

# *Pine Valley Central School*



***Junior / Senior High School***

## *Curriculum Guide*

### **Mission Statement**

*The entire Pine Valley Central School recognizes its mission is to provide a comprehensive and academically challenging education for all students in an atmosphere that will stimulate and nurture the students' intellectual, moral, social, and physical development in order to prepare each student for responsible participation in the American democratic society. The entire school community will have a sense of responsibility, self-motivation, and cooperation. This will result in a more effective school.*

*Revised: Aug 2012*



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# GRADUATION REQUIREMENTS

<b>Minimum Credits for Graduation</b>	<b>Regents</b>	<b>Advanced Regents</b>
English	4	4
Social Studies	4	4
Science	3	3
Math	3	3
Foreign Language/ Sequence	1	1
Health	.5	.5
Art/Music	1	1
Physical Education	2	2
Occupational Elective*	2	2
Elective/Sequence	1	1
Composition	.5	.5
Career/Community Service	70 hours	70 hours
<b>TOTAL</b>	<b>22</b>	<b>22</b>

\* 1 credit must be Career & Financial Management (CFM)

## ***Explanation of the Advanced Regents Diploma***

All students earning a Regents Diploma with Advanced Designation must include two Regents science courses in physical and living science, plus a passing grade of 65% or higher on two regents exams.

Students entering 9<sup>th</sup> grade prior to September 2009 must have two Regents math courses, plus a grade of 65% or higher on two Regents exams (Math A/ Integrated Algebra plus Math B/ Trigonometry).

Students entering 9<sup>th</sup> grade in September 2009 or after must have a passing grade of 65% on three Regents exams (Integrated Algebra, Geometry, Trigonometry).

All students earning a Regents diploma with Advanced Designation must also complete one elective sequence in LOTE (Language Other than English) which is defined as three language credits plus a grade of 65% or higher on the Regents exam (or regional assessment).

## **Regents Exam Requirements**

To receive a **REGENTS** diploma, students must achieve a minimum score of 65 on the following exams:

- English Language Arts
- Global Studies
- US History & Government
- Integrated Algebra
- Earth Science **or** Living Environment

To receive an **ADVANCED REGENTS** diploma, students must achieve a minimum score of 65 on the following **additional** exams:

- Geometry **or** Trigonometry
- **Both** Earth Science and Living Environment

To receive **HONORS DISTINCTION** on a diploma, the student must achieve an average of 90 percent in all Regents examinations required for the diploma.

*Please Note:* Diplomas will not be awarded to any student unless and until all graduation requirements are completed and certified by the Pine Valley High School building principal. Likewise, only those students completing all requirements will be invited to participate in the Pine Valley High School commencement ceremony.

Individuals interested in more detailed NYS Education Department requirements may visit their website at: <http://www.p12.nysed.gov/part100/pages/1005.html>

### **Determination of Grade Level**

Generally, a student's grade level is determined by the amount of credits earned starting during the year of their first entry into 9<sup>th</sup> grade. These credits must be from core subjects, however, often language exemption comes into play and exceptions are made. The determination is as follows:

<b>Earned Credits</b>	<b>Grade Level</b>
0-5	Freshman (9 <sup>th</sup> )
5.5-10	Sophomore (10 <sup>th</sup> )
10.5-15	Juniors (11 <sup>th</sup> )
15.5 and above	Senior (12 <sup>th</sup> )

# **CORE CLASS DESCRIPTIONS**

# English

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## Composition

Grade: 9

Potential Credit: 0.5

This course is structured to teach formal writing in an organized manner. The various objectives of writing will be covered, which include: writing for information and understanding, for literary response and expression, for critical analysis and evaluation, and for social interaction. This course will also teach the foundation skills for purposeful writing, such as creating thesis statements or topic sentences, paragraphing, support details/information, and organization. The “Step Up to Writing” program is also implemented in this course.

## English 9

Grade: 9

Class Exam

Potential Credit: 1

English 9 is the exploration of literature with focus on analysis and interpretation using literary elements. Students should expect to do considerable amounts of reading, writing, speaking and listening. Skills such as spelling, grammar, vocabulary and research skills also will be further developed. Students will begin to prepare for post-high school education and will establish preliminary skills necessary to be successful on the Regents Comprehension Exam during English 11.

## English 10

Grade: 10

Class Exam

Potential Credit: 1

This course explores world literature with a strong focus on analysis and interpretation. Units on freedom, tolerance and diversity will expose students to a variety of multicultural literature. Students should expect to do considerable amounts of writing and speaking. Basic skills such as grammar, vocabulary, usage, and research will be covered through literature, drama, and poetry. The goal is to prepare students for post-high school education and to pass Regents Comprehension Exam during English 11.

## English 11

Grade: 11

Regents Exam

Potential Credit: 1

English 11 is a continuation of and refinement of previously learned skills in writing and composition (including grammar when necessary), reading for detail and meaning, discussion and clear thought. Creativity and individuality in thought and communication will be encouraged and rewarded. Substantial reading, writing, speaking and listening will be expected. Both semesters involve critical thinking and high expectations. However, the first semester is a comprehensive Regents Exam preparation program.



## English 12

Grade: 12

Class Exam

Potential Credit: 1

English 12 is the exploration of a variety of specialized topics including Journalism, Career Preparation, Shakespeare, Research, Criticism, Creative Writing, and a Senior Project. The goal of this class is to prepare students to succeed in any post graduate path chosen through an appreciation and knowledge of literature, composition, technology and lifelong learning. \*The Senior Project will be developed throughout the year as it has several components that require student to reflect on high school accomplishments and future goals. This project is a graduation requirement.

## Honors English

Grade: 9, 10, 11

Regents Exam (in 11<sup>th</sup> grade)

Potential Credit: 1

Honors English is a course intended to challenge those of higher academic abilities. This course is a continuation of and refinement of previously learned skills in writing and composition reading for detail and meaning, discussion and clear thought- expectations are higher for these scholars Creativity and individuality in thought and communication will be expected and encouraged. Substantial reading, writing, speaking and listening will also be expected. Both semesters involve critical thinking and high expectations.

*See policies on Honors Classes on page 36*

## Honors English 12 (JCC English 1510, 1530, & 1540)

Grade: 12

Potential Credit: 6 possible college credits; 1 high school credit each course

During a student's senior year, they have the opportunity to participate in English classes which will earn them college credit upon successful completion of the course. After taking the Accuplacer, which is a placement test, students will be enrolled in one of two sequences. English 1510 and 1530 or English 1530 and 1540. Each course is taken for one semester, with the second course following for the second semester. Each course has the potential of 3 college credits and with successful completion of both courses students will earn 6 college credits. Specific course descriptions are below. Grading will be done by the college calendar; therefore, students will only be given semester grades and progress reports will be given mid semester.

*See policies on Honors Classes on page 36*

**ENG1510: College Composition:** Admission to this course is based on JCC placement test score and is the first of two one-semester courses (English 1530 will follow after completion of this course). This first semester course employs basic collegiate writing as its focal point. Although partially modal, the class is constructed to incorporate argumentative entities in preparation for semester two. Its primary goal is to improve writing skills of the individual, including – but not limited to – thesis construction, organization, critical reading and writings, and specific mechanical and grammatical skill builders.

*JCC ENG1510 Prerequisite: Admission based on placement test score.*

**ENG1530: College Composition.** *This course will either follow ENG1510 or will be the first in the sequence determined by the placement test score (ENG1530 then ENG1540).* Argumentative writing is the focal point of this course. Students will learn to write essays with precision, clarity, substance, and logic, as per Pine Valley and JCC's course description. In addition, students will work on the development of critical thinking and writing skills which will be beneficial in other avenues, including academia, employment, and life. Students also will learn to conduct research and to extrapolate necessary information from a variety of sources in order to complete an original argumentative research paper.

*JCC ENG1530 Prerequisite: Admission based on placement test score or completion of ENG1510*

**ENG1540: Writing About Literature.** This is a second semester's course (*following ENG1530*) with literature as a focal point. Students will be exposed to a variety of literature (i.e. novels, short stories, children's stories, poetry) from a diverse expanse. Students will be expected to exemplify perception and scrutiny in their reading. Works will be analyzed on variant levels through multifarious techniques.

*JCC ENG1540 Prerequisite: completion of JCC's ENG1530*

# Social Studies

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## Global 9

Grade: 9

Class Exam

Potential Credit: 1

This course is an Introduction to Global History exploring the following units: Ancient World and Religions (4000 BC-500 AD), Expanding Zones of Exchange and Encounter (500-1200), Global Interactions (1200-1650), and The First Global Age (1450-1770). A Regents Exam will be taken at the end of the 10<sup>th</sup> grade year.

## Honors Global 9

Grade: 9

Class Exam

Potential Credit: 1

This is a comprehensive course that studies many social studies topics including archaeology, theology, geography, philosophy, economics, politics and history. The course concentrates on the regions of the world and the development of civilizations. To be successful, you will need to listen, take detailed notes, read maps, research various topics, write quality papers and essays and think critically about the topics we discuss. Being an honors course, much emphasis will be placed on exploring topics in depth, often analyzing and discussing various topics in a group setting. Academic responsibility is expected and students will be challenged to go beyond the textbook and explore topics through research and presentations.

*See policies on Honors Classes on page 36*

## Global 10

Grade: 10

Regents Exam

Potential Credit: 1

This course is a continuation of Global 9 exploring an Age of Revolution (1750-1914), A Half Century of Crisis and Achievement (1900-1945), The 20th Century Since 1945, and Global Connections and Interactions.

## Honors Global 10

Grade: 10

Regents Exam

Potential Credit: 1

This course is the 2nd half of the 9th and 10th grade Global Studies Class. We begin roughly in the 17th century and progress to modern times, studying the culture and events of our global community. Honors class will be more in depth, with information and less structure in the formal sense of teaching. Students who are enrolled in this honors class are expected to be self-motivated and responsible learners.

*See policies on Honors Classes on page 36*

## *US History & Government*

*Grade: 11*

*Regents Exam*

*Potential Credit: 1*

This is a conceptual/chronological study of American History that commences with the formulation of the US Constitution and culminates with current issues in America. Content areas also include the reuniting of a divided nation after the Civil War, industrial growth and the effect on Americans, and expansion beyond our borders. Appropriate primary sources are utilized throughout the course to improve student research analysis and interpretation skills.

## *Honors US History & Government*

*Grade: 11*

*Regents Exam*

*Potential Credit: 1*

It is essentially the same course as above, but more rigorous. Since these students have shown proven achievement in the past, there is more of a chance to expand to a more in-depth study of the topics listed above.

*See policies on Honors Classes on page 36*

## *Government/Economics*

*Grade: 12*

*Class Exam*

*Potential Credit: 1 (0.5/ sector)*

This course is comprised of one semester of Government and one semester of Economics. The Government sector of this course will encourage students to understand and participate in the democratic process. Key civic values and analytic concepts will be developed and reinforced. The primary goal will be the preparation of the students to become effective participants in a democratic process. The Economics sector of this course is one that is specially designed to enhance student's knowledge of numerous Economic principles that affect daily life. Students will design and present numerous projects and participate in discussions and debates. The units will focus on the fundamental concepts of Economics as well as financial literacy skills that will prepare students to enter college, the military or the workforce.

## *Earth Science*

*Grade: 9*

*Regents Exam*

*Potential Credit: 1*

This is a laboratory course of study that will prepare students for the Regents examination. By handling materials and doing experiments, the successful student will learn to identify rocks, minerals and fossils, stars and planets, will develop a basic understanding of major theories that explain weather, earthquakes, volcanoes, and the history of the Earth. The student is required to work with various pieces of scientific equipment. There is an emphasis on accurate measurements.

## *Honors Earth Science*

*Grade: 9*

*Regents Exam*

*Potential Credit: 1*

This is a laboratory course of study that will prepare students for the Regents examination. By handling materials and doing experiments, the successful student will learn to identify rocks, minerals and fossils, stars and planets, will develop a basic understanding of major theories that explain weather, earthquakes, volcanoes, and the history of the Earth. The student is required to work with various pieces of scientific equipment. There is an emphasis on accurate measurements. Students in this class will be expected to complete projects each quarter above the normal class work. Castle Learning will need to be completed each week to go along with the topic under discussion. The course will also expect students to participate, have initiative and to excel in their studies.

*See policies on Honors Classes on page 36*

## *Living Environment*

*Grade: 10*

*Regents Exam*

*Potential Credit: 1*

Class instructions are based on a series of lab investigations and class activities. Upon completing the course, the successful student will have developed a basic working knowledge of the biological basis to problems in medicine, public health, agriculture and conservation. Seven key ideas will be studied:

- Living things are similar to and different from each other and from non-living things.
- Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parent and offspring
- Individual organisms and species change over time through the process of evolution.
- The continuity of life is sustained through reproduction and development.
- Organisms maintain a dynamic equilibrium that sustains life.
- Plants and animals depend on each other and their physical environment
- Human decisions and activities have had a profound impact on the physical and living environment

## *Honors Living Environment*

*Grade: 10*

*Regents Exam*

*Potential Credit: 1*

Class instructions are based on a series of lab investigations and class activities. Upon completing the course, the successful student will have developed a basic working knowledge of the biological basis to problems in medicine, public health, agriculture and conservation. Seven key ideas will be studied:

- Living things are similar to and different from each other and from non-living things.
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- Plants and animals depend on each other and their physical environment
- Human decisions and activities have had a profound impact on the physical and living environment

*See policies on Honors Classes on page 36*

## *Chemistry*

*Grade: 11*

*Regents Exam*

*Potential Credit: 1*

This is a college preparatory course of study leading to a Regents exam. Topics include atomic structure, bonding properties of the elements, states of matter, energy in chemical reaction, nuclear science, solutions, acid-base theory, electro-chemistry, and organic compounds.

Emphasis is placed on developing precise laboratory techniques. *Student are to be enrolled in Math III at the same time as Chemistry.* Topics to be studied include:

- Atomic structure
- The periodic table
- Bonding
- Formulas and equations
- Physical behavior of matter
- Kinetics and equilibrium
- Oxidation-reduction chemistry
- Acid-based chemistry
- Organic chemistry
- Nuclear chemistry

*Prerequisites: Successful completion of Math II or Geometry; Earth Science and Living Environment*

## Physics

Grade: 12

Regents Exam

Potential Credit: 1

This course is a lab oriented science course based on the New York State Core Curriculum. Students will study mechanics, energy, electromagnetism, waves, and modern physics. Other areas may include motion in a plane, internal energy, electromagnetic applications, geometrical optics, solid state physics, and nuclear energy.

**Prerequisites:** 1) Successful completion (class average and Regents exam) in Math I, II, and III. 2) Successful completion of Chemistry (if not, students need a recommendation from the physics teacher and committee approval)

## Conceptual Physics

Grade: 12

Class Exam

Potential Credit: 1

This course covers many of the same topics as Regents Physics but is designed for non-science majors. The aim of the class is to expose the students to the world of physics around them. The content of the class will emphasize labs and activities. Suggested prerequisites for the class are the completion of at least two other sciences.

**Prerequisites:** Successful completion of at least 2 other sciences

## Environmental Science

Grade:

Class Exam

Potential Credit: 1

This is a hands-on program of study centered on human interactions with their environment. Topics will include the study of the earth, ecological interactions, biomes, global ecosystems, energy resources, and managing human impact. This course is designed for non-science majors to get some experience with both living environment and the physical setting.

## General Science

Grade: 9

Class Exam

Potential Credit: 1

This course is designed for 9th grade students who did not perform well in 8th grade science class and were recommended by the 8<sup>th</sup> grade science teacher for the course. The curriculum explores the more difficult topics in Earth Science and Biology such as topography, planets, biomes and homeostasis in an organism.

## AP Biology

Grade:

AP Exam

Potential Credit: 1\*

The College Board, as a part of its Advanced Placement Program, develops this course. It is a lab-based course designed to be the equivalent to a college introductory course usually taken by biology majors. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The 3 general topic areas covered include Molecules and Cells, Heredity and Evolution, and Organism and Population.

**Prerequisite:** Successful completion of Regents Earth Science, Regents Living Environment, and Regents Chemistry.

\* Potential to earn college credit

## *Principals of Biology I (JCC BIO 1570)*

*Grade:*                      *Class exam*                      *Potential Credit: 4 college credits; 1 high school credit*

Students will identify, understand, and interpret fundamental biological principles such as biodiversity, evolution, ecology, chemical foundations of life, cell structure and function, cellular metabolism, photosynthesis, respiration, cellular reproduction, and classical, human and molecular genetics. Laboratory must accompany course and will be completed during second semester of the school year. Grading will be done by the college calendar; therefore, students will only be given semester grades and progress reports will be given mid semester.

***Prerequisite:*** *Accuplacer Writing score of 4-6 and co-enrolled in ENG1510 or 7+,  
Accuplacer Reading score of 80+, & successful completion of HS Regents Chemistry.*

***See policies on Honors Classes on page 36***

### **Lab Policy for ALL Pine Valley science courses**

All labs must be completed by due date given. Districts Homework Policy Applies. No credit will be given if 3 days late. However all labs must be done and are required by NYS to be eligible to take Regents Exam. Therefore, students who do not turn in labs will stay after school until 4 pm Monday thru Thursday until lab is complete.



# Mathematics

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## *Algebra A (Algebra 1)*

Grade: 9

Class Exam

Potential Credit: 1

Algebra A is the first year of a two-year program. Students who are deemed in need of more time to complete the State requirement in Math will be enrolled in this course. The slower pace will allow time for additional practice and more individual assistance. The topics covered will include number systems, operations and properties, algebraic expressions, geometric figures, problem solving, trigonometry of the right triangle, and graphing linear functions and relations.

**Prerequisites:** See *Mathematics Prerequisites* section on pages 15-16

## *Algebra B (Algebra 2)*

Grade: 10

Regents Exam

Potential Credit: 1

Algebra B is the second year of a two-year program. The slower pace of this course will allow time for additional practice and more individual assistance. This course covers the remaining topics of algebra and includes a comprehensive review for the Integrated Algebra Regents examination in June. Graphing calculators are highly recommended.

**Prerequisite:** Algebra A

## *Integrated Algebra*

Grade: 9

Regents Exam

Potential Credit: 1

Topics covered in this course include solving equations, factoring quadratic equations, graphing linear and quadratic equations, graphing a scatter plot and writing a line of best fit. Right triangle trigonometry topics include the Pythagorean Theorem and the sine, cosine, and tangent ratios. Probability topics include permutations, empirical probability, probabilities of independent and dependent events. Graphing calculators are highly recommended.

**Prerequisites:** See *Mathematics Prerequisites* section on pages 15-16

## *Foundations of Geometry (Basic Geometry)*

Grade: 10/11

Class Exam

Potential Credit: 1

(Previously Math II) Foundations of Geometry is a non-regents class for students who have completed Integrated Algebra or Algebra A and B. Foundations of Geometry helps prepare students who are interested in taking Geometry but do not meet the pre-requisites. The class is based on the curriculum for NYS Geometry, but moves at a slower pace and excludes some of the more difficult topics. The slower pace creates time for additional practice and assistance. Topics covered will include logic, triangle congruence, transformations, and the essentials of geometry.

## Geometry

*(previously Math II)*

Grade: 10

Regents Exam

Potential Credit: 1

Students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from the hypothesis. Students will justify geometric relationships and properties of geometric figures, including congruence and similarity of triangles as well as properties of triangles, quadrilaterals, and circles. An integrated review of algebra topics will be incorporated throughout the course of study. Graphing calculators are highly recommended.

**Prerequisites:** See *Mathematics Prerequisites* section on pages 15-16

## Algebra II/Trigonometry

Grade: 11

Regents Exam

Potential Credit: 1

Some of the topics covered include complex numbers, relations and functions, trigonometric functions and inverses, trigonometric identities and equations. Additional topics include the advanced study of probability theory and statistics. Graphing calculators are highly recommended.

**Prerequisites:** See *Mathematics Prerequisites* section on pages 15-16

## Pre-Calculus/Course IV Math

Grade: 12

Class Exam

Potential Credit: 1

This is a fourth mathematics course for students. This is a good preparation for those who plan to take college Calculus courses. Students will study topics such as: Linear Relationships and Functions, Systems of Equations and Inequalities the Nature of Graphs and their families. Students will also revisit and expand on Trigonometric Functions and Identities and Logarithms. Conics and Polar Coordinates and Complex numbers finish up the course. Students will take a local final exam upon completion of the course. *Will be known as Pre-Calculus during 2011/2012 school year*

**Prerequisites:** See *Mathematics Prerequisites* section on pages 15-16

## Consumer Math

Grade: 11/12

Class Exam

Potential Credit: 1

Consumer math is a third-year non-regents math class for students who have two years of algebra and/or geometry. Consumer math will help prepare students for math that they will encounter in their everyday lives. The class will teach students the math involved in life skills such as paying taxes, buying food, banking/investing, and managing a household. In addition to these topics, we will also discuss the relevance of math in sports and applications of interest and percents.

*Note: Placement in Consumer math is based on the teacher's recommendation.*

## *Elementary Statistics (JCC MAT1540)*

*Grade: 12*

*Potential Credit: 3 college credits; ½ high school credit*

This is a college level course offered in conjunction with Jamestown Community College. Students will investigate various topics in both descriptive and inferential statistics including measures of central tendency and spread, graphical analysis of data, probability, random sampling, correlation and regression, hypothesis testing and confidence intervals. Practical applications are emphasized throughout the course. A significant part of the course is taught in a laboratory setting using the software package Minitab. Upon completion of this course, students should be able to make decisions using statistics and model real-life situations. In studying statistics we also develop logical and problem-solving skills. Note: Students will complete a real-life application project at the end of this course. They will also receive 3 college credits from JCC.

***Prerequisite:*** *Completed Geometry/Trigonometry (or enrolled in Trigonometry) at high school level. JCC placement test with a Reading score of 80+ and an Algebra score of 76+*

***See policies on Honors Classes on page 36***

## *Problem Solving with Math (JCC MAT1500)*

*Grade: 12*

*Potential Credit: 3 college credits; ½ high school credit*

This is a college level course offered in conjunction with Jamestown Community College. Students will develop problem solving skills through a detailed study of specific problem solving strategies such as drawing diagrams, making systematic lists, looking for patterns, identifying sub-problems, and working backwards. Solution presentations and communication are emphasized. Grading will be done by the college calendar; therefore, students will only be given semester grades and progress reports will be given mid semester.

***Prerequisite:*** *Completed Geometry/Trigonometry (or enrolled in Trigonometry) at high school level & JCC placement test with a reading score of 80+ & Algebra score of 57+*

***See policies on Honors Classes on page 36***

## ***Pre-requisites for Senior High Mathematics Courses***

### **Students Entering Integrated Algebra from 8<sup>th</sup> grade:**

- Students must have passed Math 8. Students who did not pass Math 8 will not be considered for Integrated Algebra
- Must also meet at least 3 out of 4 of the following criteria:
  - Teacher recommendation
  - Must have scored a level 3 or 4, or as a level 2- a score within 10 points of level 3
  - Passed the final Math 8 exam with a score of 75% or higher

*\*Students not eligible for Integrated Algebra must take Algebra A, then Algebra B and will take the Integrated Algebra Regents exam at the end of Algebra B.*

### **Students entering Geometry from Integrated Algebra:**

- Students must have passed Integrated Algebra. Students who have not passed Integrated Algebra will NOT be considered for Geometry.
- Must also meet 2 out of the 3 listed criteria:
  - Teacher recommendation
  - Final class average of 75% or higher in Integrated Algebra
  - Score of 75% or higher on the Integrated Algebra Regents

Students who do not meet the above listed pre-requisites will be required to take and pass the necessary pre-math classes prior to entering one of the above classes:

- Students who pass Algebra B will be eligible for enrollment in Geometry or Foundations of Geometry based on teacher recommendation
- Students who pass Foundations of Geometry will be eligible for enrollment in Geometry

### **Students entering Algebra II & Trigonometry from Geometry:**

- Must have passed Geometry. Students who did not pass the entire year of Geometry will NOT be considered for Algebra II & Trigonometry
- Must also meet two out of the three listed criteria:
  - Teacher recommendation
  - Score of 75% or higher on the Geometry Regents exam
  - Final class average of 75% or higher in Geometry

### **Students entering Pre-Calculus from Algebra II & Trigonometry:**

- Must have completed and passed both the course and the Regents in Algebra II & Trigonometry
- Teacher recommendation

### **Students wishing to take Elementary Statistics:**

Students will receive three college credits in Mathematics from JCC upon successful completion of this course

- Must score an 80 or higher on the JCC Accuplacer reading test which will be given here at Pine Valley
- Must have completed or are taking Algebra II & Trigonometry

## ***Explanation of Accelerated Jr. High Mathematics Program***

7th Graders are eligible for Advanced Math Courses according to notes below.

### **Pre-requisites for Accelerated Jr. High Math:**

The following will be reviewed but are not limited to:

- 6th grade math average of 90% or above class average (test average may be weighted more heavily)
- 5th & 6th state test score- Level 4 or high Level 3
- Teacher recommendation
- Evaluation of progress will be continual

### **Accelerated Jr. High Math 8 (Integrated Algebra):**

Upon successful completion of the Accelerated Jr. High Math (7<sup>th</sup> grade) program, students will be placed in an Integrated Algebra class. This class may or may not be a mix of 9<sup>th</sup> grade students. At the end of each year, students will be evaluated and placed in the appropriate class for the following year based on the prerequisites already in place. If a student is successful in all their courses, they will be provided the opportunity to take Calculus during their senior year which may qualify them for college credit.

*Note:* Eighth grade students in Integrated Algebra will be required to stay after school to review and prepare for the state's 8<sup>th</sup> grade math exam. **Attendance in this review will be mandatory!**

# Foreign Language

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## Spanish I

Grade: 9

Class Exam

Potential Credit: 1

This one-year course intensifies the material covered in a one or two year middle school program. Students learn basic vocabulary and grammar. They develop speaking, listening, reading and writing skills in order to become proficient in the language.

**Prerequisite:** *Students that did not pass the Proficiency Exam or those needing 1 unit of high school credit in a second language*

## Spanish II

Grade: 9

Class Exam

Potential Credit: 1

Students at this level continue to expand their knowledge of vocabulary and improve their speaking and listening skills. At this level there is more emphasis on grammar, reading and writing skills. Students will develop skills necessary to be successful on the Regents Comprehensive Exam in Spanish given at the end of Spanish III.

**Prerequisite:** *Successful completion of Spanish I or passing the Proficiency Exam at the end of grade 8*

## Spanish III

Grade: 10

Regents Exam

Potential Credit: 1

Students in Spanish III continue to prepare for the New York State Comprehensive Examination in Spanish. This exam evaluates speaking, listening, reading and writing skills. At this level there is a strong emphasis on grammar, reading and writing.

**Prerequisite:** *An overall average of 80%+ for Spanish II; pass the Final Exam at the end of the year for Spanish II; including a recommendation from the Teacher of Spanish II*

## AP Spanish

Grade: 11 or 12

AP Exam

Potential Credit: 1

AP Spanish is challenging course. Students will continue build vocabulary and grammar while they learn to integrate speaking, listening, reading and writing skills. Students must have a strong command of Spanish vocabulary and grammar as well as excellent speaking, listening, reading and writing skills.

**Prerequisite:** *Placement is based on grades, teacher recommendations, and committee decisions with consideration of student's ability.*

**See policies on Honors Classes on page 36**

## *American Sign Language*

*Grade: 12*

*Potential Credit: 1*

Students will gain a working knowledge of manual communication, including sign language, fingerspelling, conceptualization, structure and syntax of American Sign Language. An introduction to cultural and historical perspectives of the Deaf community is also emphasized.

## *Intermediate Spanish (JCC SPA 2510)*

*Grade: 12*

*Potential Credit: 3 college credits; 1 high school credit*

Although a review of the fundamentals of the Spanish language is integral to this course, special attention is given to the continuing development of students' conversational and reading skills. Students build upon their understanding of literature in Spanish through study of the works of Spanish and Spanish-American authors. Grading will be done by the college calendar; therefore, students will only be given semester grades and progress reports will be given mid semester.

***Prerequisite:*** *Three years of high school Spanish, Accuplacer Writing score of 4+, & Accuplacer Reading score of 80+*

***See policies on Honors Classes on page 36***

# *State Mandated Courses*

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## *Health*

*Course length: 1 yr.*

*Potential Credit: 0.5*

Health is a mandated course and is required for High School graduation. Health attempts to show the process of good health through several major topics – physical, intellectual, emotional, human sexuality and the social aspects of living a healthy life. To receive credit for the course, students must take adult CPR and a First Aid course.

## *Physical Education*

*Grade: 9, 10, 11, 12*

*Potential Credit: .25 each year*

Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. These activities include and are not limited to the following: game concepts, team sports, swimming, and life-long appreciation for physical fitness. Students will gain an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. While students are regularly participating in physical activity, they will achieve and maintain a health enhancing level of physical fitness as well as exhibit responsible personal and social behavior that respects self and others in the physical activity setting. Most importantly students will learn the values of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

*Note: Students **must** take & successfully complete PE **every year** they are enrolled in school and must have a total of 2 credits to graduate according to NYS Education Department. Therefore, PARTICIPATION IS MANDATORY. For medical reasons for non-participation, a physician's note is required and an alternate assignment will be given and **MUST** be completed for credit.*



# **ELECTIVE COURSE DESCRIPTIONS**

# Agriculture

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## *Agricultural Mechanics*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

Ag Mechanics, which includes small engine repair, will cover basic mechanical skills that are developed through the use of power tools within the shop. Knowledge of multi-cylinder engines will be gained including emphasis on maintenance, safety and repair. The operation and use of common farm equipment will be studied. Students will learn how small engines operate. 2 and 4-cycle engines will be studied extensively during the course of the year. Students will conclude the class with repair opportunities.

*Prerequisite: Design & Drawing*

## *Animal Science I*

*Course length: 1 yr.*

*Potential Credit: 1 Elective\**

This course involves a comprehensive study of agricultural animal industries including: dairy, beef, sheep, goats, horses, swine, and poultry. Class study also involves the study of less common agricultural enterprises such as aquaculture species, rabbits, ostrich, honeybees, etc. Animal behavior, care, genetics, nutrition and reproduction are studied. The judging of each species will be covered in detail as well. \*= *This course can be used as the 3<sup>rd</sup> unit of science credit.*

## *Animal Science II*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

Upon completing Animal Science I, students are eligible to enroll in Animal Science II. Areas covered in this part of the course include: anatomy review, reproduction and genetics, skeletal and muscular system, nutrition balancing, cardio and respiratory systems, nervous systems, cells and tissue, disease classification and prevention, management techniques, physical examination, use of Latin words and math associated with veterinary work. This portion of the class will end with students researching world concerns such as West Nile Virus, Mad Cow Disease or hot topics such as bioterrorism.

*Prerequisite: Animal Science I*

## *Agricultural Leadership*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

Get started on a journey into the wide field of agriculture! We will study agriculture careers and job opportunities available in fields like agricultural foods to animals and plants. We will also look at Agricultural businesses here in Chautauqua and Cattaraugus County. We will compare New York State to the rest of the country and discover what the FFA is all about. Public speaking and presentation skills will be developed in and out of the classroom. Students will learn about Robert's rules of order and Parliamentary Procedure on their way to becoming tomorrow's leaders. If you are looking for skills to succeed after high school or what

Agriculture has to offer, this is the class for you! *This class is only open to FFA members in their junior or senior years.*

## ***Plant Science I***

*Course length: 1 yr.*

*Potential Credit: 1 Elective\**

Students will explore the many aspects of the horticulture and landscaping industry. A study of soils will be followed by an in-depth study of how plants grow and the environmental factors which effect plant growth. This course is recommended for students interested in working with plants, both as ornamental and food enterprises. Those with an interest in landscaping or floral arranging will also be able to get their hands dirty in this class. Most classes will be conducted outside especially during better weather. Identification and use of flowers, fruits, shrubs, grasses, and vegetables will also be taught. Topics like turf management, hydroponics and others will be units covered in class. Students will also be able to start plants for home garden.

*\* This course can be used as the 3<sup>rd</sup> unit of science credit.*

## ***Plant Science II***

*Course length: 1 yr.*

*Potential Credit: 1 Elective\**

This class is comprised of two major units, Forestry and Crop & Soil Science. During the Forestry portion of the class students will study tree identification, forestry and timbering management pollution control, water and soil management, terracing, strip cropping and long-range planning. Field activities include tree identification, estimating board feet and water analysis. Study of wildlife indigenous to our areas is also included, along with maple syrup production. During the Crop & Soil Science portion of the class students will look at how soils are formed, soil profiles, land classification, soil fertility, growing requirements and harvesting. Also included in the class are growing experiments and in-the-field observations. As part of the class, students will prepare compost for germination of plants and learn about the technological advancements in our agricultural world.

*\* This course can be used as the 3<sup>rd</sup> unit of science credit.*

***Prerequisite: Plant Science I***

## ***Welding I***

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

How about building your own cannon with the skills you'll learn from this metal shop class? Sounds neat, well sign up soon because this class fills up quick. Students start off with an intro to the history of metals and complete a sheet metal project. Torching and welding techniques will help students design and build there own small projects like manual coin sorters or even toolboxes. Learn the basic skills needed to become a tool and die worker. You will spend time running the lathes and other machines in the class. Care for shop machinery, tool repair and design, sharpening, and fabrication layout will be covered. Math skills are a must as measuring with micrometers and calipers is essential, along with angles for success. Think outside the box and try this class for fun or for an adventure.

***Prerequisite: Design & Drawing***

## *Welding II*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

This class is designed for students who have taken Welding I and are interested in doing more oxy-acetylene torching and welding. New areas will include plasma cutting, plastics/ plumbing, out of position ARC and MIG welding along with a basic introduction to TIG welding. Students will learn and develop skills used in today's popular TV shows like Rides, Overhaulin', Pimp My Ride, Orange County Choppers, and others. Learn how to do simple repairs or make that project you've always wanted too in this class. Most of the year will be spent in the lab enhancing your welding ability.

***Prerequisite: Welding I***

## *Welding III*

*Course length: 1 yr.*

*Potential Credit: 1 Elective\**

Metal working skills and fabrication will take on a new forms as students build projects from scratch or blueprints they create. Students will be taught how to read blueprints and use welding symbols correctly. If welding flames get you fired up, stick around and see what masterpiece you can create. Auto body repair techniques will be practiced as a part of this class. Under water welding will be covered to a minimal caliber. Each class member is expected to build an extensive project before the completion of the year.

*\*= After successfully completing all three welding courses, students are eligible to receive six credit hours from JCC and the MTI program.*

***Prerequisite: Welding II***

# Technology

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## *Design and Drawing*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

Design and Drawing, formerly entitled Mechanical Drawing and Design, encourages visual problem solving using a common graphic language to describe forms in the manmade environment. Students will research historical precedents, cultural references, environmental impact and future vision to enable them to analyze and creatively design projects. Students will participate in exercises in which they are required to present a solution to a design problem. *This course may be applied toward the one unit Art/Music requirement and is also a prerequisite for Welding I, Ag Mechanics/Small Engine Repair and Computer Aided Drafting (CAD).*

## *Computer Aided Drafting (CAD)*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

This course makes use of AutoCad release 2007 as well as Inventor release 11. CAD builds on the drawing experiences of Design & Drawing through the use of computer technology. Students will begin the class learning traditional wire frame techniques and then move on to 3D modeling.

***Prerequisite:*** *Design & Drawing*

## *Advanced CAD*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

This course builds on the experiences from Design & Drawing and CAD. Three-dimensional modeling will be explored extensively in this course utilizing the Autodesk Inventor program. Students will be encouraged to work on projects that interest them. For example, some students may work on Architecture projects while others may work on mechanical problems.

***Prerequisite:*** *Design & Drawing, CAD*

## *Construction*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

This course focuses exclusively on residential construction. The course follows a timeline very similar to that of a house. We start the beginning of the year talking about finance and home plans. Then the topics progress in the same fashion in which the house would be built. The course culminates with a structure being constructed by the class.

***Prerequisite:*** *Computer Aided Drafting (CAD)*

## *Creativity & Innovation in Wood*

*Course length: ½ yr.*

*Potential Credit: 0.5 Elective*

This course is designed for students who would like to pursue a course that takes them in a special direction of their own. It may be a continuation of a previous area of study or an attempt to diversify from those courses presented as part of the regular technology sequences. The areas

of study are selected by the student and approved by the instructor. Whenever applicable, the state syllabus is followed. There is one ½ credit /semester course in Creativity & Innovation. The course deals with wood and woodworking.

*Prerequisite: Materials Processing (Woods)*

## *Materials Processing (Woods)*

*Course length: ½ yr.*

*Potential Credit: 0.5 Elective*

One of the key activities of society is that of production. Production can be defined as the processing of materials and knowledge to make products. Production can be divided into two major categories – manufacturing and construction. If an object is produced or assembled on site, it is considered to be construction. Each has its unique concepts and techniques in our technological society.

## *Engineering*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

This elective takes an MST approach. The course is best taken in either the 11th or 12th grade year by students who are seeking a Technology sequence or a career in a technical field. The course consists of seven major concepts: engineering, design, modeling, systems, optimization, technology-society interactions and engineering ethics.

## *Transportation*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

Congratulations, you have just embarked on an adventure in to the study of everything that moves people or animals. If it moves you, we will study it; including boats, planes, trains, cars, rockets, and anything else. If you interested in getting your hands dirty on working on the guts and bolts of what moves us, you have found the right place.

## *Automotive Technology*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

Automotive Technology is designed to give students a general and comprehensive look into the automotive career field. Expect to get dirty in a hands-on experience into the inner workings of the beloved automobile. Students will be disassembling, cleaning, and repairing cars throughout this course. We will focus on preventive maintenance, routine maintenance and major repairs.

## *Architectural Drawing*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

Architectural Design and Drawing is a course that deals with a broad variety of residential architecture questions. The course is designed with a wide variety of students in mind. In the first semester, students will all complete the same projects from a set list. This will help to introduce or reinforce basic architectural concepts. The second semester will deal with individualized projects. This will allow the student to move in a direction of their choosing based on their interests. Work for this class will be completed using traditional drawing techniques as well as CAD systems.

# Computer Science

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## *Integrated Computer Applications (ICA I)*

*Course length: ½ yr.*

*Potential Credit: 0.5 Elective*

Students will become proficient with the Microsoft Office Suite. Students will create, modify, and integrate documents using Microsoft Word, Excel, Access, Publisher and Power Point.

***Prerequisite:*** *Computer Applications*

## *Computer Graphics*

*Course length: ½ yr.*

*Potential Credit: 0.5 Elective*

This course will include the finishing stages of the yearbook as well as the exploration of Adobe Photoshop and Adobe Illustrator. Like Yearbook class, you will be in the computer lab every day. The computer will be utilized as an Art tool-a very versatile Art tool!

## *Communications*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

This course is an exciting introduction to broadcasting and television production. Your creativity would be allowed to shine through using virtual set design, on screen acting, segment development, live reporting, running audio visual equipment and programs, and much more. If you're interested in anything to do with television or movies this is the class for you.

# Art

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## *Studio in Art*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

This course is focused on the introduction of basic art techniques, elements and principles of art, and links to art history and various art movements through drawing, painting, sculpture, and technology. This course fulfills the New York State art/music requirement. Successful completion of this course allows students to enroll in other art courses.

## *Art History Applications*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

In this course, we will be exploring artists, artwork, art materials, art types, art evolution, art galleries and the connection of art to history and every day life. It is definitely not about sitting down to a lecture and taking notes. There may be some of that incorporated, but there will be major emphasis on hands on activities. It will be a very visually oriented class. Certainly a different class room experience-both informative and enjoyable.

## *Drawing and Painting*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

The focus of this course is to refine the drawing and painting techniques learned in Studio in Art I. Variety of drawing and painting media used includes graphite, colored pencil, pastels, tempera, and oil paint.

## *Digital Photography/Adobe Photoshop*

*Course length: ½ yr.*

*Potential Credit: 0.5 Elective*

Students will be given the opportunity to do the following in this class: 1) Learn about the history of photography. 2) Learn about the function/operation of a digital camera. 3) Learn how to download photos to a computer. 4) Use Photoshop to modify, alter, improve and create original finished photos. A series of various photo taking projects will be offered. Adobe Photoshop is a computer program that will allow students to do some high level photography. A system with many possibilities. Students need to provide their own digital cameras (SD card).

## *Yearbook*

*Course length: ½ yr.*

*Potential Credit: 0.5 Elective*

This course will be conducted in the computer lab. Students will create the 2012 Pine Knot yearbook on the computers, utilizing the software provided by Lifetouch. The entire book, from start to finish, will be done by the students in this class under the supervision of Mr. Mills. Due to the size and scope of the project, the book will spill over into Computer Graphics.



## Accounting

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

This is a full year course designed to develop basic occupational competencies in accounting. This course is strongly recommended for the student who may be considering pursuing a career in accounting, finance, business administration, business management, secretarial/clerical science or marketing. This course is also recommended for students considering a postsecondary education majoring in business. Course content encompasses the complete accounting cycle. Students may also use Accounting One as their third year of math.

## Business Law

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

**(Distance Learning Course)** This course explores various aspects of both Business and Personal Law. Currently this class is taught via distance learning – Pine Valley is the host school and other schools participate via BOCES distance learning. Topics covered include dealing with civil and criminal law, renting or owning a home, insurance of all types and an overview of the court system. Students enrolled must be in at least tenth grade. The course is broken down into seven units:

- Unit 1: What is Law?
- Unit 2: Contract Law
- Unit 3: Consumer Law
- Unit 4: Your Money and the Law
- Unit 5: The Law and the Workplace
- Unit 6: Starting a Business
- Unit 7: Family Law

## Career & Financial Management (CFM)

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

This course will explore a variety of careers that are available as well as the process of deciding which path to take. It will include a section on Financial Management and Financial Planning including but not limited to: creating a budget, how to stick to it, and how the career they have chosen will meet their needs. The objective of this course is to develop the skills the student needs to more effectively compete in today's job market. By focusing on real-life skills needed to obtain a job, like: resume writing, creating a cover letter, filling out a job application and a real interview, the student will obtain all the tools needed to be successful in today's world. This course will include 20 weeks of computer applications. Concentration will be in proficiency in the Microsoft Office Suite.

# *Home & Careers*

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## *Chef's Class*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

The course is for those who would like to know more about food preparation and careers in food service. This course consists of two sections, one each semester. During the first semester, the students learn about appropriate cooking procedures and will experience some of the duties people in the food service industry deal with on a daily basis. The second semester offers students the opportunity to recognize and prepare foods native to countries throughout the world and discuss how the food customs of these countries have been influenced by climate, geography, culture and religion. In addition, students realize the origin of popular foods that we enjoy here in the USA.

## *Fashion Design*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

This course is designed for students who have interests in the fields of design, apparel, textiles, and clothing construction. Individual projects using design principles will be used as vehicles to further develop the students' skills. Experiences may include pattern design, principles of clothing construction, fitting and alteration, custom sewing, home decorating, and other entrepreneurial opportunities. Areas to be included are: elements and principles of design, textiles, consumerism and careers, with an emphasis on personal application.

## *International Cooking and Baking*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

International cooking and baking introduces the student to the contributions ethnic groups have made to American cooking. Students will plan, prepare, serve and evaluate a variety of foods. The emphasis is on baking and pastry. Topics include breads, cakes, pies and restaurant style desserts.

***Prerequisite: Chef's Class***

# Music

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## *Band*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

Students will learn to perform and appreciate varied selections from the finest available literature. The group will contribute to the musical life of the student and school. Students will participate in one sectional instrumental class each week. Band students will also be required to participate in community events and concerts. ***Band is also offered on only B-Day's for ½ credit.***

## *Chorus*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

This group is composed of students from grade 9-12 and is open to anyone desired in a high school choral ensemble. Membership will enable students to receive a musical experience and develop basic techniques in vocal music. Chorus students will also be required to participate in community events and concerts. ***Chorus is also offered on only A-Day's for ½ credit.***

## *Music In Our Lives*

*Course length: ½ yr.*

*Potential Credit: 0.5 Elective*

This course is designed for the students who may or may not participate in a music ensemble but wish to satisfy the requirements of one unit of credit in art/music. No prior musical training is necessary for this course. This course involves an overview of traditional forms of music, instruments of the orchestra, the history of music, keyboard proficiency, and the expectations of modern and non-traditional forms of music.

## *Music Theory*

*Course length: 1 yr.*

*Potential Credit: 1 Elective*

This class is offered to students who are interested in enhancing their written and oral musical skills through the study of music theory. Music Theory begins with essential fundamentals of music and progresses through ear training, composition and transportation. Music skills software will be incorporated as the technology becomes available. This course will alternate years with Music History.

# BOCES CTE PROGRAMS

## ***Overview of the Programs***

Erie 2-Chautauqua-Cattaraugus BOCES offers various Career and Technical Education (CTE) programs. Students successfully completing this program can earn a Regents Diploma with a CTE Endorsement. This program is a 2 year program. Students complete the first half of the program in their junior year and the second half in their senior year. During the second year, students are expected to participate in an internship set up by their CTE teacher. Students attend the CTE program at the E2CCB LoGuidice Center in Fredonia.

## ***Programs Offered in cooperation with BOCES and Pine Valley***

- Automotive Body Repair
- Automotive Technology
- Conservation/Natural Resource Management
- Construction Technology
- Cosmetology
- Criminal Justice
- Culinary Arts
- Health Careers
- Small Animal Science

## ***Requirements to enter CTE programs***

To be considered to enter a CTE program at BOCES, a Pine Valley student must be in good standing in both academics and discipline as well as have a good attendance record. It is expected that a student have a cumulative GPA minimum of 75%.

Pine Valley Administration reserves the right to deny student entry into a BOCES CTE program if Pine Valley offers a similar series of courses as the program at BOCES.

## ***Requirements to remain in CTE programs***

If a student is not performing to standards expected by Pine Valley, Administration reserves the right to review the student's performance and remove them from the program if necessary. A student's grades will be monitored and are expected to meet or exceed 75% in all courses at BOCES and Pine Valley. Situations will be handled on an individual basis.

Attendance is also important. Students are expected to attend their CTE program as determined by the BOCES calendar. This pertains to times even when Pine Valley is not in attendance (ie: spring breaks). Students may not miss more than 18 days per year.

# HONORS CLASSES

We are proud to have the caliber of students who participate in and the faculty to offer Honors Classes at Pine Valley. Students will be placed in these classes selectively based on, but not limited to, standardized test scores, course grades, integrity, initiative, attendance, work ethic and committee recommendation.

## ***HONORS LEVEL COURSES (1.03 WEIGHT):***

- Honors English (all grade level designations, also)
- JCC English Courses (CN: 1510, 1530, 1540)
- SUNY Fredonia English Courses (CN contains ENGL)
  
- Honors Global Studies 9
- Honors Global Studies 10
- Honors US History
- SUNY Fredonia Social Studies Courses (CN contains ECON or POL)
  
- Honors Earth Science
- Honors Living Environment
- AP Biology
  
- Statistics
- AP Spanish

## **Other Honors Courses**

Any other course designated with “AP”, “JCC” or “SUNY Fredonia” in the course name. I.e.:

- Intermediate Spanish- JCC2510/2520
- Principles of Biology- JCC1570
- Problem Solving- JCC1500

# CLASS RANK

Most colleges and universities, as well as many scholarship and award programs require a class rank. In order to provide a fair rank of students the following courses will be utilized to determine a student's rank in her/her class:

English 9 or Honors English 9  
English 10 or Honors English 10  
English 11 or Honors English 11  
English 12 or Honors English 12 (first semester only)  
Honors English  
SUNY Fredonia & JCC college level English courses\* (first semester only)

Global Studies 9 or Honors Global Studies 9  
Global Studies 10 or Honors Global Studies 10  
US History 11 or Honors US History 11  
SUNY Fredonia & JCC college level Social Studies courses\* (first semester only)

Earth Science or Honors Earth Science  
Living Environment or Honors Living Environment  
Regents Chemistry  
Physics (first semester only)

Math I (Integrated Algebra)  
Math II (Geometry)  
Math III (Trigonometry)  
Course IV\* (first semester only)

*\*These courses are considered Honors Classes for weighting purposes. See below.*

The final class rank will be computed at the end of 7 semesters (half-way through the senior year). Thus, only the 1st semester of senior year courses can be utilized in the class rank. The class Valedictorian and Salutatorian will be determined based on this ranking.

## **WEIGHTING OF CLASSES**

Honors classes will have a weight of 1.03 for the purposes of computing the class rank and the Weighted Cumulative GPA.

Semester-long courses will have a weight of 0.5 for the purposes of computing the Weighted Cumulative GPA.

Physical Education is considered a half-credit course because it is only taken every other day and will also have a weight of 0.5 for the purposes of computing the Weighted Cumulative GPA.

# SUMMER SCHOOL

The Pine Valley Central School Policy regarding Summer School will be in accordance with the NYS SED Summer School Handbook.

## **I. Eligibility to attend:**

- A. Any student, grades 7-12, who has completed seat time but has received a failing final grade in a course which is offered in Summer School.
- B. Any student, grades 7-12, who wishes to raise a final grade or Regents Exam Grade in a course which he/she completed and is available in Summer School.
- C. Any student, grades 7-8, for whom Academic Intervention Service is deemed necessary according to the following criteria:
  - 8th Grade - scoring a 1 or 2 on a State Assessment or failing a course in which a State Assessment is given.
  - 7th Grade - scoring a 1 or 2 on a State Assessment or failing a course in which a State Assessment is given.
- D. Any student who wishes to take a course to accelerate his/her academic progress.
- E. A student who fails to attend summer school for a course which they failed may result in the student having to repeat the course in the following school year.
- F. Students losing credit due to attendance may attend summer school if they continued to attend school.

*\*Eligibility also based upon availability and administrative approval.*

**II. Students Failing:** Students with an overall failing average will not be permitted to attend summer school if the combined average for the year and summer school cannot reach a 65 (if a student carried a 32 average for the year, the likelihood of the summer school average being 100 – which would be necessary for a 65 average -- is extremely unlikely).

Students failing the class with a 63 may be promoted if it's only one class or the teacher reflects all homework was completed, the student stayed for extra help and tried their best. Summer school may be offered for AIS.

Guidance Counselor/Principal has discretion to help in the case of the student who does try but falls short of 65; for example, a junior high student failing four subjects, even if they passed two in summer school, would still be failing two and, therefore, not eligible to move on. The Guidance Counselor / Principal may determine that this student may be promoted based on extenuating circumstances.

Students will only repeat a grade (7 or 8) twice – then will be socially moved on to the next grade. At the high school level, students must retake the class until they earn a 65 or better average.

**III. Grading:** In computing a final grade for class average and class rank purposes, the final Summer School grade will be averaged with the final school year grade, with each weighted equally. A higher score on a NYS Regents Exam will be entered on the Permanent Record Card.

<u>Final School Year Grade</u>	<u>Final Summer School Grade</u>	<u>Overall Final Grade</u>
50	70	60
50	80	65
55	65	60
55	75	65
60	65	63
60	70	65
70	90	80

**IV. Attendance:** The attendance policy will be consistent with the SED Summer School Handbook (published annually).



