

Minerva Central School

Parent-Student Guide

Graduation Requirements and Course Descriptions

2018-2019



7TH-12TH GRADE EDITION

SUBJECT: GRADUATION and DIPLOMA REQUIREMENTS



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>Credit: 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>Assessment: ○ 5 required Regents exams⁽¹⁾ with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and 1 Pathway Assessment⁽²⁾; or</p> <p>○ 4 required Regents exams⁽¹⁾ with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential http://www.p12.nysed.gov/part100/pages/1005.html#regents diploma</p>
Regents (through appeal)	All Student Populations	<p>Credit: 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>Assessment: ○ 4 required Regents exams⁽¹⁾ with a score of 65 or better and 1 Regents exam 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 1 Pathway Assessment⁽²⁾; or</p> <p>○ 3 required Regents exams⁽¹⁾ with a score of 65 or better and 1 Regents exam 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 meet all the requirements of the CDOS Commencement Credential</p> <p>Note: Non Regents Pathway exams are not subject to the Appeal Process http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</p>

Regents with Honors	All Student Populations	<p>Credit: 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>Assessment: 5 required Regents exams⁽¹⁾ with a computed average score of 90 or better as follows: 1 math, 1 science, 1 social studies, ELA and either 1 Pathway Assessment⁽²⁾ 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>http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</p>
Regents with Advanced Designation	All Student Populations	<p>Credit: 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>Assessment: 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> <ol style="list-style-type: none"> 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 Pathway⁽²⁾ Combination (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 = 7 or 8 Assessments STEM (Mathematics) Pathway⁽²⁾ Combination: ELA, 1 social studies 4 mathematics, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments STEM (Science) Pathway⁽²⁾ Combination: ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments <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>http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p>

Regents with Advanced Designation with an annotation that denotes Mastery in Math	All Student Populations	<p>Credit: 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>Assessment: 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 See 100.5(b)(7)(x)</p> <p>http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p>

<p>Regents with Advanced Designation with an annotation that denotes Mastery in Science</p>	<p>All Student Populations</p>	<p>Credit: 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>Assessment: 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) http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p>
<p>Regents with Advanced Designation with Honors</p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> • Credit: 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. • Assessment: Meets all assessment requirements for the Regents diploma with advanced designation (see above) with a computed average score of 90 or better (no more than 2 Department approved alternatives may be substituted and will not count in the computed average) <p>Note: The locally developed Checkpoint B LOTE* examination is not included in the computed average.. http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</p>
<p>Local Diploma (through Appeal)</p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> • Credit: 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. • Assessment: <ul style="list-style-type: none"> 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, <u>and</u> 1 Pathway Assessment(2); or 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, <u>and</u> meet all the requirements for the CDOS Commencement Credential <p>Note: Non Regents Pathway exams are not subject to the Appeal process. http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore http://www.p12.nysed.gov/ciai/gradreq/CurrentAppealForm.pdf</p>

<p>Local Diploma (through Appeal)</p>	<p>All Student Populations</p>	<p>Credit: 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>Assessment: ○ 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 1 Pathway Assessment(2); 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, and meet all the requirements for the CDOS Commencement Credential</p> <p>Note: Non Regents Pathway exams are not subject to the Appeal process. http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore http://www.p12.nysed.gov/ciai/gradreq/Documents/CurrentAppealForm.pdf</p>
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<p>Local⁽³⁾</p>	<p>Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan</p>	<p>Credit: 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>Assessment: Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 math, 1 science, 1 social studies, ELA <u>and</u> either 1 Pathway Assessment ⁽²⁾, or meet all the requirements of the CDOS Commencement Credential http://www.p12.nysed.gov/part100/pages/1005.html#assessment; or</p> <p>Low Pass Safety Net and Appeal: 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 Pathway Assessment ⁽²⁾ ;or</p> <p style="padding-left: 40px;">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</p> <p>Note: Non Regents Pathway exams are not subject to the Appeal process.</p> <p>Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011: passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination http://www.p12.nysed.gov/specialed/publications/localdiplomoptionsmay2011.htm; or</p> <p>Compensatory Safety Net Option: 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. http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html</p>
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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 NOT INCLUDE students with a Section 504 Accommodation Plan</p>	<p>Credit: 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>Assessment:</p> <ul style="list-style-type: none"> ○ 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. <p>To be eligible for the superintendent determination:</p> <ol style="list-style-type: none"> 1. The student must have a current individualized education program (IEP) and be receiving special education programs and/or related services. 2. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option. 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). 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. 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. 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).
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<p>Local Diploma</p>	<p>English Language Learners Only</p>	<ul style="list-style-type: none"> ● Credit: 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. ● Assessment: <ul style="list-style-type: none"> 4 required Regents exams(1) 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 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 Pathway Assessment(2) or meet the requirements of the CDOS Commencement Credential <p>Note: 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>http://www.regents.nysed.gov/meetings/2015Meetings/February/215_p12a1.pdf</p> <p>Note: Non Regents Pathway exams are not subject to the Appeal process</p>
<p>Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement</p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> ● Credit: Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program. ● Assessment: 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. <p>http://www.p12.nysed.gov/part100/pages/1005.html#carteched</p>

Non-diploma High School Exiting Credentials

Credential Type	Available to	Requirements
Career Development and Occupational Studies (CDOS) Commencement Credential	All students other than those who are assessed using the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> 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; OR
		<ul style="list-style-type: none"> Student meets criteria for a national work readiness credential
		<p>Note: 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. http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm</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>http://www.p12.nysed.gov/specialed/publications/SACcmemo.htm http://www.p12.nysed.gov/part100/pages/1006.html</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.

¹ 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>

²**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 Arts⁴
- 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/>

³The 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.

MCS High School Electives

2018-2019

<u>1st Period</u>	<u>High School Credits</u>	<u>College Credits</u>
Spanish 2	1 credit	
High School Technology	½ credit	
Health	½ credit	
Current Events	½ credit	

<u>2nd Period</u>	<u>High School Credits</u>	<u>College Credits</u>
Studio Art	1 credit	

<u>3rd Period</u>	<u>High School Credits</u>	<u>College Credits</u>
Physics Lab		

<u>4th Period</u>	<u>High School Credits</u>	<u>College Credits</u>
Hospitality Management	½ credit	NCCC 3 credits
Marketing	½ credit	NCCC 3 credits
Photography	½ credit	
Electronic & Energy	½ credit	
Alg. 2/Trigonometry	1 credit	

<u>5th Period</u>	<u>High School Credits</u>	<u>College Credits</u>
<i>*Drawing & Painting /</i>	1 credit	
<i>Advanced Art</i>	1 credit	NCCC 3 credits
<i>Software Applications /</i>	1 credit	NCCC 3 credits
<i>*IT Essentials</i>	1 credit	
Pre-Algebra	1 credit	
College English	1 credit	NCCC 6 credits

<u>6th Period</u>	<u>High School Credits</u>	<u>College Credits</u>
Chorus	½ credit	
Band	½ credit	
Career & Financial Mgt.	½ credit	
Adirondack History	½ credit	

<u>7th Period</u>	<u>High School Credits</u>	<u>College Credits</u>
<i>*Chemistry/Physics</i>	1 credit	
Spanish 3	1 credit	
<i>Wood Technology /</i>	1 credit	
<i>Advanced Wood Technology</i>	1 credit	
MST	1 credit	
Public Speaking	½ credit	

<u>8th Period</u>	<u>High School Credits</u>	<u>College Credits</u>
<i>Auto Repair & Maintenance</i>	½ credit	
<i>Production Systems /</i>	½ credit	

<i>*Drafting & Design</i>	1 credit	
College Spanish	1 credit	NCCC 3 credits
College Calculus	1 credit	NCCC 6 credits
Business Math	1 credit	
Environmental Science	1 credit	

<u>9th Period</u>	<u>High School Credits</u>	<u>College Credits</u>
College Pre-Calculus	1 credit	NCCC 3 credits
<i>Graphic Arts /</i>	1 credit	
<i>*College Pottery</i>	1 credit	
<i>Small Business Accounting</i>	1 credit	NCCC 3 credits

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 85 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

8th 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.

9th 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 in varied ways. 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

Career and Financial Management

This course is required for all students seeking a sequence in Business, Technology, or Vo-Tec courses at BO-CES. 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 fulfilled 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

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

SPANISH - - Grade 7

Spanish 7th grade is a full year course, which meets every day during the 3rd and 4th quarters, and is a continuation of students' 6th 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 8th 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 7th 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' 7th 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 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!

HEALTH

Health 7

7th 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

10th 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

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 (8th 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 8th 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 covered include Introduction to Calculus, Trigonometry, Analytic Geometry, Discrete Mathematics, and Units and Sequences. Scientific and Graphing Calculators are used extensively and some programming is done with the Graphing Calculators.

Math/Science/Technology

This course is an introduction to Math, Science, and Technology. In this course, we will use the foundations of Math and Science to explore and apply modern technological innovations, such as 3-Dimensional Modeling (CAD), Global Positioning Systems (GPS) and its integration with Geographic Informational Systems (GIS), Surveying Techniques, Crime Scene Investigation, and Cryptography, to name a few. We will have a heavy emphasis on the uses of Math and Science in the “real world” and potential career choices using cutting edge technologies. This should be a challenging course with a fair amount of “hands-on” field work.

MUSIC

Band

Students in Instrumental Music will perform as members of the Concert Band. They will also attend weekly lessons, and are expected to practice their instrument outside of school. Students will perform in concerts with the band. Additional performing opportunities may include:

- Chamber Brass/Woodwinds
- Jazz Ensemble
- Jazz Combo
- CASMA
- NYSSMA Solo/Ensemble festivals
- Other ensembles or festivals as opportunities arise.

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

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

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

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

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. 12th 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 to 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 9th grade, students begin with pre-history and continue study through the 1750's. In 10th 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.⁷

TECHNOLOGY

Technology Education - Grade 8

Technology Education is a full year course for 8th grade students consisting of a mixture of 75% hands on work and 25% instructional, classroom lessons. Tech 8 is designed to introduce students to a variety of subject areas of Technology. Some of the areas will be offered as high school courses. Subject areas covered in this course are Design for Drawing and Production, Photography, Transportation, Mechanical Drawing, Energy, Construction and Electronics. Some other topics covered are technological resources, woodworking skills, communications, systems and problem solving.

Electronics and Energy

This course introduces students to history of electronics, electrical concepts, construction of remedial and semi-advanced electrical units and often involves home wiring repair. Students will be responsible for knowing electrical terms and concepts, applying 75% of course time to electrical projects and using safe practices during this course.

In addition, this course involves a history of energy uses of fossil fuels, nuclear energy, alternative energies and hydroponics gardening. Lessons include terminology and information relating to these four areas and 75% hands on projects that relate to each area.

Production Systems Technology

Productions will cover 20 weeks, which involves history of U.S. production and manufacturing, lessons on assorted skilled labor and physical skills involving tools and machines, teamwork, knowledge of corporate America, decision making skills and skills that involve producing a product for sale.

The construction section covers 5 weeks including information concerning physical construction skills and knowledge of the residential and commercial construction trade. Skills with hand tools and machines will be introduced. Students will use learned construction skills to build projects.

The final 15 weeks focuses on Transportation issues involving the study of land, water and air transportation. There are 75% hands on projects in each area and 25% classroom lessons. Information involved in this course is history, current knowledge and future possibilities in each subject area.

Photography

This course introduces students to single lens reflex camera operation, the history of photography, darkroom skills and picture taking skills. Students do an assortment of projects with a focus on improving their picture taking skills. This class involves 75% hands on projects and 25% classroom lessons.

Wood Technology

Wood Tech. is an elective intended for juniors or seniors interested in earning 1/2 - 1 credit towards a technology sequence. Students will work on various skills and hands on projects constructing small products made out of wood.

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.

Materials Processing

Materials Processing will be an introduction into product design and development, including all types of materials used in the construction field. Students will work with wood, metal, masonry and concrete products. Students will learn to solder, braze, arc weld and mig weld. Some options might include off sit job shadowing and mentoring programs. Also, students could work on a group project that will benefit the school and or the community.

Drafting and Design for Production

Students will improve their sketching and drawing. They will work on lettering, dimensioning, and drawing to scale and multi-view drawings. Students will complete a variety of working drawings. Other areas covered are the use of pictorial drawings, the history of drafting and the use of technical illustrations as well as mapping. Students will be required to design and produce several small product of their choice.

Drafting and Design 2

Students will explore residential structures and develop skills that will allow them to design their own home. They will have a better understanding of cost as well as function as it relates to home design. Some of the areas that will be covered are kitchen design,

bathroom design, square foot cost, remodeling cost and window/door application. Students will develop a set of floor plans and a plot plan. Other areas for discussion are electrical codes, plumbing codes and building codes.

Auto Repair and Maintenance –

Students learn about common terms, tools; systems that are used in the automotive industry. Students will learn to use the proper safety procedures when performing routine maintenance tasks. Students will complete a variety of service items: fluid levels, tire inflation, tire wear, oil, air; gas filters, suspension, driveline; engine issues. Students will learn to use a code reader to solve some engine code problems.