

2018-2019



Pine Valley Jr./Sr. High School Curriculum Guide

COURSE DESCRIPTIONS, DEPARTMENT PATHWAYS & SCHEDULING
PROCEDURES

PINE VALLEY CENTRAL SCHOOL | 7827 Route 83 * South Dayton, NY 14138

TABLE OF CONTENTS

Counseling Department	4
Counselors.....	4
Counseling Office Staff	4
MIDDLE SCHOOL REQUIREMENTS	5
Grades 7 and 8 Course Requirements	5
Expected Course Load	5
ACADEMIC COURSES & CREDIT OPTIONS	Error! Bookmark not defined.
Regents (R)	6
Honors (H)	6
Advanced Placement (AP).....	6
College Connections with Jamestown Community College (JCC)	6
Distance Learning (DL)	6
Academic Intervention Assistance (AIS)	6
Credit Recovery (CR)	6
DUAL ENROLLMENT PROGRAMS	8
JAMESTOWN COMMUNITY COLLEGE’S COLLEGE CONNECTIONS PROGRAM	8
SUNY FREDONIA’S 3-1-3 PROGRAM	9
PINE VALLEY HIGH SCHOOL DIPLOMA REQUIREMENTS.....	10
Sample Four Year Plan	12
SCHEDULING INFORMATION	13
Course Selection.....	13
The Scheduling Process.....	13
Helpful Hints To Your Course Choices.....	14
SCHEDULE CHANGES.....	14
Dropping a Course.....	15
Course Load.....	15
Promotion Policy.....	15
GPA & CLASS RANK	Error! Bookmark not defined.
Grade Point Average (Gpa)	Error! Bookmark not defined.
Grade Conversion Scale	Error! Bookmark not defined.
Class Rank.....	Error! Bookmark not defined.

Computing Class Rank	Error! Bookmark not defined.
Transfer Students	Error! Bookmark not defined.
Valedictorian & Salutatorian Determination	Error! Bookmark not defined.
NCAA Eligibility	17
Eligibility Basics	17
Student Application Process	Error! Bookmark not defined.
English	19
Honors English Program Requirements and Intentions.....	21
Enrollment Tracks and Criteria.....	21
Social Sciences	23
Science	28
Mathematics	32
Explanation of Accelerated Jr. High Mathematics Program	36
World Language	37
Physical Education & Health	38
Agriculture	41
Technology & Manufacturing	45
Art	48
Music.....	50
Business	52
Family & Consumer Sciences	54
Driver’s Education	55
5-Hour Pre-Licensing Course.....	55
Drivers Education Course.....	55
Career & Technical Education.....	56
What is it?	56
How do students pursue this educational option?.....	56
Program Options	56

COUNSELING DEPARTMENT

Counselors

Mrs. Laura Moeller - Grades 7-12

Mrs. Amanda Miller – Grades 7-8

Counseling Office Staff

Mrs. Stacy Chase - Secretary

In accordance with New York State educational mandates, the Pine Valley Central School District provides guidance and counseling services for each student. These services are based on the commitment that each student is a unique individual with varying interests, skills, and talents. Each student possesses particular potentials and limitations. School Counselors help students learn about themselves, their interests, their values, and their abilities so that each student can reach his/her potential.

School Counselors provide students with opportunities to secure and interpret information, to explore alternatives, to reach decisions and to carry out plans of action. School Counselors help students in the decision-making process and work with them to accept responsibility for their decisions and actions as they mature.

In addition, School Counselors assist parents and teachers through their specialized knowledge and skills. School Counselors keep up to date on the constantly changing information about individual students, careers, academic requirements, and post-secondary education that will benefit the student. School counselors provide:

1. A friendly, non-judgmental atmosphere where students can seek assistance dealing with personal questions or problems.
2. Opportunities for students experiencing academic difficulties to explore alternatives that will help them rectify the difficulties.
3. Opportunities for students to examine interests, values, aptitudes and abilities and the relationship of these personal traits to post-high school plans.
4. Assistance to each student in program planning and the selection of high school courses. This assistance ensures that students meet graduation requirements and develop appropriate plans for their future.
5. Opportunities for students, parents and teachers to share concerns and information regarding the academic, personal needs and progress of the student in a confidential and professional setting.
6. Information and suggestions for referrals to other services available to parents and students.

MIDDLE SCHOOL REQUIREMENTS

Grades 7 and 8 Course Requirements

All students shall be provided instruction designed to enable them to achieve, by the end of grade eight, State intermediate learning standards through:

- English language arts- two units of study
- Social studies- two units of study
- Science- two units of study
- Mathematics- two units of study
- Career and Technical Education (CTE) - technology education, family and consumer sciences, trade and technical subjects, business, agriculture, and/or health sciences - one and three fourths units of study
- Physical education as required (every other day, both years)
- The arts, including one half unit of study in the visual arts, and one half unit of study in music;
- Library and information skills- equivalent of one period per week in grades 7 & 8
- Languages other than English- two units of study and passing a locally developed test
- Career development and occupational studies

*Health education- one half unit of study (obtained in 6th grade)

Expected Course Load

Grade 7	Grade 8
English	English
Social Studies	Social Studies
Math	Math
Science	Science
Foreign Language (Spanish)	Foreign Language (Spanish)
Physical Education	Physical Education
Arts	Arts
CTE	CTE

COURSE DESIGNATIONS/ACCRONYMS

Regents (R)

These courses are offered to prepare students for the New York State Regents examinations and the NY Regents Diploma.

Honors (H)

These courses are enriched for students who have a strong, scholarly approach to the subject and who demonstrate a strong work ethic. Honors level courses are at a higher level than the Regents course.

Advanced Placement (AP)

These upper-level courses are offered at Pine Valley to further challenge students in the content areas and to prepare them for college level coursework. Students must be dedicated to the coursework as they require substantial commitment of time and effort by the students.

All students enrolled in an AP course are required to take the AP exam for that course at the end of each year. If the AP course content is also one to which a Regents examination is tied, students would be required to take the AP exam and the Regents exam (IE: US History, Global Studies, English Language Arts). These AP exams are administered nationwide in May by the College Board and testing will take place during the school day, here at Pine Valley. Registration and fees for the exams will be handled by the Guidance Office. Students who achieve a successful score on the AP exam may, at the discretion of their chosen college, receive college credit and/or advanced placement status.

College Connections with Jamestown Community College (JCC)

Pine Valley has partnered with Jamestown Community College to offer student the opportunity to earn college credits concurrently with high school credits. These dual enrollment courses are taught by PV faculty who are approved by and work closely with JCC.

Distance Learning (DL)

There are some courses which are taught via the Distance Learning Network. Students from multiple districts connect real time by video conference. The instructor may either be a PV faculty or one from a near district. There will always be a PV staff member present in all received DL classes.

Academic Intervention Assistance (AIS)

Teachers, counselors and administration work together to identify students in grades 7-8 to receive Academic Intervention Services in English Language Arts and Mathematics each year. Scores from New York State assessments as well as AIMSweb PLUS benchmark assessments are used to help identify students needing further assistance. Each child's progress within reading and/or math interventions will be monitored to help determined the length of time that continued interventions will be needed. These courses are not credit bearing courses and meet NYSED part 100 regulations.

Credit Recovery (CR)

Students who were unsuccessful obtaining or completing a credit required for graduation may be given the option to enroll in a Credit Recovery program. This program is an online, self-directed course with a

PV teacher supervising student progress. This type of course may or may not have a designated time within the student's schedule, depending on the student's academic availability.

DUAL ENROLLMENT PROGRAMS

JAMESTOWN COMMUNITY COLLEGE'S COLLEGE CONNECTIONS PROGRAM

What is it?

JCC's concurrent enrollment program offers a wonderful opportunity for students to get a head start on their post-secondary education by earning college credits while still in high school. These courses are taught at Pine Valley, during the regular school day, by PV Faculty. There is no charge for students to enter these courses; however there is a placement test requirement as well as general course prerequisites students must meet. Generally, these courses are reserved only for Juniors and Seniors. Students who successfully complete these courses may earn college credit.

Available courses are listed throughout this curriculum guide and are designated as "JCC".

How do students pursue enrollment?

The first step is for students to meet with their guidance counselor to discuss the courses they are interested in taking for the next school year. If the student expressed interest in one of these courses, the next step is to plan to take the ACCUPLACER (JCC's placement test). This test will be given at the school during the Winter or Spring (for placement the following school year). Each course has its own ACCUPLACER score requirement and the students have two chances to take the test and obtain the required scores pertaining to the course they want. Again, students must also meet the course prerequisite requirements prior to enrolling in one of these courses. Administration reserves the right to cancel a course if the minimum number of enrollments in the course is not met.

How does the ACCUPLACER test work?

ACCUPLACER testing will take place during the second semester of the year prior to the year you want to enroll in a College Connections course at PV. Testing will take place over one week and students will be scheduled based upon their current course schedule so as not to require the student to miss instructional time. If a student is absent or misses their test session, it is their responsibility to sign up for a make-up test with the Guidance Office. Information about make-ups will be given at a later date. Students are allowed one test and one retest session for each section of the ACCUPLACER. Students cannot be tested more than twice (students can test two more times the next school year if they are still in high school).

SUNY FREDONIA'S 3-1-3 PROGRAM

Program Description

The State University of New York at Fredonia started the 3-1-3 program in 1972 to give high school seniors a unique experience which combined high school classes taken with a student's familiar friends and faculty and on-campus college courses where 3-1-3 students meet exactly the same demands as a full-time college freshman. This program is not only about putting college credits on a high school transcript, but to also prepare students for future success in the college atmosphere.

Who should consider applying?

Admission standards are the same for 3-1-3 prospective students as they are for any incoming freshmen. Therefore, students interested in this program must be committed and motivated students with a strong academic history. This program can give academically focused students the opportunity to complete upper level coursework which may not be offered in the high school, and which will prepare them for the expectations and demand of college coursework.

It is also important for students to research their post-secondary options when considering the 3-1-3 program to verify that earned college credits would transfer to the future institution.

Balancing High School and College

There are many variations and possibilities to a student schedule as a 3-1-3 student. Students are required to take a 4th year of ELA and Social Studies. They are encouraged to continue into a 4th year of math and science as well. Students, parents, and the School Counselor and the Admissions Counselor at SUNY Fredonia will work closely together to guarantee a schedule that will meet the student's graduation requirements while also enriching their academic coursework.

Many 3-1-3 students are very active in their high schools and their schedules can be arranged in order to allow participation in most school activities. These students also find ways to be active and involved on the college campus as well. Students are able to choose for themselves the extent to which they want to stay involved with high school and to identify with the college.

Transportation

Students are responsible for their own transportation to the college campus for their classes. Students can opt to share rides with other 3-1-3 students from the District as long as all parties involved are in agreement.

Further information

An informative session occurs annually in February to share information, experiences, etc. with potential students. Please refer to www.fredonia.edu for more information or call their office at 716-673-3550.

PINE VALLEY HIGH SCHOOL GRADUATION REQUIREMENTS

The Principal will determine a pupil's eligibility for Pine Valley High School graduation. This determination will be based upon the student's official high school record.

<u>Regents</u>	<u>Regents Diploma w/ Advanced Designation</u>
<p><u>Credits</u></p> <p>4.0 English 4.0 Social Studies 3.0 Math 3.0 Science 1.0 Language other than English 1.0 Art or Music 0.5 Health 2.0 Physical Education 3.5 Electives</p> <p>Total: 22 credits for graduation</p>	<p><u>Credits</u></p> <p>4.0 English 4.0 Social Studies 3.0 Math 3.0 Science 3.0 Language other than English * 1.0 Art or Music 0.5 Health 2.0 Physical Education 1.5 Electives</p> <p>Total: 22 credits for graduation</p>
<p><u>Regents Exams</u> 5 required Regents exams with a score of 65 or higher as follows: 1 math, 1 science, 1 social studies, ELA and 1 Pathway Assessment (an additional Math, Science or Social Studies)</p> <p>OR</p> <p>4 required Regents exams with a score of 65 or higher as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential +</p>	<p><u>Regents Exams</u> 8 required Regents exams with a score of 65 or higher in one of the combinations as follows:</p> <p>Traditional Combination: ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 must be life science and 1 must be physical science)</p> <p>Pathway Combination (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), and either 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential</p> <p>STEM (Mathematics) Pathway Combination:</p>

	<p>ELA, 1 social studies 4 mathematics, 2 science (1 must be life science and 1 must be physical science)</p> <p>STEM (Science) Pathway Combination: ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science)</p>
--	--

* Language other than English Credit:

Students with a specific 5 credit sequence in Art, Music, or Career and Technical Education may substitute this coursework for the second language requirement. Please see the pathways outlined within the course descriptions for these pathways.

+ CDOS Credential:

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents that certifies a student has the standards-based knowledge and skills necessary for entry-level employment. The CDOS learning standards will be achieved through access to career and technical education (CTE) coursework and through opportunities to engage in school supervised work-based learning experiences, either in school and/or in the community. In addition, students must participate in career planning and preparation and have an employability profile demonstrating readiness for entry-level employment. Students may also be required to obtain the following:

- Complete 216 hours of CTE coursework
- Work-based learning (minimum of 54 hours)
- Obtained work readiness credential

More information about graduation requirements can be found on the NYS Education Department website.

Visit <http://www.p12.nysed.gov/ciai/gradreq/Documents/CurrentDiplomaRequirements.pdf> for current diploma requirements of students entering Grade 9 in September 2016.

Visit

<http://www.p12.nysed.gov/ciai/gradreq/Documents/CurrentDiplomaCredentialSummary.pdf> to access a chart that includes information on the required units of credit and examinations for a Regents diploma, a Regents diploma with advanced designation, a local diploma the CDOS Commencement Credential and the Skills and Achievement Commencement Credential.

Sample Four Year Plan

Students can use this chart as a guide to which classes they should be taking each year. There are various ways in which students can obtain the Regents or Advanced Regents diploma and each student is different. If there are multiple classes listed in a box below it is because it depends on the student and whether they are on an advanced academic path or a traditional path; students would only be taking one course per subject per year.

If a Regents exam is attached to a course it is designated with an **(R)**. Students must also remember to reference the Exam requirements for each diploma type, as in the chart on page 10.

	9th Grade	10th Grade	11th Grade	12th Grade
ENGLISH 4 Credits	English 9	English 10	- English 11 (R) - JCC English 1510/1530 (R)	- English 12 - JCC English 1530/ AP Lit
SOCIAL STUDIES 4 Credits	Global Studies 9	- Global Studies 10 (R) - AP World History (R)	- US History (R) - AP US History (R)	- Government/Ec onomics - AP Gov/ Economics
MATH 3 Credits	- Algebra I (R) - Algebra IA	- Geometry (R) - Algebra IB (R)	- Trigonometry/ Pre-Calc (R) - Geometry (R)	- Calculus - Trigonometry/ Pre-Calc (R)
SCIENCE 3 Credits	Earth Science (R)	Living Environment (R)	Chemistry (R)	Physics (R)
FOREIGN LANGUAGE 1 credit	Spanish 1 (E)	Spanish II	Spanish III	
HEALTH ½ credit		Health		
PHYSICAL EDUCATION 2 credits	Physical Education	Physical Education	Physical Education	Physical Education
ART/MUSIC 1 credit	- Studio in Art - Design & Drawing			
ELECTIVES 3 ½ credits	<i>Student's choice each year.</i>			

SCHEDULING INFORMATION

Course Selection

This course planner gives a brief description of content, prerequisites, and expectations of each course. Students should become familiar with the course catalog and other scheduling materials when planning out their high school pathway to graduation.

The school counselors meet with each student to discuss and select his/her courses for the following school year. Input is solicited from students, parents and faculty members in the course selection process. A student is given ample opportunity to make any necessary adjustments to his/her course selections prior to May 1st. Scheduling needs are made based upon student requests. Therefore, we expect students to honor their commitment to taking their requested courses.

1. Students are required to take a minimum of seven (7) academic courses per semester.
2. A copy of students' course selections can be mailed or sent home, as requested.
3. Requests to change course selections must be made through the school counselors and will be considered until May 1st.

Remember: High School Graduation Requirements do not equal College Admissions Requirements

It is important to note that MOST four year colleges require 4 units of math, 4 units of science, and 3-4 units of foreign language; therefore, it is crucial that students aim high and take challenging courses.

The Scheduling Process

A master schedule is developed based upon student course requests which are submitted by March of each year.

The Course Catalog and Course Request form can be accessed through the Counseling Office website or a hard copy may be issued upon request. Counselors will meet with students in individual appointments or in small groups to discuss the catalog, review graduation requirements, career planning, and assist in making preliminary course selections for the next school year.

Preliminary Steps for Students

1. Become familiar with the course planner
2. Study requirements for graduation
3. Review elective course offerings
4. Develop a sequence of required and elective courses to meet graduation requirements and to facilitate post-graduation plans
5. Discuss ability levels and course selections with teachers and counselors to ensure that you are maximizing your academic potential.
6. Parents are encouraged to be involved in the course selection process
7. Plan optimistically and realistically

Course Selection Meeting

1. Counselors will meet individually and in groups with students to review course selections

- a. Parents are encouraged to make appointments with a counselor to discuss their child's scheduling and four-year plan.
2. Review the recommendations of teachers and counselors with parents
3. Complete the course selection sheet with your counselor
4. Students will be asked to make alternate choices in case there are conflicts, or situations in which a course will not be offered due to insufficient enrollment.

Final Schedule Release

Students will receive a copy of their next year's schedule through PowerSchool in August, prior to the start of school and in ample time to make changes. Any requests for a schedule change should be made to the Counseling office at this time. Counselors will be available on a limited basis during the summer. Requests for schedule changes later in the summer will be considered but may not be able to be made for reasons of class size, etc.

Helpful Hints To Your Course Choices

This course catalog has been prepared to give you an overview of the courses that will be offered for Pine Valley Jr./Sr. High School students in the 2018-19 academic year. Course offerings are dependent upon two factors: 1) the number of students who desire to take the course and 2) the availability of the course within the student's schedule. Therefore, it is very important to discuss your strengths, weaknesses, and interests with your parent/guardian. It is recommended that you involve them in the critical decisions that you are facing. Additionally, you should discuss your options with other adults whose opinions you value such as teachers, employers, job coaches, mentors, and college admissions personnel.

Spend time reviewing this booklet carefully. Use all the resources you need to develop your academic schedule. Make sure that you include courses that:

- enable you to meet graduation requirements
- enable you to meet your post-secondary goals
- assist you in exploring new areas of interest
- assist you in developing new and/or special skills
- assist you in developing an appreciation of other academic areas

SCHEDULE CHANGES

Student schedules will not be changed after the first 10 days of school in September. Schedules may only be changed at this time for the following reasons:

- Because of an error or omission
- Adding a course required for graduation
- Requirement for post-graduation placement
- Required by a formal instructional planning committee (CSE, 504, AIS)
- Add a course in place of a study hall during the same period if room is available and the teacher can make accommodations for the addition

Dropping a Course

Dropping a course after the first 10 days of the year is only allowed under extenuating circumstances. Failing is not an extenuating circumstance. If a student is struggling in a class, they are encouraged to seek academic assistance with their teacher after school or during a free period.

The following steps must be taken before course drops/changes will be considered:

1. Student must express concerns with teacher and actively seek remediation.
2. Student should discuss concerns with parents or guardian.
3. If problem persists, a parent conference must be arranged between student, parent, and teacher.
4. If a solution cannot be found, the student must make an appointment with the School Counselor. The student can request an official Petition to Drop a Course after such meeting.
5. The student will complete this form and return it to the Guidance Office for final determination by the principal.

If a decision is made to drop a course:

1. Before the end of the 5th week of a 1st or 2nd semester course, the course will not be noted on the report card or transcript.
2. After the 5th week of the course, a drop will be noted on both the report card and the transcript.
3. No drops will occur after the 10 week point.
4. The School Counselor and Principal, in cooperation with the students and parents, will make every effort to fill the time slit with another course, not simply another study hall (should scheduling, course availability, and class size permit).

Other Notes/Considerations for Dropping a Course:

Dropping a course after the first 10 weeks will result in a designation on the student's report card and/or transcripts. If a student has a failing grade in the course prior to the drop, a "DF" or Drop Failing Score will be designated. If a student has a passing grade in the course prior to the drop, a "DP" or Drop Passing Score will be designated.

Course Load

Students are encouraged to take advantage of the programs offered by carrying a course load consistent with their abilities and interests and that allows them to meet all minimum requirements for New York State and the school district. Students are required to take, as a minimum, a schedule of courses equivalent to SEVEN credits per semester, plus Physical Education.

Promotion Policy

High school students will advance each year based on cumulative credits earned. In order to be determined a senior, students must be eligible and on schedule to graduate at the end of that year.

NCAA ELIGIBILITY

The National Collegiate Athletic Association is an organization dedicated to providing a pathway to opportunity for college athletes. More than 1,100 colleges and universities are members of the NCAA to support college athletes. There are multiple divisions of college athletics and each offers a unique opportunity for athletes. Schools in Division I and II provide scholarships annually to student athletes.

Eligibility Basics

College-bound student-athletes who want to compete at a NCAA Division I or II school need to meet certain division-wide and amateurism standards. Students who plan to attend a Division III school need to meet the admission standards of the school they plan to attend.

1. Complete a total of 16 core courses in the following areas (each division determines separate amounts of each subject area):
 - a. English
 - b. Math
 - c. Natural/physical science
 - d. Social science
 - e. Additional courses in any area listed above, foreign language, or religion/philosophy
2. Complete all courses above in eight academic semesters or four consecutive years.
3. Earn an SAT combined score or ACT sum score that meets the criteria listed by the NCAA.

Student Application Process Grade 9

- Students should speak with their school counselor to ensure they are taking the right courses and are on the right path to apply with the NCAA.

Grade 10

- Students should register with NCAA Eligibility Center at www.eligibilitycenter.org

Grade 11

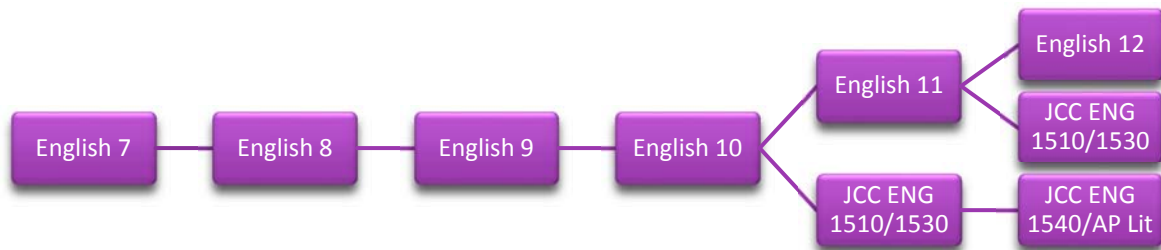
- Students check with counselor to make sure he/she will graduate on time and has all the required NCAA core courses.
- Students should take the ACT or SAT. During the registration process, students should fill in the school code 9999 to share their scores with the NCAA.
- At the end of the year, the counselor will provide the student's official school transcripts to the NCAA.

Grade 12

- Students should finish the last NCAA core courses.
- Students could take the ACT or SAT again, if necessary, and should submit his/her scores to the NCAA again using the school code 9999.
- After April 1, students should request final amateurism certification decision from the NCAA.
- After graduation, the counselor will provide a final official transcript to the NCAA.

COURSE DESCRIPTIONS

ENGLISH



ENGLISH 9

Grade: 9

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

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

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.

HISTORY OF FILM & CINEMATOGRAPHY

Course Length:

Elective

Potential Credit: 0.5

Films and movies have had a huge impact on our culture and our lives. This course will explore the movies that have impacted our world and the technology/ cinematography that has changed the experience for us. When in class expect to watch films, analyze the choices that the director/ producer/ actors/ designers have made and the impact that has had on the audience. Then we will put all that we have learned together to create our own films.

CREATIVE WRITING

Course Length:

Elective

Potential Credit: 0.5

Designed to aid students in their creative expression, as well as the delivery of one's own writing. Students will be exposed to a variety of writing genres to assist them to understand, analyze, imitate and then produce pieces of writing which conform to these genres. The writing process will be emphasized, as will be teacher, peer and self-critique. Students will write, revise, critique, and publish their creative works.

JOURNALISM & BROADCASTING

Course Length:

Elective

Potential Credit: 0.5

This is a course designed for students interested in newspaper and broadcast journalism, and provides students with the opportunity to develop their skills as a writer. The course explores the contemporary media and ethical responsibility issues inherent in press today. Students will learn the fundamentals of news, feature, editorial, and sports writing. Students will create numerous original stories using varied structures and writing techniques.

HONORS ENGLISH PROGRAM REQUIREMENTS AND INTENTIONS

During students' junior or senior year, they have the opportunity to participate in a sequence of Honors English Curriculum which includes college level courses (in conjunction with Jamestown Community College). Students must meet grade criteria in their previous English courses and take the ACCUPLACER, which is a placement test. After meeting those criteria, students will be enrolled in one of two sequences, outlined below. Each course is taken for one semester and each college level course has the potential attainment of 3 college credits. Specific course descriptions are below.

ENROLLMENT TRACKS AND CRITERIA

- Entering the Honors English Program in their **Junior** year:
 1. If successful with each criterion below, students are eligible to be enrolled in the Honors English Program:
 - Students must acquire a 90% or higher average in their 10th grade English course.
 - Students will take and must master the English Regents exam in June of their 10th grade year
 - Students must take and pass the ACCUPLACER (college admissions exam) in Reading and Writing.
 2. Student's Junior year would consist of enrollment in JCC 1510 in the first semester and enroll in the ENG 1530 course for the second semester.
 3. As Seniors, they would continue with ENG 1540 in their first semester, then AP English Literature in their second semester.
- Entering the Honors English program as a **Senior**:
 1. If successful with both criteria below, students are eligible to be enrolled in the Honors English Program:
 - Students must acquire a 90% or higher average in their 11th grade English course.
 - Students must take and pass the ACCUPLACER (college admissions exam) in Reading and Writing.
 2. Senior's schedules would consist of a first semester of ENG 1510 and second semester of ENG 1530.

ENG1510: COLLEGE COMPOSITION I (JCC)

College Level

Grade: 11-12

Potential Credit: 0.5 HS/ 3 college

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. Potential attainment of 3 college credits.

JCC ENG1510 Prerequisite: Admission based on placement test score.

ENG1530: COLLEGE COMPOSITION II (JCC)

College Level

Grade: 11-12

Potential Credit: 0.5 HS/ 3 college

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. Potential attainment of 3 college credits.

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

ENG1540: Writing About Literature (JCC)

College Level

Grade: 12

Potential Credit: 0.5 HS/ 3 college

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, and 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. Potential attainment of 3 college credits.

JCC ENG1540 Prerequisite: completion of JCC's ENG1530

AP English Literature & Composition

Advanced Placement

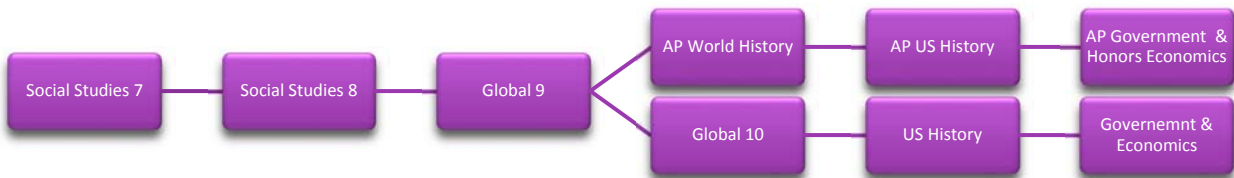
Grade: 12

Potential Credit: 0.5 HS/ 3 college

Advanced Placement Literature and Composition centers on fostering the ability to read closely and analyze insightfully what the College Board calls "imaginative literature." Most of the content of the course is designed to provide a college level English experience: the reading, writing, and thinking require considerable abilities in literary studies, concerted effort, and the dedication necessary to flourish in a demanding academic environment. The literature in the curriculum draws from American and British traditions and ranges from the dawn of British literature to the twentieth century. While much of the course is organized according to the chronology of British literature, supplemental works and texts are included to facilitate a proficiency in literary pursuits. Students will read a comprehensive range of short fiction, poetry, excerpts from longer works, plays, and novels. Potential attainment of 3 college credits.

Prerequisite: completion of all three JCC courses above

SOCIAL SCIENCES



GLOBAL STUDIES 9

Grade: 9

Potential Credit: 1

Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. A Regents Exam will be taken at the end of the 10th grade year.

GLOBAL STUDIES 10

Grade: 10

Regents Exam

Potential Credit: 1

Grade 10 begins with a brief look back while focusing on the early 1700s and provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last four key ideas focus on global issues and a more thematic approach is taken. A Regents Exam will be taken at the end of the 10th grade year.

A.P. WORLD HISTORY

Grade: 10

Regents Exam & AP Exam

Potential Credit: 1

The AP World History course focuses on developing students' understanding of the world history from approximately 8000 BCE to the present. This college-level course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods

Advanced
Placement

(analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. Students will take the AP exam and the Regents Exam at the end of the 10th grade year.

Prerequisite: *Students wishing to enter this course in must have completed Honors Global 9 with a 90% or higher or a 95% or higher in Global 9 and acquire prior teacher's recommendation.*

US HISTORY & GOVERNMENT

Grade: 11

Regents Exam

Potential Credit: 1

Grade 11 begins with the colonial and constitutional foundations of the United States and explores the government structure and functions provided in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, evolving social beliefs and behaviors, and the nation's place in an increasingly globalized and interconnected world.

A.P. U.S. HISTORY

Advanced Placement

Grade: 11

Regents Exam & AP Exam

Potential Credit: 1

The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about U.S. history from approximately 1491 to the present. Students are required to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth.

Prerequisite: *Students wishing to enter this course in must have completed AP Global with a 90% or higher or a 95% or higher in Global 10 and acquire prior teacher's recommendation.*

PARTICIPATION IN GOVERNMENT

Grade: 12

Potential Credit: 0.5

This course examines the foundations of our American democracy, calling attention to the importance of voting and other methods of participation in government and civic life. In order to equip students to navigate in the digital age, the importance of information and the need to be able to access and evaluate information should be integrated throughout the course. All levels of government are encompassed within the course affording the opportunity to utilize local

resources. Each unit provides an opportunity for comparison of our governmental system with that of other countries. Content specifications are not included so that the course can adapt to present local, national and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings.

Requirements: *Students are required to complete three participation requirements including: attending a Town Board meeting, attending a Board of Education meeting, and completing the school required volunteer service hours.*

AP GOVERNMENT & POLITICS

Advanced
Placement

Grade: 12

AP Exam

Potential Credit: Credit: 1

(Distance Learning Course) AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

Prerequisite: *Students wishing to enter this course in must have completed AP US History with a 90% or higher or a 95% or higher in US 11 and acquire prior teacher's recommendation.*

ECONOMICS

Grade: 12

Potential Credit: 0.5

“The Economics of Free Enterprise in a Global Economy” examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances in a global economy. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States and the role of entrepreneurs in our economy, as well as the impact of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges. Content specifications are not included so that the course can adapt to present local, national and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings.

HONORS ECONOMICS

Grade: 12

Potential Credit: 0.5

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.

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 enrichment activities.

Prerequisite: Students wishing to enter this course in must have completed Honors US 11 with a 90% or higher or a 95% or higher in US 11 and acquire prior teacher's recommendation.

HISTORY OF WAR

Grade: 9-12

Elective

Potential Credit: 0.5

This new course is meant for the military history fan. The course will learn about the military history of American and the World. We will discuss the interaction between society and the military and technology and techniques, from 1754 (French and Indian War) to today. The course will focus on styles of warfare, technology of war, and the types of military. We will look at the impact war has had upon society both positively (nationalism/economic, etc.) and negatively. We will also investigate how political and societal changes have influenced the nature of warfare in American history. We will focus on primary and secondary sources to investigate the life of a soldier during the war, while also using documentaries and films to be able to visualize battles and wars. Students will be required to complete a research project and presentation on an American War of their choice during the course.

LOCAL HISTORY

Grade: 9-12

Elective

Potential Credit: 0.5

Local History is a new course designed to study the history and current happenings of our community. Focusing on our local Pine Valley Community includes the study of; Cherry Creek, South Dayton, Hamlet, Conewango Valley, Leon and others. We will also expand to include the counties of Chautauqua and Cattaraugus. Sources will include the Cherry Creek News, Cherry Creek A History, History of Dayton, History of Dayton 1900-1985, History of Chautauqua County and others.

HISTORY THROUGH FILM

Grade: 9-12

Elective

Potential Credit: 0.5

History through Film is an elective class that will view historical events through "Hollywood" movies, rather than books and documentary films. We will not only use these films to learn about past events, but will research them to determine their validity. Such films which may be

watched include; Gettysburg, Glory, Nicholas and Alexandra, Windtalkers, Gandhi, The Patriot, Last of the Mohicans, Thirteen Days and others.

SPORTS HISTORY

Grade: 9-12

Elective

Potential Credit: 0.5

This elective is meant for the sports fan. We will be looking at a variety of sporting events and people. Current sporting events as well as those from the past will be observed and studied. Students will get to pick their area of interest.

PSY1510: GENERAL PSYCHOLOGY (JCC)

College Level

Grade: 11- 12

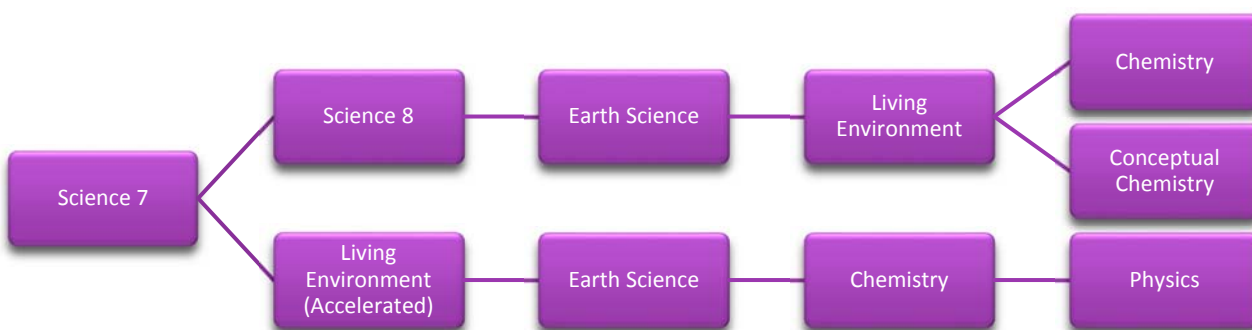
Elective

Potential Credit: 0.5 HS / 3 college credits

Students will demonstrate an understanding of theories and research as they apply to fundamental concepts in psychology. As they complete readings and activities on the history of psychology, models of learning, biology and behavior, personality theory, psychological disorders, social psychology and other selected topics students will apply their knowledge to better understand the causes of thought, feeling, and behavior. They will be able to comprehend and apply the methods of scientific inquiry to the science of psychology. Potential attainment of 3 college credits.

Prerequisite: *Admission based on ACCUPLACER placement test score.*

SCIENCE



EARTH SCIENCE

Grade: 9

Regents Exam

Potential Credit: 1

This is a laboratory course of study that will prepare students for the Regents examination and future science classes. By handling materials and doing experiments, the successful student will learn to identify rocks, minerals, fossils, stars and planets. The student will develop a basic understanding of major theories that explain weather, earthquakes, volcanoes, and the history of the Earth. Human effect on the environment, conservation, and climate change will also be investigated. The student is required to work with various pieces of scientific equipment with an emphasis on accurate measurements. The use and interpretation of references tables to answer multi-step questions is required.

LIVING ENVIRONMENT

Grade: 10 (or Accelerated 8)

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

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
- Nuclear chemistry
- Acid-based chemistry
- Organic chemistry

Prerequisites: Successful completion of Earth Science and Living Environment.

CONCEPTUAL CHEMISTRY

Grade: 11

Potential Credit: 1

This course is designed to build on the scientific knowledge you have acquired in earlier science courses. The students enrolled in this class will be instructed using hands on techniques for inquiry based learning. We will focus on the chemistry that is present in your daily lives and routines, such as brushing your teeth, doing laundry and simply breathing and eating. Another major component of this course will be researching careers related to the topics discussed and learned in this course. The term “chemistry” refers to the study of the composition and properties of matter, and the changes that it may undergo. This course is going to be centered on the following main ideas:

- Matter and Measurement
- Atomic Concepts
- The Periodic Table and Bonding
- Physical Behavior of Matter
- Solutions
- Acids/Bases/Salts

CHE1500: INTRO TO CHEMISTRY (JCC)

College Level

Grade: 10-12

Potential Credit: 1 HS / 3 college

Students will investigate fundamental concepts of chemistry from a theoretical approach using basic scientific tools of measurement and problem solving. Topics include atomic structure, nomenclature, bonding, periodic behavior, chemical equations, acids and bases, gases, liquids, solids, and properties of solutions. The course is for students with little or no chemistry background and/or who wish to continue in CHE 1550. This course will be co-seated with Regents Chemistry. Potential attainment of 3 college credits.

Prerequisites: Successful completion of Algebra I and Algebra II. ACCUPLACER Reading score 80+, ACCUPLACER Writing score 4+

PHYSICS

Grade: 12

Regents Exam

Potential Credit: 1

This course will explore the laws that govern our everyday lives. Students will delve into the science of car crashes and collisions, roller coasters, race cars, electricity, and even bending light. In the lab portion of the course they will get to experiment with these concepts, often developing their own experiments. Physics does require basic algebra (solving for "x"), but discovers many real world applications of algebra. The course will prepare students for the physics regents in both content, and lab required time. Primary topics include Motion, Forces, Energy and Momentum, Electricity, Waves, and Modern physics.

Prerequisites: Successful completion of Algebra 2 and Chemistry.

ENVIRONMENTAL SCIENCE

Grade: 10-12

Elective

Potential Credit: 1

This class will "study interactions among human systems and those found in nature". Topics that will be investigated and discussed include Earth Systems and Resources (atmosphere, global water and use, earth science concepts, soil and soil dynamics), Living World (ecosystem structure and diversity, energy flow, natural ecosystem change, natural bio geochemical cycles), Population (human population, population biology concepts), Land and Water Use (agriculture, forestry, rangelands and other land use, mining, fishing, global economics), Energy Resources and Consumption (energy concepts and consumption, energy conservation, fossil fuel resources and use, nuclear energy, hydroelectric power, renewable energy), Pollution (pollution types, impacts on the environment and human health, economic impacts, politics), Global Change (stratospheric ozone, global warming, and loss of biodiversity). Projects and in class work will investigate these topics.

TOPICS OF SCIENCE

Grade: 10-12

Elective

Potential Credit: 1

This class will be mini studies of topics of the physical sciences. The mini studies will be investigated and discussed by in class work/projects. Topics that are possible are age of dinosaurs (geological history, different types of dinosaurs), natural disasters (earthquakes, tornadoes, tsunamis, etc.), mapping (different types of maps, geography, and GIS), astronomy(stars, planets, comets, etc.), Renewable Energy Sources (hydro., nuclear, solar, etc.), oceanography (water ways), conservation (animals/plants, laws etc.), magnetism, electromagnetic waves, GPS, and any other topics that are of interest to teacher/student. The mini studies will change every 3-5 weeks according to hands on projects.

BIO1575: BIOLOGY: A MOLECULAR APPROACH (JCC)

College Level

Grade: 12

Potential Credit: 1 HS / 4 college credits

Students will understand how science is actually performed, with a special emphasis on the interdisciplinary nature of science. Basic principles of biology will be taught in context of fundamental principles of chemistry and physics to broaden understanding of the natural world. Students will perform research projects that focus on gene expressions/cell biology and ecosystems to reinforce these basic principles. Additionally, through their authentic applications of scientific method, students will learn basic skills like laboratory relevant math, reagent preparation, lab notebook keeping skills, pipetting and micro pipetting skills, etc. Potential attainment of 4 college credits.

Prerequisite: ACCUPLACER Writing score of 4-6 and co-enrolled in ENG1510 or 7+, ACCUPLACER Reading score of 80+, Algebra score of 57+ & successful completion of HS Regents Chemistry.

ANATOMY & PHYSIOLOGY

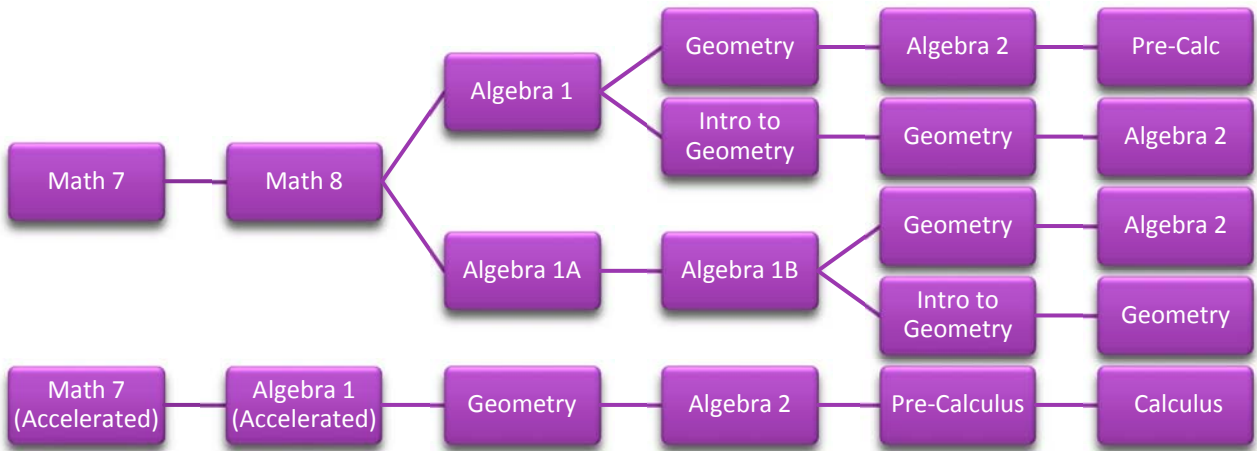
Grade: 10-12 Elective

Elective

Potential Credit: 1

Study of structure and function of cells, tissues, skeletal, muscular, and nervous systems. Introduces common human disease processes.

MATHEMATICS



ALGEBRA I- A

Grade: 9

Potential Credit: 1

Algebra 1A 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: *Math 8*

ALGEBRA I- B

Grade: 10

Regents Exam

Potential Credit: 1

Algebra 1B 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 I-A*

ALGEBRA I

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: *Math 8*

INTRO TO GEOMETRY

Grade: 10-11

Potential Credit: 1

This is a non-regents class for students who have completed Integrated Algebra or Algebra A and B and wish to continue their math education without requiring a Regents exam. Intro to Geometry helps prepare students who are interested in taking Geometry but do not meet the pre-requisites or wish to have another math credit towards graduation. 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.

Prerequisite: *Algebra I or Algebra I-B*

GEOMETRY

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: *Algebra I or Algebra I-B*

ALGEBRA II

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: *Geometry*

College Level

MAT1590: COLLEGE ALGEBRA/TRIGONOMETRY

Grade: 11-12

Potential Credit: 0.5 HS / 3 college credits

Students will learn algebra and trigonometry topics necessary to prepare them for the student of precalculus. Topics include one-to-one functions and their inverses and graphs, polynomial and rational functions and their applications, radicals and exponents, complex numbers, and trigonometric functions. Problem-solving and applications are emphasized. Potential attainment of 3 college credits

MAT1600: PRE-CALCULUS (JCC)

College Level

Grade: 11-12

Potential Credit: 0.5 HS / 4 college credits

This is a fourth-year 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. Potential attainment of 4 college credits.

*For students who qualify as below, students in this course could also earn 4 college credits with JCC. **JCC's course description:*** Students will learn topics necessary for studying calculus and discrete mathematics. Algebra topics include rational and polynomial functions. Trigonometry topics include graphs, identities, half and double-angle formulas, and inverse trig functions. Other topics include exponential and logarithmic functions, and an introduction to limits. An approved graphing calculator is required.

Prerequisite: *ACCUPLACER College Math score 40+ and Algebra II*

MAT1710: CALCULUS & ANALYTIC GEOMETRY I (JCC)

College Level

Grade: 12

Elective

Potential Credit: 0.5 HS / 4 college credits

(Distance Learning Course) Students will study the fundamental concepts of calculus. Topics include an introduction to analytic geometry, functions, limits and continuity, and derivatives and integrals and their applications. An approved graphing calculator is required. A computer algebra system such as DERIVE is incorporated into the course. Potential attainment of 4 college credits.

Prerequisite: *Pre-Calculus*

MAT1720: CALCULUS & ANALYTIC GEOMETRY II (JCC)

College Level

Grade: 11-12

Elective

Potential Credit: 0.5 HS / 4 college credits

(Distance Learning Course) Students will further their study of calculus. Topics include applications of the definite integral such as volume, surface area and arc lengths, logarithmic and exponential functions, trigonometric and hyperbolic functions, techniques of integration, polar coordinates, parametric equations, improper integrals, and sequences and series including power series and Taylor series. An approved graphing calculator is required. A computer algebra system such as DERIVE is incorporated into the course. Potential attainment of 4 college credits.

Prerequisite: JCC MAT1710

MAT1500: PROBLEM SOLVING WITH MATH (JCC)

College Level

Grade: 11-12

Elective

Potential Credit: 0.5 HS / 3 college credits

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. Potential attainment of 3 college credits.

Prerequisite: *Completed Geometry/Algebra II (or co-enrolled in Algebra II) at high school level and passed both Regents exams. JCC placement test with a reading score of 80+ & Algebra score of 57*

MAT1540: ELEMENTARY STATISTICS (JCC)

College Level

Grade: 11-12

Elective

Potential Credit: 0.5 HS / 3 college credits

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. Potential attainment of 3 college credits.

Prerequisite: *Completed Geometry/Algebra II (or co-enrolled in Algebra II) at high school level and passed both Regents exams. JCC placement test with a Reading score of 80+ and an Algebra score of 76+*

ACCELERATED JR. HIGH MATHEMATICS PROGRAM

Pre-requisites for Accelerated Jr. High Math

The following will be reviewed but are not limited to:

- 6th grade math average of 85% or above
- 5th & 6th state test score- Level 4 or high Level 3
- Teacher recommendation
- Evaluation of progress will be continual

Accelerated Jr. High Math 8 (Algebra I):

Upon successful completion of Accelerated Math 7, students will be placed in Algebra I after the following has been reviewed:

- 7th grade state test score – Level 3 or 4
- 7th grade math average- 85% or higher
- 7th grade final exam grade- 85% or higher
- Teacher recommendation
- Local assessment measures (AimsWeb)

This class may have a mix of 8th and 9th grade students. Student progress will be monitored throughout the course. If students class average, test scores, and local assessment measures are of concern, placement in Math 8 may be discussed.

WORLD LANGUAGE



SPANISH I

Grade: 9

Potential Credit: 1

This is a full year course covering material in the 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.

Note: This class is for students that did not pass Spanish 7, Spanish 8 and the Regional Assessment or those needing 1 unit of high school credit in a second language.

SPANISH II

Grade: 9-10

Potential Credit: 1

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

Prerequisite: *Successful completion of Spanish I or after a Spanish I credit was granted after success in Middle School Level Spanish*

SPANISH III

Grade: 10-11

Regional Assessment

Potential Credit: 1

Students in Spanish III continue to prepare for the Regional Comprehensive Exam 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: *Successful completion of Spanish II and teacher recommendation.*

PHYSICAL EDUCATION & HEALTH

PHYSICAL EDUCATION

Grade: 9-12

Potential Credit: 0.5

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.

HEALTH

Grade: 9-12

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.

PERSONAL TRAINING

Grade: 9-12

Elective

Potential Credit: 0.5 Elective

This elective course for students who would like the opportunity during the school day to learn and participate in various Strength and Conditioning techniques. Students will design personalized fitness plans based on the principles of fitness and practice these routines each class. Students will also be assigned tasks throughout each quarter that will give them exposure to certain fitness and wellness topics. Students will participate in different training areas that will allow them the opportunity to explore all of the possibilities. Students complete fitness evaluations to identify areas of strength, success, or needed improvement. After the first evaluation, students who wish to focus on a specific area such as strength, speed, power, endurance, agility, and/or flexibility needed to improve performance in a specific sport or activity will be guided to design and follow a self-directed program. Their progress will be monitored and tracked throughout the course of the year.

SWIMMING

Grade: 9-12

Elective

Potential Credit: 0.5 Elective

Need description

ELECTIVE COURSE DESCRIPTIONS

AGRICULTURE



AGRICULTURE, FOOD AND NATURAL RESOURCES (AFNR)

Course length: 1 yr.

Potential Credit: 1 Elective

The agriculture, food and natural resources (AFNR) industry is a highly technical and ever-changing sector of the global economy upon which everyone is dependent. We will investigate agriculture here in Chautauqua and Cattaraugus County and compare these to other areas in New York State and around the world. Students will also discover what the FFA is all about in this foundation class. Students will explore each of the following AFNR career pathways:

1. Agribusiness Systems
2. Animal Systems
3. Biotechnology Systems
4. Environmental Service Systems
5. Food Products and Processing Systems
6. Natural Resource Systems
7. Plant Systems
8. Power, Structural and Technical Systems.

AGRICULTURAL ENGINEERING

Course length: 1 yr.

Potential Credit: 1 Elective

Students enhance their mechanical science by studying the physics involved in the design and operation of agricultural equipment. Students use repair and maintenance manuals to properly maintain equipment and engines. Students utilize skills through “hands-on” applications where they design and build projects, fix machinery and learn safe machine shop management. Farm electricity, concrete, pneumatics, structures, hydraulics, irrigation and plumbing are covered in class. This course is offered every other year.

Prerequisite: Design & Drawing

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. This course is offered every other year

Prerequisite: Design & Drawing

AGRICULTURAL ENTREPRENEURSHIP AND BUSINESS

Course length: 1 yr.

Potential Credit: 1 Elective

Class projects will include marketing an agricultural product, sales techniques, partial and whole budgeting, break-even analysis, record keeping, business management, computer applications and public relations skills. Students who are interested in farming or who plan to have an agricultural career should consider this class. Learn what it takes to be successful and how to market your commodities. Public speaking and presentation skills will be developed in and out of the classroom as you learn about Robert's rules of order and Parliamentary Procedure. If you are looking for skills to succeed after high school or learn what Agriculture has to offer, this is the class for you!

PLANT & SOIL SCIENCE

Course length: 1 yr.

Potential Credit: 1 Elective

Explore the horticulture and landscaping industry in this class. We'll also learn about crop cultivation, golf management, pruning, gardening, lawn care, composting and identification of flowers, fruits, shrubs, grasses, and vegetables. Students will have the opportunity to create their own landscape designs and provide seasonal maintenance on existing landscaped areas at the school. Students will look at how soils are formed, classified, improved, and harvested. This course is recommended for students interested in working with plants, both as ornamental and food enterprises.

ANIMAL SCIENCE I

Course length: 1 yr.

Potential Credit: 1 Elective

(Distance Learning Course) This course involves a comprehensive study of the most common 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

Distance
Learning

reproduction are studied. The judging of each species will be covered in detail as well. Some exotic species and common pets such as fish, cats and dogs will be covered as well.

**This course can be used as the 3rd unit of science credit for your graduation path.*

WILDLIFE MANAGEMENT

Course length: 1 yr.

Potential Credit: 1 Elective

The history of wildlife indigenous to our area will be the focus of this class. It is highly recommended for students interested in being outdoors, whether on a farm, hunting, fishing, hiking, camping or for those who are involved in the local Envirothon contest. Wildlife management from habitat analysis to reporting data to the NYS DEC will be covered along with predator trapping techniques. Things like planning and implementing a food plot successfully and the laws governing wildlife regulations will make more sense after completing the class. Ecological concerns such as pollution, deforestation and more will also be investigated.

WLD1200: SAFETY AND CUTTING (JCC) / WELDING I

College Level

Course length: 1

Potential Credit: 1 Elective Credit: 1 Elective / 3 college credits

Students start off with an introduction to the history of metals, shop safety and metal ID. A tool box will be their first metal project. Torch Cutting (OAC) and welding techniques will help students design and build small projects throughout the year. Plasma cutting, GMAW welding, and auto body repair techniques will be practiced as a part of this class. Torch (OAW) skills will be learned as students create boats during our brazing and bending units. Mill and lathe skills will be covered throughout the course of the year as well.

Prerequisite: *Design & Drawing. ACCUPLACER Reading Score 70+ & one year of Algebra.*

WLD1350: INTRO TO SHIELDED METAL ARC WELDING (JCC) / WELDING II

College Level

Course length: 1 yr.

Potential Credit: 1 Elective / 3 college credits

Welding codes and symbols will be covered as you practice SMAW (stick welding) in various positions throughout the year. Fabricating projects from scratch and blueprints will put your SMAW skills into practice. Students will be taught how to use the GTAW (TIG) equipment and build functional weldments. Each class member is expected to build an extensive project before the completion of the year as part of their portfolio. Cast iron repair, stainless steel work and aluminum welding will also briefly as part of this class.

Prerequisite: *Welding I*

WLD1360: GAS METAL ARC WELDING (JCC) / WELDING III

College Level

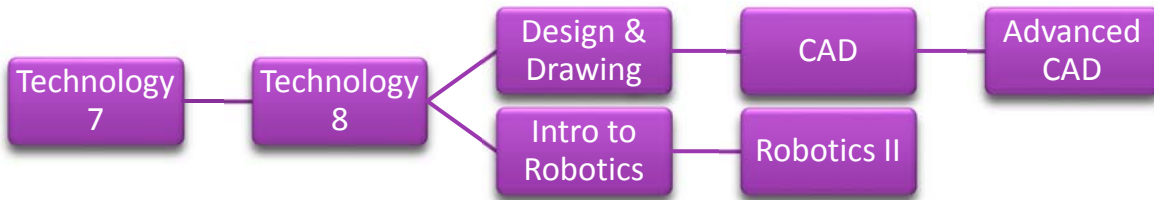
Course length: 1 yr.

Potential Credit: 1 Elective / 3 college credits

Metal working skills and fabrication will take on a new form 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.

Prerequisite: *Welding II*

TECHNOLOGY & MANUFACTURING



DESIGN AND DRAWING

Course length: 1 yr.

Potential Credit: 1 Elective

Design and Drawing 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).

**Students may take Design and Drawing at any point during their high school career. Design and Drawing can be used to satisfy the Art/Music graduation requirement. In order to finish this sequence a student would have to take Design and Drawing in either their 9th grade or 10th grade year.*

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

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.

INTRODUCTION TO ROBOTICS

Course length: 1 yr.

Potential Credit: 1 Elective

The science and technology relating to computer-controlled mechanical devices such as the automated tools commonly found on automobile assembly lines. In this class you will be required to utilize creative thinking skills in the design, construction, and programming of robots. The use of robots while once limited to extremely advanced projects has since be brought to menial tasks such as sweeping the floor or cleaning a pool. Lego nxt 2.0 will be utilized for the majority of the class in robotic design and programming. Students will explore automated systems that contain feedback and those that do not. Students will gain an understanding of basic mechanical principles such as gears and pulleys. Various projects will be assigned throughout the school year. Projects usually start basic and build on previous lessons. Students will have input on the criteria for projects.

ADVANCED ROBOTICS

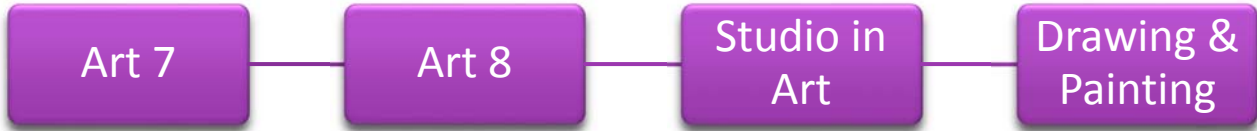
Course length: 1 yr.

Potential Credit: 1 Elective

This class will build on all the concepts that were previously introduced in robotics.

- VEX robotic systems will be utilized in this class.
- Students will explore the automated concepts that VEX allows for.
- Various projects will be assigned throughout the school year. Projects usually start basic and build on previous lessons.
- Students will have input on the criteria for projects.

ART



STUDIO ART

Course length: 1 yr.

Potential Credit: 1 Elective

This is the foundational course in Art and 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.

DRAWING & 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. Variety of drawing and painting media used includes graphite, colored pencil, pastels, tempera, and oil paint.

DIGITAL MEDIA & FILM

Course length: 1 yr.

Potential Credit: 1 Elective

This course introduces the tools, techniques, and concepts behind the production of digital media through the practice of good design.

DRAMA AND STAGE ACTING

Course Length: Semester or Every Other Day All Year

Potential Credit: Credit: 0.5 Elective

“Drama and Film” is designed to allow students to actively explore the many aspects of the drama genre. We will be acting and designing from pre-made scripts, writing original scripts and screenplays, and analyzing movies (including director’s and actor’s choices). Be ready to have fun in this active class.

ADVANCED DRAWING/SENIOR PORTFOLIO

Course length: 1 yr.

Potential Credit: 1 Elective

This course is intended for Seniors only. In this course students spend the entire year developing a body of work (8-10 pieces) to exhibit at the end of the year in an Art Showcase. In addition to their artwork students will construct an Artist Thesis about their work and vision as an artist. Students in this course will also develop a Portfolio (digital as well as hard copy) that are required for admission into college. Due to the nature of this course a high level of autonomy and intrinsic motivation is required and only students who are truly interested in pursuing Art should enroll.

Prerequisites: *Studio in Art, Drawing & Painting and one other art elective*

MUSIC

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 THEORY

Course length: 1 yr.

Potential Credit: 1 Elective

Music Theory will explore the building blocks of music including melody, rhythm, harmony, and form. The class will include composing, playing, and visiting musical forms popular throughout history from the Middle Ages and Renaissance through the 21st Century.

MUSIC IN OUR LIVES

Course length: 1 yr.

Potential Credit: 1 Elective

A music appreciation course that would incorporate foundational musical elements such as rhythm, composition, and culture into a world perspective. Elements of the class would include listening and experiencing various world music, performing on folk instruments (guitar and/or ukulele, keyboard, bass), composing varying forms of music, and experiencing important and archetypal musical compositions.

AUDIO ENGINEERING

Course length: 1 yr.

Potential Credit: 1 Elective

Need description

SMALL ENSEMBLE

Course length: 1 yr.

Potential Credit: 1 Elective

Need description

SELECT CHOIR

Course length: 1 yr.

Potential Credit: 1 Elective

Need description

BUSINESS

CAREER & FINANCIAL MANAGEMENT (CFM)

Course length: Semester or Every Other Day All Year

Potential Credit: 0.5 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.

ACCOUNTING

Course length: 1 yr.

1 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 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

Distance
Learning

- Unit 7: Family Law

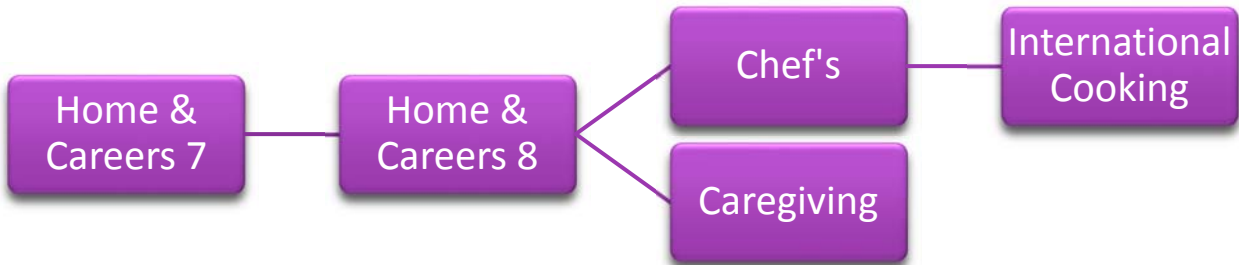
COMMUNICATIONS & MARKETING

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.

FAMILY & CONSUMER SCIENCES



CHEF'S CLASS

Course length: 1 yr.

Potential Credit: 1 Elective

Chefs class is a full year course designed to acquaint high school students with basic nutrition principles and food preparation techniques. Laboratory experiences will be an integral part of this course. In addition, students will also become familiar with safety and sanitation guidelines and career opportunities.

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. During the first semester the emphasis is on baking and pastry. Topics include breads, cakes, pies and restaurant style desserts.

Prerequisite: Chef's Class

CAREGIVING THROUGH THE LIFESPAN

Course length: 1 yr.

Potential Credit: 1 Elective

Experiences in the Parenting course are designed to assist students in developing an understanding of the parenting process from birth through elder care. Competencies developed in this course will be useful to anyone who lives with, associates with or works with children or the elder population. The course is designed to address the roles and responsibilities of parenting, societal conditions and influences on the family, human growth and development, and community and family support services. Students will analyze their interest in pursuing a career that involves working with children or the elderly.

DRIVER'S EDUCATION

5-Hour Pre-Licensing Course

The goals of the NY State's comprehensive statewide highway safety program are to prevent motor vehicle crashes, save lives and reduce the severity of injuries suffered in crashes. This pre-licensing course aims to address these goals and is committed to educating new drivers by providing them with information to help them drive safely. Students will learn the basic "rules of the road", safe driving principles, defensive driving techniques, and information about the effects of alcohol, drugs and drowsiness on driving. Students will learn safe driving skills and have the potential to improve their driving behavior by learning to share the road courteously and safely.

This course is optional, is only offered occasionally, and there is a registration fee. Students will be notified, in school, when a course is available. This is **not** a credit-bearing course.

Drivers Education Course

Driver and Traffic Safety education is intended to educate students on appropriate driving skills and habits as well as playing a responsible role in the highway transportation/safety system. This course includes classroom instruction as well as behind the wheel training and observation. Students who satisfactorily complete this course are eligible to receive the MV-285: Student Certificate of Completion.

This course is offered annually at PV during the summer. Registration is required and students will be notified in school prior to summer release when the course is open for registration. This is a credit bearing course and will be recorded on student transcripts.

CAREER & TECHNICAL EDUCATION

What is it?

Career & Technical Education Programs are two-year programs offered to high school juniors and seniors by the Erie 2-Chautauqua-Cattaraugus BOCES in 10 different career areas. Pine Valley students enrolled in CTE Programs spend part of the school day at one of the LoGuidance Center in Fredonia with students from other school districts studying and experiencing a specialized field of their choice in a hands-on instructional environment.

How do students pursue this educational option?

Students are encouraged to start exploring the options available at BOCES starting in 9th grade. Students will work with their counselor and teachers to ensure they are on an academic path which prepares them for this educational opportunity. In 10th grader, students are allowed to visit the CTE programs at BOCES. After this visit, students will meet with their counselor to further discuss their goals and the educational path they wish to take. Students must be on an academically successful path and have their required credits in order to enroll in a CTE program.

Program Options

For information about [CTE Programs at the LoGuidance Center](#), click the text. (If you are unable to access this link, brochures are available online at www.e2ccb.org).

- Automotive Body & Repair
- Automotive Technology
- Conservation
- Construction Technology
- Cosmetology
- Criminal Justice
- Culinary Arts
- Health Careers
- Small Animal Science
- Welding