

# ***Minerva Central School***

## ***Parent-Student Guide***

### ***Graduation Requirements and Course Descriptions***

**2025-2026**



**7TH-12TH GRADE EDITION**



## Diploma/Credential Requirements

Revised January 2018



The following charts outline the diploma and credential requirements currently in effect. The chart is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer specific regulatory requirements and more detailed information regarding the requirements for each diploma or credential.

Diploma Type	Available to	Requirements
Regents	All Student Populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives</p> <p><b>Assessment:</b>  5 required Regents exams<sup>(1)</sup> with a score of <b>65 or better</b> as follows: 1 math, 1 science, 1 social studies, ELA and 1 <b>Pathway Assessment</b><sup>(2)</sup>; or</p> <p>4 required Regents exams<sup>(1)</sup> with a score of <b>65 or better</b> as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential <a href="http://www.p12.nysed.gov/part100/pages/1005.html#regents%20diploma">http://www.p12.nysed.gov/part100/pages/1005.html#regents diploma</a></p>
Regents (through appeal)	All Student Populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives</p> <p><b>Assessment:</b>  <b>4 required Regents exams</b><sup>(1)</sup> with a score of <b>65 or better</b> and <b>1 Regents exam</b> with a score of <b>60-64</b> for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and 1 <b>Pathway Assessment</b><sup>(2)</sup>; or</p> <p><b>3 required Regents exams</b><sup>(1)</sup> with a score of <b>65 or better</b> and <b>1 Regents exam</b> with a score of <b>60-64</b> for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential</p> <p><b>Note:</b> Non Regents Pathway exams are not subject to the Appeal Process <a href="http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore">http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</a></p>



Regents with <b>Honors</b>	All Student Populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives</p> <p><b>Assessment:</b> 5 required Regents exams<u>(1)</u> with a computed average score of <b>90 or better</b> as follows: 1 math, 1 science, 1 social studies, ELA and either 1 <b>Pathway Assessment</b><u>(2)</u> or meet all the requirements of the CDOS Commencement Credential (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)</p> <p><a href="http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors">http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</a></p>
Regents with <b>Advanced Designation</b>	All Student Populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</p> <p><b>Assessment:</b> Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing <u>any one</u> of the following combinations of Regents examinations and/or Department approved alternatives if applicable:</p> <p>A. <b>Traditional Combination:</b> 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</p> <p>B. <b>Pathway<sup>(2)</sup> Combination</b> (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), <u>and</u> either 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential</p> <p>= 7 or 8 Assessments</p> <p>C. <b>STEM (Mathematics) Pathway<sup>(2)</sup> Combination:</b> ELA, 1 social studies 4 mathematics, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments</p> <p>D. <b>STEM (Science) Pathway<sup>(2)</sup> Combination:</b> ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments</p> <p>In addition, a student must pass either a locally developed Checkpoint B LOTE* examination or complete a 5 unit sequence in the Arts or CTE.</p> <p><a href="http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD">http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</a></p>
	All Student Populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</p> <p><b>Assessment:</b> Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in mathematics</p> <p>See 100.5(b)(7)(x)</p> <p><a href="http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD">http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</a></p>



Regents with <b>Advanced Designation</b> with an annotation that denotes <b>Mastery in Science</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</li> <li>• <b>Assessment:</b> Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in science See 100.5(b)(7)(x) <a href="http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD">http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</a></li> </ul>
Regents with <b>Advanced Designation with Honors</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</li> <li>• <b>Assessment:</b> Meets all assessment requirements for the Regents diploma with advanced designation (see above) with a computed average score of <b>90 or better</b> (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)</li> </ul> <p><b>Note:</b> The locally developed Checkpoint B LOTE* examination is not included in the computed average.. <a href="http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors">http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</a></p>
Local Diploma (through Appeal)	All Student Populations	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives.</li> </ul> <p><b>Assessment:</b> 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and <b>1 Pathway Assessment</b><a href="#">@</a>; or</p> <p>2 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, <b>and</b> meet all the requirements for the CDOS Commencement Credential</p> <p><b>Note:</b> Non Regents Pathway exams are not subject to the Appeal process. <a href="http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore">http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</a> <a href="http://www.p12.nysed.gov/ciai/gradreq/CurrentAppealForm.pdf">http://www.p12.nysed.gov/ciai/gradreq/CurrentAppealForm.pdf</a></p>



Local(3)	Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives.</li> <li>• <b>Assessment:</b> <ul style="list-style-type: none"> <li><b>A. Low Pass Safety Net Option:</b> 5 required Regents exams with a score of <b>55 or better</b> as follows: 1 math, 1 science, 1 social studies, ELA <u>and</u> either 1 <b>Pathway Assessment(2)</b>, or meet all the requirements of the CDOS Commencement Credential <a href="http://www.p12.nysed.gov/part100/pages/1005.html#assessment">http://www.p12.nysed.gov/part100/pages/1005.html#assessment</a>; or</li> <li><b>B. Low Pass Safety Net and Appeal:</b> <ol style="list-style-type: none"> <li>1. 3 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and 1 <b>Pathway Assessment(2)</b> ;or</li> <li>2 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and meet all the requirements of the CDOS Commencement Credential</li> </ol> </li> </ul> </li> </ul> <p><b>Note:</b> Non Regents Pathway exams are not subject to the Appeal process.</p> <ul style="list-style-type: none"> <li><b>C. Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011:</b> passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination <a href="http://www.p12.nysed.gov/specialed/publications/localdiplom aoptions-may2011.htm">http://www.p12.nysed.gov/specialed/publications/localdiplom aoptions-may2011.htm</a>; or</li> <li><b>D. Compensatory Safety Net Option:</b> scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned. <a href="http://www.p12.nysed.gov/specialed/publications/safetynet- compensatoryoption.html">http://www.p12.nysed.gov/specialed/publications/safetynet- compensatoryoption.html</a></li> </ul>
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<p>Local Diploma (through Superintendent's Determination) Revised Jan, 2018</p>	<p>Students with disabilities with an IEP</p> <p>Does <b>NOT INCLUDE</b> students with a Section 504 Accommodation Plan</p>	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)* 2 physical education, 3 ½ electives.</li> <li>• <b>Assessment:</b> <ul style="list-style-type: none"> <li>○ A superintendent's determination made upon a parent's written request, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State's learning standards through the assessment required for graduation.</li> </ul> </li> </ul> <p>To be eligible for the superintendent determination:</p> <ol style="list-style-type: none"> <li>1. The student must have a current individualized education program (IEP) and be receiving special education programs and/or related services.</li> <li>2. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option.</li> <li>3. The student must have earned the required course credits and have passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents examination areas (English Language Arts (ELA), mathematics, social studies and science).</li> <li>4. The student must have taken and received a minimum score of 55 on both the ELA and Mathematics Regents examinations or a successfully appealed a score between 52 and 54, except that on or after December 12, 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the English and/or Mathematics Regents examinations may be considered an eligible student for the Superintendent Determination option, provided that the student has completed the requirements for the New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential.</li> <li>5. There must be evidence that the student participated in all Regents examinations required for graduation but has not passed one or more of these examinations.</li> <li>6. In a subject area where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents examinations required for graduation (including ELA and/or mathematics if using the CDOS Commencement Credential to meet the eligibility condition(s) in #4), there must be evidence that the student has otherwise demonstrated graduation level proficiency in the subject area(s).</li> </ol>
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Local Diploma	English Language Learners Only	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives.</li> <li>• <b>Assessment:</b> <ul style="list-style-type: none"> <li>◇ 4 required Regents exams<sup>(1)</sup> with a score of 65 or better and the ELA Regents exam with a score of 55-59 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7); or <ul style="list-style-type: none"> <li>◇ 3 required Regents exams with a score of 65 or better, 1 Regents exam with a score of 60-64, and the ELA Regents exam with a score of 55-59. For both the 60- 64 and the 55-59 scores, an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and either 1 <b>Pathway Assessment</b><sup>(2)</sup> or meet the requirements of the CDOS Commencement Credential</li> </ul> </li> </ul> </li> </ul> <p><b>Note:</b> Students who choose the CDOS pathway may still appeal an ELA score of 55-59 and on other Regents exam score of 60-64</p> <p><a href="http://www.regents.nysed.gov/meetings/2015Meetings/February/215_p12a1.pdf">http://www.regents.nysed.gov/meetings/2015Meetings/February/215_p12a1.pdf</a></p> <p><b>Note:</b> Non Regents Pathway exams are not subject to the Appeal process</p>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a <b>Career and Technical Education Endorsement</b>	All Student Populations	<ul style="list-style-type: none"> <li>• <b>Credit:</b> Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program.</li> <li>• <b>Assessment:</b> Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the 3 part technical assessment designated for the particular approved career and technical education program which the student has completed.</li> </ul> <p><a href="http://www.p12.nysed.gov/part100/pages/1005.html#carteched">http://www.p12.nysed.gov/part100/pages/1005.html#carteched</a></p>



Non-diploma High School Exiting Credentials		
Credential Type	Available to	Requirements
Career Development and Occupational Studies (CDOS) Commencement Credential	All students <b>other than those</b> who are assessed using the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> <li>Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; <b>OR</b></li> </ul>
		<ul style="list-style-type: none"> <li>Student meets criteria for a national work readiness credential</li> </ul>
		<p><b>Note:</b> Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten. <a href="http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm">http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm</a></p>
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.</p> <p><a href="http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm">http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm</a> <a href="http://www.p12.nysed.gov/part100/pages/1006.html">http://www.p12.nysed.gov/part100/pages/1006.html</a></p>

#### Footnotes:

Students with a disability may be excused from the LOTE requirement if so indicated on the IEP but must still earn 22 units of credit to graduate.

**\*\* Students with a disability who are excused from the LOTE requirement per their IEP need not complete a 5-unit sequence in the Arts or CTE in order to meet the requirements for the Regents Diploma with Advanced Designation.**

<sup>1</sup> In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma found at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

**<sup>2</sup>Pathway Assessment Options:** All students must pass the following 4 required Regents exams or the corresponding Department approved alternative examination found at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>: 1 math Regents exam, 1 science Regents exam, 1 social studies Regents exam, and the English language arts Regents exam. In **addition** all students must choose 1 of the following options:



- Complete all the requirements for the CDOS Commencement Credential found here <http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm> ; or
- Pass an additional math Regents exam in a different course or Department Approved Alternative; or
- Pass an additional science Regents exam in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents exam in a different course or Department Approved Alternative; or
- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- Pass an approved CTE Assessment after successfully completing an approved CTE program
- Pass a Department approved pathway assessment in the Arts<sup>(4)</sup>
- Pass a Department approved pathway assessment in a Language other than English (LOTE)

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CTE or LOTE found at <http://www.p12.nysed.gov/ciai/multiple-pathways/>

The Department is working to identify Pathway assessments in LOTE. When those examinations are identified they will be posted at <http://www.p12.nysed.gov/ciai/multiple-pathways/>

<sup>3</sup>The low pass (55-64) option for general education students to earn a local diploma has been phased out and students who entered high school in 2008 and thereafter no longer have access to this option. There may still be students in the K-12 system that entered grade 9 in 2007 or earlier and still have access to this option.



# 2025-2026 MCS Course Selection Sheet

## Core Classes

English	Math	Science	Social Studies
English 9	Algebra A	Life Science	Global 1
English 10	Algebra B ®	Environmental Science	Global 2 ®
English 11 ®	Algebra ®	Earth and Space Science	US History & Government ®
English 12	Geometry ®	Chemistry ®	Government ½ Economics ½
	Algebra 2 ®	STEM	

® Regents Course

## Electives

World Language	Music	Art	Business	Work Based Learning	Technology
Spanish 1	Sr. Chorus	Studio Art	Business Communications	Career Exploration	Home Economics ½
Spanish 2	Sr. Band	Drawing and Painting	Consumer Math	Career Development	International Foods 1/2
Spanish 3	Drama	Ceramics ½	Career & Financial Mgt. (NCCC optional)		Wildlife Mgt. ½
Intro to French ½ Hispanic History ½		Photography ½			Garden Agriculture ½

## Additional Graduation Requirements

Health ½	Physical Education 9-12
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**Core Course Credits**

English 9	1 credit
English 10	1 credit
English 11	1 credit
English 12	1 credit
Algebra	1 credit
Geometry	1 credit
Earth Science	1 credit
Living Environment	1 credit
Global Studies 9	1 credit
Global Studies 10	1 credit
US History	1 credit
Part. In Government	½ credit
Economics	½ credit
Physical Education	½ credit

*Seniors with an Average of 85 or higher may take electives through ACC.  
Selected Courses are offered for college credit through NCCC.*

**GUIDELINES FOR ENROLLING STUDENTS IN ADVANCED AND COLLEGE LEVEL COURSES****COLLEGE COURSES**

- Minimum 80 average in prerequisite courses
- Level 4 score on any preceding Regents exams
- Teacher approval

**Students must have teacher approval and meet at least one other of the stated criteria to enroll in college level courses through NCCC or SUNY Adirondack.**

## **COURSE DESCRIPTIONS**



# **ART**

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## **8<sup>th</sup> Grade Art**

In 8th grade art, the process of looking at art is presented as an enjoyable and integral part of learning about art. Students will learn to perceive and describe the subject matter, visual elements and moods in their own art and the artwork of others. An emphasis is placed on understanding the Elements of Art and Principles of Design in order to improve one's own expressive intentions. Students can expect to engage in artwork using a variety of materials and Art History is explored through visual imagery, books, slides, and films. Engagement in group critiques and self-reflection will foster a personal understanding of the creative process.

## **9<sup>th</sup> Grade Studio Art**

Studio Art is designed to give students the opportunity to further develop critical and thoughtful engagement with our world, its art and the act of art making. The knowledge gained from this course will provide a strong studio foundation of exploratory experiences in art. There will be a strong emphasis on visual problem solving using the Elements of Art and the Principles of Design. Exposure to numerous reproductions of past and present artists will promote the appreciation and importance of the visual image throughout time. Students can expect to engage in artworks using a variety of materials (drawing materials, paints, clay, wood, wire, and mixed media). Students will also be involved in group critiques and self-reflection that will aid in a personal understanding of the creative process.

## **Drawing and Painting**

Drawing and Painting is an advanced course of study for students who have completed Studio Art. It is intended for students who wish to explore areas of higher learning in the arts. Drawing and Painting are skills that can be mastered through practice, repetition and the willingness to accept the unexpected. Each drawing/painting will be approached as an exploration of what is seen and students will be guided to look at subjects .

The experiences and knowledge gained from this course will provide a strong foundation, enabling the student to continue on a creative and self-fulfilling path.



### **Advanced Art**

Advanced Art is an advanced course of study for students who have completed Studio Art and Drawing and Painting. It is intended for students who wish to explore areas of higher learning in the arts. This course is designed to encourage a personal approach to art making. The first section of the course provides students with a strong foundation of exploratory experiences. Students then choose a particular area of concentration and student portfolios will be further developed to illustrate a personal style. Students will be exposed to higher learning in the arts and artwork will progress because the students' visual vocabulary and thinking processes will broaden.

### **Introduction to Pottery**

Introduction to Pottery is an advanced course that will acquaint students with the qualities and limitless design possibilities of clay. Through the exploration of various hand building techniques, students will learn traditional and contemporary approaches to creating in clay. This will include pinch pots, coil pots, slab building, wheel-thrown and drape methods. The history of clay throughout world cultures will be an essential part of the course. Students will also be full participators in the studio by learning to maintain equipment and tools, loading the kiln for firing and mixing glazes and slips for decorating.

## **BUSINESS EDUCATION**

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### **Career and Financial Management**

This course is required for all students seeking a sequence in Business, Technology, or Vo-Tec courses at BOCES. At MCS all 9th grade students take IO/BCA. The course introduces students to the realities of the working world. Each topic focuses upon a specific area of information and personal development that help the individual integrate his/her role within the workplace and the home. In addition, this course is organized into three topics dealing with interrelationships among resources and needs, wants, goals and lifestyles and on the managerial aspects of assessing, enriching and using personal and financial resources to ensure responsible, participatory, and personal and work life.

### **Accounting 1 & 2**

Students can take up to two years of accounting beginning in their junior year. During the first year students are provided with a basic understanding of double-entry accounting. The course covers the introduction of the accounting cycle for both a service and a merchandising business. The second year continues with greater detail and is encouraged for students interested in a career in accounting. It is also well suited for students who anticipate continued study of Business Administration and Business Management.



## **IT Essentials**

Through hands-on experience students will use the computer as a tool to develop an understanding and appreciation of how well developed reports can affect business activities and transactions. Students will be able to create academic projects and reports, which will prepare them for future educational requirements and/or business activities.

## **Software Applications**

Software applications will instruct students to become proficient in a variety of different software programs. Topics will include

- operating systems,
- word processing,
- spreadsheets
- Web site development with a concentration on how to manipulate graphics, generate sound and video files
- creating web and multimedia publications
- Web page design emphasizing features such as tables, frames, and forms.

Programs used will be Adobe Photoshop, Expression Web or Dreamweaver, Flash cs4, and Microsoft Movie Maker, Microsoft Office

## **Hospitality Management**

Emphasis on managing people and places in all phases of hospitality management: resorts, hotels, motels, inns, and restaurants. Special attention is paid to the problems faced by proprietors operating in a seasonal resort area.

## **Small Business Accounting**

A practical approach to the principles of accounting pertaining to sole proprietorships, emphasizing the accounting cycle, special journals and the preparation of financial statements



## **ENGLISH LANGUAGE ARTS**

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### **Grade 7 and 8 English Language Arts Program**

The goal of the middle school ELA program is to guide students to meet the New York State Common Core Standards. These standards require all students to:

1. Read a wide range of complex literary and informational text in order to demonstrate skills and understandings in the following areas:
  - A. Key ideas and Details
  - B. Craft and Structure
  - C. Integration of Knowledge and Ideas
2. Write routinely over varied time frames for a range of tasks, purposes and audiences in order to demonstrate skills and understandings in the following areas:
  - A. Text Types and Purposes
  - B. Production and Distribution of Writing
  - C. Research to Build and Present Knowledge
3. Demonstrate Speaking and Listening skills and understandings in the following areas:
  - A. Comprehension and Collaboration
  - B. Presentation of Knowledge and Ideas
4. Demonstrate Language skills and understandings in the following areas:
  - A. Conventions of Standard English
  - B. Knowledge of Language
  - C. Vocabulary Acquisition and Use

The above standards are addressed through age-appropriate materials. Whenever possible, an interdisciplinary approach is taken.

### **AIS**

Students who are deemed at risk, by state test results and/or classroom performance, for not meeting the above standards at their grade level are offered Academic Intervention Services (AIS). Intervention is targeted to build the specific skills that an individual student lacks or needs to improve in order to be successful at his/her grade level.

### **World Literature 1 - Grade 9**

This ninth grade course parallels the Global Studies curriculum while developing students' understanding of universal themes in literature. Students study various genres through cultural lessons beginning with the study of myth. Greek, Roman, Hebrew, Chinese, Japanese literary traditions are highlighted in this course while a performance based study of Romeo and Juliet allows students to explore these same universal themes across genres and cultures.



## **World Literature 2 - Grade 10**

This tenth grade course parallels the Global Studies 2 course and invites students to explore world literature, both classic and contemporary, with a focus on the themes of power, human rights, and social issues. In depth comparisons between works of literature are emphasized as students compare works across genres and cultures.

## **American Literature - Grade 11**

This eleventh grade course provides students with an overview of American literary tradition from the discovery and settlement of the New World to the present. Students use a variety of fiction, non-fiction, poetry, and plays to refine their understanding of literary elements and explore common themes in American literature including identity, diversity, individuality, freedom, and the American dream.

## **English 12**

In this course students read and write in a variety of genres in a workshop format. Students read independently, in small groups, and as a whole class. Students write in required areas: letter writing, personal narrative or memoir, research, literary analysis, short story, editorial or news article, and poetry. This course places an emphasis on risk taking, revision, polishing, and publication. The writing process employed in this class is intended to promote independent, confident, and creative language use.

## **Honors English**

Honors English 12 is designed for advanced senior students who wish to participate in a more challenging English program with the intention of going on to college following graduation. This course emphasizes the development of college-level writing skills as well as critical reading skills. These skills will be developed through both oral and written analysis of imaginative and challenging literature. Honors English 12 is essentially a college-level course offered to capable students who, in turn, must be willing to devote the energy and time necessary to complete this course's more rigorous standards. The year will be divided into two courses. In English Composition I (ENG 101), students will use writing to express thoughts logically, clearly and coherently in a variety of rhetorical modes while avoiding mechanical, grammatical and spelling errors. They will demonstrate mastery of the stages of the writing process, including critically revising and editing their own compositions as well as responding critically to peer drafts. Students will critically evaluate and respond to selected essays. The final project will be to compose an argumentative research essay using MLA format. In Modern World Literature (ENG 115), students will engage in an introductory study of literature with an international and multicultural focus. Students will utilize their writing skills from the first half of the year to thoughtfully analyze their readings.



Whenever possible, the course emphasizes literature written by masters of the literary world. An emphasis is also placed on reading literature from a variety of backgrounds (not only selections from the established canon, but writings from minority writers, as well). The teacher will serve as a discussion leader, critic and scholar, encouraging the class to assume much of the responsibility for learning. Additionally, this course will help students develop individual styles of writing through using language skillfully while expressing an appreciation of the literary art. The skills students will gain will be useful for writing in college and beyond.

## **FOREIGN LANGUAGE**

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### **SPANISH - - Grade 7**

Spanish 7<sup>th</sup> grade is a full year course, which meets every day during the 3<sup>rd</sup> and 4<sup>th</sup> quarters, and is a continuation of students' 6<sup>th</sup> grade program. They will continue to practice listening, speaking, reading and writing skills in Spanish through a conversational and; as much as possible, project oriented study of the Spanish language and cultures. They will learn how to communicate in the present tense and compound future tense in order to socialize, request and provide information, and express their feelings about something. This will give the students the foundation they need in order to pass Spanish 1 in 8<sup>th</sup> grade and receive 1 high school credit for basic graduation requirements.

At the end of the course, students will take a final exam based on materials covered during the year.

Spanish 7<sup>th</sup> grade requires true and purposeful effort to learn, through understanding and practicing. Language learning is cumulative, which means that language concepts build upon each other, where previously learned material is used to introduce and practice new material, therefore true understanding and long-term memorization of all vocabulary and grammar is an absolute necessity to successfully communicate in Spanish. Consistent participation in classroom activities and daily independent study are key **strategies** to achieve that skill and success!

### **SPANISH 1**

Spanish 1 is a full year course, which is a continuation of students' 7<sup>th</sup> grade programs. They will continue to practice listening, speaking, reading and writing skills in Spanish through a conversational and; as much as possible, project oriented study of the Spanish language and cultures. They will learn how to communicate in the present tense, compound future tense, and (some) past tense in order to socialize, request and provide information, express their feelings about something, and persuade others in various situations.



At the end of the year, students are required to take a locally produced equivalent Foreign Language Proficiency Exam since New York State is no longer producing the Foreign Language Proficiency Exam itself due to budget cuts.

Students do need to pass Spanish 1, to receive 1 high school credit for basic graduation requirements.

Spanish 1 is one of our two accelerated credit courses here at Minerva, meaning that, while still in Middle School, students receive High School credit for this class. Therefore, this course needs to be intense and fast paced, and requires true and purposeful effort to learn, through understanding and practicing. Language learning is cumulative, which means that language concepts build upon each other, where previously learned material is used to introduce and practice new material, therefore true understanding and long-term memorization of all vocabulary and grammar is an absolute necessity to successfully communicate in Spanish. Consistent participation in classroom activities and daily independent study are key **strategies** to achieve that skill and success!

## **SPANISH 2**

This is a continuation from Spanish 1. Students' existing skills are reviewed and reinforced, then the principles of the language and the cultures are expanded and added to. The students will learn to listen, speak, read, and write in the past tenses and compound tenses as well as increase their thematic vocabulary in order to socialize, request and provide information, express their feelings about something, and persuade others in various situations. At the end of the year there will be a school based, final exam which will follow the same format as the NYS Foreign Language Proficiency and Regents Exams but will be based on students' cumulative knowledge and materials covered during the year.

Since students have completed the basic graduation requirement of Spanish 1, they are in this course to progress toward the Regents at the end of Spanish 3. Therefore, this course needs to be intense and fast paced, and requires true and purposeful effort to learn, through understanding and practicing. Language learning is cumulative, which means that language concepts build upon each other, where previously learned material is used to introduce and practice new material, therefore true understanding and long-term memorization of all vocabulary and grammar is an absolute necessity to successfully communicate in Spanish. Consistent participation in classroom activities and daily independent study are key **strategies** to achieve that skill and success!



## **SPANISH 3**

This is a continuation from Spanish 2. Students' existing skills are reviewed and reinforced, then the principles of the language and the cultures are expanded and added to. The students will learn to listen, speak, read, and write in the simple future and conditional tenses, which are then applied to the compound tenses, and the subjunctive mood, as well as increase their thematic vocabulary in order to socialize, request and provide information, express their feelings about something, and persuade others in various situations. At the end of the year there will be a final exam which will be based on materials covered during this year. Students will also have to take a locally produced equivalent Foreign Language Regents Exam since New York State is no longer producing the Foreign Language Regents Exam itself due to budget cuts. This test is designed to assess students' cumulative knowledge of everything they have learned.

Since students have completed the basic graduation requirement of Spanish 1, they are in this course to progress toward the Regents at the end of Spanish 3. Therefore, this course needs to be intense and fast paced, and requires true and purposeful effort

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## **HEALTH**

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### **Health 7**

7<sup>th</sup> grade Health revolves around the New York State Learning standards and the book by HOLT called HEALTH. It is a full time, half year course and is broken up into the six following units: Wellness and Stress Management; Environmental Health; Substance Use and Abuse; Growth and Development, Family Life and Social Health; Diseases and Immunizations; and First Aid and Safety.

### **Health 10**

10<sup>th</sup> Grade Health revolves around the National and New York State Learning standards and the Prentice Hall book, Health-Skills for Wellness. It is usually offered as a half-year course full time or as a full year course 2 days per week. It is broken up into 6 Units that are described as follows: Mental and Social Health; Parenting and Human Development; Nutrition and Fitness; Substance Use and Abuse; Preventing Disease; and Safety and First Aid.



## **MATHEMATICS**

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### **Math 7**

In this course students will apply a variety of reasoning strategies to solve problems. Topics will include: fractions, decimals, integers, arithmetic operations on all types of rational numbers, order of operations, percents, ratios, proportions, unit conversions, scientific notation, measurement, and solving missing number problems. Students will also learn basic geometry and probability concepts.

### **Algebra 8 — (Pre-Algebra) and Algebra**

An accelerated course that covers both the Pre-Algebra (8<sup>th</sup> Grade) and the NYS Integrated Algebra Curricula. The curriculum for this course has been adapted and customized to meet the New York State Performance Indicators. We have adapted this course to ensure that all of the Indicators are met in time for the 8<sup>th</sup> Grade State Exam and that the student will be ready to take the Integrated Algebra Regents in June. Specific topics of study will include: fractions, decimals, and arithmetic operations, order of operations, percents, ratios, proportions, unit conversions, scientific notation, and word problems. This is an accelerated course that is going to be covering a lot of material. As a result, there will be a moderate amount of work that will need to be completed on your own. The basic use of graphing calculators is required

### **Algebra**

The Sequential Math Program was designed by the New York State Education Department to integrate the different branches of mathematics. Algebra is the first of three in the Regents Math Sequence. It is a basic introduction to algebra, geometry, logic, probability and statistics. Students will be expected to take the Integrated Algebra Regents Exam upon completion of the course.

### **Geometry**

This is a continuation of the 3-year Regents sequence in math, and would normally be taken following Algebra. Geometric topics, including proofs, are covered in depth, along with quadratic equations, logic, and permutations. The Geometry Regents Exam is given at the end of the course.

### **Algebra 2 / Trigonometry**

New York State Algebra 2 / Trigonometry is the third and final year of a three-year program. Topics include Algebra, Functions, Trigonometry, Geometry, Probability, and Statistics. The major emphasis is on Trigonometry and its application in other aspects of Mathematics. Use of scientific calculators is a requirement. Students are also introduced to the use of graphing calculators to solve mathematical problems. This course prepares students for the algebra 2 / trigonometry Regents Exam.



### **Pre-Calculus**

A Pre-Calculus course that covers all the material needed for the future study of Calculus. This course closely follows where Algebra 2/Trigonometry finished. Major areas topics of study will include: fractions, decimals, and arithmetic operations, order of operations, percent's, ratios, proportions, unit conversions, scientific notation, and word problems. This is an accelerated course that is going to be covering a lot of material. As a result, there will be a moderate amount of work that will need to be completed on your own. The basic use of graphing calculators is required

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## **Music Seven**

Music 7 is a half year course at the beginning of the school year. In the first and second grading period, students learn the basics of guitar. They study the guitar tuning, parts, history, fingerboard, and basic chords. Guitar techniques are evaluated through performance and written quizzes. The history of the guitar is also studied, along with famous guitar players. The guitar study unit culminates with a required performance at the Christmas Bazaar. Students also participate in an in-depth research project and presentation about famous music composers.

## **Senior Chorus**

Chorus members learn vocal techniques, sight singing, and music reading. They review historical choral literature, and sing a variety of choral styles. The students are graded on the participation and effort in class, tests, and their participation in three major performances a year. CASMA and NYSSMA activities are offered to interested students.

## **HOME & CAREERS**

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### **Home and Careers Skills 7**

There are four modules in the Home and Careers skills curriculum. They are process skills, personal development, personal and family resource management, and career planning. The students are graded through quizzes, tests and hands-on projects.

## **PHYSICAL EDUCATION**

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### **Physical Ed. Grade 7 & 8**

This class offers the opportunity to achieve and maintain physical fitness through exercise and aerobic activity. At this level individual and team games are stressed with emphases on knowledge, skill work, strategy and sportsmanship. Through fun physical activity the student is working toward individual health and well being.

### **Physical Ed. Grade 9 & 10**

This class offers opportunities to achieve and continue to maintain physical fitness through exercise and aerobic activity. More advanced skill work and strategy development is stressed through individual and team activities. Students also acquire knowledge of a safe healthy environment.

### **Physical Ed. - Grade 11 & 12**

This class offers the opportunity to develop and demonstrate skills necessary to perform a variety of physical activities. Students should show competence in many different forms of physical activity and proficiency in a few forms of physical activities. Students should develop a more mature understanding of the benefits and costs of regular participation in physical activity in their local community.



## **SCIENCE**

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### **Science 7 - Life Science**

An introductory scientific course exploring the main ideas of the biological sciences. Units include The Living World, Simple Living Things, Plants, The Animals, The Human Body, and the Biosphere. Laboratory assignments are introduced and used to integrate "hands-on" activities. Homework is extremely important to the success of this class.

### **Science 8 - Physical Science**

An introductory course exploring matter, energy, and forces and their interaction in the known universe. Units include: Diversity of Matter, Patterns in Matter, Interactions of Matter, Motion, Forces, and Energy, Heat Energy, Electricity and Magnetism, Waves, Sound and Light, and Physical Science and Technology. Laboratory assignments are used to help integrate "hands on" activities. Homework is extremely important to the success of the class and projects are an integral part of the curriculum.

### **Earth Science**

A Regents course, for freshmen, which covers the processes of change on earth, the earth model, the energy changes within the earth and its atmosphere, the rock cycle and the history of the earth. Lab is required.

### **Living Environment**

A Regents preparatory course, for sophomores, that provides students with an awareness of the natural world of plants and animals, stimulation of deductive and inductive reasoning, basic scientific concepts and an understanding of the biological processes performed by cells, by the individual organism and by communities of organisms. There are four mandated NYS labs required as part of the laboratory portion of the curriculum.

### **Chemistry**

This Regents course for juniors and seniors is a study of the fundamental principles of chemistry, including atomic structure, chemical bonding, solutions, acids and bases and electrochemistry. Many of these concepts use mathematical relationships and it is strongly recommend that Math Course 2 be successfully completed. Lab is required.



## **Physics**

This Regents course is for juniors and seniors and a lab is required. The importance of experimental evidence is emphasized. The laboratory work supplies the opportunity for first-hand experience with the collecting, use and limitations of physical measurements. Much attention is given to the plotting of graphs based on measurements taken and the interpretation of these graphs. Many of these concepts use mathematical relationships and it is strongly recommended that Math Course 3 be successfully completed or in progress.

## **Environmental Science**

Issues involving the environment and natural resources are becoming increasingly important at the local, state, national, and global levels. As the growth of the human population places an increasing demand on these resources, our society will need to make many educated decisions about the environment. In this course, you will learn about the interactions that keep our environment stable as well as the forces that can cause serious impacts. Secondly, we will discuss environmental issues on both a local and global scale. The intent of this course is not to tell you how you should think about these issues; rather, you will be given information that will help you form your own opinions so that you can make informed decisions in the future.

## **SOCIAL STUDIES**

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### **Grades 7 and 8 Social Studies – United States and New York State History**

These two classes focus on a chronologically organized study of United States and New York State history. These classes cover the human experience in the United States from pre-Columbian times to the present, tying political, geographic, economic, and social trends in United States history to parallel trends in New York State history. At the end of Grade 8, students will take the New York State Intermediate Exam in Social Studies.

### **U.S. History and Government**

This class starts with the basic principles and core values expressed in the Declaration of Independence. Building on this, students will then examine the Constitution, including the structure and function of governments, as well as their rights and responsibilities as citizens. From there, the class continues with a chronological study of United States history, highlighting examples of public policy, application of Constitutional principles, and changes to the Constitution. At the end of Grade 11, students will take the New York State Regents Exam in United States History and Government.



### **Participation in Government/12**

In this ½ year course, seniors study our governmental system with an emphasis on civic participation. The class material consists of a variety of topics including the presidency, the legislature, the U.S. court system, principles of government, the history of government in the United States, political parties, and elections. 12<sup>th</sup> grade government students are required to attend 2 town board meetings and 2 school board meetings over the course of the year. Students also examine specific U.S. Supreme Court cases which impact our lives each day. The text used for this course is *United States Government: Democracy in Action*, published by Glencoe McGraw-Hill.

### **Economics/12**

In this ½ year course, seniors examine economics from a variety of perspectives. The class topics include basic economic concepts like scarcity, supply & demand, opportunity cost, etc. These concepts are then applied to more complex ideas such as different types of economies, the role of business, labor and consumers, and global interdependence and alliances. Students are also exposed the more practical side of economics as we examine things like personal banking, budgeting, and the job market. The text used for this course is *Economics: Choices and Challenges*, published by McDougal Littell.

### **Global Studies 9 & 10**

This is a 2 year survey course that examines history from the beginnings of mankind to the present day. In 9<sup>th</sup> grade, students begin with pre-history and continue study through the 1750's. In 10<sup>th</sup> grade, we begin by examining the Enlightenment Period and continue through to modern times. The classes are structured so that students become familiar with history from both thematic and chronological perspectives. There is an emphasis on geography, key people and terms, and the major events which occurred during each time period studied. Students are also instructed in interpreting documents, and essay writing. This 2 year course culminates with a comprehensive New York State Regents exam that students are required to pass in order to graduate. The text used for this course is *A Brief Review in Global History and Geography*, published by Prentice Hall. Students are also provided with a copy of *Barron's Regents Exams and Answers: Global History and Geography* in order to help them better prepare for the regents exam.<sup>7</sup>



## **TECHNOLOGY**

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### **Wildlife Management (For Agriculture .5)**

Formerly known as Wildlife Management, Wildlife and Recreation Management courses provide students with the opportunity to understand and appreciate the importance of maintaining the land and ecological systems that enable nondomesticated animals to thrive. These courses emphasize how humans and animals may both take advantage of the same land or how to gain economic benefits from the land while not degrading its natural resources or depleting plant or animal populations. Students may also learn how to manage wildlife and lands for recreational purposes.

### **Career Exploration (.5).**

Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

### **Employability Skills (Career Development .5)**

Employability Skills courses help students match their interests and aptitudes to career options with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning the skills needed to remain in and advance within the workplace. Course content may also include consumer education and personal money management topics.

### **Fam & Consume Sci-Comp (Home Economics .5)**

Family and Consumer Sciences—Comprehensive courses help students to develop the knowledge and skills that are used to manage one's family and career efficiently and productively. Course topics typically include foods and nutrition; apparel; child care and development; housing, interior design, and maintenance; consumer decisions; personal financial management; interpersonal relationships; and careers available in family and consumer sciences

### **Food and Nutrition (International Foods Course .5)**

Formerly known as Food and Nutrition, Food Preparation and Health Management courses provide students with an understanding of food's role in society, instruction in how to plan and prepare meals, and information about the nutritional and health benefits of minimizing processed and prepared food and prepackaged/prepared meals from one's diet. These courses not only build on the basic skills of food preparation but also address financial considerations and recipe conversion to make foods healthier. Some courses place a heavier emphasis on a balanced diet, while others concentrate on specific types of food preparation (such as low sodium, low fat, or increased whole foods). These courses will also address current issues such as organic foods and vegan cooking.



## **CTE Middle Level Introduction Technology**

### **CTE Middle Level Introduction to Technology 7-8**

Technology education uses concepts of science, mathematics, social science, and language arts in a hands-on, systems-based approach to problem solving that guides students in the understanding, design, and development of systems, devices, and products to serve human needs and wants. Middle level tech courses are designed to build upon math and science knowledge in which students can investigate how their world works around them.

## **General Horticulture (Gardening Course .5)**

Formerly known as General Horticulture, Horticultural Science courses expose students to the art and science of growing plants, shrubs, trees, flowers, fruits, and vegetables. In doing so, they cover a wide variety of topics, including principles of plant science, greenhouse and nursery operations, soils and growing media mixtures, fruit and vegetable production, turf/golf course management, interior and exterior plantscaping, irrigation systems, weed and pest control, and floral design.

## **Creative Sculptures**

Sculpture courses promote creative expression through three-dimensional works. These courses explore real and abstract sculpture through subtractive (carving), additive (modeling), and assemblage techniques in one or more media. These course also provide instruction in the critique process.

## **Printmaking**

Printmaking emphasizes applying the elements of art and principles of design to both printmaking and visual communications design. These courses help students investigate printmaking media, techniques, and processes, in addition to providing instruction about the purposeful arrangement of images, symbols, and text to communicate a message.