



# **CORNWALL CENTRAL HIGH SCHOOL**

## **COURSE SELECTION GUIDE**

### **2022-2023**

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# DISTRICT VISION

## DISTRICT VISION STATEMENT

"STRIVING FOR EXCELLENCE EVERY DAY"

*DISTRICT MISSION STATEMENT The Cornwall Central School District is committed to work together with the community to provide a secure and nurturing environment of diverse learning opportunities for all students. It is our goal to help students achieve their dreams and aspirations and to prepare them to confidently face challenges while promoting strength of mind, body and character.*



# PHILOSOPHY AND GOALS

**CORNWALL CENTRAL HIGH SCHOOL** RECOGNIZES AND ENDORSES THE FOLLOWING BASIC PREMISES:

- That every student, as a person of inherent worth, differs from every other person in respect to health, mental ability, experience and interests;
- That all students be afforded an equal opportunity to obtain a quality education at a level appropriate with their abilities
- That all students be afforded the opportunity for character and value development;
- That all students are entitled to a school community that fosters mutual dignity, decency and respect;
- That all students encounter a healthy, supportive school environment that fosters their intellectual, social and personal growth;
- That all students are entitled to support, assistance and encouragement from other institutions such as home, religious institutions and social agencies.

ACCEPTING THESE PREMISES, **CORNWALL CENTRAL HIGH SCHOOL** WILL PROVIDE:

- Diversified experiences and services that will meet the educational needs of students;
- A broad foundation of basic skills and knowledge;
- A range of elective courses and activities to enable students to explore personal interests and abilities;
- A safe and orderly school climate;
- Support services that will help students make informed choices beneficial to self and society;
- Qualified instructional staff and the facilities to meet student needs effectively;
- A sense of commitment to school and community.

# STUDENT SERVICES

## **GENERAL INFORMATION**

### ***PLANNING A COURSE OF STUDY***

Planning a course of study involves input from the student, teacher, and school counselor. The role of the CCHS counselor in programming is to assist students in proper planning and course selection.

#### **Guidance Counselors help to:**

1. Establish realistic goals.
2. Interpret the course offerings in each of the subject areas.
3. Explain prerequisites, and graduation requirements.
4. Assist students and parents in making elective choices.

#### **Procedures include:**

1. Dissemination of program planning information to students and parents through classroom presentations and evening programs.
2. Submission by teachers of recommendations for student course placement.
3. Scheduling of students to meet individually with counselors during January, February and March in order to select next year's courses.
4. Using the guidelines for fulfilling graduation requirements in addition to teacher recommendations and the student's goals for post-graduation, the student and counselor develop an appropriate academic program.
5. In the case of advanced course selections, completion of the Advanced Course Challenge Agreement is required of all students.

# GRADUATION REQUIREMENTS/DIPLOMA TYPES

Graduation from Cornwall Central High School requires that students successfully complete all prescribed courses and exams. Only students who have successfully completed all graduation requirements will be allowed to participate in commencement ceremonies at the end of the year.

## DIPLOMA TYPES

Following is a description of the various types of diplomas that can be earned based on a student's choice of courses and performance on associated NYS Regents Exams. Please note that these are bare minimum requirements for graduation

### Regents Diploma

<u>REQUIRED SUBJECTS</u>	<u>NUMBER OF CREDITS</u>	<u>REQUIRED EXAM</u>	<u>MIN SCORE</u>
ENGLISH	4 CREDITS	ENGLISH REGENTS	65
SOCIAL STUDIES	4 CREDITS	GLOBAL REGENTS US HISTORY REGENTS	65 65
MATHEMATICS	3 CREDITS	1 MATH REGENTS	65
SCIENCE (AT LEAST ONE CREDIT EACH IN PHYSICAL AND LIFE SCIENCE)	3 CREDITS	1 SCIENCE REGENTS	65
WORLD LANGUAGE*	1 CREDIT	* Students identified as having a language-based disability may be exempt from the second language requirement if the student's IEP states that the requirement is not appropriate.	
HEALTH	.5 CREDIT		
ART/MUSIC	1 CREDIT		
ELECTIVES	3.5 CREDITS	**All students must take physical education each year	
PHYSICAL EDUCATION**	2 CREDITS		
<b><u>TOTAL</u></b>	<b><u>22 CREDITS</u></b>		

# GRADUATION REQUIREMENTS/DIPLOMA TYPES

## Regents Diploma with Advanced Designation

<u>REQUIRED SUBJECTS</u>	<u>NUMBER OF CREDITS</u>	<u>REQUIRED EXAM</u>	<u>MIN SCORE</u>
ENGLISH	4 CREDITS	ENGLISH REGENTS	65
SOCIAL STUDIES	4 CREDITS	GLOBAL REGENTS US HISTORY REGENTS	65 65
MATHEMATICS	3 CREDITS	ALGEBRA REGENTS GEOMETRY REGENTS ALGEBRA II REGENTS	65 65 65
SCIENCE (AT LEAST ONE CREDIT EACH IN PHYSICAL AND LIFE SCIENCE)	3 CREDITS	1 PHYSICAL REGENTS 1 LIFE REGENTS (TYPICALLY LIVING ENVIRONMENT AND ONE OTHER SCIENCE REGENTS)	65 65
WORLD LANGUAGE*	3 CREDITS	WORLD LANGUAGE EXAM (CHECKPOINT B)	65
HEALTH	.5 CREDIT		
ART/MUSIC	1 CREDIT		
ELECTIVES	3.5 CREDITS		
PHYSICAL EDUCATION**	2 CREDITS		
<b><u>TOTAL</u></b>	<b><u>22 CREDITS</u></b>		

\* Students identified as having a language-based disability may be exempt from the second language requirement if the student's IEP states that the requirement is not appropriate. Additionally, in lieu of the world language requirement, any student may substitute a 5 credit sequence in art, music, technology or career and technical education

\*\*All students must take physical education each year

For further information on all of the pathways of graduation New York State has to offer, please click below:

[New York State Graduation Requirements Summary](#)

# GRADUATION REQUIREMENTS/DIPLOMA TYPES

## Regents Diploma with Honors

Students may earn the designation “**With Honors**” for both the Regents Diploma and the Regents Diploma with Advanced Designation if the **average** of their scores on all required Regents Exams for that diploma is at least **90%**.

## Regents Diploma with Mastery in Math and/or Science

Students may earn the designation for both Regents Diplomas and Regents Diplomas with Advanced Designation. Students must score 85 or above on 3 Math Regents Exams to qualify for Mastery in Math. Students must score 85 or above on 3 Science Regents Exams for Mastery in Science. (Note: This designation will be on the final transcript but may not be listed in the Commencement Program as Regents Scores are released after program is submitted to printer.)



# CAREER AND TECHNICAL EDUCATION

## CAREER AND TECHNICAL EDUCATION



### [Program Guide](#)

Students interested in receiving training in certain trades or technical occupations should consider attending the Career and Technical Education Center at BOCES for their junior and senior years. Students can complete their graduation requirements by attending CCHS for part of the day and spending the rest of the school day at the CTEC Center learning a specific skill to become better equipped for the world of work. Many CTEC students attend college after graduation. Several CTEC programs have articulation agreements with colleges offering credit or advanced standing. Listed below are some of the programs offered at the CTEC Center:

### [WHY CTE? - Career and Technical Education at a glance](#)

# AP/COLLEGE LEVEL CHOICES

## **ADVANCED PLACEMENT PROGRAM**

The Advanced Placement Program, in conjunction with the Educational Testing Service of Princeton, NJ, is designed to offer very capable students an opportunity to earn college credit while in high school. College credit is dependent upon the student's performance on the Advanced Placement Examination and on the college's/university's credit policy. Students in selected 11th and/or 12th grade advanced courses in English, Mathematics, Science, Social Studies, Art and Foreign Language, may avail themselves of this program through the Challenge Agreement. All examination costs are the responsibility of the students. Any student enrolled in an AP class is expected to take the exam. Any student who does not take the exam will have the AP class removed from their transcript. The course will be re-entered as a similar course title without the AP designation but still weighted.



## **UNIVERSITY IN HIGH SCHOOL PROGRAM**

Offered through the State University of New York at Albany, SUNY Orange, and Marist College, the *University in High School Program* provides CCHS students with the opportunity to earn college credit by satisfactorily completing selected advanced CCHS courses. At present, the *University in the High School Program* provides students the opportunity to earn college credits in Spanish IV and Spanish V and French IV and V through SUNY Albany. Additionally, students have the opportunity to earn college credits in Business, Technology, Music, English, and Math. A reasonable per credit fee is the responsibility of the student. Students must meet any grade point or Regents passing scores as set by the institution granting college credit in order to enroll in the courses.



# PROCEDURAL GUIDELINES

## **COURSE LOAD**

Students are required to carry a minimum credit load of 5 credits plus Physical Education. Students needing additional credits in order to either 1) progress with their academic program or 2) meet graduation requirements may be required to take additional credits annually.

## **PROGRAM AND SCHEDULE CHANGES**

### **Dropping a Course**

Students may be given permission to drop a course without adding as long as they continue to carry the minimum number of credits as previously indicated. Any course dropped after the “Drop Deadline” will result in a transcript note of “withdraw passing” or “withdraw failing”. The drop deadline for both the fall and spring semester courses will be available when the district calendar for next year is set.

Any other request to DROP a course must be combined with an ADD request. Students will generally not be permitted to enroll in a new course beyond the fifteenth day of the course unless administrative approval is granted. All program changes will be completed only after a request for program change form has been submitted. A student must attend the class he/she has requested to drop until the request is honored.

### **Change of Level**

Students may challenge up or drop down in levels of the same academic course until the deadline for such changes. The deadline for challenging up will be at the conclusion of the third week of the first quarter. It is expected that the student will make up missed work, including summer assignments, by a date set by the teacher. The deadline for students to drop down a challenge level will be at the conclusion of the second week of the second quarter. When a student moves down a level, any original marking period grades will be multiplied by a factor of 1.05. When a level change occurs during a marking period, teachers will share a current class average (adjusted by 1.05) with the new course teacher. This average will reflect an equivalent percentage of the grade in the new course.

# SPECIAL PROGRAMS AND SERVICES

## **ACADEMIC INTERVENTION SERVICES (AIS)**

These classes are intended for recommended students who have difficulties in English, Mathematics, Science and Social Studies who do not meet minimum state or district standards.

## **ALTERNATIVE INSTRUCTION (CHOICES)**

CCHS students may benefit from our alternative after school educational program, CHOICES. Students with interest should discuss the program with their counselors.



# BUSINESS AND TECHNOLOGY

## **NYS Standards**

### **Career Development**

*Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.*

### **Integrated Learning**

*Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.*

### **Universal Foundation Skills**

*Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.*

### **Career Majors**

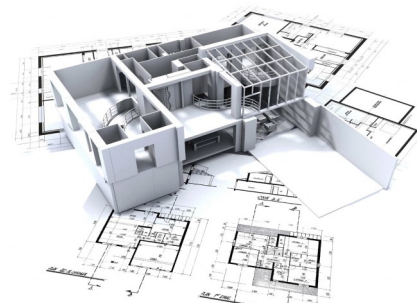
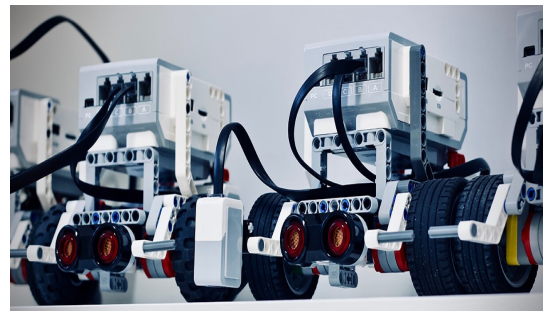
*Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.*

### **Technology Portion of Math, Science and Technology Standards**

*Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.*

## **Cornwall Central High School Business Education and Technology Education Departments' Mission Statement**

**The programs of the Business Education and Technology Education departments at Cornwall Central High School support our mission to prepare students for success in the world of work, career decisions, and financial planning by integrating new and emerging technologies through hands-on experiences in compliance with New York State Standards.**



# BUSINESS AND TECHNOLOGY

## **BUSINESS COURSES**

### **Accounting/Marist College Accounting**

*3.0 Marist Credits/1.0 CCHS Credit - Full Year*

This course examines the role of accounting in the world of business by introducing the U.S. private enterprise economy, the generally accepted accounting principles, and an introduction to cash control, payroll and banking services. Students also utilize Microsoft Excel to generate, analyze, interpret and present financial statements for sole proprietorships, partnerships, and corporations. Students also investigate the career opportunities that exist in the field of accounting. Students taking course for College Credit must be a junior or senior and must meet college prerequisites to enroll for college credit.

### **Business and Personal Law**

*1.0 Credit - Full Year*

This course will teach students about legal issues they will deal with throughout their life. Students will learn about the formation of our legal system, contracts, constitutional rights, criminal law, laws and the legal system, marriage, divorce, real estate, and many other important topics. Use of up-to-date technology helps to keep students informed of changes in the business and legal world.

### **Financial Math**

*1.0 Credit - Full year*

Financial Math is a specialized full year interdisciplinary business course, structured for students who are looking to satisfy their third-year math requirement. This course will focus on helping students meet their individual needs and relate math to real-world situations in areas such as banking, budgets, credit, insurance, interest, investments, payroll, taxes, inflation, production, personnel, accounting, marketing, and corporate planning.

### **Principles of Marketing**

*1.0 Credit - Full Year*

This course will cover the vast and exciting world of marketing. Students will learn about the many employment opportunities available in the world of marketing. Class projects and activities will introduce students to the many techniques that the retail world uses to turn shoppers into buyers. Students will also learn about changing economic cycles and the short term and long term effects they have on the global economy. This course is offered every other year - will run in 2020-2021 school year if enrollment allows.

### **Business Management**

*0.5 Credit - One Semester*

This course is a WORKFLOW SIMULATION based on the operations of a fictional small business community that reflects the roles of consumer, worker and citizen in a free enterprise system. Students act as managers of these various businesses and learn by being responsible for the daily operations which include banking, bookkeeping, payroll, postal and shipping services, business communications, advertising, investments, and human resources.

### **Career and Financial Literacy**

*0.5 Credit - One Semester*

Career & Financial Literacy is designed to inform and prepare young people for success in today and tomorrow's diverse, global and evolving workplace. Students explore, and evaluate various career and educational options as they generate a road map for their future via self-analysis, and the prospective job outlook. This course also explores the entire employment process, paychecks, taxes, budgeting, banking services, investments, credit management, insurance, personal decision making, adapting to change, and lifelong learning.

# BUSINESS AND TECHNOLOGY

## **Introduction to Computer Science**

*1 Credit –Full Year*

This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science, including AP Computer Science Principles and AP Computer Science A courses.

## **Introduction to Business / SUNY Business 103**

*3 SUNY/0.5 CCHS credit - One Semester*

In this class students will take the Introduction to Occupations SUNY Orange class. In this analysis of current business practices the following topics will be examined: impact of technology on business, economic systems, social responsibility, management and organization, finance, marketing, human resources, information management and international business. Topical issues are used to reinforce terminology and concepts. Students taking course for College Credit must be a junior or senior and must meet college prerequisites to enroll for college credit.

## **Sports and Entertainment Marketing**

*0.5 Credit - One Semester*

Marketing is the tool that has allowed the U.S. economy to be one of the most successful in the world. Sports and entertainment are important parts of our modern economy. Fans and companies spend billions of dollars each year on sports. Entertainment is one of the largest exports from the U.S. to the rest of the world. Students will learn the basic functions of marketing and how those functions are applied to sports and entertainment. Heavy emphasis on hands-on activities. Whenever possible, a field trip to a sports/entertainment facility may be scheduled

## **Website Design**

*0.5 Credit—One Semester*

An introductory hands-on course designed to examine the website development process while learning HTML code and 21<sup>st</sup> century skills. Students learn to create, debug, test and update websites while learning computer and Internet language. Throughout the course students will discover the infinite possibilities of websites by creating and maintaining their own fully functional websites.

## **Community As School TBD**

In this program geared for seniors, students will either obtain or be placed in an internship experience. Students will identify areas of interest for future occupations and every effort will be made to meet those interests. The goal of this program is to give students first-hand experience in a real work setting. Students will learn about the skills and education needed to pursue a career while gaining on the job experience. Students in this program may need to provide their own transportation to and from their internship placement each day. Students will have a weekly scheduled class meeting period that is required along with the internship. Students who desire to be in this elective program must demonstrate a high level of commitment and responsibility to the internship assignment and Cornwall Central High School. Students with a desire to enroll in this program must meet with both the Student Services Department and the Internship Coordinator.

# BUSINESS AND TECHNOLOGY

## TECHNOLOGY COURSES

### Design & Drawing for Production (DDP)

*1.0 Credit - Full Year*

This course encourages visual problem solving, using a common graphing language to describe forms in the man-made environment as well as to enable the students to analyze, creatively design, and critically evaluate these forms, and symbols. The syllabus requires researching for historical precedents, cultural references, environmental impact, and future vision. Required materials are a folder and a sketchbook. DDP is a full year course, 1 unit of credit. It may be used by any student to fulfill the 1 unit Art/Music requirement and as part of a technology sequence, but MAY NOT be used as part of an Art or Music sequence.

### Principles of Engineering

*0.5 Credit - One Semester*

*Prerequisite/Corequisite - CAD*

This is a one semester course that provides students with an introduction to the way engineers work while exposing them to methods of approaching and solving problems that can be applied to a wide variety of career fields. Students will work on real world problems presented in the form of case studies. Working individually and teaming, students will cooperate with others in pursuit of an optimum solution. Students will discover how their knowledge of math and science can be put to practical use.

### Architectural Drawing

*0.5 Credit - One Semester*

An introduction to architectural drawing and design is explored. Basic architectural drawing techniques and planning of residential structures will be emphasized. Activities will include drawing site plans, simple elevation drawings, and a three dimensional model.

### Computer Aided Design and Drafting /SUNY CAD    *3 SUNY / 0.5 CCHS Credit - One Semester*

Drafting is the physical documentation of ideas, design concepts and specifications. It is the process of converting ideas and concepts into pictures and words so they can be brought into reality through construction, manufacturing, fabrication, and any other conversion process. Computer Aided Drafting (CAD) is automated drafting. A computer system and CAD programs are used as tools in the design drafting process. Students will use a computer system and CAD software in place of traditional pencil-and-paper techniques. \*\*NOTE: PRIOR COMPLETION OF DESIGN AND DRAWING FOR PRODUCTION AND/OR STUDIO ART IS STRONGLY RECOMMENDED. \*\* Students taking course for College Credit must be a junior or senior and must meet college prerequisites to enroll for college credit.

### Alternative Energy

*0.5 Credit - One Semester*

This is a course in applying energy technology to real world problems. This course teaches the application of energy systems through the use of hands-on activities. Students will apply math and science in the resolution of many activities. Students will debate the pros and cons of each energy system in use today, along with the development of alternatives for the future. This course is recommended for all students who seek to be technologically literate and prepared for the global job market of the future. This course is offered every other year - it will run in 2020-2021 school year if enrollment allows.

# BUSINESS AND TECHNOLOGY

## **Digital Photography**

*0.5 Credit - One Semester*

The theory, resources, and processes of photographic systems will be explored. Hands-on activities will be provided in the following areas: lighting techniques, elements of photographic composition, and using a digital camera and software.

## **Woodworking 1**

*0.5 Credit - One Semester*

This course is divided into two major parts, manufacturing and construction. Products, which are produced in our society, are either manufactured in factories or constructed on site. In the first half of the course, the students will design and manufacture a product. In the construction, half activities will be provided in blueprint reading, design, framing, electrical, and other related areas.

## **Residential Structures**

*0.5 Credit - One Semester*

This course is a study of the many systems and skills involved in constructing non-high rise residential buildings. Course content includes resources, such as materials, supplies, and finances; processes, such as planning framing, roofing, and insulating; and outputs and effects, such as quality assurance, environmental impact, and economic consequences. This course is offered every other year - will run in 2021-2022 school year

## **Robotics**

*0.5 Credit - One Semester*

This semester course is designed to provide hands-on experiences that utilizing Lego Mindstorm kits and various Lego Robotic material. The objective of this course is to offer students basic programming and problem solving skills. This course allows students to develop, build and program Lego Mindstorm robots. This course challenges students to work in teams to compete in a variety of challenges. Topics covered may include gear ratios, motor controls, sensors, programming loops, logic, torque and friction.



# ENGLISH

## **NYS Standards**

*Students will read, write, listen, and speak for information and understanding.*

*Students will read, write, listen, and speak for literary response and expression.*

*Students will read, write, listen, and speak for critical analysis and evaluation.*

*Students will read, write, listen, and speak for social interaction.*

## **Cornwall Central High School English Department Mission Statement**

**The English department believes that connections between curriculum and the world in which students live are essential. To this end, education should prepare students for the 21<sup>st</sup> century. Graduates should possess the skills to communicate effectively with others. Our students will read critically, write thoughtfully, and speak intelligently on a variety of issues to diversified audiences.**

## **English 9 Advanced**

*1 Credit/ NCAA Approved -Full Year*

Advanced students are self-motivated, self-disciplined, independent learners who wish to challenge themselves beyond the Regents level of English Language Arts. Advanced students are required to demonstrate a higher level of critical and analytical thinking and writing. The writing skills of advanced students should show evidence of a high-level of sophistication and mastery. Summer work is required for high school advanced classes.

### **English 9 Advanced: Required Readings\***

*Fahrenheit 451 (Bradbury) The Odyssey (Homer) Romeo and Juliet (Shakespeare)*

\*Additional selections from approved list chosen by teacher

\*Independent outside reading experiences

## **English 9 Regents**

*1 Credit/NCAA Approved—Full Year*

Regents level students are expected to read various pieces of literature independently and with considerable comprehension. The various language skills such as spelling, vocabulary development and functional grammar are derived from this emphasis on reading. Listening and speaking skills are stressed in every class through various classroom experiences: lecture, class discussion, classroom reading of plays and student presentations.

### **English 9 Regents: Required Readings\***

*Romeo and Juliet (Shakespeare) To Kill a Mockingbird (Harper Lee)*

\*Additional selections from approved list chosen by teacher

\*Independent outside reading experiences

# ENGLISH

## English 10 Advanced

1 Credit/NCAA Approved—Full Year

Advanced students are self-motivated, self-disciplined, independent learners who wish to challenge themselves beyond the Regents level of English Language Arts. Advanced students are required to demonstrate a higher level of critical and analytical thinking and writing. The writing skills of advanced students should show evidence of a high-level of sophistication and mastery. Summer work is required for high school advanced classes.

### **English 10 Advanced: Required Readings\***

*Macbeth* (Shakespeare) *Lord of the Flies* (Golding) *Scarlet Letter* (Hawthorne) *Night* (Wiesel)

\*Additional selections from approved list chosen by teacher \*Independent outside reading experiences

## English 10 Regents

1 Credit/NCAA Approved—Full Year

Regents level students are expected to read fairly sophisticated pieces of literature independently and with considerable comprehension. The various language skills learned in the 9<sup>th</sup> grade will be honed. Listening and speaking skills are stressed in every class through various classroom experiences: lecture, class discussion and classroom reading of plays and student presentations.

### **English 10: Required Readings\***

*Macbeth* (Shakespeare) *Lord of the Flies* (Golding) *Night* (Wiesel)

\*Additional selections from approved list chosen by teacher

\*Independent outside reading experiences

## Advanced Placement English Language and Composition 1 Credit/NCAA Approved—Full Year

The college-level Advanced Placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the sources of language contribute to effectiveness in writing.

Advanced students are self-motivated, self-disciplined, independent learners who wish to challenge themselves beyond the Regents level of English Language Arts. Advanced students are required to demonstrate a higher level of critical and analytical thinking and writing. The writing skills of advanced students should show evidence of a high-level of sophistication and mastery. Summer work is required for high school advanced classes. **Students are required to take the Advanced Placement Examination administered in May. The student assumes financial responsibility for the examination cost.**

### **AP English and Composition: Required Readings\***

*The Fountainhead* (Rand)

\*Additional selections from approved list chosen by teacher

\*Independent outside reading experiences

# ENGLISH

## **English 11 Regents**

*1 Credit/NCAA Approved—Full Year*

Regents level students are expected to read fairly sophisticated pieces of literature independently and with considerable comprehension. The various language skills learned in the 10<sup>th</sup> grade will be honed. Listening and speaking skills are stressed in every class through various classroom experiences: lecture, class discussion and classroom reading of plays and student presentations.

### **English 11 Regents: Required Readings\***

*The Great Gatsby (Fitzgerald) Julius Caesar or Othello (Shakespeare)*

\*Additional selections from approved list chosen by teacher

\*Independent outside reading experiences

**Regents Exam: English Language Arts**

## **Advanced Placement English Literature and Composition** *1 Credit/NCAA Approved—Full Year*

The English 12 Advanced Placement course is designed to develop true students of literature by enabling students to analyze poems, novels, short stories and drama independently, to write effective critical analysis, to complete well-written, timed compositions on impromptu subjects and to synthesize treatments of specific themes. Students will be equipped with skills in stylistic analysis of prose passages and will be able to probe themes as evidenced in a variety of works. Students will formulate their own criteria for evaluating a novel, film or play and they will develop a love of the sound of well-spoken English. Exposure to other art forms as they relate to literature will round out the student's artistic experience.

**Students are required to take the Advanced Placement Examination administered in May. The student assumes financial responsibility for the examination cost.**

### **AP English Literature and Composition: Suggested Readings:**

*Frankenstein (Shelley) Kite Runner (Hosseini) Hamlet (Shakespeare) Their Eyes Were Watching God (Hurston)*

## **SUNY English 101**

*3 SUNY /0.5 CCHS Credit/NCAA Approved - One Semester*

This first course in the Freshman English sequence introduces college-level writing and revision, construction of expository essays, and research skills. Reading and class discussion center on the formal and informal essay. Research essay is required. Prerequisite requirements are an overall 85 average and an 85 or better on the English regents exam. If students register for SUNY 101 it is strongly recommended they also register for 102\*\*.

## **SUNY English 102**

*3 SUNY /0.5 CCHS Credit/NCAA Approved - One Semester*

*Prerequisite: SUNY English 101*

In this second course in the sequence, students learn to read critically, to organize supporting details, and to develop coherent oral and written arguments. Fiction, drama and poetry are used as common texts. An analytical research paper is required.

# ENGLISH

**THE FOLLOWING ENGLISH ELECTIVE COURSES WILL ONLY RUN IF ENROLLMENT SUPPORTS THEM; STUDENTS SHOULD INDICATE A SECOND CHOICE TO COUNSELOR AT TIME OF SCHEDULING.**

**Advanced Speech Writing & Presentation**      *0.5 Credit/NCAA Approved - One Semester*

The aims of this course are to aid students in overcoming fear of speaking before others, to experience a variety of speech situations and to establish good speech habits. Students will learn about preparing and delivering speeches. Several formal speeches are required for successful completion of the course.

**Ancient & Contemporary World Mythology**      *0.5 Credit/NCAA Approved - One Semester*

This course provides an exploration of the notion of a myth, as well as its presence in both ancient and modern cultures, as well as the study of a wide variety of myths from around the world. By understanding the literature of our past, we can better understand humanity itself, explore other cultures, beliefs and practices, and better understand our own place in the world.

**Creative Writing I**      *0.5 Credit/NCAA Approved - One Semester*

This elective seeks to enhance the core curriculum in English, offering an exclusive forum for developing student writing styles. This course will highlight the appreciation of writing beyond the competency and expository levels; students will develop standards of self-evaluation and analysis designed to facilitate a greater understanding of the writing process. This elective further seeks to develop proficiency in the use of computer and word processing programs.

**Creative Writing II**      *0.5 Credit/NCAA Approved - One Semester*

The Creative Writing II elective is an intensive extension of Creative Writing I. This Workshop offers the serious creative writer further occasion to develop various poetic and prose forms. Emphasis is placed upon publication of works. Work sessions are highly critical, candid, and direct. Revision and editing are conducted by both the instructor and student workshop participants. The course keynotes student experience in the writing process. **Creative Writing I is strongly recommended before taking this course.**

**Exploring Science Fiction**      *0.5 Credit/NCAA Approved - One Semester*

This course is a study of classical and contemporary works in the genre of science fiction, from novels to short story, fiction and nonfiction and story in film. Some of the popular works of study include Frankenstein, Time Machine, War of the World, and I Robot. Lani Tupo writes, "If you take the shackles off your imagination, you can go anywhere with science fiction."

# ENGLISH

**THE FOLLOWING ENGLISH ELECTIVE COURSES WILL ONLY RUN IF ENROLLMENT SUPPORTS THEM; STUDENTS SHOULD INDICATE A SECOND CHOICE TO COUNSELOR AT TIME OF SCHEDULING.**

## **History & Composition of Children's Literature**

*0.5 Credit - One Semester*

*Students will study the style and form of writing children's stories by examining the various children's stories from picture books to young adult literature. This course studies traditional literature from fables and myths and fairy tales, Caldecott and Newbery award winners, and YA literature, culminating in the creation of an authored children's story. **Not approved by the NCAA\*\*.***

## **Journalism**

*0.5 Credit/NCAA Approved - One Semester*

Journalism is a one semester elective that exposes students to the inner workings of news - related agency. Students will experience the process of producing a school newspaper by fine tuning their reporting/writing skills, and understanding the steps of editing, layout and design. Along with the production aspect, students will increase their background knowledge of journalistic law, ethics of journalism, media's effect on history and news agency responsibility.

## **Mass Media Communications**

*0.5 Credit - One Semester*

Mass media is a study of newspaper journalism, magazine, radio, television and film and the influence of the media on society. Special attention will be paid to advertising and the money behind the media as well as to controversial issues which constantly arise in the media. This course is a basic introduction to communications. Students will be required to produce both group projects and formal group presentations. A final project, short paper, or final exam will be required. **Not approved by the NCAA\*\*.**

## **Multicultural Literature**

*0.5 Credit/NCAA Approved - One Semester*

This course is a study of diverse contemporary literature from various world cultures. It explores various works of fiction, non-fiction, short story and novel. By reading the graphic novel *Persepolis*, *The Kite Runner* and *The Alchemist*, students will learn about the uniqueness of other cultures and develop a global perspective and understanding and respect for others.

## **Media Journalism**

*2 Credits—Full Year—2 periods*

This two-period, two-credit class will serve as your introduction to modern media. Students will learn the basics of journalism as well as the technical and design aspects of producing modern media. This course will allow students to participate in the production of our Dragon T.V. show, The Dragon Post our online magazine, podcasts, and program website. Working on various design and writing projects all related to media will give real-world experience to the participants of this class. **Not approved by the NCAA\*\***

# FINE AND PERFORMING ARTS

## **NYS Standards**

*Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.*

*Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.*

*Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.*

*Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.*

## **Cornwall Central High School Mission Statement for the Performing Arts**

**Cornwall Central High School Performing Arts Department believes that music is a basic and fundamental part of a Child's education. All students should be afforded the opportunity to explore, express and participate in either or both the instrumental and choral programs. As "Music reflects culture" so should our students reflect the support of our community toward the Arts.**

**Students will:**

- **Develop an understanding of cultural diversity through the arts.**
- **Engage in performances**
- **Understand the process of developing music to their highest ability**
- **Listening to music with understanding of its' theoretical workings**
- **Large and small group lessons**
- **Hands on interaction as musicians**

## **Cornwall Central High School Mission Statement for Fine Arts**

**The primary purpose of any visual arts program is to provide students with approaches, skills, concepts and a descriptive vocabulary that allows them to think critically about visual images and to communicate their own ideas through a wide variety of media. We achieve this through a diverse program that includes exploration of materials and art-making processes and studying and understanding the cultural, and historical significance and influence of the visual arts.**

## **General Goals**

- **To meet the needs of the New York Standards in the visual arts.**
- **Contribute to the intellectual development of the student**
- **Develop an awareness of the cultural and historical significance of the visual arts.**
- **Develop skills and demonstrate techniques in a variety of media used in the visual arts.**

# FINE AND PERFORMING ARTS

## Performing Arts Courses

### Music In Our Lives

*1.0 Credit Full Year*

This course is open to any student enrolled in the high school. The class will foster listening skills, include exercises in performance, use of basic musical tools, and playing of an instrument. Students will also be exposed to different types of musical cultures from traditional to folk music. Music In Our Lives can also be used to satisfy the one-credit graduation requirement in art or music.

### Music Theory/Marist Music Theory

*3 Marist/1.0 CCHS Credit Full Year*

The Music Theory course is designed to acquaint the students with the mechanics of musical composition. It includes the development of individual skills in the rudiments of music reading, terminology, ear training, sight singing and harmony. Students taking course for College Credit must be a junior or senior and must meet college prerequisites to enroll for college credit.

### Treble Choir

*0.5-1.0 Credit Full Year, Every Day, or Every Other Day*

Treble Choir is open to any student with the treble vocal range who is interested in a beginner high school choral experience. No prior choir experience is necessary. The group structure provides an opportunity for involvement in a musical activity which is geared to performance. Several after school rehearsals are required and concert participation is mandatory. This ensemble sings a variety of music from Contemporary Pop, Broadway, and Classical.

### Mixed Chorus

*0.5-1.0 Credit Full Year, Every Day, or Every Other Day*

Mixed Chorus is open to any student who is interested in a beginner/intermediate level high school choral experience. The group structure provides an opportunity for involvement in a musical activity which is geared to performance. Several evening rehearsals are required and concert participation is mandatory. This ensemble sings a variety of music from Contemporary Pop, Broadway, and Classical.

### Concert Band

*0.5-1.0 Credit Full Year, Every Day or Every Other Day*

Concert band is open to any student with past band instrument experience. The concert band is designed to acquaint students with band literature appropriate to the students level and prepare the necessary skill for performance. Evening rehearsals are mandatory as is participation in all performances.

### Orchestra

*0.5-1.0 Credit Full Year, Every Day or Every Other Day*

Orchestra is open to any student with prior strings instrument experience (including Violin, Viola, Cello, String Bass). The orchestra is designed to acquaint students with level appropriate orchestra literature. It will also prepare the student with the necessary skills for performance of music from different time periods and genres.

**\*\*Additional rehearsals may be required and participation in all performances is mandatory.**

### Jazz Band

*0.5 Credit Full Year, Every Other Day*

Students involved in the jazz band must be enrolled in the concert band and must be approved by the director. This course is for the advanced player who wishes to perform in all styles of jazz. Jazz techniques such as improvisation and soloing will be explored. **Taken only with approval from the Director.**



# FINE AND PERFORMING ARTS

## Fine Arts Courses

***Foundation Art Courses (these courses meet the 1 credit art/music graduation requirement):***

### **Studio Art**

*1.0 Credit Full Year*

Studio in Art is a foundation course in the visual arts, open to all grades, and is a requirement for entrance into other art electives. This course is designed to give students a broad overview of the visual arts. Topics include the elements of art, analyzing art, basic drawing, sculpture, ceramics, color theory, and drawing and painting. Students will use a sketchbook in class to generate ideas for projects as well as drawing brief sketch assignments that support current class projects. This course can be used to satisfy the one-credit graduation requirement in art or music.

### **Creative Crafts**

*1.0 Credit Full Year*

Creative Crafts is a year-long course that focuses on the creative arts. The Principles of Design, along with the Formal Art Elements, will guide students as they create a variety of functional and decorative objects. Core concepts such as color theory, three-dimensional constructions and basic design layout will be presented. Possible art materials and craft techniques to explore include: clay, fiber, textile, paper, wire, and mixed media. This course can be used to satisfy the one-credit graduation requirement for art or music.

### ***Additional Art Electives:***

### **Graphic Design and Animation**

*1.0 Credit Full Year*

This course covers both, Adobe Illustrator and Adobe Photoshop CS6 on Macintosh computers. Students will explore computer design, illustration, animation, digital manipulation and creative problem solving. Students will learn to work as graphic designers as they use these sophisticated programs. Basic design skills used in studio art will be used as building blocks for students to expand their digital portfolio.

### **Decorative and Fiber Arts**

*0.5 credit / One Semester*

In this hands-on semester course, students will create a variety of functional and decorative objects. Projects will vary in form and style, while exploring historical references, both old and new. Possible materials to explore may include: clay, wood, glass mosaic, mixed media, fiber and textile.

### **Drawing and Painting I**

*1.0 Credit Full Year*

*Prerequisite: Studio Art*

Drawing and Painting I takes off where Studio Art concluded. Skills learned in Studio Art such as line drawing, perspective, value, design and color theory will be used as building blocks for higher-level study. In addition to improving artistic skills, students will fine tune critique skills through the discussion of class artwork, as well as the work of historical and contemporary artists. Writing about artwork will also be explored as we learn to analyze artwork both contextually and formally. Careers related to visual art will also be addressed.



# FINE AND PERFORMING ARTS

## Fine Arts Courses

### **Drawing and Painting II**

1.0 Credit Full Year

*Prerequisite: Drawing and Painting I*

Drawing and Painting II uses art-making skills acquired in previous courses to explore topics in greater depth and focus. Students will be pushed to produce a strong body of work which will be used as a starting point for a portfolio. In addition to improving art-making skills, students will hone critique skills through the discussion and viewing of class artwork, as well as the work of master and contemporary artists. Among others, the course will focus on the human form, portraiture, technical aspects of drawing, stretching canvases and concept development.

### **Sculpture I/Sculpture II**

1.0 Credit Full Year

*Prerequisite: Studio Art*

Three-dimensional design and visual problem solving are the focus of this course. Students use a variety of materials such as wire, clay, ply-board, stone and plaster to create both functional and traditional work. The human figure, hand-built pottery and non-objective sculptures are possible content areas. Both traditional and fundamental approaches will be engaged, as well as modern and experimental techniques.

### **AP Studio Art**

1.0 Credit Full Year

*Prerequisites: Studio Art, Drawing & Painting I, Drawing & Paint II suggested. Teacher permission is required and may include a portfolio review.*

AP Studio Art gives students the opportunity to truly focus on their craft while at the same time prepare a comprehensive portfolio for college admission. Working at a college-level, students will explore a variety of subject matter, as well as, various drawing and painting materials. In addition, students will learn how to properly photograph and present their artwork. This course serves as the culmination in a student's visual arts training at CCHS. Students are responsible for any fees associated with the College Board AP Exam

[VIRTUAL AP ART SHOW 2020](#)

### **Environmental Art**

0.5 Credit One Semester

Environmental Art is a course designed to focus on the relationship between the art student and the natural environment. Art projects may utilize reclaimed, discarded or repurposed materials in combination with traditional art materials. Students will learn that environmental art communicates ideas about the natural and manmade world. This course will enable students to engage in the natural world, not only as a subject of art, but also a place of art.

### **Jewelry/Jewelry 2**

0.5 Credit One Semester

This basic level course teaches student entry - level jewelry design. Projects that may be covered in this course: metal piercing, sawing, cold connections, epoxy enameling, surface embellishment and wire wrapping. Students will also create drawings for their designs looking at historical and cultural jewelry design through the ages, as well as investigate marketing strategies for their creations.



# FOREIGN LANGUAGE

## **NYS Standards**

*Students will be able to use a language other than English for communication.  
Students will develop cross-cultural skills and understandings.*

## **Cornwall Central High School Foreign Language Department Mission Statement**

**The study of modern foreign languages plays a vital role in the preparation of human beings for effective living in the modern world. By its very nature, it develops direct intercultural communication and insight into the ways of people in a different culture. It provides practical communication skills especially useful in government, international relations, commerce, industry, and the professions. It furnishes the means of leisure-time fulfillment to enjoy travel, literature and the arts for self-cultivation.**

## **General Goals**

**To develop the four competencies (listening, speaking, reading, and writing) in the standards of foreign language learning, the students will:**

- **Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**
- **Understand and interpret written and spoken language on a variety of topics.**
- **Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**
- **Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.**

## **French Courses**

### **FRENCH 2/2 ADV**

*1.0 Credit/NCAA Approved—Full Year*

The second year of French study continues the emphasis on developing communication skills in the language that are useful in a variety of common, everyday situations. Listening, speaking, reading and writing exercises will again provide the vehicle for learning, however, with more rigorous expectations. The listening exercises will place a greater emphasis on a variety of authentic higher level listening materials. The speaking component of the course will place a greater emphasis on the refinement of conversational skills leading to a higher degree of fluency. The reading assignments will draw upon more supplemental material with acquisition of more sophisticated vocabulary being the primary goal. The writing assignments will place a greater emphasis on spelling and grammatical accuracy in the target language. Advanced classes explore each topic more in depth. Their requirements for testing are more rigorous. They have additional assignments compared to regular classes. Compositions, reading passages and listening activities are longer and at a higher difficulty level.

### **FRENCH 3/3 ADV**

*1.0 Credit/NCAA Approved - Full Year*

The third year of French further develops the communication skills of listening, speaking, reading and writing with an even more rigorous emphasis on a broader vocabulary range, proper spelling and grammar with the goal of an ever higher level of fluency. The students will apply these skills to a broader and more complex set of scenarios that will require a more developed level of communication skills. Advanced classes explore each topic more in depth. Their requirements for testing are more rigorous. They have additional assignments compared to regular classes. Compositions, reading passages and listening activities are longer and at a higher difficulty level. Students must pass the Checkpoint B exam at the end of the course to be eligible for Advanced Designation.

# FOREIGN LANGUAGE

## **FRENCH 4**

*1.0 Credit/NCAA Approved—Full Year*

For those students who want to go beyond the minimum graduation requirement for foreign language, French 4 provides an opportunity for a more in-depth study of the French language and culture. Since students should have begun to develop some facility with the language, on many days the class is conducted primarily in French. This course provides more of a daily immersion experience with greater exposure to French culture and traditions. Additionally, literature and cinema are used to further develop the students understanding of the language. Class will take place almost entirely in target language.

## **FRENCH 4 ADV/SUNY FRE 22**

*4.0 SUNY/1.0 CCHS Credit/NCAA Approved-Full Year*

The French 4 Advanced course is a more rigorous version of French 4 with additional assignments and more in-depth treatment of the topics commensurate with the expectations of an advanced level course. There will also be a greater emphasis on the study of French literature in this course. Class will take place almost entirely in target language.

***Many selective colleges want to see that students have taken a minimum of 4 years in a language.***

## **FRENCH 5**

*1.0 Credit/NCAA Approved-Full Year*

French 5 provides the opportunity for more serious language students to refine their communication skills and to begin to approach some level of fluency in the language. These classes aim for a total immersion experience and on most days the classes are conducted entirely in French. This course also provides an expanded study of French culture and traditions and there is a continued focus on literature and cinema. Class will take place almost entirely in target language.

## **FRENCH 5 ADV/SUNY FRE 222i**

*4.0 SUNY/1.0 CCHS Credit/NCAA Approved—Full Year*

*The French 5 Advanced course is a more rigorous version of French 5 with additional assignments and more in-depth treatment of the topics commensurate with the expectations of an advanced level course. There will also be a greater emphasis on the study of French literature in this course. Class will take place almost entirely in target language.*

## **SUNY FRENCH (221i, 222i)**

*4 SUNY Credits per course/NCAA Approved*

Students who qualify, may choose to take these courses for college credit as part of the University in High School program of the State University of New York at Albany. The students can earn four college credits for each course at a greatly reduced price compared to the cost of taking these courses at SUNY Albany. Credit is verified by an official SUNY Albany transcript and this credit can be transferred to many colleges and universities in New York State as well as throughout the country.

**As per SUNY Albany's requirements, a student must have an overall average of 83 or above and an 83 or greater final average in French 3 to take this class for credit. Sophomores interested in taking this course for college credit must meet additional requirements.**



# FOREIGN LANGUAGE

## Spanish Courses

### **SPANISH 1R**

*1.0 Credit/NCAA Approved—Full Year*

This is a course designed for beginning Spanish language learners. The focus of the course is on developing basic communication skills in the language through a combination of listening, speaking, reading and written exercises. This is a very interactive class with student participation an integral part of the experience. The course will focus on developing a working knowledge of vocabulary and proper usage to allow the student to be able to communicate in common, everyday, real-world situations. Students must pass the Checkpoint A exam at the end of the course to meet NYS Graduation Requirements.

### **SPANISH 2/2ADV**

*1.0 Credit/NCAA Approved—Full Year*

The second year of Spanish study continues the emphasis on developing communication skills in the language that are useful in a variety of common, everyday situations. Listening, speaking, reading and writing exercises will again provide the vehicle for learning, however, with more rigorous expectations. The listening exercises will place a greater emphasis on a variety of authentic higher level listening materials. The speaking component of the course will place a greater emphasis on the refinement of conversational skills leading to a higher degree of fluency. The reading assignments will draw upon more supplemental material with acquisition of more sophisticated vocabulary being the primary goal. The writing assignments will place a greater emphasis on spelling and grammatical accuracy in the target language. Advanced classes explore each topic more in depth. Their requirements for testing are more rigorous. They have additional assignments compared to regular classes. Compositions, reading passages and listening activities are longer and at a higher difficulty level.

### **SPANISH 3/3ADV**

*1.0 Credit/NCAA Approved—Full Year*

The third year of Spanish further develops the communication skills of listening, speaking, reading and writing with an even more rigorous emphasis on a broader vocabulary range, proper spelling and grammar with the goal of an ever higher level of fluency. The students will apply these skills to a broader and more complex set of scenarios that will require a more developed level of communication skills. Advanced classes explore each topic more in depth. Their requirements for testing are more rigorous. They have additional assignments compared to regular classes. Compositions, reading passages and listening activities are longer and at a higher difficulty level. Students must pass the Checkpoint B exam at the end of the course to be eligible for Advanced Designation.

### **SPANISH 4:**

*1.0 Credit/NCAA Approved—Full Year*

For those students who want to go beyond the minimum graduation requirement for foreign language, Spanish 4 provides an opportunity for a more in-depth study of the Spanish language and culture. Since students should have begun to develop some facility with the language, on many days the class is conducted primarily in Spanish. This course provides more of a daily immersion experience with greater exposure to Spanish culture and traditions. Additionally, literature and cinema are used to further develop the students understanding of the language. Class will take place almost entirely in target language.

# FOREIGN LANGUAGE

## **SPANISH 4 ADV/SUNY SPN200**

*4.0 SUNY/1.0 CCHS Credit/NCAA Approved—Full Year*

*The Spanish 4 Advanced course is a more rigorous version of Spanish 4 with additional assignments and more in-depth treatment of the topics commensurate with the expectations of an advanced level course. There will also be a greater emphasis on the study of Spanish literature in this course. Class will take place almost entirely in target language.*

**Many selective colleges want to see that students have taken a minimum of 4 years in a language.**

## **SUNY Spanish (200, 201)**

*4 SUNY Credits per course/NCAA Approved*

Students who qualify, may choose to take these courses for college credit as part of the University in High School program of the State University of New York at Albany. The students can earn four college credits for each course at a greatly reduced price compared to the cost of taking these courses at SUNY Albany. Credit is verified by an official SUNY Albany transcript and this credit can be transferred to many colleges and universities in New York State as well as throughout the country.

**As per SUNY Albany's requirements, a student must have an overall average of 83 or above and an 83 or greater final average in Spanish 3 to take this class for credit. Sophomores interested in taking this course for college credit must meet additional requirements.**

## **SPANISH 5**

*4.0 SUNY/1.0 CCHS Credit/NCAA Approved—Full Year*

Spanish 5 provides the opportunity for more serious language students to refine their communication skills and to begin to approach some level of fluency in the language. These classes aim for a total immersion experience and on most days the classes are conducted entirely in Spanish. This course also provides an expanded study of Spanish culture and traditions and there is a continued focus on literature and cinema. Class will take place almost entirely in target language.

## **SPANISH 5 ADV/SUNY SPN201**

*4.0 SUNY Credits per course/NCAA Approved - Full Year*

The Spanish 5 Advanced course is a more rigorous version of Spanish 5 with additional assignments and more in-depth treatment of the topics commensurate with the expectations of an advanced level course. There will also be a greater emphasis on the study of Spanish literature in this course. Class will take place almost entirely in target language.



# HEALTH/LIBRARY

## Health

### **NYS Standards**

*Standard 1: Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.*

*Standard 2: Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.*

*Standard 3: Students will understand the influence of culture, media, and technology in making decisions about personal and community health information, products, and services. Students will advocate for healthy families and communities.*

### **The Cornwall Central High School Health Department Mission Statement**

**Our mission for the health program is to encourage our students to become health literate adults through critical thinking, and problem solving which will enable them to become productive citizens**

## Health

*0.5 Credit One Semester or Alternate Days*

The state mandated course is designed to influence the health attitudes of students. It will provide a framework for positive and proactive health decisions in the life of each student. The emphasis of the course is based on six skills: Decision-making, Stress Management, Communication, Goal Getting, Self-Management and Advocacy. Along with these skills are health topics such as nutrition, exercise, mental health, parenting, HIV/AIDS, drugs, alcohol, tobacco, first aid, non-infectious diseases. **One half unit of health is required for graduation.**

## Library

### **The Cornwall Central High School Library Department Mission Statement**

**The mission of the Cornwall Central High School Library Media is to ensure that students and staff are effective users of ideas and information. This mission focuses on offering programs and services that are centered on information literacy and are designed around active, authentic student learning.**

**The goals of the Library Media Center are as follows:**

- **To provide intellectual and physical access to materials in all formats.**
- **To provide instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas.**
- **To work with other educators to design learning strategies to meet the needs of individual students.**

The library does not offer a course for credit; library research skills are incorporated into other course listings. All Freshmen students are provided an orientation to the library.

Contains excerpts from: *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998

# MATHEMATICS

## NYS Standards

- M.P.1- Make sense of problems and persevere in solving them.*
- M.P.2- Reason abstractly and quantitatively.*
- M.P.3- Construct viable arguments and critique the reasoning of others.*
- M.P.4- Model with mathematics.*
- M.P.5- Use appropriate tools strategically.*
- M.P.6- Attend to precision.*
- M.P.7- Look for and make use of structure.*
- M.P.8- Look for and express regularity in repeated reasoning.*

## Cornwall Central High School Mathematics Department Mission Statement

**The CCHS mathematics department believes that students will develop procedural fluency from a conceptual understanding of the content found in the content standards of each course by engaging in the Standards for Mathematical Practice. Mathematical reasoning and communication skills are essential for students success both in and outside of the mathematics classroom. With the use of technology problem solving techniques, students can use mathematics to model real world phenomena. Students should believe that mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.**

### Mathematics Courses

#### Algebra I

*1.0 Credit/NCAA Approved - Full Year*

The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear and exponential relationships by contrasting them with each other. Students will study descriptive statistics for both univariate and bivariate data. Students will engage in methods for analyzing, solving, and using quadratic functions. Algebra I is the foundation for all future mathematics courses.

Topics will include:

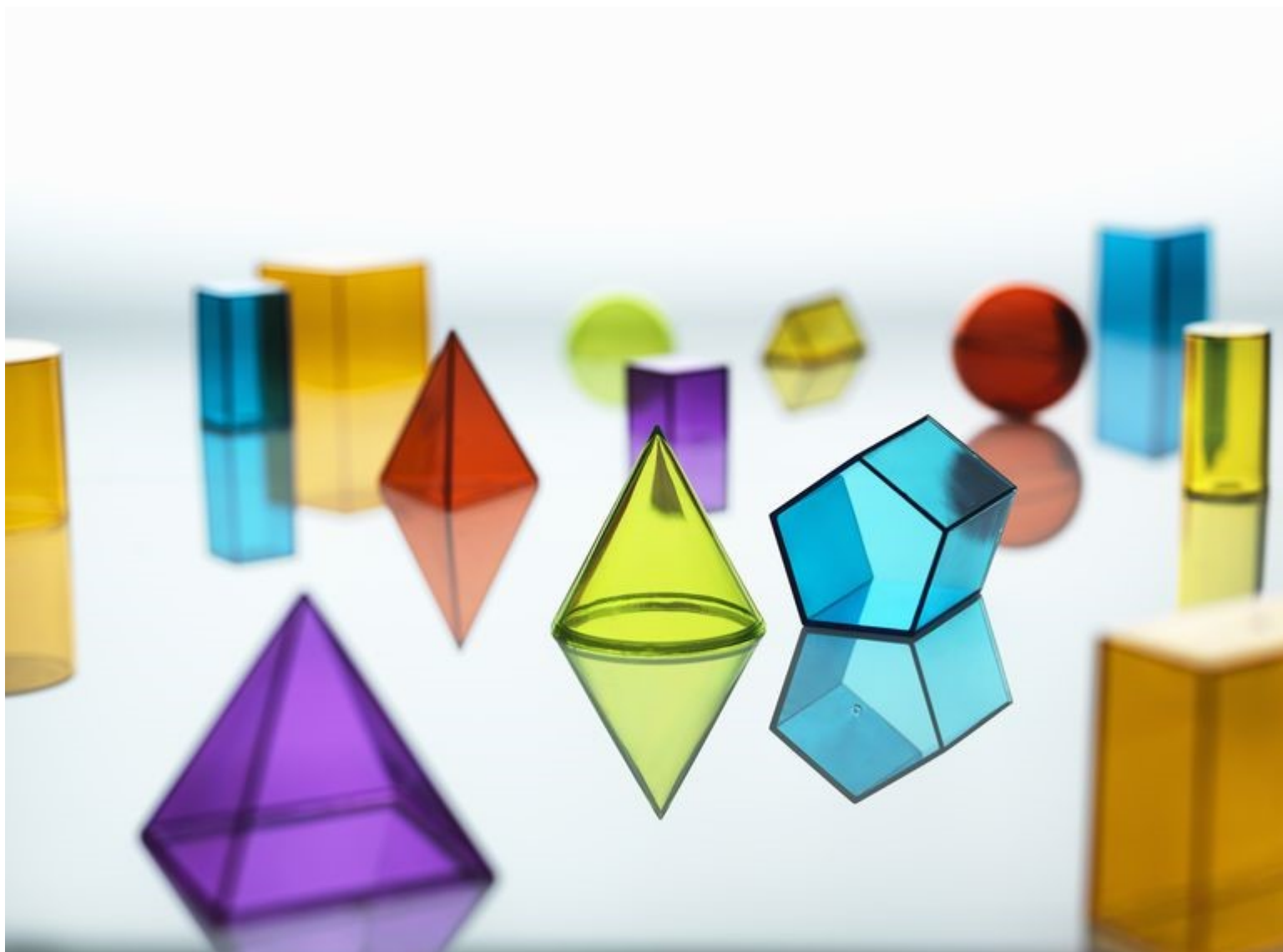
- Equations and Inequalities
- Functions
- Linear Functions
- Exponential Functions
- Sequences
- Systems of Linear Equations and Inequalities
- Polynomials
- Quadratic Equations
- Quadratic Functions
- Descriptive Statistics

# MATHEMATICS

## **Geometry**

*1.0 Credit/NCAA Approved - Full Year*

This is a one-year course, for the student who has passed Algebra 1, but may have struggled with the pace and/or the more advanced topics. The purpose of this course is to formalize and extend students' geometric experiences from the middle grades at a more suitable pace and level. Students will explore more complex geometric relationships and begin to develop logical reasoning skills to be applied in introductory geometric proof as well as problem solving. A local final exam will be given at the end of the year. Students who excel at this course would also have the option to take the Geometry Regents.



# MATHEMATICS

## **Geometry R/Geometry Accelerated**

*1.0 Credit/NCAA Approved - Full Year*

*Prerequisite: Algebra I or Algebra I Accelerated*

In Geometry students will learn to identify and justify geometric relationships both formally and informally. Just as in Algebra 1, the Geometry course provides students the opportunity to acquire and demonstrate mathematical reasoning ability while solving problems that represent a wide array of mathematical relationships.

Topics will include:

- Constructions & Unknown Angles
- Transformations/Rigid Motions
- Congruence & Proofs
- Similarity & Proofs
- Applying Similarity of Triangles
- Introduction to Trigonometry
- Coordinate Geometry
- Extending to Three Dimensions
- Circles

Students in the Accelerated Geometry will be assigned additional topics as well as more advanced problems in existing topics.

### **Possible Unique Experiences for Geometry Accelerated**

Indirect Proofs

SAT Prep Questions

Geometry Problems of the Week

TI-84 Graphing Calculator Labs

Problem Solving with Trigonometry

Independent Projects throughout the year

More rigorous homework assignments

More challenging tests

**Regents Exam: Geometry**

## **Algebra II – Algebra II Accelerated**

*1.0 Credit/NCAA Approved - Full Year*

*Prerequisite: Geometry R or Geometry Accelerated*

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, trigonometric, exponential, and logarithmic functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers, exponential equations using the properties of logarithms, and rational and radical equations. The course ends by exploring conditional probability, independence, and how to make conclusions and inferences from data.

Topics will include:

- Polynomial Functions
- Rational and Radical Equations
- Systems of Equations
- Quadratic Functions and the Complex Numbers
- Trigonometric Functions
- Exponential Functions
- Logarithmic and Inverse Functions
- Sequences and Series
- Probability
- Inferential Statistics

# MATHEMATICS

Students in the Accelerated Algebra II will be assigned additional topics as well as more advanced problems in existing topics.

## **Possible Unique Experiences for Algebra II Accelerated**

Further investigation into special values for trigonometric functions

Extending the curriculum past Regents level to gain a deeper knowledge of each topic

Introducing Pre-Calculus topics within each chapter of study that are aligned with the topics in Algebra II

More rigorous homework problems

More challenging tests

Projects throughout the year

## **Regents Exam: Algebra II**

### **Algebra II A**

*1.0 Credit/NCAA Approved for 0.5 credit - Full Year*

*Prerequisite: Geometry R or Geometry*

This course is designed for students who may have struggled in Algebra 1 or Geometry but are still in need of a third-year of math or would like to take the Algebra II CC course in 2 years instead of one. *Please note that this course does not culminate in a Regents Exam. Students would have to enroll in Algebra II B the following year to be prepared for the Regents Exam in Algebra II*

Topics will include:

- Polynomial Functions
- Rational and Radical Equations
- Systems of Equations
- Quadratic Functions and the Complex Numbers
- Trigonometric Functions

### **Algebra II B**

*1.0 Credit/NCAA Approved for 0.5 credit - Full Year*

*Prerequisite: Algebra II A*

This course is the second half of the two-year Algebra II sequence. Students in the is course can opt to take the Algebra II Regents.

Topics will include:

- Exponential Functions
- Logarithmic and Inverse Functions
- Sequences and Series
- Probability
- Inferential Statistics

### **AP Computer Science A**

*1.0 Credit/NCAA Approved— Full Year*

Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media and engineering. AP Computer Science A teaches object oriented programming using the Java language and is meant to be the equivalent of a first semester, college level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so that students can apply programming tools and solve complex problems. This course will prepare students for the end of course AP exam. ***Introduction to Computer Science is strongly recommended before taking this course.***

# MATHEMATICS

## **Pre-Calc Accelerated/SUNY Math 121**

*Prerequisite: Algebra II Accelerated*

*3 SUNY/ 0.5 CCHS Credit/NCAA Approved - One Semester*

This course is designed for those students who were enrolled in the Algebra 2 Accelerated class. This is an advanced level class that will prepare students to take Intro to Calculus Accelerated the following semester and then onto Advanced Placement Calculus, if they choose, the following year.

Topics will include:

- Linear Relations and Functions
- Polynomial and Rational Functions
- Exponential and Logarithmic Functions
- Conic Sections
- Advanced Trigonometry Topics

Optional Topics May Include:

- Matrices
- Linear Programming
- Parametric Equations

Students in Pre-Calculus Accelerated will have the option of taking this course for 3 college credits from SUNY Orange by registering for SUNY Math 121 (College Algebra). Students are responsible for the cost of the course and must meet SUNY Orange prerequisites. .

## **Intro to Calculus Accelerated**

*Prerequisite: Pre-Calculus Accelerated*

*0.5 Credit/NCAA Approved - One Semester*

This course continues the in-depth study of calculus topics to prepare students to take Advanced Placement Calculus if they choose.

Topics will include:

- Limits (including Trigonometry)
- Slope of Tangent Lines
- Equation of Tangent Lines
- Average Rate of Change vs. Instantaneous Rate of Change
- 1<sup>st</sup> and 2<sup>nd</sup> Derivatives

Optional Topics May Include:

- Integration
- Trigonometry Derivatives

## **Pre-Calculus/SUNY Math 121**

*Prerequisite: Algebra II*

*3 SUNY /0.5 CCHS Credit/NCAA Approved - One Semester*

For students looking for a fourth year of math, Pre-Calculus is a semester course usually taken in the senior year in conjunction with a semester of Introduction to Calculus. *It should be noted that, despite the names of these two courses, they are not designed as preparation for the Advanced Placement Calculus course. Students in Pre-Calculus will have the option of taking this course for 3 college credits from SUNY Orange by registering for SUNY Math 121 (College Algebra). Students are responsible for the cost of the course and must meet SUNY Orange prerequisites.*

Topics will include:

- Linear Relations and Functions
- Polynomial and Rational Functions
- Exponential and Logarithmic Functions
- Conic Sections

# MATHEMATICS

## **Introduction to Calculus**

*Prerequisite: Pre-Calculus*

*0.5 Credit/NCAA Approved - One Semester*

If students successfully complete Pre-Calculus in the first semester of senior year they may then go on to a semester of Introduction to Calculus. *Once again it should be noted that, despite the names of these two courses, they are not designed as preparation for the Advanced Placement Calculus course.*

Topics for Introduction to Calculus will include:

- Advanced Trigonometry Topics
- Limits
- Differentiation
- Integration
- Area Under a Curve

## **Advanced Placement Calculus AB**

*Prerequisite: Pre-Calculus Accelerated*

*1.0 Credit/NCAA Approved - Full Year*

*Advanced Placement Calculus AB consists of a full high school academic year of work and is comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement, or both, from institutions of higher learning.*

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. **All students are required to take the AP exam in May and are responsible for the cost of the exam.**

Topics will include:

- Functions, Graphs, and Limits
- Derivatives
- Integrals
- End-of-Year Project

## **Advanced Placement Statistics**

*Prerequisite: Algebra II*

*1.0 Credit/NCAA Approved - Full Year*

The purpose of the Advanced Placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course. **All students are required to take the AP exam in May and are responsible for the cost of the exam.**

# PHYSICAL EDUCATION

## **NYS Standards**

*Standard 1: Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory, endurance, flexibility, muscular strength, endurance, and body composition.*

*Standard 2: Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.*

*Standard 3: Students will be aware of and able to access opportunities available to them with their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.*

## **Cornwall Central High School Physical Education Department Mission Statement**

**Our mission for the physical education program at is to introduce, develop, and reinforce skills which will empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life.**

### **Physical Education Courses**

#### **Physical Education 9-10**

*0.5 Credit Alternate Days*

The main focus of all classes is physical fitness (strength, flexibility, and cardiorespiratory endurance). Students will also receive instruction on team sports, individual sports and lifetime activities. ***Included in all physical education courses will be a five week aquatics unit, and completion of the fall/spring Physical Fitness Assessment.***

Every student who is capable of attending school can take part in and benefit from our Physical Education program. If a student is unable to fully participate, then the program will be adapted to meet his/her needs.

***Through participation in team and individual activities students will be able to:***

- Demonstrate cooperative skills necessary to participate in team play.
- Demonstrate knowledge of the game and safety rules through successful completion of the game.
- Apply individual skills in a game situation.
- Improve various components of physical fitness.
- Enhance individual skills and game strategies.
- Find different avenues within the community to be able to participate in the activity outside of the educational setting.

# PHYSICAL EDUCATION

## **Physical Education 11-12 Course Options**

***Included in all physical education courses will be a five week aquatics unit, and completion of the fall/spring Physical Fitness Assessment. Students may also satisfy their Physical Education requirements by enrolling in one of the following courses each semester:***

### **Physical Education 11/12**

*0.5 Credit Alternate Days*

This course has a balance of team and individual/dual sport activities. Team sport activities in this course may include: touch/flicker football, soccer, speedway, team handball, volleyball basketball, softball, hockey, water polo and cooperative games. Individual/dual sport activities may include: badminton, tennis, golf, archery, pickle ball and table tennis.

### **Individual Sport Activities**

*0.5 Credit Alternate Days*

This course will focus on advanced strategies, techniques and improvement in individual/dual lifetime sport activities. Activities may include golf, badminton, tennis archery, pickleball table tennis, fitness training, speedminton, shuffleboard, bocce, swimming and diving. Students may take Individual Sport Activities I or II, or both in the same school year.

### **Personal Wellness**

*0.5 Credit Alternate Days*

This course is aimed to exercise the mind and body and encourage a healthy attitude towards lifelong fitness. Wellness is the act of practicing healthy habits on a daily basis to attain better physical and mental health outcomes. Even 20 or 30 minutes of daily exercise can have a positive impact on your overall sense of well-being and help improve mood and clarity. This class will include activities to help one manage stress, enhance skills in decision making and goal setting, improve self-esteem, explore benefits of proper nutrition and increase physical fitness. Examples of physical activities taught are fitness walking/jogging, HIIT/total body strength training, core conditioning, yoga/meditation, zumba/dance fitness, pilates, aqua aerobics and swimming along with individual sports such as tennis, archery, shuffleboard and self-defense. Physical self-defense will be included in order to practice skills that can prevent, avoid, leave or de-escalate problems before they become physical. Students will learn how to act aware, calm and confident while learning how to take charge and get help.

### **Strength & Conditioning**

*0.5 Credit Alternate Days*

This course is for beginner or advanced weight lifters. The course includes learning the proper techniques of lifting and spotting. The course introduces different techniques to improve speed and explosiveness. The major focus of the class is to introduce several types of lifts for all muscle groups. This course is designed to improve muscular strength power and endurance through advanced weight training exercises and techniques. More advanced coursework on the principles of cardiovascular fitness and strength development; and exercise testing and evaluation. This course will focus on Olympic lifts, plyometric training, agility, and speed workouts.

### **Adaptive Physical Education**

*0.5 Credit Alternate Days*

*(Placement through 504 or IEP Only)*

Adaptive physical education is a program designed for students with various psychomotor issues. Through small group settings individual needs can be identified and activities can be modified to ensure a successful physical education experience.

# SCIENCE

## **NYS Standards**

Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

## Cornwall Central High School Science Department Mission Statement

The science department of CCHS is committed to providing each student with the opportunity to:

- Acquire scientific knowledge
- Develop critical thinking skills
- Utilize technology
- Develop problem solving skills
- Construct creative solutions to real-world problems

## **Science Courses**

### **Physical Setting: Earth Science/Earth ADV**

*1.0 Credit/NCAA Approved - Full Year*

The Earth Science program is designed to encourage students to investigate their world through lab-based experiences. This course will help foster a new understanding and appreciation of the world around them through the study of geology, meteorology, astronomy, and environmental issues. The advanced course will study most concepts in more depth and be required to engage in additional enrichment in each unit.

Topics will include:

- ☐ Earth Dimensions
- ☐ Rocks and Minerals
- ☐ Surface Processes and Landscapes
- ☐ Dynamic Crust
- ☐ Earth History
- ☐ Meteorology
- ☐ Water Cycle & Climate
- ☐ Astronomy
- ☐ Environmental Awareness

**Regents Exam (including Lab Practical Component): Physical Setting: Earth Science**

# SCIENCE

## **Living Environment: Biology**

*1.0 Credit/NCAA Approved—Full Year*

The Living Environment is a Regents level, laboratory based course. Students will study living organisms by focusing on the following themes: energy, environment, evolution, patterns of change, scale and structure, stability, systems and interactions, and unity and diversity.

Topics will include:

- ☐ Introduction to Biology
- ☐ Animal Maintenance
- ☐ Plant Maintenance
- ☐ Reproduction and Development
- ☐ Genetics
- ☐ Evolution
- ☐ Diversity of Living Things

**Regents Exam: *Living Environment: Biology***

## **Accelerated Living Environment**

*1.0 Credit/NCAA Approved - Full Year*

*SAT II Subject Test recommended*

In addition to the topics and requisites which are described in the Regents Living Environment curriculum, advanced students are taught the content at an SAT 2 level. This means that students are responsible for details of the biochemical pathways of cellular respiration and photosynthesis; details of transcription and translation; Population genetics and evolution. Students enrolled in this course will study human physiology and reproduction and development at a higher level of understanding. Supplemental labs, activities and more rigorous testing is part of this curriculum. Students will be exposed to SAT 2 level questions in tests and quizzes. This course prepares students for the SAT subject test in Biology, therefore students are strongly encouraged to take this test in June.

**Regents Exam: *Living Environment: Biology***

## **Advanced Placement Biology**

*1.0 Credit/NCAA Approved - Full Year*

*Prerequisite: Biology, Chemistry*

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The course includes topics regularly covered in freshman biology and differs significantly from the high school Biology course with respect to the kind of textbook used, the range and depth of topics covered, the types of laboratory exercises and the amount of time and effort required of students. The aim of an AP course is to provide students with a conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the facts, theories, and vocabulary of biology. All students are required to take the AP exam in May and are responsible for the cost of the exam.

Topics will include:

- ☐ Molecules and Cells
- ☐ Cellular Energetics
- ☐ Heredity and Evolution
- ☐ Molecular Genetics
- ☐ Organisms and Populations
- ☐ Diversity of Organisms
- ☐ Structure and Function of Plants and Animals
- ☐ Ecology

# SCIENCE

## **Physical Setting: Chemistry**

*1.0 Credit/NCAA Approved - Full Year*

*Prerequisite: If entering Chemistry from Biology, student must have teacher recommendation and have successfully completed Geometry.*

The chemistry course is designed to focus on the understanding of concepts, relationships, processes, historical development, models, and applications of chemical principles. It will allow students to explain, analyze, and interpret chemical processes, and apply creative problem solving and reasoning skills to real world problems.

Topics will include:

- ☐ Matter/Measurement
- ☐ Atoms/Atomic Structure/Periodic Table
- ☐ Chemical Bonding
- ☐ Formulas/Compounds/Equations/Reactions
- ☐ Stoichiometry
- ☐ Gas Laws
- ☐ Matter & Energy
- ☐ Concentration Systems
- ☐ Acids/Bases
- ☐ Reaction Energy/Kinetics
- ☐ Redox/Electrochemistry
- ☐ Organic Chemistry
- ☐ Nuclear Chemistry

**Regents Exam: *Physical Setting: Chemistry***

## **Accelerated Chemistry**

*1.0 Credit/NCAA Approved - Full Year*

The accelerated chemistry course covers all of the topics covered in the Regents level chemistry course, but covers them in more detail and depth to prepare the accelerated student for the Advanced Placement chemistry course. Additional material covered includes: unit factoring in more than one dimension, quantum numbers, light theory, Lewis structures, valence shell electron pair repulsion theory, dipoles, classical naming system, chemical reaction generalities, Graham's law, conversions between concentration systems, colligative properties, Hess' law, Gibb's equation, equilibrium constant calculations, balancing redox reactions, organic chemistry functional groups and reaction types. Throughout the year additional worksheets and textbook problems are assigned in lecture class.

**Regents Exam: *Physical Setting: Chemistry***

## **Advanced Placement Chemistry**

*1.0 Credit/NCAA Approved - Full Year*

*Prerequisite: Chemistry*

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This course can be taken after completion of Regents Chemistry. It is highly desirable that the students have a course in Regents Physics and three years of college preparatory mathematics. All students are required to take the AP exam in May and are responsible for the cost of the exam.

Topics will include:

- ☐ Atomic Structure
- ☐ Stoichiometry
- ☐ Chemical Reactions/Solutions
- ☐ Thermochemistry/Chemical Thermodynamics
- ☐ Electronic Structure
- ☐ Bonding/Molecular Geometry/Periodic Table
- ☐ Gases
- ☐ Liquids & Solids
- ☐ Kinetics
- ☐ Equilibrium
- ☐ Acids & Bases
- ☐ Electrochemistry

# SCIENCE

## AP Environmental Science

1.0 Credit/NCAA Approved - Full Year

The goal of the AP Environmental Science is to provide student with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, it embraces a wide variety of topics from different areas of study with several major unifying constructs, or themes that cut across the many topics included in the study of environmental science. *All students are required to pay a fee to take the AP exam in the spring.*

**Prerequisite: Successful completion of Biology and Earth Science is recommended. Open to Juniors and Seniors only**

## Science Research

1 credit per year (CCHS) & 12 Credits (SUNY Albany)/ NCAA Approved

This three-year program affords students the opportunity to participate in the community of scientific research as part of their high school experience. It develops research, communication and time management skills while drawing from the scientific capabilities among a broad spectrum of the student body. Students enrolled in the program accomplish the following: choose and explore a topic of interest from the physical, natural or social sciences using professional literature; prepare a plan for intended research; conduct original research under the supervision of a scientist or research mentor; formally present their research in local, state, and national competitions. *\*\*This course can earn student's up to 12 college credits, if the student is registered at SUNY Albany, after completion of the sophomore year. College credit and weighting may be earned in Science Research and Advanced Science Research. Honors weighting will be assigned to students completing Introduction to Science Research (open to sophomores only).*

**Prerequisite: Successful application process, teacher recommendation and minimum 85% average in all Regents Math and Science Courses.**

*\*\*College credit is only awarded to those students who have an official mentor (expert in their field) supervising their research\*\**



# SCIENCE

## **Physical Science: Physics/Physics Advanced**

*1.0 Credit/NCAA Approved - Full Year*

Physics is a laboratory science designed for the college bound student with strong math skills. Both the regents and advanced classes will investigate a variety of natural laws and the mathematical descriptions that represent them. The course will include class lectures, laboratory studies, classroom demonstrations and problem sets before each unit test. The advanced class will study most concepts in more depth and be required to do additional problems in each unit.

Topics will include:

- ☐ Uniform motion
- ☐ Forces
- ☐ Vectors
- ☐ Motion in Two Dimensions
- ☐ Momentum
- ☐ Waves
- ☐ Electrostatics
- ☐ Current Electricity
- ☐ Magnetism
- ☐ Modern Physics

**Regents Exam: *Physical Setting: Physics***

## **Advanced Placement Physics B**

*1.0 Credit/NCAA Approved - Full Year*

*Prerequisite: Physics*

The Advanced Placement Physics B course is representative of topics covered in similar college courses in five general areas. While algebra-based, rather than Calculus-based, strong math skills will be required throughout the year. Additionally, the course will have a laboratory requirement similar to entry level college courses. All students are required to take the AP exam in May and are responsible for the cost of the exam.

Topics may include:

- ☐ Newtonian Mechanics
- ☐ Fluid Mechanics and Thermal Physics
- ☐ Electricity and Magnetism
- ☐ Waves and Optics
- ☐ Atomic and Nuclear Physics

## **Science Electives**

Electives are open primarily to students in grades 11 and 12 and are subject to enrollment. Students should check with the Guidance Department as to the elective offerings available each semester. These courses can be used to fulfill the science graduation requirement. Classes will only run if enrollment numbers support; students should indicate a second choice to their counselor during the course selection process.

## **Astronomy**

*0.5 Credit/NCAA Approved - 1 Semester*

*Prerequisite: Successful completion of Earth Science*

This one semester course will serve as an introduction to the universe, including celestial bodies as well as space exploration. Related current news (articles, exploration, studies) will be incorporated into the course as well. Student involvement will include research papers and presentations of past, present, and future space science topics.

Topics will include:

- ☐ Introduction to Astronomical Concepts
- ☐ Astronomical Vocabulary
- ☐ Planetary Astronomy
- ☐ History of Astronomy as a science
- ☐ Constellations
- ☐ Research: Patterns in the Sky
- ☐ Modern arrangement of the universe
- ☐ Solar System
- ☐ Race to the Moon
- ☐ Outer Space science
- ☐ Modern research in astronomy
- ☐ Benefits of space science (spin-offs)

# SCIENCE

## **Current Topics in Biology**

*Prerequisite: Successful completion of Biology*

*.5 Credit/NCAA Approved—1 Semester*

Current Topics is a one semester Senior Elective course designed to provide an opportunity to examine current social and ethical issues in science. Through current reading materials and classroom discussions, students will analyze and evaluate various points of view to determine their stand on relevant issues in contemporary biology. Participation and presentations are required as part of this course. This course is open to 11<sup>th</sup> and 12<sup>th</sup> graders.

Topics may include but are not limited to:

- ☐ Right to Die/Right to Refuse Medical Treatment
- ☐ Reproductive Technology
- ☐ Transplants
- ☐ Drugs
- ☐ HIV/AIDS
- ☐ Genetic Engineering/Gene Therapy

## **Environmental Science**

*0.5 Credit/NCAA Approved - 1 Semester*

*This one semester course will serve as an introduction to the living and non-living environment. Related current news articles and current environmental policy will be incorporated into the course via classroom discussion as well as student centered research papers and presentations of past and present environmental issues.*

Topics vary each semester and may include the following:

- ☐ Environmental Law
- ☐ Study of ecosystem types
- ☐ Pollution
- ☐ Energy
- ☐ Climate Change
- ☐ Current research and applications
- ☐ Environmental Policy

## **Human Biology**

*Prerequisite: Successful completion of Biology*

*0.5 Credit/NCAA Approved - 1 Semester*

Human Biology is a challenging one semester elective course designed to provide an introduction into the anatomy and physiology of the human body, giving special emphasis to the various mechanisms of disease. This course is designed for student who want to gain deeper insight into the human body and its functions. It is beneficial for students interested in pursuing careers in health care.

Topics will include:

- ☐ Introduction/Body Plan
- ☐ Mechanisms of Disease
- ☐ Skeletal System
- ☐ Muscular System
- ☐ The Heart
- ☐ Circulatory System
- ☐ Digestive System
- ☐ Respiratory System
- ☐ Nervous System

# SCIENCE

## **Introduction to Forensic Science**

*0.5 Credit/NCAA Approved - 1 Semester*

*Prerequisites: Successful completion of Earth Science and Biology*

Introduction to Forensic Science is a one semester course designed as an introduction to the application of scientific concepts to criminal investigations. This course requires a significant amount of reading and writing and will require students to explore topics in biology and chemistry. Two years of science including biology as an understanding of concepts such as DNA is essential to forensic topics like DNA fingerprinting.

Topics will include:

- History of Forensic Science and Criminalistics
- Trace Evidence
- Toxicology
- Pathology
- Genetics
- Document

## **Physics - Introduction to Motion**

*0.5 Credit/NCAA Approved - 1 Semester*

A one semester course based on the NYS Learning Standards for Physics and the Next Generation Science Standards. The course will cover topics related to kinematics and dynamics. This includes factors related to motion and forces. Theories will be demonstrated through hands on activities. This course will be supplemented with laboratory work based on the Active Physics, Core Select textbook.

Topics will include:

- Kinematics
- Measurement
- Vectors and scalars
- Uniform motion
- Projectile Motion
- Conservation of Momentum
- Dynamics
- Mass vs. Weight
- Types of force
- Frictional force
- Objects on inclined planes

## **Physics - Electricity & Magnetism**

*0.5 Credit/NCAA Approved - 1 Semester*

A one semester course based on the NYS Learning Standards for Physics and the Next Generation Science Standards. This course is designed as a continuation of Physics in Motion I. Students will study electricity, energy, and magnetism. The course will cover current developments in physics and their application toward future technology. This course will be supplemented with laboratory activities and projects based on the Active Physics, Core Select textbook.

Topics will include:

- ☐ Work, energy, power
- ☐ Circular motion
- ☐ Waves
- ☐ Sound
- ☐ Light
- ☐ Electrostatics
- ☐ Current electricity
- ☐ Magnetism

# SCIENCE

## **Current Topics—Physical Science**

*.5 Credit/NCAA Approved/ 1 Semester*

Current Topics is a one semester elective course designed to provide an opportunity to examine current social and ethical issues in science. Through current reading materials and classroom discussions, students will analyze and evaluate various points of view to determine their stand on relevant issues in contemporary physical and earth sciences. Participation and presentations are required as part of this course. This course is open to 11th and 12th graders.

Topics may include but are not limited to:

Natural Disasters  
Earthquakes  
Hurricanes  
Climate Change  
Technological Advances in Science

## **Meteorology**

*.5 Credit/NCAA Approved/1 Semester*

Meteorology is a one semester elective course designed to provide students the opportunity to examine the various concepts associated with the study of weather and climate. Through current reading materials and classroom discussions students will gain a deeper understanding of our delicate weather and climate system. We will build off prior knowledge learned in middle and early high school academics. This course is great for those interested in aviation and atmospheric sciences. Participation and presentations are required as part of this course. This course is open to 11th and 12th graders.



# SPECIAL EDUCATION

## Special Education

### **The Cornwall Central High School Special Education Department Mission Statement**

**Cornwall Central High School is committed to offering a diverse and flexible program of classroom options for those with special needs. Students receive as little or as much assistance as they require, ranging from extra support in general classrooms to classrooms devoted solely to the needs of the disabled and challenged. In all cases, Cornwall High School strives to place students in the least restrictive environment that encourages them to succeed.**

### **General Objectives of Special Education Services**

- **That every student who is the legal responsibility of Cornwall High School receive a free and appropriate education. Students are eligible to receive educational services until the completion of the school year of their 21<sup>st</sup> birthday or until the attainment of a local/regents diploma, whichever occurs earlier.**
- **That every disabled student will be educated in his/her least restrictive environment, and have access to the full range of programs and services available to their non-disabled peers.**
- **That every disabled student has the right to participate in extracurricular activities to the extent appropriate to their individual physical abilities.**
- **That the determination of the Committee on Special Education be consistent with the continuum of the services outlined in the Commissioner's Regulations and be based on such items as: chronological age; learning rate; academic functioning; social/emotional development; physical development; and management needs.**
- **That every disabled student's Individual Education Plan ( IEP) be reviewed annually.**
- **That Cornwall High School will involve students, their parents and staff from both general and special education in the education process, including participation in advisory groups that determine the future direction of special education programs and services.**

### **Integrated Co-Teaching Services**

Integrated co-teaching services allows students to be grouped together based on similarity of need for the purpose of receiving specially designed instruction in a general education class, usually daily for the identified class. In this model, a general education teacher and a special education teacher share responsibility for the delivery of primary instruction, planning and evaluation for a group of students with disabilities and non-disabled students

Effective July 1, 2008, the maximum number of students with disabilities that can be on the class roster of a class where integrated co-teaching services are provided is 12. The total of 12 students includes any student with a disability in that class, regardless of whether all of the students are recommended for integrated co-teaching services.

### **Resource Room**

A resource classroom is a special education classroom that provides educational services to students identified with a disability. It is designed to support students scheduled within the general education curriculum. Students are provided specialized instruction according to specific goals outlined in the Individualized Education curriculum (IEP). Specialized instruction allows the student an opportunity to keep up with grade level work in one or more subject areas.

If the recommendation for the student is a Resource Room program then the minimum hours of RR that must be provided is three hours per week (180 Minutes). The program cannot exceed five students. The IEP must also indicate frequency, location, and duration of the service:

Example: Resource Room 5 times per week 42 minutes

# SPECIAL EDUCATION

## **Special Classes**

A special class is a class consisting of students with disabilities who have been grouped together because of similar individual needs so that they can receive specially designed instruction. In special classes, the content, methodology, or delivery of instruction is adapted to ensure the student has access to the general curriculum and the opportunity to meet the educational standards that apply to all students. Special Class Services serve students with disabilities whose needs cannot be met within a general education class, even with the use of supplementary aids and services.

**Special Class 15:1:** Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their non-disabled peers.

**Special Class 12:1+4:** Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their non-disabled peers. Students being recommended for the 12:1+4 program will receive both academic and community based instruction throughout their day. These students will be working towards the Skills and Achievement Commencement Credential (SACC).

## **Recommendation to Parents**

- Communicate and work closely with the staff on an ongoing basis
- Encourage students to develop and maintain a regular homework schedule
- Encourage students to carryover skills learned in CBI at home.
- Become aware of legislative changes and advocate on behalf of your child



# SOCIAL STUDIES

## **NYS Standards**

### *World History*

*Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.*

### *Geography*

*Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.*

### *Economics*

*Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.*

### *Civics, Citizenship, and Government*

*Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.*

## **Cornwall Central School Social Studies Department Mission Statement**

- **Recognizing that a democratic society depends upon citizens who make rational decisions consistent with basic democratic values, the Cornwall Central High School Social Studies Department believes that:**
- **Students should be prepared to make decisions in the context of a rapidly changing society based on citizen participation and direction.**
- **Students will be encouraged to understand the significance of multiple cultures in the shaping of world events.**

## **Social Studies Courses**

### **Global History 9/Global History 9 Advanced**

*1 Credit/NCAA Approved Full Year*

Global History in 9<sup>th</sup> grade covers topics ranging from Ancient World Civilizations and Religions through the Age of Revolution. Using a chronological focus the students will learn about the major world cultures and civilizations including their development and evolution, their influence on other civilizations and the increasing interaction and interdependence of cultures through time. By studying the historical development of civilizations and cultures, students should gain a better understanding for and appreciation of their own culture(s) and how modern-day societies have been shaped and influenced to varying degrees by the civilizations and cultures of the past.

*Students enrolled in the advanced sections of Global History 9 should be self-motivated, independent learners who have a willingness to devote extensive time and energy to the course. The advanced classes are designed to further develop analytical skills and appreciation of factual knowledge necessary to deal critically with problems and materials in history. A rich variety of study techniques is prescribed: supplementary and interpretive readings, study sheets by conceptual categories, panel discussions and debates. Considerable attention will be paid to developing writing and interpretive skills for test essays and for research. Enrolled students should expect to engage in class activities such as conversation, debate, evaluation and will need to complete summer work..*

# SOCIAL STUDIES

## **Global History 10/Global History 10 Advanced**

*1 Credit/NCAA Approved Full Year*

Building on the concepts and understandings developed in Global History 9, the 10<sup>th</sup> grade course continues the chronological approach to studying world cultures. With a focus on events and issues since 1750, this course begins with the Rise of the Modern World with an emphasis on the role of industrialization and imperialism in the nineteenth century. The course then focuses on the first half of the twentieth century including World War I, the Russian Revolution, Global Depression, the rise of totalitarianism, World War II and the Holocaust. The emphasis then shifts to the second half of the twentieth century and the start of the twenty first century with a review of the origins of the Cold War, the Communist Revolution in China, the collapse of the Soviet Union and reforms within Chinese Communism. The course culminates with a look at post colonialism in Africa, Asia and the Middle East and the rise of Globalization.

***Regents Exam: Global History and Geography***

*Students enrolled in the advanced sections of Global History 10 should be self-motivated, independent learners who have a willingness to devote extensive time and energy to the course. The advanced classes are designed to further develop analytical skills and appreciation of factual knowledge necessary to deal critically with problems and materials in history. A rich variety of study techniques is prescribed: supplementary and interpretive readings, study sheets by conceptual categories, panel discussions and debates. Considerable attention will be paid to developing writing and interpretive skills for test essays and for research. Enrolled students should expect to engage in class activities such as conversation, debate, evaluation and will need to complete summer work..*

## **United States History & Government**

*1 Credit/NCAA Approved Full Year*

The 11<sup>th</sup> grade United States History and Government course begins with a review of the geography of the United States and the influence of geography on the historical and cultural development of our country. Students will then study the constitutional foundations for the United States Democratic Republic including the events that led up to the War for Independence and the 17<sup>th</sup> and 18<sup>th</sup> Century thought that shaped the ideas of the country's founders. Through the sectional issues of the 19<sup>th</sup> century, students will learn how the constitution was tested as the country endured a civil war. The course will then trace the post-reconstruction industrialization of the country and the impact this had on the development of various movements including the labor, populist, and progressive movements. Imperialism, immigration and World War I provide the context for the country's development in the early twentieth century. The Great Depression, the New Deal, and World War II are the focus of the next part of the course, in addition to the issues that faced our country and the world after this great conflict. The course concludes with a focus on the end of the Twentieth Century and the beginning of the Twenty First Century as the country struggled through the trying times of the Cold War and the Civil Rights movement. The United States role in uncertain times and as part of a global community provides the focus for the latter part of the course.

***June Regents Exam: United States History & Government***

## **Advanced Placement United States History**

*1 Credit/NCAA Approved Full Year*

AP United States History is a college-level course that traces the development of American social, political, cultural and economic patterns as well as the development of our foreign policy. The program is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with issues in American History. A rich variety of study techniques is prescribed: extensive reading and library research, historical interpretation, study sheets by conceptual categories, essays and research papers of different types, study questions and identifications. **All students are required to take the AP exam in May and are responsible for the cost of the exam; there is also summer work.**

***June Regents Exam: United States History & Government***

# SOCIAL STUDIES

## **Participation in Government**

*0.5 Credit/NCAA Approved 1 Semester*

One of the requirements for seniors is to complete a semester of study in United States government. The course will investigate the meaning of “Government of the People” and the constitutional framework of our system of governance. Students will learn the roles and functions of the executive, legislative and judicial branches of our government and the dynamics which determine their relationship to each other. Students will also learn about the important function of state and local government in our democracy and the importance of being a well-informed and active citizen and participant in our government at all levels.

## **Economics**

*0.5 Credit/NCAA Approved 1 Semester*

The second requirement for seniors is to complete a semester of study in Economics. This course will introduce students to both Micro- and Macro-Economic theory and apply this information to understanding economic systems around the world. Topics will include: supply and demand, U.S. free enterprise, business organization, monopolies & competition, banking, labor unions, the business cycle and the role of government in regulating the economy.

## **Advanced Placement Macroeconomics**

*1 Credit/NCAA Approved—Full Year*

The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

*Please Note: This course may be used in place of Participation in Government and Economics to fulfill the senior social studies requirement. **All students are required to take the AP exam in May and are responsible for the cost of the exam; there is also summer work.***

## **SOCIAL STUDIES ELECTIVES**

Electives are open to students in grades 10, 11 and 12 subject to enrollment, as noted below.

### **Introduction to Law (10-12<sup>th</sup> graders)**

*0.5 Credit/NCAA Approved 1 Semester*

The objective of this course is to bring about a better understanding of the legal system and how it affects our everyday lives. Students will understand that our legal system sets limits on behavior but it can be altered to fit a changing society. A strong emphasis is placed upon the understanding of our civic responsibilities within our society. By applying an understanding of the law, students will have a broader sense of their role as a citizen. A variety of films, documentaries and other resources are used to provide the most up to date information for our students during this experience. Tentative topics will include: (1) the court system (2) criminal law (3) juvenile law (4) civil law (5) jury selection (6) death penalty (7) family law and (8) environmental law.

### **Psychology (10-12<sup>th</sup> graders)**

*0.5 Credit/NCAA Approved 1 Semester*

This course will help students acquire an understanding of how the social science of psychology interprets human behavior. Students will explore the basic elements of behavior (e.g. perception, learning, emotions, and motivation) and be introduced to various theories of personality development. With this foundation, the course turns to the human life cycle, seeking to view the various stages of life from a psychological perspective.

# SOCIAL STUDIES

## SUNY Racism, Classism and Sexism

1 Credit (CCHS) & 3 Credits (SUNY Albany)/NCAA Approved

This course is team taught and is available to Seniors in good academic standing. This course will seek to uncover and understand the societal forces and ramifications of issues of race, class, and gender and how these forces interact and shape our understanding of said concepts. We will explore issues of power as it pertains to race, class, and gender and will delve into the historical underpinnings of these concepts as well as their more “popular” manifestations.

**Prerequisite:** TBD - \*Teacher Recommendation. Only open to Seniors. Fee = \$160 for College Credit.

## AP Psychology

1 Credit (CCHS)/NCAA Approved

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. *This course is only open to Juniors and Seniors (with preference given to Seniors). All students are required to pay a fee to take the AP exam in the spring.*

**Prerequisite:** TBD - \*Teacher Recommendation and/or 85% final average in the previous year's Social Studies course.

