineering or engineering technology for me?"

Prerequisite: Introduction to Engineering Design.

Requisite: Concurrent enrollment in college preparatory mathematics.

### **Digital Electronics**

1 Year

1 Unit

Available for Grades 10-12; Recommended for Grades 10-11

Digital Electronics is a course of study in applied digital logic. The course is patterned after the first-semester course in digital electronics taught in two- and four-year colleges. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives and their use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/engineering technology. Using industry standard simulation software, students will test and analyze simple and complex digital circuitry. Students will design circuits using the simulation software, construct the designs on breadboards using various electronic components, will make printed circuit boards and program their own Integrated Circuit Chip.

Requisite: A final average of not less than 80 percent in Algebra, concurrent enrollment in college preparatory mathematics.

**Continued...**

# Engineering

## Computer Integrated Manufacturing (CIM)

1 Year (offered 2014-15)

1 Unit

Available for Grades 10-12; Recommended for Grades 11-12

CIM is a course that applies principles of rapid prototyping, robotics and automation. This course builds upon the computer solid modeling skills developed in Introduction to Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis, and make appropriate modifications before producing their prototypes.

Prerequisite: Introduction to Engineering Design and Principles of Engineering.

Requisite: Concurrent enrollment in college preparatory mathematics.

## Civil Engineering and Architecture (CEA)

1 Year (offered 2015-16)

1 Unit

Grade 10-12

The major focus of the Civil Engineering and Architecture (CEA) course is a long-term project that involves the development of a local property site. As the students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of this property. This course provides freedom for the students to develop the property as a simulation and to model the real world experiences that civil engineers and architects will encounter when developing property. The course is structured to enable all students to have a variety of experiences that will provide an overview of both fields. Students will work in teams, exploring hands-on projects and activities to learn the characteristics of civil engineering and architecture.

Prerequisite: None.

Requisite: Concurrent enrollment in college preparatory mathematics.

## Engineering Design and Development (EDD)

1 Year

1 Unit

Grade 12

In this course, students will work in teams of two to three to design and construct the solution to an engineering problem, applying the principles developed in the preceding courses. The problem may be selected from a database of engineering problems, be a recognized national challenge, be a community or local industrial need or be an original engineering problem identified by the team and approved by the teacher. The problems will involve a wide range of engineering applications (e.g. a school robo-mascot, automated solar water heater, remote control hover craft). Students will maintain a journal as part of a portfolio of their work. Each team will be responsible for delivering progress reports and making final presentations of their project to an outside review panel. The completed portfolio will be invaluable as the students apply to college.

Prerequisites: Introduction to Engineering Design, Digital Electronics, Principles of Engineering,

Requisite: Concurrent enrollment in college preparatory mathematics.

## Computer Science

1 Year

1 Unit

Grade 12

Students work in teams to develop computational thinking and problem solving skills. The course covers the College Board's new CS Principles framework. The course does not aim to teach mastery of a single programming language, but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. The course also aims to engage students to consider issues raised by the present and future societal impact of computing.

Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication and other professional skills. Problems aim for ground-level entry with no ceiling so that all students can successfully engage the problems. Students with greater motivation, ability or background knowledge will be challenged to work further.

# Engineering

## **ROV (Underwater Robotics)**

1 Year

1 Unit

Available for Grades 10-12; Recommended for Grades 11-12

This course will provide students the opportunity to learn about Remotely Operated Vehicles (ROV) and their applications. Students will complete science investigations to be able to apply the content learned to design and engineer their own ROV. Participating students will engage in scientific and engineering practices by conceptualizing, designing, manufacturing, testing and evaluating prototypes of remotely operated underwater vehicles. The course will culminate in competition in which students collaborate on teams to pilot their ROV design and demonstrate their learning.

# English

## English 9 (NCAA)

1 Year

1 Unit

Grade 9

This course follows the New York State modules and focuses on a variety of activities designed to facilitate students' awareness of the world and of the self. The focus is on critical reading, annotating and reflection through daily writing, text-dependent questions and cumulative unit writing assessments. Writing is of a developmental nature. Writing tasks are generated from classroom literature, both formal and informal. Focus is on both fiction and non-fiction texts. Quarterly independent reading also is required.

## English 10 (NCAA)

1 Year

1 Unit

Grade 10

This course follows the New York State modules and focuses on critical reading, annotating and reflection through daily writing, text-dependent questions and cumulative unit writing assessments. Focus is on both fiction and non-fiction texts. Quarterly independent reading also is required for this course.

## English 11 — Regents (NCAA)

1 Year

1 Unit

Grade 11

During this year, authors and trends in literature are studied. Literary devices and techniques are reviewed. Students read and analyze a collection of novels, plays and poetry that reflect New York State modules. Quarterly independent reading is a course requirement. Writing skills are reviewed and honed to prepare students for the Common Core Regents exam.

### Graduation Note:

All students must pass the New York State Common Core English 11 Regents exam. This is a graduation requirement.

## English 12 (NCAA)

1 Year

1 Unit

Grade 12

This course follows the New York State modules and focuses on critical reading, annotating and reflection through writing. Three important emphases are on narrative techniques, Shakespeare and research. Quarterly independent reading also is required for this course. A successful culminating research project is required for graduation.

## English 13 (ENGL 1010, 1020) — ACE (NCAA)

1 Year

1 Unit

Grade 12

This accelerated English course is a college credit course with co-enrollment with Corning Community College.

### ENGL 1010 College Composition I

Essay writing designed to sharpen the student's perceptions of the world through the study and use of non-fiction writings and to facilitate communications with correctness, clarity, unity, organization and depth. Assignments include expository writing, argumentation and research techniques. (Three credit hours/Fall and Spring).

Prerequisite: Placement, ENGL 0990, or concurrent enrollment in ENGL 0999. Meets general education requirement in Basic Communication. Writing Process.

### ENGL 1020 College Composition II

Essay writing course designed to advance critical, analytical and writing abilities begun in ENGL 1010. Literary analysis and interpretation on works of fiction, poetry and drama. (Three credit hours/Fall and Spring).

Prerequisites: ENGL 1010 and satisfactory completion of all reading skills placements. Writing Process. Meets general education requirement in Basic Communication and Humanities.

**NOTE:** This course is open to students with a 90+ average in high school and an 85+ on the Common Core English Regents exam and/or teacher recommendation. This course does not have to be taken for college credit, however the course workload remains the same.

**Continued...**

# English

## Yearbook

1 Year

1 Unit

Grade 12

Students will have the chance for exposure to all aspects of scholastic journalism and print/media arts production, including interviewing and reporting, copy and caption writing, layout and page design, photography and digital post-processing, business marketing and advertising design.

Participants will make extensive use of the Adobe Creative Suite series of programs, as well as cameras and other advanced hardware. Emphasis is on group problem solving and collaboration, planning and reaching deadlines, critical/creative thinking, independence and time management and producing an excellent product for the school community.

Members of the yearbook staff spend a significant amount of time on work outside of class as necessary to cover school news and events, including sports and student life events, among other things.

## Great Books (NCAA)

 $\frac{1}{2}$  Year $\frac{1}{2}$  Unit

Grades 11-12

This course is designed to motivate students' reading exploration of classic novels which presents experiences common to all times and societies. Reading and class scheduling are completed on an independent basis. Reports, critical testing and individual conferences will be required with each selection that is read. A total of 10 books with accompanying written assignments is required.

## Young Adult Novels (NCAA)

 $\frac{1}{2}$  Year $\frac{1}{2}$  Unit

Grades 11-12

This course is designed to motivate the reluctant reader to explore contemporary novels of high interest which present experiences common to us all. Reading and class scheduling are completed on an independent basis. Reports and individual conferences will be required for each selection that is read. A total of 10 books with accompanying written assignments is required.

## Great Short Stories (NCAA)

 $\frac{1}{2}$  Year $\frac{1}{2}$  Unit

Grades 11-12

This course will present the popular genre of the short story. Classic universal stories that offer challenging reading opportunities will be used as choices. Students will be expected to analyze the subtleties, ironies and ambiguities of each story. Written reports, tests and individual conferences will be required. Reading and class scheduling will be completed on an individual basis. Students read forty stories over the course of the semester.

## Creative Writing (NCAA)

 $\frac{1}{2}$  Year $\frac{1}{2}$  Unit

Grades 11-12

This course is designed to allow students to gain and improve writing skills with respect to short stories, poetry, non-fiction and personal essays. Students will study the effective elements of creative writing and work both individually and as part of a group to improve their writing skills.

## SAT Prep

 $\frac{1}{2}$  Year $\frac{1}{2}$  Unit

Grades 11-12

This class will explore all elements of the SAT exam. Students will take full-length practice tests, look at student samples and use rubrics to examine their own work. Students also will look at guided strategies for answering every question type. Students will look at what exactly is tested, lay out some ground rules and plan a basic strategy for success on the SAT. There will be writing help to create high-scoring essays. Students will grasp critical concepts by highlighting chapter objectives and creating clear goals as they progress through the course. The course is designed for students in grades 11-12 who are planning to take the SAT exam.

**Continued...**

# English

## **Writing/Research Center**

No Credit

Grades 9-12

The Writing/Research Center offers individualized instruction on any assignment in any subject. The center is equipped with computers and resource materials for all subjects and levels. Students are encouraged to come for extra help out of any study hall on a casual or full-time basis. Students who are experiencing academic difficulty may be assigned to the center by guidance or staff. This atmosphere is academic and students are expected to be prepared to work.

## **Academic Support - ELA**

No Credit

Grades 9-12

Academic Support is scheduled into a student's day as a supplement to daily instruction in the subject area. It is assigned to those students who have been unsuccessful in a Regents exam or obtaining course credit in this subject area. It also may be recommended by a teacher in the department.

# Health and Physical Education

All students shall have earned the equivalent of two (2) units of physical education in accordance with the requirements set forth in Section 135.4 of the Commissioner's Regulation. A parent or physician cannot exempt a student from physical education. Physical education is required for all students in grades K-12. If a student cannot be in regular physical education, he or she must be in adapted physical education with a program designed to meet his or her needs per the regulations of the commissioner.

## 1. Activity Units:

### Grades 9 - 12 — High School

Outdoor living, soccer, lap swimming, instructional levels swimming, water games, water exercise, basketball, weight room, badminton, bowling, volleyball, archery, circuit fitness, tennis, golf, softball, track and field, lacrosse, yoga and Pilates, dance, pickleball, physical fitness assessment (twice a year).

## 2. Class Meetings:

Physical education classes meet alternate days.

## 3. Uniform:

Considerations for reasonable and appropriate attire are: health, safety and the absence of distracting clothing. It is the policy of the Waverly Central School District that students wear sneakers, athletic sweat socks, gym shorts (free of belt loops, pockets and articles that could be detrimental to the student's safety) and a tee shirt.

## 4. Grading System:

The grading system will be numerical and based on the following scale:

	Exceptional	Commendable	Satisfactory	Needs Improvement
Skill (20)	<ul style="list-style-type: none"> <li>• Demonstrates advanced competency in many activities.</li> <li>• Always willing to attempt new or not-mastered skills or activities and uses self-analysis for skill improvement (20-19).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates competency in many activities.</li> <li>• Frequently willing to attempt new or not-mastered skills or activities and uses self-analysis for skill improvement (18-17).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates competency in selected activities.</li> <li>• Generally willing to attempt new or not-mastered skills or activities and uses self-analysis for skill improvement (16-14).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little/no competency in selected activities.</li> <li>• Usually unwilling to attempt new or not-mastered skills or activities, and usually unwilling to use self-analysis for skill improvement (13-0).</li> </ul>
Knowledge (15)	<ul style="list-style-type: none"> <li>• Demonstrates comprehensive understanding of concepts, game rules, team strategies, personal wellness, safety procedures (15-14).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates very good understanding of concepts, game rules, team strategies, personal wellness, safety procedures (13-12).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates general understanding of concepts, game rules, team strategies, personal wellness concepts, safety procedures (11-9).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little understanding of concepts, game rules, team strategies, personal wellness, safety procedures (8-0).</li> </ul>
Attitude (10)	<ul style="list-style-type: none"> <li>• Demonstrates the highest responsible personal and social behavior, a positive attitude, leadership (10-9).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates high responsible personal and social behavior, a positive attitude, leadership (8-7).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates responsible personal and social behavior, a positive attitude (6-5).</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate responsible personal and social behavior (4-0).</li> </ul>
Participation (25)	<ul style="list-style-type: none"> <li>• Always prepared, punctual.</li> <li>• Consistently participates, is enthusiastic (25-24).</li> </ul>	<ul style="list-style-type: none"> <li>• Usually prepared, punctual.</li> <li>• Consistently participates (23-22).</li> </ul>	<ul style="list-style-type: none"> <li>• Generally prepared, punctual.</li> <li>• Participates in class activities (21-19).</li> </ul>	<ul style="list-style-type: none"> <li>• Often unprepared, tardy.</li> <li>• Lack of participation (18-0).</li> </ul>
Attendance (30)	<ul style="list-style-type: none"> <li>• Attended every class (30).</li> </ul>	<ul style="list-style-type: none"> <li>• Missed one class (27).</li> </ul>	<ul style="list-style-type: none"> <li>• Missed two classes (24).</li> <li>• Missed three classes (21).</li> <li>• Missed four classes (18).</li> </ul>	<ul style="list-style-type: none"> <li>• Missed five classes (15).</li> <li>• Missed one-third or more (0).</li> </ul>

## Health

### Health Education

1/2 Year

1/2 Unit

Grades 9-12

The purpose of this required course is to provide the student with basic skills and information about a variety of health-related topics. This information will help the student to determine his or her own personal health status for the future. Topics explored include the use of tobacco, alcohol and other drugs, the body system, proper diet, the need for regular exercise, the importance of good mental health, etc. Knowledge gained will enable the individual to live a normal, longer, more healthy life and to be able to advocate for their own overall well-being.

# Mathematics

The high school mathematics sequence is designed so students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, applying mathematics in real-world settings and solving problems through the study of number systems, algebra, geometry and trigonometry. Students will use mathematical reasoning, mathematical operations and functions throughout the sequence. All students are required to have three math credits and pass one math Regents exam to graduate. Students wishing to pursue an Advanced Regents Diploma must pass three mathematics Regents exams. They include Algebra 1, Geometry and Algebra 2.

## Algebra 1 (NCAA)

1 Year 1 Unit Grade 9

This course is the first in a series of three courses designed to meet New York State graduation requirements. Algebra 1 covers the system of real numbers, algebraic functions, series and sequences, statistical analysis, solving equations, systems of equations, inequalities and transformations on functions, graphing functions, factoring and solving quadratic equations. Graphing calculators will be used in the classroom. A notebook must be kept.

**\*The Algebra 1 Regents exam will be given in this course.**

## Geometry (NCAA)

1 Year 1 Unit Grades 9-11

This is the second course designed to meet New York State graduation requirements. Geometry covers a review of algebra skills, and introduction to analytical proofs, deductive reasoning, transformations, lines, quadrilaterals, triangle properties, similarity, trigonometry, circles and volume. A staff-generated final will be given. A notebook must be kept.

**\* The Geometry Regents exam will be offered at the end of this course.**

## Intermediate Algebra

1 Year 1 Unit Grade 10

This course is designed for those students who have not successfully passed the Algebra I Regents exam but have one math credit. There will be an emphasis on problem solving and application. In addition to the Algebra curriculum, alternate assessments and technologies may be utilized to help students successfully complete the course. This course will focus on the key topics that provide a strong foundation in essentials of Algebra. Graphing calculators will be used in the classroom. A notebook must be kept. Prerequisite: Students must have passed Algebra I.

**\* The Algebra I Regents exam will be offered at the end of this course.**

## Algebra 2A (NCAA-approved .5 credit)

1 Year 1 Unit Grades 11-12

This is the first course of a two-year Algebra 2 program. Algebra 2 covers quadratic functions, complex numbers, polynomials, rational, exponential and logarithmic functions, probability and statistics. A notebook must be kept. A staff-generated final will be given. Prerequisite: Student must have passed Algebra 1 and Geometry.

**\*This course is not designed to prepare students for the Algebra 2/Trigonometry Regents exam.**

## Algebra 2B (NCAA-approved .5 credit)

1 Year 1 Unit Grade 12

This is the second course of a two-year Algebra 2 program. It is designed for those students preparing for college or technical training and/or pursuing an Advanced Regents diploma. Algebra 2B covers arithmetic and geometric sequences and series, circles and advance trigonometry. A notebook must be kept. Prerequisite: Student must have passed Algebra 2A.

**\*The Algebra 2 Regents exam will be given at the end of this course.**

**\* Please consult the teacher of the course before purchasing ANY graphing calculator. \***

**Continued...**



# Mathematics

## Algebra 2 (NCAA)

1 Year

1 Unit

Grades 10-12

This is the third course of the three-year mathematics requirement designed for those students preparing for college or technical training and/or pursuing the Advanced Regents diploma. Algebra 2 covers quadratic functions, complex numbers, polynomials, rational, exponential and logarithmic functions, probability and statistics, arithmetic and geometric sequences and series, circles and advanced trigonometry. A notebook must be kept. Prerequisite: Student must have passed Algebra 1 and Geometry and passed the Algebra 1 and Geometry Regents exams.

**\*The Algebra 2 Regents exam will be offered at the end of this course.**

## Pre-Calculus I and Pre-Calculus II (NCAA)

 $\frac{1}{2}$  Year $\frac{1}{2}$  Unit each

Grades 11-12

Two one-semester courses are offered: Pre-Calculus 1 and Pre-Calculus 2. These courses have been designed for the college-bound student and present fundamental concepts in several advanced topics. The course covers functions, inequalities, operations with complex numbers, trigonometry, polar representation, analytic geometry, vector analysis, matrices, logarithms, sequence and series. Prerequisite: Student must have passed Algebra 2 and Trigonometry.

## Calculus 1–Calculus 2 (MATH 1610, 1620) — ACE (NCAA)

(College Level Option)

 $\frac{1}{2}$  Year $\frac{1}{2}$  Unit

Grade 12

Two one-semester courses are offered: Calculus 1 and Calculus 2. Calculus 1 addresses differential and integral calculus of polynomial and circular functions. It also includes a treatment of limits and continuity. Calculus 2 topics include the integral and derivative of logarithmic and exponential functions, advanced techniques of integration and applications, and infinite sequences and series. The course will focus on traditional techniques. Graphing, analytical and numerical explorations will be introduced as supplemental resources. Laboratory work is required. Prerequisite: Average of 85 percent or higher in Pre-Calculus. The student can earn four college credit hours through Corning Community College each semester.

## Elementary Statistics (MATH 1310) — ACE (NCAA)

1 Year

1 Unit

Grades 11-12

An intuitive approach to statistics. Analysis and description of numerical data using frequency distributions, histograms and measures of central tendency and dispersion, elementary theory of probability with applications of binomial and normal probability distributions, sampling distributions, hypothesis testing, chi-square, linear regression and correlation. Lab work will accompany this course. The statistical computer language Minitab will be used. Prerequisite: Student must have passed Algebra 2A or Algebra 2. The student can earn four college credit hours through Corning Community College for the year.

## Financial Algebra (NCAA)

1 Year

1 Unit

Grades 11-12

In Financial Algebra, the mathematics necessary for daily living is embedded in content that directly relates to financial decisions adults make in their lives. The mathematical formulas, functions and pictorial representations and mathematical modeling used in Financial Algebra assists students in making sense of the financial world around them and equip them with the ability to make sound financial decisions based on data. Prerequisite: Three years of Regents level mathematics or permission of instructor.

## Academic Support - Mathematics

No Credit

Grades 9-12

Academic Support is scheduled into a student's day as a supplement to daily instruction in the subject area. It is assigned to those students who have been unsuccessful in a Regents exam or obtaining course credit in this subject area. It also may be recommended by a teacher in the department.

**\* Please consult the teacher of the course before purchasing ANY graphing calculator. \***

**Continued...**

# Music

## Senior High Chorus

1 Year

1/2 Unit

Grades 9-12

This course is offered for any student who enjoys singing. Through the activity of singing, each student is taught the basic fundamentals of tone production, diction and style. Students will sing a wide variety of choral literature. Chorus members will receive class lessons during school time, and will be encouraged to participate in Show Choir and county and state music festivals.

## Choraleers

1 Year

1/2 Unit

Grade 12

A select chorus for senior chorus students who have shown outstanding musical progress. Emphasis is placed on singing classical works, advanced contemporary, a capella and pop selections.

## Instrumental Music — Senior High School

1 Year

Grades 9-12

Students meet for instrument lessons one period per six day cycle on a rotating basis and are grouped by instrument and their ability. The lessons are a continuation of Junior Band lessons and also stress fundamental playing skills and interpretive skills.

## Senior High Band

1 Year

1 Unit

Grades 9-12

This program is designed to give students an instrumental musical experience of playing together with an emphasis on developing initiative and creativity and the ability to work with others. Marching Band places emphasis on precision and pageantry. Stage Band places emphasis on jazz, pop rock, the Big Band Era and current music. Prerequisite: Audition required.

## Basic Music Theory

1/2 Year

1/2 Unit

Grades 11-12

This course is designed for the serious student of music who desires a deeper, theoretical understanding of music. It will cover the basic aspects of music such as harmony, sight singing, ear training, melodic and rhythmic dictation and keyboard skills. It will be of great help to those desiring a career in music as it will aid their entrance into music school. Participation will be limited to grades 11 and 12 except for special situations. Those opting for a full credit must take the 2nd semester course. Prerequisite: Band, Chorus or permission of the instructor.

## Introduction to Music History

1/2 Year

1/2 Unit

Grades 9-12

In *Introduction to Music History*, students will learn about the history of music starting with the earliest known origins of music up to the music of today, with a special focus on the evolution of musical style and music's place in western culture. We will learn about the music of the past through a variety of media, including readings, classroom discussion, a lot of listening and video. This course will be a half year course, with the first term focusing on classical music history until 1900, and the second term focusing on the development of popular music to now. Prior musical knowledge is helpful, but absolutely not necessary.

## Music and Theater Technology

1/2 Year

1/2 Unit

Grades 10-12

In Music and Theater Technology class, students will learn both the theoretical and practical ways in which the arts use and rely on technology. We will cover topics including techniques in live and recorded audio, sound system operation, microphones, computer music creation, video production and editing, and theater lighting and sound design. Students will gain practical experience by tackling each of these topics in a real-world situation during school assemblies, concerts and drama productions throughout the course of the school year.

# Science

## Science Requirements

### Regents Diploma

Core Requirement: 3 units of science  
 1 unit must be from the Life Sciences  
 1 unit must be from the Physical Science  
 Students must pass one Regents exam

### Advanced Designation Regents Diploma

Core Requirement: same as above  
 Students must pass two Regents exams.

### Integrated Science

1 Year 1 Unit Grade 9

This course is designed to provide students with a sound transitional foundation between middle-level science courses and required sciences for a New York State Regents diploma. During its introduction to chemistry, physics and biology, the course provides practice in necessary study and academic skills (ie: test taking, note taking, organization, writing, reading comprehension, graphing and equation solving). As part of the requirements of the course, students will be expected to complete lab work, satisfactorily written lab reports, research projects and other "outside" work.

### Living Environment – Regents (NCAA)

1 Year 1 Unit Grades 9-10

This course is designed to provide students with a background in the biological sciences which will allow them to: (1) interpret more effectively the increasing amount of scientific information disseminated by the mass media; (2) consider career opportunities that are evolving as a result of accelerating technological advances; and (3) develop an increased awareness of the consequences that can result from the ways we interact with our environment. The course meets nine periods per six day cycle to allow for double lab classes. There is an end-of-the-year Regents exam associated with this course. To be eligible for the Regents exam, students must complete 1,200 minutes of lab instruction.

### Earth Science – Regents (NCAA)

1 Year 1 Unit Grades 9-12

Earth Science is designed to give an understanding of the Earth, its processes and relationship to surrounding plants and stars. The course consists of three units including geology/mapping, weather and astronomy/Earth motions. One of the requirements of this course is that all students shall successfully complete 1,200 minutes of laboratory exercises. This course meets nine periods every six days to allow for lab classes. There is an end of the year Regents exam associated with this course.

### Forensic Science (NCAA)

1 Year 1 Unit Grades 11-12

Forensic Science is the application of science to crime investigation. A major emphasis is put on hands-on application. Attendance is essential. Topics to be covered include fingerprinting, hair and fiber analysis, DNA profiling, blood analysis and handwriting analysis. As part of the course, students will analyze evidence and crime scenes using microscopes, chemicals and other lab equipment. This course combines skills used in biology, chemistry, physics and Earth science. Prerequisite: Regents science course.

Continued...

## Science

### Chemistry – Regents (NCAA)

1 Year

1 Unit

Grades 9-12

This course is designed to meet the New York State Department of Education science requirement. Core areas of instruction include atomic concepts, periodic table, mole/stoichiometry, chemical bonding, physical behavior of matter, kinetics/equilibrium, organic chemistry, oxidation-reduction, acids, bases and salts and nuclear chemistry. Students are required to complete 1200 minutes of hands-on laboratory experience with satisfactory lab results on file before taking the Regents exam. This course meets nine periods per six days to allow double periods for lab classes.

### Chemistry – AP (NCAA)

1 Year

1 Unit

Grades 10-12

This is a second-year, Advanced Placement college level chemistry course. Students need a strong math background and approval from their first year chemistry teacher. Topics include structure of matter, bonding theories, states of matter, reactions, stoichiometry kinetics, thermodynamics, descriptive chemistry and a laboratory component. The course meets nine periods per six days to allow for double lab classes. All students are required to take the AP exam in May.

### Everyday Chemistry

1 Year

1 Unit

Grades 10-12

Everyday Chemistry is a course in the basic principles of chemistry. Those taking Everyday Chemistry will not receive Regents credit, but may earn one science credit toward graduation. The topics covered in the class include the basics of matter and energy, compounds and elements, atoms, molecules, organic chemistry and physical separation methods. The course is designed to revolve around a good deal of hands-on laboratory work and the relations of chemistry to daily living.

### Physics – Regents (NCAA)

1 Year

1 Unit

Grade 11-12

This course is based on New York State learning standards for mathematics, science and technology. Core areas of instruction include mechanics, energy, electricity and magnetism, waves and modern physics. Students are required to complete 1200 minutes of hands-on laboratory experience with satisfactory lab results on file before taking the Regents exam. This course meets nine periods per six days to allow double periods for lab classes. A composition notebook is required and a scientific calculator is recommended for this course.

Prerequisite: Algebra 2

### Anatomy and Physiology (NCAA)

1 Year

1 Unit

Grades 11-12

This course is an in-depth study of the systems of the body. Students will be expected to memorize the structures involved in each system. An emphasis is placed on laboratory work, where students will complete labs with real world applications. Dissections are a mandatory part of the class. This is a good overview for students who are planning to major in biology, medicine or other allied health professions.

Prerequisite: Living Environment.

Recommended: Everyday Chemistry or Regents Chemistry.

### Biology (Biology 1510 and 1520) – ACE (NCAA)

1 Year

1 Unit

Grades 11-12

This course is a college-level course designed to provide skills and knowledge necessary to succeed in other biology courses. Topics covered will include biochemistry, cell structure and function, genetics, evolution, organism structure and physiology, and ecology. Coursework will include reading and memorization, as well as independent work. Mandatory lab work will focus on techniques and skills to prepare students for further lab investigation. Students can receive up to 8 credits from Corning Community College.

Prerequisite: Living Environment and Regents Chemistry.

Recommended: Regent Physics.

**Continued...**

# Science

## **Academic Support - Science**

No Credit

Grades 9-12

Academic Support is scheduled into a student's day as a supplement to daily instruction in the subject area. It is assigned to those students who have been unsuccessful in a Regents exam or obtaining course credit in this subject area. It also may be recommended by a teacher in the department.

## Social Studies

### Global History and Geography Program

A test will be given at the completion of Global History and Geography 2.

#### Global History and Geography 1 (NCAA)

1 Year

1 Unit

Grade 9

This course is the first of a two-year global history course utilizing a chronological format organized around themes and concepts. The history, geography, economics and civics of world development will be studied. Global History eras explored include: Methodology of Global (history, geography, economics and politics); Ancient World (early man, Neolithic, classical civilizations, rise of empires, religions); Expanding Zones of Exchange and Encounter (Gupta, Tang and Song, Byzantine, early Russia, Islam expands, Medieval Europe, Crusades); Global Interactions (early Japan, Mongols, Trade-C, African civilizations, Black Plague impact, Renaissance and Humanism, Reformation, rise of nation-states); First Global Age (Ming, Ottoman Empire, Spanish and Portuguese Encounter, Mesoamerica, European Encounters, Absolutism).

#### Global History and Geography 2 (NCAA)

1 Year

1 Unit

Grade 10

This course is the second of a two-year required global history course utilizing a chronological format organized around themes and concepts. The history, geography, economics and civics of world development will be studied. Global history eras to be explored include: Enlightenment; Age of Revolutions (political, nationalism, imperialism, industrial, scientific); Age of Crisis and Achievement (World War I, years between, World War II); 20th Century (Cold War, UN, economics, Chinese Revolution, Collapse of European Imperialism, Middle East conflicts, collapse of Communism, changes in Latin America); Global Connections (social, political, economic, environmental, science and technology).

### United States History and Government

A test will be given at the completion of the following course.

#### United States History and Government (NCAA)

1 Year

1 Unit

Grade 11

This is a chronologically organized course in United States history and constitutional decisions. The following areas of concentration include: Geography of the United States and its role in US development; the Constitution (foundation, conventions, Bill of Rights, structure of the Federal government, basic principles and implementation of the principles of the Constitution); Nationalism and Sectionalism (unification of the US, stress and crisis, territorial expansion, the Civil War); Reconstruction (plans for reconstruction, the North, the South, end of reconstruction and the impact of the Civil War); Rise of Business and Industry (economic transformation, growth of business and industry, entrepreneurs, relationship between business and industry, labor laws, agrarian response to changes); Adjustment to Industrialization (impact of industrialization (impact of industrialization, immigration, reactions to immigration and government); Rise of American Power (global involvement, World War I, war laws, work for peace); War and Prosperity (impact of war, changes during 1920s, mass consumption and cultural values); the Great Depression (onset and FDR New Deal); Global Crisis (1933-1950, peace in peril, isolationism and neutrality, failure of peace and World War II); Peace with Problems (1945-1960, international issues, United Nations, containment in Europe, Asia, Africa and Latin America, Cold War in the US); World in Uncertain Times (1950s-present, science and technology, environmental issues, civil rights, diversity); Decades of Change (1960s, Kennedy years, Johnson and the Great Society); Turmoil Abroad (1965-1972, Vietnam); 1972-1985 (policies and changes under Nixon, Ford, Carter, Reagan and Bush); 1986-1999 (policies and changes under Clinton and GW Bush).

Continued...

## Social Studies

### Government and Economics

All students must enroll in and pass Participation in Government and Economics to graduate. US History and Government is a prerequisite for these courses.

#### Participation in Government (NCAA)

$\frac{1}{2}$  Year

$\frac{1}{2}$  Unit

Grade 12

The goal of this required course is to prepare students for full citizenship responsibilities by giving them a realistic understanding of the processes of governing in the present-day United States. The focus is on decision making as the real core of the governmental process in the western tradition. The role of the individual participating in the political life of the nation is emphasized. Any student enrolled in Corning Community College classes with a scheduling conflict may apply for an exemption. These will be considered individually.

#### Economics (NCAA)

$\frac{1}{2}$  Year

$\frac{1}{2}$  Unit

Grade 12

This introduction to economic decision making will include the role of the consumer, business, labor and agriculture in the economy. Unemployment, money, taxes, international trade and alternative economic systems also will be studied. Macro Economics may be substituted for this requirement.

#### Macro Economics (NCAA)

$\frac{1}{2}$  Year

$\frac{1}{2}$  Unit

Grade 12

This course is a study of economic problems and goals, scarcity, specialization, exchange, demand and supply, the role of government, business organizations, measuring national product and income, unemployment, inflation, fiscal and monetary policy, banking and growth. This course fulfills the graduation requirement for Economics.

#### Business Law (NCAA)

1 Year

1 Unit

Grade 12

The purpose of Business Law is to develop a respect and understanding of the law as it effects one's personal, family and occupational life. The ideas and methods presented are geared to help students deal with today's laws and protect themselves from legal problems in business to which they are exposed. It promotes a better understanding of basic characteristics of the American system of free enterprise, of common legal papers and their use and their value, and a better understanding of one's duties as well as rights under the law and business contracts. Life and property insurance, landlord-tenant relations, employment contracts and agencies, as they apply to the individual, are explored in detail.

#### Political Science/American Federal Government (GOVT 1010) — ACE (NCAA)

$\frac{1}{2}$  Year

$\frac{1}{2}$  Unit

Grade 12

This is an Advanced Placement course that studies the workings of federal, state and local governments. (This class does not have to be taken for college credit.) Each semester can earn the student three college credit hours. This class may be taken for college credit through Corning Community College.

#### \*Please note:

Corning Community College recommends Political Science only for those seniors with at least a 90 GPA and who are in the top 15 percent of their class.

Continued...

## Electives in Social Studies

### Psychology (NCAA)

1/2 Year

1/2 Unit

Grades 10-12

Psychology emphasizes the scientific study of human behavior. Topics studied include learning principles, memory, behavior, motivation, development, personality, testing, disturbance and therapy.

### Sociology (NCAA)

1/2 Year

1/2 Unit

Grades 10-12

Sociology stresses the interaction of people in groups. By using the scientific method, the student studies her/his own culture and that of others. Behaviors, social stratification, minorities, gender roles, marriage and social change are topics covered.

### Ethics in America (NCAA)

1/2 Year

1/2 Unit

Grades 10-12

Ethics in America is a discussion-centered class. Students examine a variety of ethical positions and analyze the ethical standards in America today. Some of the topics for this course include: following orders during war, the press and political privacy, medical questions and the death penalty.

### Academic Support - Social Studies

No Credit

Grades 9-12

Academic Support is scheduled into a student's day as a supplement to daily instruction in the subject area. It is assigned to those students who have been unsuccessful in a Regents exam or obtaining course credit in this subject area. It also may be recommended by a teacher in the department.



# Spanish

## Spanish 1 – Proficiency Assessment (Checkpoint A exam) (NCAA)

1 Year

1 Unit

Grades 8-12

The students learn polite expressions, greetings, classroom routine, introductions, identification of objects and persons, hours of the day, parts of the day, days of the week, months of the year, seasons and weather, as well as daily vocabulary used in the classroom, in the school, in the home and with friends. The student also learns about Spanish-speaking people and their countries. The main purpose is to help the students to acquire the basic skills in the use of the Spanish language, to foster interest in all languages and to introduce them to the Spanish world.

## Spanish 2 (NCAA)

1 Year

1 Unit

Grades 9-12

Again, the student broadens the base of experience, including social activities and a higher level of linguistic competency. The use of different tenses and more complicated syntaxes gives the student a solid knowledge of the Spanish language and world.

Prerequisite: Spanish 1.

## Spanish 3 – Regional Spanish Assessment (Checkpoint B exam) (NCAA)

1 Year

1 Unit

Grades 10-12

Prerequisite: Two years of high school Spanish

This course is designed to help students improve their listening, reading, writing and speaking skills in Spanish. Topics listed in the New York State syllabus for foreign languages will be covered. Grammar will also be studied. Students will be required to learn vocabulary, study grammar, write and memorize dialogues, write compositions, read passages and answer questions, complete listening activities, complete projects, do presentations and take quizzes and tests.

## Spanish 4 – (SPAN 2010/2020) – ACE (NCAA)

1 Year

1 Unit

Grade 11

Prerequisite: Three years of high school Spanish or its equivalent

### Spanish 2010: Intermediate Spanish

Development of facility in reading, writing, speaking and understanding the language through a systematic review of its structure. Representative readings as an introduction to Spanish civilizations (Four credit hours).

### Spanish 2020: Composition and Conversation

A thorough analysis of the language. Intensive discussion of grammar, usage, style and vocabulary, enhancing expression through composition, oral reports and more informed discussions and conversations. (Four credit hours). Prerequisite: SPAN 2010 or equivalent.

## Spanish 5 – Brief Introduction to Literature (SPAN 2310) – ACE (NCAA)

1 Year

1 Unit

Grades 11-12

Prerequisite: Four years of high school Spanish or its equivalent

Advanced study in the language with an introduction to serious readings of some great writers of literature. Conveys ideas and develops the ability to exchange ideas through writing and discussion in the language. (Three credit hours).

Prerequisite: SPAN 2020 or equivalent or instructor consent.

## Programs at GST BOCES

### **CTE (Career and Technical Education) Programs:**

Students who decide to enroll in a CTE Program course to begin their preparation toward careers make very mature decisions, and this preparation for work is a very important responsibility. Students will have the opportunity to learn and demonstrate the skills and knowledge to be successful. In addition, each student is expected to develop skills and attitudes which relate to the other attributes that lead to success — these are excellent attendance, punctuality, dependability, pride in one's work, respect for authority, teaming, decision making, good citizenship and others.

Enrolling in one of the following programs will help students earn a high school diploma while preparing them for a solid career. Students are transported to the BOCES campus in Horseheads mornings or afternoons for the CTE Program.

Courses are offered and must be taken in pairs for one semester. Successful completion of a semester's work will earn one and one-half units of credit per semester minimum. A student may enter a program in any foundation course.

### **Animal Science**

The Animal Science program prepares students for a wide range of careers associated with animal science. Students will study anatomy, physiology, breed identification, handling, restraints, health and disease, nutrition, behavior, reproduction and animal management of small animals. Students also will be introduced to large animal science. This program is designed for students who want to pursue a career working with animals, with course work tailored to the interests of the students.

### **Audio Media Design**

Audio Media Design gives students hands-on instruction in the basic field of audio and video production. This course includes the operational and electronic characteristics of pre-production, production and post-production sound and video for all media. Students will learn about the wide array of audio and video equipment, microphones and latest video and audio editing software technology that will help the student prepare for a career in the audio media industry.

Students will create and produce radio/television commercials, newscasts and dramas while at the same time learning how to operate and maintain the latest audio and video equipment. This course allows the student to choose from a wide career path that may include becoming a sound engineer or radio production specialist, working in television or as a video editor.

### **Auto Body**

As an Auto Body student, you will learn everything from basic surface preparation to complete collision repair. This includes frame alignment, panel replacement, MIG and oxyacetylene welding and cutting, along with the latest in waterborne painting technology.

The equipment you will use in the Auto Body course is the latest in technology and comparable to that found in commercial auto body shops.

### **Automotive Technology**

Our Automotive Technology course offers you experience in all areas of automotive repair, from periodic maintenance service to engine replacement. You will be exposed to state-of-the-art diagnostic equipment, comparable to that used in the automotive service industry.

Course work includes maintenance, suspension, steering, brakes, New York State inspection, engine repair, drive lines, fuel systems, auto electrical systems, ignition systems, 4-wheel alignment, computer system operation and troubleshooting.

**Continued...**

## **Building Construction**

Building Construction students will have the opportunity to acquire skills in the safe operation of a variety of power and hand woodworking tools and machines, building site layout, various types of framing procedures and techniques, foundations and forms, simple stair construction, window and door installation, thermal and moisture protection, siding application, roofing, interior finishing, basic wiring, plumbing, brick and block laying, blueprint reading and basic cabinet installation. This course encompasses all processes of house construction.

Additionally, students may have the opportunity to assist in the construction of a full-sized ranch-style house.

The Building Construction program is an approved NCCER (National Center for Construction, Education and Research) program. Students will be required to take nationally standardized exams in order to earn national certification in several NCCER topics of instruction. Students also are members of the student chapter of the National Association of Home Builders (NAHB).

## **CISCO Networking Academy**

Computer Networking Academy is a CISCO Nationally Certified Networking Fundamentals and IT Essentials program. CISCO is an industry leader in the development, installment, provision and training of networking equipment and services. We also are now a certified ACE course for Corning Community College, offering four college credits for Computer IT Essentials and four college credits each for CISCO Network Fundamentals and Routing Protocols and Concepts.

This is a hands-on computer repair, support technician and networking program that allows students the opportunity to build, repair and network computer systems. Students also will learn to install operating systems (Windows 7, Windows XP, Linux, etc.) and software. They also may learn server management and database management. Ample equipment and software is available for each student to have an individual learning experience.

This course is designed for students who are looking for the right launch pad into the fast and ever-changing computer industry. Students should possess strong skills in analytical thinking and interpersonal communication and enjoy teamwork.

During the two-year course, students will be introduced to many different aspects of the computer industry. Students also will learn how they can continue their studies in college and major in CISCO Networking and A+ Computer Repair.

## **Conservation**

As a Conservation student, you'll study the operation and management of forestry, wildlife, land, soil and water conservation, surveying and aquaculture. You'll also operate and repair bulldozers, backhoes, dump trucks and other heavy equipment.

If you're interested in this field, you should have the capacity to work long hours in all types of weather conditions.

The Conservation program is an approved NCCER (National Center for Construction, Education and Research) program. Students will be required to take nationally standardized exams in order to earn national certification in several NCCER topics of instruction.

## **Cosmetology**

Cosmetology is a two-year course offering instruction and practical experience in the skills and theory necessary for employment as a hair designer, nail technician or full-service cosmetologist. This includes care of the hair, skin, nails and all other related services. You'll find the CTE Program laboratory equipment identical to that found in a modern salon.

As a Cosmetology student, you'll be required to complete 1,000 hours of instruction. Your successful completion of the program, by passing with a 70 average or better, will qualify you to take the New York State Cosmetology Licensing Exam.

**Continued...**

In order for Cosmetology students to meet the NYS requirement of 1,000 hours of instruction, they must attend a summer training program following the completion of their first year. Students have the opportunity to earn up to 125 additional hours outside of school time (subject to instructor approval). The work experience coordinator will assist the student in setting up and tracking these additional hours.

### **Criminal Justice**

Designed to give students hands-on instruction in the field of criminal justice, this course allows students to patrol the campus and investigate mock crime scenes. They participate in role-plays, field trips, group projects and disaster drills to learn law and crisis intervention skills in an informative, educational and interactive way.

The course emphasizes teamwork, problem-solving and self discipline. Students use their skills by providing security at special events both on and off campus.

During the second year, students complete an internship with various law enforcement agencies. They are eligible for New York State certification as a security officer, FEMA certification and CPR/AED certification.

### **Culinary Arts**

This course introduces students to careers in food service and teaches them the basic skills and knowledge they need for success in this industry. On-the-job training and experience, coupled with a dynamic and comprehensive curriculum, fuel this program. High school students will experience all aspects of operating and managing a food service establishment, and will build good business and management skills that are transferable to other industries. The course content is aligned with National Restaurant Association standards and the curriculum is based upon Pro Start through the New York State Restaurant Association Education Foundation.

### **Dental Assisting**

As a Dental Assisting student, you'll gain the knowledge and practical skills necessary to assist a dentist in the examination and treatment of patients.

Course work includes dental anatomy, chairside assisting, charting teeth, tooth restoration, dental specialties, laboratory skills, office procedures and dental x-rays including digital radiology. You will also participate in a clinical experience one day a week (with an option of a partial summer) in area dental offices. Upon successful completion of the course and 200 hours of internship, you may sit for the New York State Dental Assisting Certification Exam.

### **Diesel Equipment Technology, Maintenance and Repair**

Diesel Equipment Technology, Maintenance & Repair at the CTE Program is a two-year certificate course. During the first year of the course, students learn about gasoline engine theory, maintenance and repair, then transition to larger basic diesel engines. The second year of the course concentrates on diesel engine operation, maintenance and trouble shooting, heavy equipment suspension, drive train components and hydraulics. Students will have the opportunity to work on large diesel engines typically found in farm and construction equipment. A student enrolled in this program also can repair his or her own vehicles or equipment. This is a hands-on, project-based learning course.

### **Digital Media Arts**

Digital Media Arts is a project-based program for students who want to discover exciting career options available in the rapidly growing visual communications field. The program blends traditional design principles, composition, color theory and layout and typography with advanced technical skills.

Students use our high-tech digital design lab and photography and video production studios along with the latest professional software and equipment.

Students select specialized professional level training courses designed to align with their career goals. These are team-based or self-paced individual learning modules which allow highly motivated students to complete multiple courses during the program. Successful students will earn certification through the Adobe Certified Associate Program.

**Continued...**

## **Early Childhood**

This course is designed to prepare you to work as an Early Childhood Assistant. In cooperation with the Head Start Program located on the Bush campus, students will work with children aged six weeks to 12 years to assist in developing vital job skills. As part of this program students will participate, with teacher's approval, in a public or private school classroom.

As an Early Childhood student, students will be prepared to seek employment as a nanny (private care), in public and private day care centers and in agencies serving the disabled. Students also will be well-prepared to continue their education in early childhood education or elementary education or to establish their own home or family day care program.

## **Fashion Design and Retail**

Students will focus on computer-aided fashion drawing, fashion construction and production methods, pattern manipulation, textile technology, merchandising and retail display. Fashion Design is a technical discipline centered around materials, design, assembly and maintenance of textile machinery and products manufactured by this machinery.

The Fashion Design, Merchandising and Marketing Program has been organized into defined units of study covering all of the knowledge and skills needed for the student who will be seeking employment or further education in the design and manufacturing of clothing. Topics include clothing construction, advanced dressmaking, tailoring, clothing design, flat-pattern making, draping, basic design, fashion history and textiles.

## **Nurse Assisting**

Nurse Assisting offers you the skills necessary to seek employment in hospitals, long-term care facilities, home health care, residential care and facilities for the mentally and physically challenged. You will learn the use of medical equipment, medical/surgical techniques, infection control and procedures common to health care. In addition, you'll acquire basic knowledge vital for professional health careers including radiology, physical/occupational therapy, mental health and nursing.

The Certified Nurse Assisting course emphasizes geriatrics and direct patient care. Upon successful completion of this program you will produce a marketable résumé and be eligible to take the NYS exam for Certified Nurse Assisting. Integration of academics, technology and universal skills are important components of this course.

## **Unique Careers**

If a student is interested in a career area that is not offered by GST BOCES, they may apply for placement in the Unique Careers Program. Together with the work site supervisor/mentor and the BOCES work experience coordinator, students develop an individualized training plan that outlines objectives, job-specific outcomes, responsibilities and expectations. This experience usually runs for one semester during the senior year and includes career-related instruction. Students complete timesheets and a daily journal that are collected by the coordinator, and regular evaluations are completed by the worksite supervisor.

## **Welding and Metal Fabrication**

As a Welding student, you will learn the proper procedures for welding and the recognition of metals. You will also receive instruction in proper safety and the care and use of small hand and power tools used in the trade of metal fabrication. You will have the opportunity to develop skills in reading and understanding blueprints. Our goal is to prepare students for employment in the welding field by offering effective hands-on and classroom training to meet local industrial standards.

**Continued...**

## **New Visions Programs:**

- Education and Human Services
- Health Careers Exploration
- Innovation, Leadership and Business

The New Visions courses are designed for accelerated, college-bound seniors. These programs are demanding and extremely rewarding for a highly motivated, mature and academically capable student. The New Visions curriculum emphasizes expanding written and oral communication skills. Students acquire new knowledge through independent and cooperative learning and demonstrating relevant knowledge assimilated through non-traditional assessment methods. Classroom time is supplemented with many different on-site rotations.

As a New Visions student, you will earn credit for senior English (1 credit), Participation in Government (.5 credits), and Economics (.5 credits) in addition to two credits in Occupational Education.\* You also will earn three FYEX credits.

\*Health Careers students instead may choose to earn 1.5 credits in Occupational Education and .5 credit in Health.

### Prerequisites:

Students must have met all graduation requirements by the end of their junior year, except for Senior English, Participation in Government and Economics.

In addition, students must have:

- Demonstrated high motivation by writing an essay describing their goals and attributes
- Recommendations from a school counselor, an administrator and three academic teachers
- Successfully completed the interview process
- A grade point average of 85 percent or higher
- Excellent attendance records of 90 percent or better (reviewed on an individual basis).

## **Education & Human Services**

The New Visions Education and Human Services course is designed for accelerated, college-bound seniors who are interested in pursuing a career in the field of education or human services. This program is demanding and extremely rewarding for a highly-motivated, mature and academically-capable student. The New Visions Education and Human Services curriculum emphasizes expanding written and oral communication skills. Students acquire new knowledge through independent and cooperative learning and demonstrate learning through traditional and non-traditional assessment methods. Classroom time is supplemented with many different on-site rotations at various local schools and community agencies. Students learn about the foundations of education, write and execute lesson/therapy plans, learn and apply skills in peer mediation and conflict management, complete mandated reporter training and develop an understanding of general case management. Students also obtain knowledge through hands-on experiences and mentoring by professionals in the fields of education and human services.

## **Health Careers Exploration**

New Visions fosters recognizing and articulating the interrelationship between the student's academic subjects and career aspirations in the health field.

New Visions Health Career Exploration students choose from more than 80 rotation sites in area hospitals, offices and clinics. The students experience 50 different rotation opportunities throughout the year.

**Continued...**



## **Innovation, Leadership and Business**

How can an academically challenging program be developed for high potential, high achieving students that prepares them for careers that may not exist today and gives them the skills to solve problems that one can hardly imagine? This is the focus of the New Visions Innovation, Leadership and Business (ILB) program.

The goal of the New Visions ILB program is to help students develop timeless skills that would be highly valued in a variety of careers. These skills include teamwork, leadership, communication, innovation, problem solving and entrepreneurship.

The New Visions ILB program is team and project based. Both in the classroom and in our shop, students' activities are primarily in small groups where an exchange of ideas is the melting pot of innovative problem solving. While working on challenging open-ended problems, students develop their own methods of solving problems through working with others in an atmosphere that can lead to conflict. Conflict is a natural outcome of team growth, and conflict resolution skills will be taught and developed through this process.

In addition to classroom and shop activities, students in this program will have the opportunity to explore a wide range of various careers in not-for-profit and charitable agencies, small businesses, corporations and technology and engineering firms. Whether a student works for someone or decides to start his or her own business, it is critical to understand basic business concepts.

## **Greater Southern Tier STEM Academy:**

Greater Southern Tier STEM Academy is a Pathways in Technology Early College High School (PTECH). PTECH is a new model for secondary education that brings together the best elements of high school, college and the professional world. Students take the lead role in their learning, choosing pathways to their careers and taking college-level, credit-bearing courses from their first year.

The Greater Southern Tier STEM Academy looks and functions similar to a hybrid between college and the workplace. The four- to six-year sequence emphasizes individualized pathways to completion, workplace experiences, mentorship, in-depth project-based learning and real world experiences.

### **How does PTECH work?**

Greater Southern Tier STEM Academy students will complete high school, earn a college degree and be ready to begin a career by the time they graduate. The length of enrollment is tailored to the learning needs and educational goals of each student.

#### High School

- Students take regular high school courses required to earn a high school diploma.
- Students receive individual support and guidance as they plan their high school years and begin taking college classes.
- Students receive mentoring and internship opportunities to prepare them for college and competitive careers.

#### College

- Students have the opportunity to earn an associate degree from Corning Community College at no cost.
- Students take college courses with college faculty during normal school hours.
- Students may continue their studies at a four-year college upon graduation.

#### Career

Students participate in real work experiences in which they learn teamwork and develop the skills needed for professional and personal success.

Students explore various careers through internship, coaching and mentoring opportunities provided by regional business partners.

## Additional Services

### Library

The school libraries at Waverly Middle-Senior High School have two major purposes: to support and enrich the curriculum and to provide for personal interests and recreational reading. This includes a wide range of instructional materials including books, reference materials, CD-ROM materials, Internet access, periodicals and indices to them, pamphlets and newspapers. Materials are circulated to students, staff and/or members of the community.

The libraries are open nine periods a day and professional assistance is available during those periods. Every effort is made to coordinate materials with the curriculum and students are encouraged to borrow from either library. Groups of materials may be sent to a classroom or put on reserve for students upon teacher request.

Materials are selected to encourage discovery, supplement the instructional program, stimulate leisure reading and promote individual thinking. In addition, the libraries provide an atmosphere conducive to the development of independent work-study habits.

### School Nurse

The school nurse is a licensed professional registered nurse concerned with the health and welfare of the whole child and dedicated to the belief that all aspects of the student (mental, emotional, physical and social) are interrelated. Prevention of disease and promotion of health are primary concerns of the school nurse.

Within the scope of registered nursing practice the school nurse is professionally prepared to care for any student or adult who may become ill or injured while at school. In accordance to upholding New York State health guidelines, the school nurse is responsible for overseeing the overall health and well-being of the entire student/faculty body during the school day.

The school nurse understands patterns of growth and development and the factors which affect them. The school nurse is aware of the socio-economic and ethnic influences on the students with whom he or she works. The school nurse works cooperatively with all disciplines and serves as liaison between the school, home, medical profession and community agencies.



## Extracurricular Activities

Extracurricular activities enhance the comprehensive programs available to students. Activities bolster school spirit, create group meeting times, foster teacher/student interaction and provide avenues for the talents of our students. Our school is a better place for students because of the quality and variety of activities offered. There is an activity to meet the special needs or interests of every student. Students are encouraged to get involved and to join a club or activity.

### 2016-17 Clubs and Organizations

Band Front • Crew Leadership Program • Drama Club • International Club • National Honor Society  
Students Against Destructive Decisions • Show Choir • Ski Club • Spanish Club • Student Council  
Student Government/Class Activities • Quiz Team • Yearbook • Yes! Leads

#### Band Front

Students are invited to try out for the Band Front in January. Band Front participants perform with the Senior Band at Valley parades and during the halftime shows at Waverly's varsity football games. The Band Front also represents Waverly in marching and corps competitions. Twirling and flag lines are both options in the Band Front.

#### Crew Leadership Program

The Waverly Crew Leadership Program is a ninth-grade initiative designed to build and enhance character traits essential to becoming a successful student and self-fulfilled citizen. The primary focus of the program is a day-long workshop facilitated by CREW leaders who are upperclassmen that have received extensive leadership training. The interactive conference utilizes discussion, role-play and constructive games designed to empower students in combating negative peer pressure. Students produce mini-skits that address various ways to avoid negative situations. Participants hear from peers, as well as guest speakers, who reinforce the consequences of poor decisions. In addition to facilitating the conferences, CREW members assist with various leadership projects throughout the school year. The application process for future CREW members is in March of each school year.

#### Drama Club

The Waverly Drama Club allows students to gain experience in the performing arts. As a member of the cast, crew or sound and light team, interested students learn valuable skills involved in play production. The Drama Club participates in various community events and its efforts culminate each year with the production of the spring play.

#### International Club

#### National Honor Society

The Waverly Chapter of the National Honor Society is the organization by which our school formally recognizes those students who demonstrate consistent outstanding performance in the areas of academics, leadership, character and service to the school or community. The organization works as a group to advance each of those characteristics. The goals are to promote high academic standards, to develop the qualities of leadership and character and to provide an instrument for the betterment of the individual, the school and the community. Membership is not sought, it is earned and awarded to those individuals who demonstrate through their actions all of the above characteristics.

#### SADD (Students Against Destructive Decisions)

SADD attempts to educate and inform students of not only the hazards of drinking while driving, but also drinking per se. This year, in particular, we are trying to move away from the traditional stance of SADD which, willingly or not, says it is all right to drink as long as you don't drive. We feel that with all of the new evidence that is pointing to a genetic link to alcoholism, that kids should think twice about drinking at all, especially if they find themselves in a high risk family background. We are presently trying to link up with guidance and the prom committee to encourage a "chemical free" year for both students and staff to join.

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## Show Choir

Show Choir is made up of students selected from the Senior Choir who show an aptitude and interest in performing pop/jazz selections. Emphasis is on developing a pop/jazz style in both sound and appearance.

## Ski Club

Skiing is a fun and exciting sport which can be enjoyed for a lifetime. The Waverly Ski Club offers students an opportunity to learn to ski or to improve their skiing ability while enjoying the companionship of other people who have an interest in skiing. The club skis on Sundays at Greek Peak during the winter months. Members are responsible for paying for their own tickets at a reduced group rate price. Students can take lessons from instructors at Greek Peak and be videotaped while skiing to help them improve. Join in the fun and learn to ski safely.

## Spanish Club

### Student Council

The Student Council at Waverly Middle-Senior High School consists of two parts. The cabinet of officers (president, vice-president, secretary and treasurer) is elected by the entire student body. The representatives are elected by individual homerooms. Traditional projects such as the Halloween costume contest, the blood drive and teacher appreciation day are combined with administrative duties such as scheduling dances and fund raisers to involve members in problem solving, planning and leadership.

### Student Government/Class Activities

#### Senior Class Activities

Members of the Senior Class are invited to participate on various class committees and projects throughout the school year. Seniors may be involved with formulation of Senior Privilege Proposal, class booklet, fund raisers, community involvement, banquets, graduation and prom. Interested seniors meet during activity periods.

#### Junior Class Activities

#### Sophomore Class Activities

The tenth-grade class officers meet to discuss the hall decorating and Air Band contests. Last year we sold buttons during Spirit Week. In the winter we will have an annual sale.

#### Freshman Class Activities

The tenth-grade class officers meet to discuss the hall decorating and Air Band contests. Last year we sold buttons during Spirit Week. In the winter we will have an annual sale.

## Quiz Team

## Yearbook

WHS's yearbook, *Carantouan*, has been published since 1944. This photo-journalistic record of the school year is produced by a student staff of seventh- through twelfth-graders. They take the pictures, write the copy and design the layouts. Applications to join the staff are accepted in the spring. Dates for applying are announced via the daily announcements. Students receive a half unit of credit for Yearbook.

## Yes! Leads

The Yes! Leads program trains high school students to serve as positive role models by preparing them to make presentations to younger groups. The main goal of Yes! is to empower high school students to make healthy choices.

# Athletics

Waverly has a rich tradition of athletic competition and participation. Athletics build discipline, school spirit and teamwork. Students at Waverly are encouraged to try out and participate in sports. Waverly is a member of Section 4, NYSPHAA and of the Interscholastic Athletic Conference. Participation is offered to those students who are scholastically eligible. Athletes are expected to attend every practice and game for their sport. Athletes also are to exhibit proper conduct and school spirit while representing their school.

## Fall

Football: Modified, Junior Varsity and Varsity  
 Swimming (Girls): Grades 7-12 Varsity  
 Cross Country: Boys/Girls Modified and Varsity  
 Soccer: Boys/Girls Modified and Varsity  
 Volleyball: Junior Varsity and Varsity  
 Cheerleading (Football): Modified, Junior Varsity and Varsity

## Winter

Basketball: Boys/Girls Modified, Junior Varsity and Varsity  
 Swimming (Boys): Grades 7-12 Varsity  
 Wrestling: Modified, Junior Varsity and Varsity  
 Indoor Track (Boys/Girls): Grades 7-12 Varsity  
 Bowling (Boys/Girls): Grades 7-12 Varsity  
 Cheerleading (Basketball): Modified, Junior Varsity and Varsity  
 Volleyball: Modified

## Spring

Baseball: Modified, Junior Varsity and Varsity  
 Softball: Modified, Junior Varsity and Varsity  
 Track and Field (Boys/Girls): Modified and Varsity  
 Golf (Boys/Girls): Grades 7-12 Varsity  
 Tennis (Boys/Girls): Modified and Varsity

### **Modified Sports:**

Modified sports are offered to seventh- and eighth-grade students. Modified sports also can be offered to ninth-grade students when a Junior Varsity sport is not offered.

### **Sixth-grade Sports:**

Sixth-grade students are offered to play sports through the Waverly Recreation Program. Information for these students is available by calling the Waverly Village Hall at 565-8106 and speaking with the recreation director.

## Notes