

2024-2025



Pine Valley Jr./Sr. High School Curriculum Guide

COURSE DESCRIPTIONS, DEPARTMENT
PATHWAYS & SCHEDULING PROCEDURES

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COUNSELING DEPARTMENT

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The Counseling Department's primary objective is to assist each student in their educational process to reach their fullest potential through planned programs that support the education of our entire student body. Programs are tailored to maximize students' personal, academic, social, and career potential.

The counseling program's purpose is to help all students:

1. Understand the school and its environment.
2. Understand themselves in relation to others.
3. Understand their academic progress in relation to their strengths and weaknesses.
4. Understand themselves regarding educational, and vocational opportunities and requirements.

The Counseling Department serves all students and shall include advisory assistance and counseling regarding curriculum, career plans, attendance, and behavioral or social/emotional concerns. Through the counseling program and the counseling relationship, students learn to take responsibility for decision-making, educational progress, career planning, and personal and social development. Meaningful counseling can only come about through the cooperative effort of all - students, parents/guardians, teachers, counselors, and administrators- toward the development of the student.

The School Counseling Department Programs include:

- Individual student academic planning and goal setting;
- Classroom character education lessons based on student success standards;
- Financial Aid Night;
- Assist seniors with scholarships & the FAFSA;
- College and career field trips;
- Coordinate visits from college and military representatives;
- 6th & 8th Grade Parent/Guardian Information Nights;
- PSAT, SAT, & AP Administrations;
- ASVAB Career Exploration Program;
- Career Day Events;
- Short-term counseling;
- Referrals for long-term support;

- Collaboration with families, teachers, administrators, and the community for student success;
- Assist in improving equity, access, achievement, and opportunities for all students.

The Pine Valley Central School Comprehensive School Counseling Program has been developed pursuant to Commissioner's Regulations 8 New York Code of Rules and Regulations (NYCRR) SECTION 100.2(j).

COURSE DESIGNATIONS & ACRONYMS

Regents (R)

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

Advanced Placement (AP)

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

All students enrolled in an AP course are expected to take the AP exam for that course at the end of the year; the school will cover the costs of the exams for these students. If the AP course content is also one to which a Regents examination is tied, students would also be required to take the Regents exam (i.e., US History, Global Studies, English Language Arts). AP exams are administered nationwide in May by the College Board and will take place during the school day at Pine Valley. Students will register online with the College Board and order their exams; this process will be shared with students in their AP class at the beginning of each year.

If students score a three or higher (on a scale of 1-5), they could earn college credit, skip intro-level courses, or both at thousands of U.S. colleges and universities. Earning credit in high school means paying for fewer credits in college. It also opens their college schedule, allowing them to take more electives, pursue a second major, or study abroad. Taking AP courses can positively impact college applications regardless of the AP exam score. College admissions officers understand that college faculty play a strong role in AP curriculum development. Therefore, students who challenge themselves in AP courses and successfully complete the course are viewed more favorably.

Distance Learning (DL)

Pine Valley offers a handful of courses taught via the regional BOCES Distance Learning Network. Students from multiple districts connect in real-time via video conference to learn topics not available at Pine Valley. A Pine Valley staff member will supervise all DL classes.

Academic Intervention Assistance (AIS)

Teachers, School Counselors, and Administration work together to identify the extent to which each student in grades 7 and 8 will receive Academic Intervention Services in English Language Arts and Mathematics each year. The AIS course will close academic gaps and enrich ELA and mathematics learning for all middle school students. Scores from New York State assessments and other measures will be used to determine the extent of each student's support in each subject. Each student's progress within ELA and/or math interventions will be monitored. These courses meet NYSED Part 100 regulations and are not credit-bearing.

Credit Recovery (CR)

Students who were unsuccessful in 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 Pine Valley 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. Credit Recovery courses may also be offered during the summer.

MIDDLE SCHOOL REQUIREMENTS

Grades 7 & 8

All students shall be provided instruction designed to enable them to achieve state intermediate learning standards by the end of grade 8. The table below outlines the curriculum areas mandated by the New York State Education Department (NYSED).

SUBJECT AREA	REQUIRED UNITS	GRADE 7	GRADE 8
English Language Arts	2 units	☺	☺
Social Studies	2 units	☺	☺
Science	2 units	☺	☺
Mathematics	2 units	☺	☺
Career and Technical Education (CTE)	1 ¾ units	☺	☺
Physical Education	(every other day, both years)	☺	☺
Arts- Visual and Music	½ unit of each	Visual ☺ Music- optional	Music- optional
Health Education	½ unit		☺
Languages Other Than English (LOTE)	2 units & pass the LOTE Checkpoint A exam	☺	☺
Career Development and Occupational Studies		Integrated within courses above ☺	Integrated within courses above ☺
Library and Information Skills	Equivalent of one period per week in grades 7 & 8	Integrated within courses above ☺	Integrated within courses above ☺

PINE VALLEY HIGH SCHOOL GRADUATION REQUIREMENTS

In cooperation with the Superintendent, the Principal will determine a student's eligibility for Pine Valley High School graduation. This determination will be based on the student's official high school record. There are various pathways to graduation. The table below outlines the credit and examination requirements in New York State.

<u>REGENTS DIPLOMA</u>	<u>REGENTS DIPLOMA W/ ADVANCED DESIGNATION</u>
<u>Credits</u> 4.0 English 4.0 Social Studies 3.0 Math 3.0 Science 1.0 World Languages 2.0 Physical Education 0.5 Health 1.0 Art or Music 3.5 Electives Total: 22 credits for graduation	<u>Credits</u> 4.0 English 4.0 Social Studies 3.0 Math 3.0 Science 3.0 World Languages * 2.0 Physical Education 0.5 Health 1.0 Art or Music 1.5 Electives Total: 22 credits for graduation
<u>Assessment Requirements</u> 5 required Regents exams with a score of 65 or higher as follows: 1 math, 1 science, 1 social studies, 1 ELA and: <ul style="list-style-type: none"> • 1 additional Regents or approved exam (ELA, math, science, or social studies) • 1 Pathway Assessment (Arts, CDOS◇, World Languages) • Approved CTE program plus the 3-part assessment • Completion of CDOS commencement credential ◇ 	<u>Assessment Requirements</u> 8 required Regents exams with a score of 65 or higher in one of the combinations as follows: Traditional Combination: ELA, Global History and Geography, US History and Government, 3 mathematics, 2 sciences (1 must be life science and 1 must be physical science) Pathway Combination (other than STEM): ELA, 1 social studies, 3 mathematics, 2 sciences (1 must be life science and 1 must be physical science), and 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential ◇ <div style="text-align: right;"><i>(Continued on next page)</i></div>

		<p>STEM (Mathematics) Pathway Combination: ELA, 1 social studies, 4 mathematics, 2 sciences (1 must be life science and 1 must be physical science)</p> <p>STEM (Science) Pathway Combination: ELA, 1 social studies, 3 mathematics, 3 sciences (1 must be life science and 1 must be physical science)</p>
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* **World Languages or 5-unit sequence in Arts or CTE**

Completion of this sequence requires one of the following options:

- Earn an additional 2 units of credit in World Languages and pass a locally developed Checkpoint B World Languages examination
- Complete a 5-unit sequence in the Arts
- Complete a 5-unit sequence in CTE.

The 5-unit sequence should be a meaningful group of courses building upon a student's skills and interests in a particular area. This sequence must begin with a foundational course (i.e., Design and Drawing or Studio Art) and then advance through electives in the discipline. A sequence must be outlined cooperatively between the School Counselor and the student.

◇ **CDOS Credential:**

The NYS CDOS Commencement Credential is 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 in school and the community. In addition, students must participate in career planning and preparation and have an employability profile demonstrating readiness for entry-level employment. In addition to the required 22 units of diploma credit, students will also be required to:

- Develop a career plan
- Complete 216 hours (or 2 units) of CTE coursework
- Participate in work-based learning experiences (minimum of 54 hours)
- Complete an employability profile

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

Visit the NYSED website to access a chart that includes information on the required units of credit and examinations for a Regents diploma, a Regents diploma with an 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 determine which classes they should be taking each year. Because each student is unique, there are various ways to obtain the Regents or Advanced Regents diploma.

If a Regents exam is attached to a course, it is designated with an **(R)** and LOTE Checkpoint exams are designated with a **(P)**. Students must also remember to reference the exam requirements for each diploma type, as in the chart on pages 10-11.

CREDIT REQUIREMENT	9 th Grade	10 th Grade	11 th Grade	12 th 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 History 9	Global History 10 (R)	- US History (R) - AP US History (R)	- Government/ Economics - AP Gov/ Economics
MATH 3 Credits	- Algebra I (R) - Algebra I A/B (R)	Geometry (R)	Algebra II (R)	JCC Trig./ Pre-Calculus
SCIENCE 3 Credits	Earth Science (R)	Living Environment (R)	Chemistry (R)	Physics (R)
WORLD LANGUAGE 1 credit <i>*ADV-3 credits</i>	- Spanish II - ASL <i>(Spanish I typically earned in MS)</i>	Spanish III (P)		
PHYSICAL EDUCATION 2 credits	Physical Education	Physical Education	Physical Education	Physical Education
HEALTH ½ credit		Health		
ART/MUSIC 1 credit	- Studio Art - Design & Drawing - Band - Chorus	- Studio Art - Design & Drawing - Band - Chorus - <i>It is the students' choice to continue in art or music pathways throughout high school.</i>		
ELECTIVES 3 ½ credits <i>*ADV-1 ½ credits</i>	<i>Students' choice each year.</i>			
To earn the advanced designation, students must choose one of the three sequence options below:				
Two additional credits in World Languages (for a total of three credits) and the Checkpoint B (proficiency) exam		5-unit sequence in the Arts*	5-unit sequence in CTE*	

**Please read the information about the 5-unit sequences on page 9.*

PREPARATION FOR POST-SECONDARY STUDY

Four-year colleges generally seek students who have solid preparation in the core academic subjects; English, history, science, math, and foreign language. These courses should include the most challenging in each area. For example, students who plan to attend college should take as many dual enrollment and/or Advanced Placement classes as possible to be successful. Students wanting to apply to four-year colleges should be active in their school and community. They should also take the PSAT during the junior year to better prepare them for the SAT that they will most likely need to apply to college.

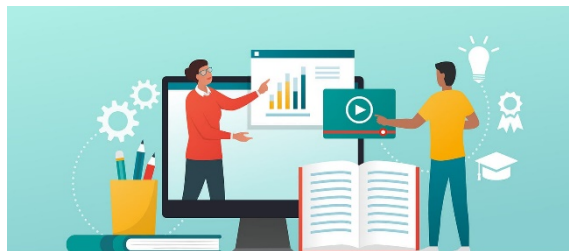
Two-year colleges seek similar preparation as four-year colleges, however, there are some differences. Most community colleges accept all students; therefore, placement tests are usually given to determine placement in classes. Remedial classes may have to be taken before degree-earning classes can be attempted. High school students don't have to take JCC Dual Enrollment and/or Advanced Placement classes to get accepted at two-year colleges. The SAT is not necessary for application to community colleges. Many students will transfer to a four-year college after earning an associate degree.

Technical colleges have less stringent entry standards, which vary with their majors. These schools usually provide training in narrow technical disciplines but also have programs in which students can transfer to four-year colleges. Students need to communicate their plans early with counselors to ensure they take suitable high school classes.



DISTANCE LEARNING

The Distance Learning (DL) program represents an opportunity for students to take advantage of courses not otherwise available to our district through the latest technology and instructional techniques. The distance learning network uses real-time interactive full-motion video and telecommunications technology to enable a teacher and students in a distance learning classroom in one institution to see, hear, and talk to students in comparably equipped classrooms in other institutions on the network.



Students' success in the distance learning program requires all students' full cooperation and support. Students and parents must understand and agree upon the following expectations

- Follow all school rules, including those specifically developed for the distance learning program.
- Handle distance learning classroom equipment only if authorized to do so.
- Sit within the camera view at all times unless instructed by the teacher to do otherwise.
- Be responsible for all classroom materials.

Every DL course will have a PV staff member assigned to supervise and support our students.

Courses offered through DL:

Taught at PV
Animal Science

Received by PV
Physics

American Sign Language I
American Sign Language II
American Sign Language III

JCC MAT 1710: Calculus & Analytic Geometry I
JCC MAT 1720: Calculus & Analytic Geometry II

CAREER & TECHNICAL EDUCATION

What is Career & Technical Education (CTE)?

Career & Technical Education Programs are two-year programs offered to high school juniors and seniors by the Erie 2-Chautauqua-Cattaraugus BOCES in 11 different career areas. Pine Valley students enrolled in CTE programs spend part of the school day at the LoGuidice Educational Center in Fredonia. Pine Valley students will find themselves among other students from area school districts as they study and experience a specialized field of their choice in a hands-on instructional environment.

How Do Students Pursue This Educational Option?

Students are encouraged to explore the options available at BOCES starting in 9th grade. Students will work with their School Counselor and teachers to ensure they are on an academic path that prepares them for this educational program. In 10th grade, students may be allowed to visit the CTE programs at BOCES. After this visit, students will meet with their School Counselor to discuss their goals and the educational path they wish to take. Students must be academically successful and have their required credits before enrolling in a CTE program.

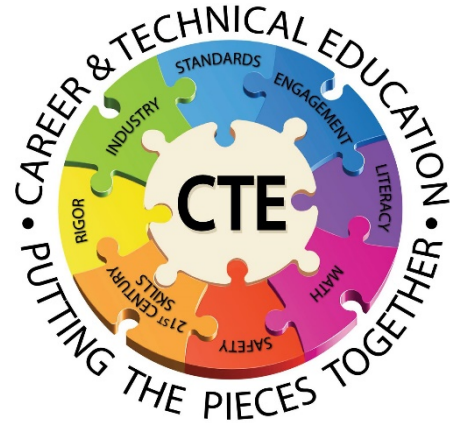
What Program Options Are Available?

For information about [CTE Programs at the LoGuidice Center](#), click the text. (If you cannot access this link, brochures are available online at www.e2ccb.org).

- Automotive Body & Repair
- Automotive Technology
- Conservation/ Natural Resource Management
- Construction Technology
- Cosmetology
- Criminal Justice/ Crime Scene Investigation- Forensics
- Culinary Arts
- Health Careers
- Small Animal Science
- Sports Conditioning & Exercise Science
- Welding

Pine Valley offers the following programs in-house:

- Agricultural Science (see Agriculture section)
- Computer-Aided Design (see Technology section)



P-TECH

Pathways in Technology Early College High School, or P-TECH, is a new model of education developed by IBM. This program is a multi-year commitment for students and their school districts, as students remain enrolled in their home districts for the four years of high school, plus up to two additional years to complete the associate's degree. Students completing the program will earn an NYS Regents Diploma from their home district. At the same time, they gain valuable work experience and training through the completion of an associate degree with one of our higher education partners (Jamestown Community College or Alfred State).



This new public school model offers a hands-on and project-based, productive education. P-TECH is a student-centered school where the courses are relevant and authentic; where curiosity is sparked, and where students get out of their chairs, outside their classrooms, and experience learning in new and exciting ways.

The P-TECH classroom is a collaborative and lively environment, using state-of-the-art equipment and 1:1 integrated technology to support hands-on STEM principles to bring out the best in what a school can offer. Once students grasp core concepts within lessons, they are encouraged to identify challenges they want to solve using their newly developed skills to research, design, and test.

A high-rigor STEM curriculum is taught in a connected, collaborative environment, integrated with hands-on learning using state-of-the-art manufacturing equipment. Students participate in job-shadowing and internship experiences and utilize 1:1 technology integrated into their educational program.

Considerations for Enrollment

P-TECH is open to incoming 9th graders motivated to participate in an innovative education that will prepare them to succeed in a highly competitive workforce. Potential students must meet specific enrollment criteria to be considered for placement:

- Currently enrolled as an 8th-grade student in good academic standing
- Demonstrated interest in STEM and P-TECH career pathways
- Letter of recommendation from a current teacher
- Completion of the application by family and local school district
- Discipline records are subject to review

Program Options

Students from Pine Valley have the opportunity to apply for the following programs at the Dunkirk or the Springville locations.

WELDING TECHNOLOGY (DUNKIRK)

It's amazing what you can do with some fire and metal. Learn the ins and outs of a variety of welding techniques. With eight individual welding bays, there's no shortage of space for you to

master your craft. Recent additions to the program include our state-of-the-art plasma cutter. Pair it with a Computer-Aided Design and be ready to be wowed!

At P-TECH, we'll teach you the proper technique from the ground up and when you're ready we'll work to pair you with an industry partner to expand upon the knowledge you've gained in our shop.

A CAREER IN WELDING

Pursuing a career in welding will provide you with a number of paths to choose from. Welding professionals work in infrastructure, transportation, manufacturing, professional, agricultural & natural resources, and industrial-related fields. Working in the welding field can include, but is not limited to, the following types of projects:

- If you like to swim and dive, then you may consider becoming an underwater welder. They perform a variety of tasks including underwater construction, shipbuilding and repair, repairing and building dams, and many other tasks. They often work in the open ocean, but there are also plenty of opportunities on-shore with rivers and lakes.
- Pipe welders work on large pipelines across many industries. The natural gas and oil industries especially employ many pipe welders to work on their industrial pipelines that carry these materials thousands of miles. Pipe welders are some of the best-paid welders in the world, and if you're willing to travel for this career, you could easily make a six-figure income as a pipe welder.
- Assemblers and fabricators can work on a variety of different items such as computers, boats, cars, appliances, and more. They have to be able to perform a variety of different welding processes and may work in various industries.

MECHANICAL TECHNOLOGY/CADD (DUNKIRK)

Dream It and Do It. If you have a concept or idea, you'll be able to design it on one of our CADD computers and bring it to life on one of our 3-D printers or send it off to our Machine Tool students to handcraft it on a lathe. If you have a love for creating and problem-solving, you'll find the endless opportunities in the CADD pathway a fulfilling option.

At P-TECH, we'll show you how to develop ideas in your head and transfer them into CADD, to create new and unique products and concepts.

A CAREER IN MECHANICAL TECHNOLOGY (CADD)

Pursuing a career in mechanical technology (CADD) will provide you with a number of paths to choose from. CADD professionals work in mechanical, aerospace, civil, marine, architecture, video gaming, and animation-related fields. Working in the CADD field can include, but is not limited to, the following types of projects:

- Prepare construction documents, diagrams, illustrations, and 3d models
- Prepare wiring diagrams, circuit board assembly diagrams, and layout drawings used for the manufacture, installation, or repair of electrical equipment
- Prepare topographical maps used in construction and civil engineering projects, such as highways, bridges, and flood-control project

MECHATRONICS (DUNKIRK)

Haven't heard of mechatronics? You will! Mechatronics is high-tech problem-solving using smart technologies such as robotics, electronics, hydraulics, mechanics, computer science, and product design. Specialized education in mechatronics prepares you to innovate and sustain reliable hi-tech systems that power the productivity of modern operations.

At P-TECH, you'll get the classroom education and hands-on training that will prepare you with the skills and competencies needed to automate the future.

A CAREER IN MECHATRONICS

Specializing in the field of Mechatronics will prepare you for the futuristic automated workforce and open the door to many hi-tech career paths. Mechatronics professionals work in aerospace, defense, pharmaceutical, energy, agriculture, and IT fields. Working with mechatronics can include, but are not limited to, the following types of projects:

- Test unmanned aircraft, spacecraft, and watercraft for research, exploration, and defense purposes.
- Support control systems for medical and surgical devices to create safer, better-functioning equipment
- Assist in the design, implementation, and maintenance of robotic and intelligent equipment.

COMPUTER INFORMATION SYSTEMS (SPRINGVILLE)

Do you like computers and finding solutions? Do you wonder what makes computers tick, how they compute, and what makes them do what you command? Join the CIS field of study and unlock all of the inner details in this growing field.

At CAM P-TECH, Computer Information Systems marries core business training with solid technical skills. This field allows you to dip a toe in the computer science waters, while giving you the opportunity to thrive as a business person.

A CAREER IN COMPUTER INFORMATION SYSTEMS

There is no shortage of options for students who leave P-TECH with a degree in CIS. The Bureau of Labor Statistics projects a whopping 13 percent job growth in the field between 2020 and 2030 - three times the national average. Working in the CIS field can include, but is not limited to, the following types of projects:

- Oversee an organization's technology and computer-based activities and analyze and assess business needs to identify or develop a solution and implement it.
- Create systems and applications to manage data for organizations, ensuring security, access, and ease of use.
- Evaluate or oversee the performance of an organization's computer systems to ensure the network system is fulfilling the demand.

ELECTRICAL CONSTRUCTION- MAINTENANCE ELECTRICIAN (SPRINGVILLE)

Are you ready to have a shockingly good time? We promise, that reading this bad pun will be the only downside to your decision to enter the Electrical Construction Maintenance Electrician field of study at CAM P-TECH.

This field of study will set students up for a variety of situations in the electrical field. Our staff will work to conduct your energy in the most efficient way possible, with an eye on your future leading the way.

A CAREER IN ELECTRICAL CONSTRUCTION

The job of a construction electrician is to design, plan, install, and maintain electrical systems. These electrical systems provide power, lighting, heating, and communication to residential and commercial buildings. As a construction electrician, your duties include wiring, maintaining, and repairing the electrical systems for new construction projects. Electrical Construction professionals can work in the residential, commercial, and industrial-related industries. Working in the Electrical Construction field can include, but is not limited to, the following types of projects:

- Maintenance electricians spend much of their time on preventive maintenance by making periodic inspections of equipment to find defects before costly breakdowns occur.
- Electricians who work in factories maintain the machines that make the company's products.
- Maintenance electricians use wiring diagrams, blueprints, and other building specifications to plan their repair work.

DUAL ENROLLMENT PROGRAMS

Jamestown Community College's College Connections Program

What Is the College Connections Program?

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, by Pine Valley faculty, during the regular school day. Students who complete these courses may earn college credits. Available courses are listed throughout this curriculum guide and are designated as "JCC" or "college level."



How Do Students Pursue Enrollment?

Dual enrollment courses are reserved only for juniors and seniors. The first step is for students to meet with their School Counselor to discuss their personal graduation plan and the courses they are interested in. If the student expresses interest in one of these courses, their academic progress will be examined to determine eligibility for enrollment. Courses may require a placement test or other pre-requisites for enrollment. There is no charge for students to enroll in these courses.

How Does the ACCUPLACER Test Work?

The ACCUPLACER will be given at the school. Each course has an ACCUPLACER score requirement. Students may attempt the test twice in one school year. If a student is absent or misses their test session, they must sign up for a make-up test with the Counseling Office.

How Do Students Receive College Credit?

Students who successfully complete a JCC course will be awarded college credit and a transcript will be generated at JCC. Students who may not be going to JCC after graduation should check with their intended colleges regarding the transferability of these credits to the programs they are interested in. However, even if the JCC credits will not transfer, college admissions counselors tend to look more favorably at students who challenge themselves to take college coursework 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. The program combines high school classes, taken with a student's familiar friends and faculty, with on-campus college courses where 3-1-3 students meet the same demands as a full-time college freshman. This program is not only about putting college credits on a high school transcript but also preparing students for future success in the college atmosphere.



Who Should Consider Applying?

Admission standards are the same for 3-1-3 prospective students as for 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 that may not be offered in high school and will prepare them for the expectations and demands of college coursework.

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

Balancing High School and College

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

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

Transportation

Students are responsible for their transportation to/from the college campus for their classes.

Credits

Students who complete their coursework at SUNY Fredonia will receive college credits and generate a college transcript. These credits may or may not transfer to other colleges, universities, and institutions because every college has a transfer policy. Students should thoroughly research their future college plans when considering the 3-1-3 program.

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 details or call their New Student and Transition Programs Office at 716-673-4969.

SCHEDULING INFORMATION

This curriculum guide has been prepared to overview the courses offered for Pine Valley Jr./Sr. High School students this academic year. This curriculum guide provides students with a brief description of course content, prerequisites, and expectations. Students should become familiar with this guide and other scheduling materials when planning their high school graduation pathway. This Curriculum Guide and the Course Request Form can be accessed through the Counseling Department website, or a printed copy may be issued upon request.

Course Selection

It is essential for students to discuss their strengths, weaknesses, and interests with their parents/guardians and to involve them in the critical decisions they face regarding pathways to graduation. Additionally, students should discuss their thoughts with other adults whose opinions they value, such as teachers, employers, job coaches, mentors, and college admissions counselors.

It is recommended that students and parent(s)/guardian(s) spend time reviewing this guide carefully to develop a schedule that meets each student's needs and consider courses that achieve the following:

- Meet graduation requirements
- Facilitate post-secondary goal achievement
- Assists in the exploration of new areas of interest
- Assists in the development of new and/or unique skills
- Develops an appreciation of other academic areas

Course Load

Students are encouraged to take advantage of the programs offered by carrying a course load consistent with their abilities and interests, allowing them to meet all minimum requirements for New York State and the school district.

Students must take a full schedule that does not exceed 1 ½ learning centers (i.e., one full A/B learning center and one A or B learning center).

Remember: High school graduation requirements do not equal college admissions requirements.

It is important to note that MOST four-year colleges require four credits of math, four credits of science, and 3-4 credits of a foreign language; therefore, students must aim high and take challenging courses to be competitive.

Preliminary Steps for Students

1. Become familiar with the curriculum guide.
2. Study requirements for graduation.
3. Review elective course offerings for exploration and enrichment.
4. Discuss ability levels and course selections with teachers, counselors, and parent(s)/guardian(s) to maximize academic potential.
5. Develop or revise the required and elective courses needed to meet graduation requirements. Ensure this plan facilitates post-graduation plans.
6. Plan optimistically and realistically.

The Scheduling Process

A master schedule is developed based on course offerings, student course requests, and NYSED requirements. While we wish to offer our students as many courses as possible, we cannot guarantee that all courses listed in this Curriculum Guide will ultimately run or that all student requests will be satisfied. We will try our best to ensure students' schedules are enriching and meet educational requirements.

Annual Course Selection Meeting

Students will be required to review this guide before their meeting and map out an academic plan. Then students will log in to their PowerSchool account to complete their course registration. Specific directions to complete this process will be provided to students in school.

Individual academic advisement sessions with the School Counselor are meant to provide a thorough review of:

- Students' academic progress
- Graduation pathway options
- Career planning and a discussion of future goals
- Course catalog review and course selection
- Teacher recommendations

Parent(s)/guardian(s) are encouraged to make appointments with the School Counselor to participate in this discussion. If the parent(s)/guardian(s) cannot attend the appointment, a copy of the student's course selections can be mailed or sent home, as requested.

Usually, the choices made in this session reflect the student's best interest. Still, students are given ample opportunity to make any necessary adjustments to their course selections prior to May 1st. Requests to change course selections or graduation pathways should be made through the School Counselor. Building a school master schedule is based on the entire student body's needs and interests. Therefore, we expect students to honor their commitment to taking their requested courses.

Final Schedule Release

Students will receive a copy of their next year's schedule through PowerSchool in August, before the start of school, and in ample time to make necessary changes. Due to the School Counselors' limited schedule over the summer, any requests for a schedule change should be communicated to the Counseling Department before the start of the school. All requests should be directed to the Counseling Department Secretary at 716-988-3276 ext. 4334. An appointment will be made with the School Counselor, the student, and their parent(s)/guardian(s) to discuss the change and how it may impact their graduation pathway.

Schedule Changes Once the School Year Has Started

Student schedules will generally not be changed after the first whole week of school in September. Schedules may only be changed after this time for the following reasons:

- Because of an error or omission
- To add a course required for graduation or to meet post-graduation requirements
- As required by a formal instructional planning committee (CSE, AIS)

- To add a course in place of a learning center during the same period if space is available and the teacher can make accommodations for the addition.

Dropping a Course

Dropping a course after the first full week of the year is only allowed under extenuating circumstances. Failing is *not* an extenuating circumstance. Students struggling in a class are encouraged to seek academic assistance from their teacher after school or during a learning center.

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

1. Students must express concerns with the teacher and actively seek remediation.
2. Students should discuss concerns with parent(s)/guardian(s).
3. If the problem persists, a conference must be arranged between the student, parent(s)/guardian(s), and teacher.
4. If a solution cannot be found, the student must make an appointment with the School Counselor.
5. The student may be given an official "Petition to Drop a Course Form" after such a meeting. The student would complete this form and return it to the Counseling 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 the course, the course will not be noted on the report card or transcript.
2. After the 5th week of the course, the drop will be noted on both the report card and the transcript.
 - a. Dropping a course after the first ten 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 before the drop, a "DF" or Drop-Failing Score will be designated. If a student has a passing grade in the course before the drop, a "DP" or Drop-Passing Score will be assigned.
3. No drops will occur after the 10-week point.
4. In cooperation with the student and parent(s)/guardian(s), the School Counselor and Principal will make every effort to fill the time slot with another course, not simply another learning center (should scheduling, course availability, and class size permit). *Remember, students are not permitted to exceed 1 ½ learning centers in their schedule.*

Promotion & Retention

Students in grades 7 and 8 failing two or more core subjects at the completion of the school year may be retained. Students will only repeat a grade (7 or 8) once and then will be socially moved on to the next grade.

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

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

NCAA ELIGIBILITY

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



Eligibility Basics

College-bound student-athletes who want to compete at an NCAA Division I or II school must meet specific division-wide and amateurism standards. They must register with the NCAA Eligibility Center. *Students who plan to attend a Division III school need to complete the admission standards of the school they plan to attend, but they are not required to register with the NCAA Eligibility Center.*

Division I Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division I school, you must meet **ALL** the following requirements:

- Earn 16 NCAA-approved core-course credits:
- Four years of English.
- Three years of math (Algebra 1 or higher).
- Two years of science (including one year of lab, if offered).
- One additional year of English, math, or science.
- Two years of social science.
- Four additional years of English, math, science, social science, world language, or nondoctrinal religion/philosophy.
- Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math, or science, before the start of the seventh semester.
- Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade.
- Earn a minimum 2.3 core-course GPA.
- Submit your final transcript with proof of graduation to the Eligibility Center.

Division II Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division II school, you must meet **ALL** the following requirements:

- Earn 16 NCAA-approved core-course credits:
- Three years of English.
- Two years of math (Algebra 1 or higher).
- Two years of science (including one year of lab, if offered).
- Three additional years of English, math, or science.
- Two years of social science.

- Four additional years of English, math, science, social science, world language, or nondoctrinal religion/philosophy.
- Earn a minimum 2.2 core-course GPA.
- Submit your final transcript with proof of graduation to the Eligibility Center.

Get Ready. Get Set. Go!

GRADE 9

- *Start planning now!* Register for a free Profile Page account at eligibilitycenter.org for information on NCAA initial eligibility requirements.
- Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist to ensure you are taking the right courses, and earn the best grades possible.

GRADE 10

- If you are being actively recruited by an NCAA school and have a Profile Page account, transition it to the right Certification account.
- Monitor the task list in your NCAA Eligibility Center account for the next steps.
- At the end of the school year, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.
- If you fall behind academically, ask your high school counselor for help finding approved courses you can take.

GRADE 11

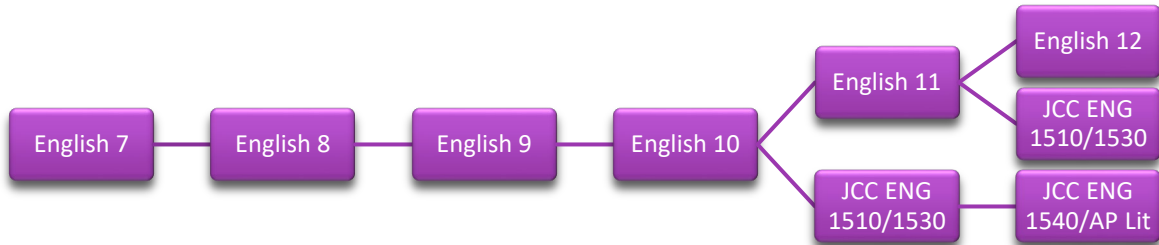
- Ensure your sports participation information is correct in your Eligibility Center account.
- Check with your high school counselor to make sure you are on track to complete the required number of NCAA-approved core courses and graduate on time with your class.
- At the end of the school year, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.

GRADE 12

- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org.
- Complete your final NCAA-approved core courses as you prepare for graduation.
- After you graduate, ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

CORE COURSE DESCRIPTIONS

ENGLISH



ENGLISH 7

Grade: 7

Full Year / 1 MS Unit of Study

In English 7, we focus on reading as a pastime and learning to manage time. Standards-based grading helps us reflect upon our skills and how to continue learning using strategies that best help us within small groups. We will begin the year reflecting on who we are as readers and writers and try to read at least two books we are interested in. We will then move into a human body unit where we will work on research skills while learning about the systems of our bodies. We will read Alex Rider during the third quarter and explore the mystery genre. We will end the year trying to help our communities and the world around us as we use the argument-based writing unit to study the environment and how what we are doing affects us. We will then come up with and vote on the community service options in which the seventh-grade group will participate.

ENGLISH 8

Grade: 8

Full Year / 1 MS Unit of Study

In English 8, we continue focusing on reading as a pastime and learning to manage time. Standards-based grading helps us reflect on our learning along the way and better understand our strengths and struggles. We will start the year reading *Tentacles* together and two other books each student chooses based on their reading interests. After that, we will put on our history hats, become experts in the American Revolutionary War, and write an informative essay on different topics related to this event. We will then keep with the history theme and learn how historical fiction novels are written so that we can write a short story in this same style. Finally, we will finish the year learning about the Cold War and the important people who affected that time. The year's final project will be a debate about which famous person had the biggest impact on America and history.

ENGLISH 9

Grade: 9

Full Year / Potential Credit: 1

English 9 explores literature with a focus on analysis and interpretation using literary elements. Students should expect to be immersed in reading, writing, and speaking activities. Students will hone their listening skills and develop their spelling, grammar, vocabulary, and research skills. Students will begin to prepare for post-high school education and establish preliminary skills necessary to succeed on the Regents Comprehension Exam taken in 11th grade.

ENGLISH 10

Grade: 10

Full Year / 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 multicultural literature. Students should expect to carry out considerable amounts of writing and speaking. Basic skills such as grammar, vocabulary, usage, and research will be covered through literature, drama, and poetry. Students will begin to prepare for post-high school education and establish preliminary skills necessary to succeed on the Regents Comprehension Exam taken in 11th grade.

ENGLISH 11

Grade: 11

Regents Exam

Full Year / Potential Credit: 1

English 11 is a continuation 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, which students will first attempt in January and again in June, if necessary.

ENGLISH 12

Grade: 12

Full Year / Potential Credit: 1

English 12 explores various specialized topics, including journalism, career preparation, research, criticism, creative writing, and a senior project. This class aims 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 students to reflect on high school accomplishments and future goals.

Grade: 11-12

Semester / Potential Credit: 0.5 HS/ 3 college

This first-semester course employs basic collegiate writing as its focal point. The class is constructed to incorporate argumentative entities and various types of essays in preparation for semester two. The primary goal is to improve the individual's writing skills, including – but not limited to – thesis construction, organization, critical reading and writing, and specific mechanical and grammatical skill builders.

JCC Prerequisite: Students must meet one of the following criteria:

- ❖ Ranked in the top 10% of class
- ❖ PSAT Evidence-Based Reading and Writing score of 560+
- ❖ ACCUPLACER Reading score of 250+
- ❖ ACCUPLACER Reading score of 245-249 **AND** at least one success indicator from this list:
 - 85+ score on NYS Global Regents or American History & Government Regents
 - 85+ final grade in 11th grade English
 - 3+ score on any AP exam
 - 500+ SAT reading score OR 21+ ACT reading score
- ❖ To enroll as a senior, students must meet one of the following criteria:
 - An unweighted cumulative GPA of 80+
 - An unweighted cumulative GPA of 75-79 **AND** at least one success indicator (from this list:)
 - 85+ score on NYS Global Regents or American History & Government Regents
 - 85+ final grade in 11th grade English
 - 3+ score on any AP exam
 - 500+ SAT reading score OR 21+ ACT reading score
- ❖ To enroll as a junior, students must meet one of the following criteria:
 - English 10 or 11 final grade of 90+ (or 85+ with teacher recommendation)
 - Global Studies II final grade of 90+ (or 85+ with teacher recommendation)

Pine Valley Prerequisite: Students must have less than 10 unexcused absences the year prior.

ENG1530: COLLEGE COMPOSITION II (JCC)

College
Level

Grade: 11-12

Semester / Potential Credit: 0.5 HS/ 3 college

This second-semester course will follow ENG1510. Argumentative writing is the focal point of this course. Students will learn to write essays with precision, clarity, substance, and logic. In addition, students will develop critical thinking and writing skills, which will benefit other avenues, including academia, employment, and life. Students will complete an argumentative research paper at the end of the course. They will learn skills for conducting research and how to extrapolate necessary information from various sources.

JCC Prerequisite: Admission based on successful completion of ENG1510

Pine Valley Prerequisite: Students must have less than 10 unexcused absences the year prior.

A.P. ENGLISH LITERATURE & COMPOSITION (JCC ENG1540: INTRODUCTION TO LITERARY STUDIES ALSO)

Advanced
Placement

College
Level

Grade: 12

AP Exam

Full Year / Potential Credit: 1 HS/ 3 college

This course is a mashup of both A.P. and JCC credits with students working on both curriculums throughout the year. The ENG1540: Introduction to Literary Studies course follows ENG1510 & ENG1530, with literature as a focal point. Students will be exposed to various literature from diverse sources (e.g., novels, short stories, children's stories, and poetry). Students will be expected to master perception and scrutiny in their reading.

Advanced Placement English 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 this course is designed to provide a college-level English experience, including reading, writing, and thinking, which requires 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 proficiency in literary pursuits. Students will read a comprehensive range of short fiction, poetry, and excerpts from longer works, plays, and novels. Students are expected to take the AP Exam in May.

JCC Prerequisite: Successful completion of JCC's ENG1510 & ENG1530 with an 85+ average.

Pine Valley Prerequisite: Students must have less than 10 unexcused absences the year prior.

CREATIVE WRITING

Grade: 9-12

Elective

Semester / Potential Credit: 0.5

Do you enjoy writing without a teacher hovering? Students will learn how to bring their ideas to life, share them with others, and engage readers in a fun and creative way. This class will dive deeper into various forms of literature, including dramas, short stories, and poetry. Students will be allowed to explore and write within this space and eventually have an autobiographical portfolio to keep forever.

-This course will be offered every other year opposite Podcasting and Crime & Mystery in the Media.

YOUNG ADULT LITERATURE

Grade: 9-12

Elective

Semester / Potential Credit: 0.5

Do you love to read? In this class, we will devote a lot of time to reading great books. Young adult books feature a variety of voices, perspectives, and cultures, starring teenagers going through some of the same things that you might be going through. Young Adult Literature covers many different genres, including romance, dystopian, sci-fi, suspense, thriller, and many more. Come to class ready to read!

-This course will be offered every other year opposite Podcasting and Crime & Mystery in the Media.

PODCASTING

Grade: 9-12

Elective

Semester / Potential Credit: 0.5

PV Podcasts- Do you listen to podcasts? Have you ever been curious about them or what they can be about? There are millions of podcasts out there, and this will be the place to listen to and create your own. In this class, you will learn from the masters by listening to a variety of podcasts about different topics. You will then take that knowledge, and record your own class-wide PV Podcast. This podcast will focus on Announcements, Sports, News, Opinions, Teacher Spotlights, Student Highlights, Alumni Stories, and other items related to the Pine Valley.

-This course will be offered every other year opposite Young Adult Literature and Creative Writing.

CRIME & MYSTERY IN THE MEDIA

Grade: 9-12

Elective

Semester / Potential Credit: 0.5

Interested in true crime? Do you listen to podcasts or watch TV shows and documentaries about crimes that have been committed? If so, this is a class you may be interested in. This class will focus on a variety of literature, non-fiction texts, and television shows/documentaries that focus on the idea of true crime and why so many people are interested in it. Students will be expected to read long and short texts, write analytically in both short answer and longer essay formats, as well as view and analyze a variety of television and documentary material.

-This course will be offered every other year opposite Young Adult Literature and Creative Writing.

CMM 1610: PUBLIC SPEAKING (JCC)

College
Level

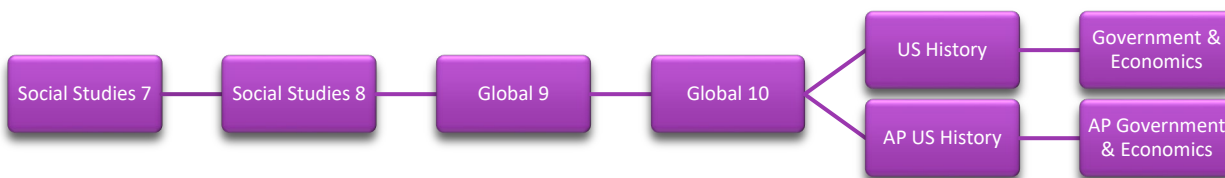
Grade: 11-12

Full Year / Potential Credit: 1 HS/ 3 college

Students will learn effective strategies for researching, preparing, and delivering informative and persuasive speeches to small groups. Students will be able to demonstrate methods for building confidence in speech delivery, supporting points with evidence, analyzing the audience, using media aids effectively, and refining delivery style.

JCC Prerequisite: Same as JCC ENG 1510 on the previous page.

SOCIAL STUDIES



SOCIAL STUDIES 7

Grade: 7

Full Year / 1 MS Unit of Study

This course is the first of a two-year sequence on the culture and history of America and the United States, offering a deeper look and focus on New York State. During 7th grade, we begin with the study of America and its inhabitants before the arrival of European explorers & colonists. We will then continue to Colonization, Revolution, and the foundations of our country. We will reach our end point by June after discussing the Civil War. In 8th grade, students will continue with Reconstruction up to the modern day.

SOCIAL STUDIES 8

Grade: 8

Full Year / 1 MS Unit of Study

This is the second year of a two-year course on the culture and history of America, with a focus on the United States and New York State. In 7th grade, we began studying America before Europeans arrived. In 8th grade, students will continue from the Civil War to modern times, including studies in World War I and II as well as the events of September 11th, 2001, and how they shaped our world. Students will experience learning through various methods, including computer-based technology and project work. Students will also learn skills such as working with documents they will use as they progress through the Social Studies curriculum.

GLOBAL HISTORY & GEOGRAPHY 9

Grade: 9

Full Year / Potential Credit: 1

This first course in Global History begins with the Paleolithic Era and how humans developed the first civilizations. We then continue by examining classical societies such as Greece and Rome, while studying the expansion of trade networks and their impact on society and the world. The course emphasizes the key themes of interactions between groups over time, shifts in political power, and the role of belief systems in shaping history and our world today. This course will help prepare students to take the Regents exam at the end of the 10th-grade year.

GLOBAL HISTORY & GEOGRAPHY 10

Grade: 10

Regents Exam

Full Year / Potential Credit: 1

This course begins with a brief look back while focusing on the early 1700s. It provides a snapshot of the world around 1750 with the age of exploration and the early empires of the Tokugawa in Japan and the Ottoman Empire of modern-day Turkey. The course continues chronologically up to the present. Several concepts are woven throughout the course, including industrialization, nationalism, imperialism, conflict, technology, and the connections of the world. The last four key ideas focus on global issues, and a more thematic approach is taken. Students will experience learning through various methods, including computer-based technology and project work. Students will use skills they have learned in the lower-level Social Studies curriculum, such as working with documents and Enduring Issues. These skills will help prepare for the Regents Exam and the end of the course.

US HISTORY & GOVERNMENT

Grade: 11

Regents Exam

Full Year / Potential Credit: 1

We begin this course with a study of the colonial and constitutional foundations of the United States and an exploration of the government structure and functions provided in the Constitution. The nation's development and the political, social, and economic factors that led to the challenges our country faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems and solutions 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

Full Year / Potential Credit: 1

The A.P. U.S. History course focuses on developing historical thinking skills, such as chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narratives. Students will continue to develop abilities to think conceptually about U.S. history from approximately 1491 to the present. Students must reason historically about continuity and change and compare various historical developments in different times and places. This course will cover topics over nine periods in U.S. history with a deeper dive into a few select periods.

Prerequisite: *Students wishing to enter this course must have had a 95% or higher in Global 10, score a 10 or higher on a sample AP Global exam, acquire prior teacher's recommendation, and have less than 10 unexcused absences the year prior.*

PARTICIPATION IN GOVERNMENT

Grade: 12

Semester / Potential Credit: 0.5

This course examines the foundations of our American democracy, highlighting the importance of voting and other methods of participation in government and civic life. Accessing and evaluating information is a vital skill that will be integrated into all coursework and refined throughout the course. All levels of government are encompassed within the course. Each unit provides an opportunity to compare our governmental system with that of other countries.

ECONOMICS

Grade: 12

Semester / Potential Credit: 0.5

This class examines the principles of the global United States free market economy. Students will explore their responsibility for managing their finances in a worldwide economy and study how to make personal choices (e.g., buying a car/house, filing taxes, etc.) as they enter adulthood. Students will analyze the role of supply and demand in determining the prices that 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, the role of entrepreneurs in our economy, and 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 the government to address these challenges.

A.P. U.S. GOVERNMENT & POLITICS

Advanced
Placement

Grade: 12

AP Exam

Full Year / Potential Credit: 1

A.P. United States Government & 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 the causes and consequences of political events, and interpret data to develop evidence-based arguments. Students in this course must be self-motivated and should expect a heavy workload due to the college-level standards set forth by A.P.

Prerequisite: *Students wishing to enter this course must have completed AP US History with a 90% or higher or a 95% or higher in USH 11, acquire prior teacher's recommendation, and have less than 10 unexcused absences the year prior.*

HUMAN RIGHTS

Grade: 10-12

Elective

Full Year / Potential Credit: 1

Human Rights is a course that travels through both past & present world events. Throughout the year, students learn what Human Rights truly are, and how they have been elevated & taken from people. The elective gives students certain freedoms in being able to choose specific topics that they take a particular interest in, but also will teach students about specifics such as

censorship, corruption, torture, slavery, war crimes, and much more. There is a large emphasis on certain events such as the Holocaust, Black Wall Street, Israel & Palestine, and Ukraine & Russia. While students might learn the reality of the world they live in, this course strives to give hope to students that Human Rights is an ongoing battle that must always be fought to elevate humanity.

-This course is offered every other year opposite Current Events.

CURRENT EVENTS

Grade: 10-12

Elective

Full Year / Potential Credit: 1

This elective takes a step back from looking at the past and instead puts focus on what is occurring in our lives and throughout the world daily. During this course, we will actively research and discuss current events such as politics, conflict, and issues that have an effect not only throughout the world but also on our own lives. This course is primarily research and discussion-based. Students and the teacher will collaboratively select and study certain events. The goal of this course is to not only gain an understanding of the world today but also learn how to detect bias in writing and the different viewpoints and reasoning that people have on the same issues and events. While there is no predicting what events will occur in the future, we will be able to understand how to view and what to do with the information we find.

-This course is offered every other year opposite Human Rights.

AMERICAN HISTORY THROUGH FILM

Grade: 10-12

Elective

Semester / Potential Credit: 0.5

American History Through Film is a half-year course during which the class will view several historical films, each dedicated to an event, person, or era of American history. This class aims to help students gain knowledge of American History through watching movies. Before watching the films, students will learn about the geographic and historical factors that combined to create the historical topic of the film. They will use maps, and primary and secondary source documents, to create a framework for understanding the area and time period before watching the film. After watching the film, students will participate in activities requiring research, writing, and presentation skills to evaluate the film compared to actual events. Each film, assignment, and accompanying activities will make up a two-week unit. Students can expect to do some or all of the following:

- Read and annotate selected readings
- Work with partners or small groups
- Research events or historical figures with close attention to historical accuracies versus inaccuracies
- Write film critiques and other short essays/paragraphs
- Create movie trailers
- Produce drawings or pictures

-This course is offered every other year opposite Conspiracies in U.S. History & 9/11: A Deep Dive.

CRIMINAL JUSTICE

Grade: 10-12

Elective

Semester / Potential Credit: 0.5

Criminal justice is a survey course of three criminal justice functions in the United States and New York. We will cover: 1) Law enforcement- students will get an overview of policing in America, the historical development of policing internationally and locally, the implementation of community-based policing, and criminal investigations; 2) Judicial systems/court- discuss and explain prosecution and disposition; 3) Corrections- summary of incarceration from jail to prison. During the year, students will interact with members of law enforcement, corrections, and the court system. We will also use video, audio, and slide presentations to expose students to previously mentioned topics.

-This course is offered every other year opposite Conspiracies in U.S. History & 9/11: A Deep Dive.

CONSPIRACIES IN U.S. HISTORY

Grade: 10-12

Elective

Semester / Potential Credit: 0.5

Conspiracies in U.S. History is a half-year course in which students will investigate several historical events that have been looked at through the lens of conspiracy theories. This course is for anyone interested in conspiracy theories. Millions of people worldwide believe in conspiracy theories such as the moon landing, the death of Michael Jackson, or the assassination of President John F. Kennedy. Another theory is that on September 11, 2001, the World Trade Center complex was downed not by airplanes but by a “controlled demolition” masterminded by the United States national security state. What are we to make of these claims? What do they say about our societies? How do they impact history, or reflect more significant historical trends? How do we understand the context of these ideas? How do we know when a conspiracy has really happened and cannot simply be dismissed as a “theory”? We will grapple with these questions together through short videos, discussions, and projects in which you will create your own conspiracy theory.

-This course is offered every other year opposite American History through Film & Criminal Justice.

9/11: A DEEP DIVE

Grade: 10-12

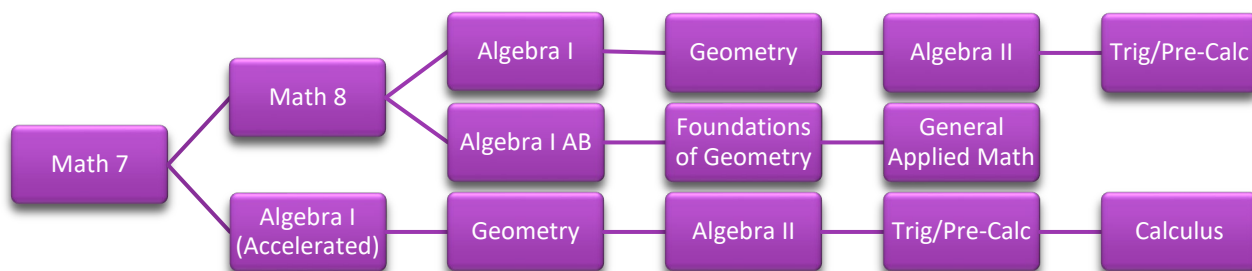
Elective

Semester / Potential Credit: 0.5

The events of September 11, 2001, shook the world in which we live. During this half-year course, we will look at events, investigate the stories of some who lived and others who were lost to eternity, and the impact on the world. We will reconstruct the timeline of events surrounding the attacks and their aftermath through documentaries, short videos, and stories of those who had firsthand accounts of this tragic day in American history. Students will look closely at the “Falling Man” which graced newspapers and magazines for weeks and months following the attacks. Who is this man, and how did he make the unthinkable decision to jump from several hundred feet above the ground? The unidentified man in the image was trapped on the upper floors of the North Tower, and it is unclear whether he fell while searching for safety or jumped to escape the fire and smoke. The photograph was taken at exactly 9:41:15 a.m. on the day of the attacks. Learn this and more as we take a deep dive into the events of September 11th.

-This course is offered every other year opposite American History through Film & Criminal Justice.

MATHEMATICS



MATH 7

Grade: 7

Full Year / 1 MS Unit of Study

In this course, students will build on the concepts they learned in 6th-grade math, expanding their prior knowledge of rational numbers, proportional relationships, expressions, equations, and inequalities. Students will also begin to explore percentages more deeply, angle measurements, volume, areas of polygons, probability, and statistics. There is a strong emphasis on how these topics connect to students' lives outside the classroom.

ADVANCED MATH LAB

Grade: 7

Full Year / Every Other Day

In this Advanced Math Lab, students begin exploring pre-algebra concepts, focusing heavily on linear relationships and equations, functions, systems of equations, and transformations. Students will continue to build on their understanding of the real number system, exponents, geometry, and statistics. This accelerated math program celebrates the culmination of a cross-conceptual study of mathematics before beginning a more topic-focused approach in high school.

Prerequisite: Students must receive a recommendation from their 6th-grade math teacher.

Co-requisite: Math 7

MATH 8

Grade: 8

Full Year / 1 MS Unit of Study

Students will begin exploring pre-algebra concepts, focusing heavily on linear relationships and equations, functions, systems of equations, and transformations. Students will also continue to build on their understanding of the real number system, exponents, geometry, and statistics. Eighth-grade math celebrates the culmination of a cross-conceptual study of mathematics before beginning a more topic-focused approach in high school.

ALGEBRA I- AB

Grade: 9

Regents Exam

Full Year / Potential Credit: 2

Algebra I-AB is a one-year course where students have the class for two periods. The slower pace of this course will allow time for additional practice and more individual assistance as students earn the required math credit and prepare for the Regents exam. The topics covered will include number systems, operations and properties, algebraic expressions, geometric figures, problem-solving, the trigonometry of the right triangle, and graphing linear functions and relations. In June, students will participate in a comprehensive review for the Algebra I Regents examination. Graphing calculators are highly recommended and can be borrowed from the school for the year.

ALGEBRA I

Grade: 9

Regents Exam

Full Year / 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, and probabilities of independent and dependent events. Graphing calculators are highly recommended and can be borrowed from the school for the year.

Prerequisite: Math 8

Pre-requisite for Accelerated 8th-grade students: Upon successful completion of Math 7 & Advanced Math 7 Lab, students will be placed in Algebra I if continued advancement is recommended by the teacher and performance on the course final exam is satisfactory.

GEOMETRY

Grade: 10-11

Regents Exam

Full Year / Potential Credit: 1

Students will have the opportunity to make conjectures about geometric situations and prove in various formal and informal ways that their conclusion follows logically from the hypothesis. Students will justify geometric relationships and properties of geometric figures, including congruence and similarity of triangles and properties of triangles, quadrilaterals, and circles. An integrated review of algebra topics will be incorporated throughout the study. Graphing calculators will be required and provided during class time.

Prerequisite: Algebra I or Algebra I-AB

FOUNDATIONS OF GEOMETRY

Grade: 10-12

Elective

Full Year / Potential Credit: 1

This course is an introduction (non-Regents level) to geometry covering the basic topics without most proofs. We concentrate on locus, logic, properties of triangles, parallel lines, quadrilaterals, similarity, constructions, coordinate geometry, circles, solids, and transformations. Graphing calculators will be required and provided during class time.

-This course is offered every other year opposite General Applied Math.

ALGEBRA II

Grade: 11-12

Regents Exam

Full Year / Potential Credit: 1

Some topics covered in this class 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 will be required and may be provided during class time.

Prerequisite: Geometry

GENERAL APPLIED MATH

Grade: 10-12

Elective

Full Year / Potential Credit: 1

This general applied mathematics course reinforces general mathematics skills in our everyday lives and jobs through developing skills in various practical, consumer, business, and occupational applications. Course topics covered are those that might be used in trade jobs (electricians, plumbers, contractors, etc.) and help prepare students for exams they must pass to enter those careers. Course topics include rational numbers (fractions and decimals), measurement, basic statistics, ratio and proportion, basic geometry, formulas, and simple equations.

-This course is offered every other year opposite Foundations of Geometry.

MAT1590: COLLEGE ALGEBRA/TRIGONOMETRY (JCC)

College
Level

Grade: 11-12

Semester / Potential Credit: 0.5 HS / 4 college

Students will learn algebra and trigonometry topics necessary to prepare them for the study of Pre-Calculus. 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, including graphs and basic identities. Problem-solving and applications are emphasized. An approved graphing calculator is required.

Students will take this course in the first semester of the year and then be enrolled in MAT1600 (see below) for the second semester; these courses run consecutively.

JCC Prerequisite: *Students must meet one of the following criteria: Accuplacer QAS Math score 255+ OR Geometry course average 70+ AND Algebra I Regents score or final average of 80+*

Pine Valley Prerequisite: *Less than 10 unexcused absences the year prior.*

MAT1600: PRE-CALCULUS (JCC)

College
Level

Grade: 11-12

Semester / Potential Credit: 0.5 HS / 4 college

This course is 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, and 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.

Students will take this course in the second semester of the year after completion of MAT1590 (see above) in the first semester; these courses run consecutively.

JCC Prerequisite: *Students must meet one of the following criteria: successful completion of JCC MAT1590; Algebra II Regents score or final course average of 80+; Accuplacer QAS score of 280+, & less than 10 unexcused absences the year prior.*

Pine Valley Prerequisite: *Less than 10 unexcused absences the year prior.*

MAT1710: CALCULUS & ANALYTIC GEOMETRY I (JCC) &
MAT1720: CALCULUS & ANALYTIC GEOMETRY II (JCC)



Grade: 11-12

Elective

Semester / Potential Credit: 0.5 HS (each)/ 4 college (each)

(Distance Learning Course- Dunkirk Hosts) Students will study the fundamental concepts of calculus. These courses are intended for students with a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations and graphs, lines, and conics). Topics to be studied include elementary functions, limits, derivatives, and their applications; anti-derivatives and their applications; techniques of integration; and the fundamental theorem of calculus. The use of the TI-84 plus calculator is covered along with a computer program. This course is taught via distance learning technology with the teacher live in another local school district.

Students will take MAT 1710 in the first semester of the year and then will also be enrolled in MAT1720 for the second semester; these courses run consecutively.

MAT 1710 Prerequisite: Successful completion of HS Pre-Calculus or MAT 1600

MAT 1720 Prerequisite: Successful completion of JCC MAT1710

Pine Valley Prerequisite: Less than 10 unexcused absences the year prior.

MAT1500: PROBLEM SOLVING WITH MATH (JCC)



Grade: 11-12

Elective

Semester / Potential Credit: 0.5 HS / 3 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 backward. Solution presentations and communication are emphasized.

Students will take this course in the first semester of the year and then be enrolled in MAT1540 (see below) for the second semester; these courses run consecutively.

JCC Prerequisite: Students must meet eligibility requirements for JCC's ENG 1510 as well as one of the following criteria: HS GPA 80+ and either Algebra I Regents 75%+ or Algebra I course average 80+; Accuplacer QAS Math score 246+

Pine Valley Prerequisite: Less than 10 unexcused absences the year prior.

MAT1540: ELEMENTARY STATISTICS (JCC)



Grade: 11-12

Elective

Semester / Potential Credit: 0.5 HS / 3 college

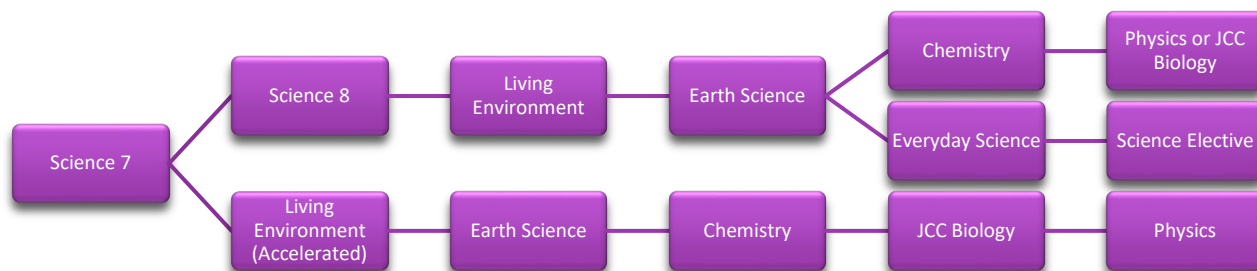
Students will investigate various descriptive and inferential statistics topics, including central tendency and spread measures, graphical data analysis, probability, random sampling, correlation and regression, hypothesis testing, and confidence intervals. Practical applications are emphasized throughout the course. A significant part of the course is taught in a laboratory setting using the software package Minitab. Upon completing 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.

Students will take this course in the second semester of the year after completion of MAT1500 (see above) in the first semester; these courses run consecutively.

JCC Prerequisite: Successful completion of MAT 1500

Pine Valley Prerequisite: Less than 10 unexcused absences the year prior.

SCIENCE



SCIENCE 7

Grade: 7

Full Year / 1 MS Unit of Study

This course will cover fundamental topics in earth science (minerals and rocks, plate tectonics, fossils, and Earth's history), chemistry (atoms and the Periodic Table, matter, waves, and physical and chemical changes), and biology (cells, cell organization, human body systems, classification, and plants). Most topics are supplemented with labs for a more in-depth understanding of the concepts.

SCIENCE 8

Grade: 8

Full Year / 1 MS Unit of Study

This course will cover fundamental topics in biology (lab safety, heredity, evolution, reproduction, and nutrition), physics (Newton's Laws, motion and density), and earth science (earth, sun, and moon relationships, the solar system, and weather). Most topics are supplemented with labs for a more in-depth understanding of the concepts. There is an NYS science exam at the conclusion of this course.

LIVING ENVIRONMENT

Grade: 9

Regents Exam

Full Year / 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 of 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 non-living things.
- Organisms inherit genetic information in various 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.

**NYS requires a lab component to this class which must include 1200 minutes of hands-on laboratory with satisfactory laboratory reports. All lab work must be completed to be eligible for the Regents examination.*

EARTH SCIENCE

Grade: 10

Regents Exam

Full Year / Potential Credit: 1

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

**NYS requires a lab component to this class which must include 1200 minutes of hands-on laboratory with satisfactory laboratory reports. All lab work must be completed to be eligible for the Regents examination.*

CHEMISTRY

Grade: 11-12

Regents Exam

Full Year / 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 a chemical reaction, nuclear science, solutions, acid-base theory, electrochemistry, and organic compounds. Emphasis is placed on developing precise laboratory techniques. Topics to be studied include:

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

**NYS requires a lab component to this class which must include 1200 minutes of hands-on laboratory with satisfactory laboratory reports. All lab work must be completed to be eligible for the Regents examination.*

Prerequisites: Successful completion of Earth Science and Living Environment.

PHYSICS

Distance
Learning

Grade: 11-12

Regents Exam

Full Year / Potential Credit: 1

(Distance Learning Course- Gowanda Hosts) Regents Physics is an excellent preparation for studying science at the collegiate level. Regents Physics is a full-year course with a laboratory requirement. This course will be algebra-based, and no familiarity with calculus is required. Important topics for study include kinematics (the study of objects in motion in both one and two dimensions), dynamics (the study of forces including Newton's Laws), energy, waves (both mechanical and electromagnetic), electromagnetism, and modern physics (the study of subatomic structure and the wave/particle nature of light). This course is taught via distance learning technology with the teacher live in another local school district.

**NYS requires a lab component to this class which must include 1200 minutes of hands-on laboratory with satisfactory laboratory reports. All lab work must be completed to be eligible for the Regents examination.*

Prerequisite: Successful completion of Algebra II and Chemistry.

BIO 1570: PRINCIPLES OF BIOLOGY I (JCC)

College
Level

Grade: 11-12

Full Year / Potential Credit: 1 HS/ 4 college

Students will identify, understand, and interpret fundamental biological principles such as biodiversity, evolution, ecology, chemical foundations of life, cell structure and function, cellular metabolism, photosynthesis, respiration, cellular reproduction, and classical, human, and molecular genetics. The laboratory may include one or more outdoor experiences.

JCC Prerequisite: Successful completion of HS Chemistry and successfully completed or co-enrolled in ENG 1510. Accuplacer Reading score of 250+ & QAS Math score of 238+.

Pine Valley Prerequisite: Less than 10 unexcused absences the year prior.

This course may only be offered every other year.

FORENSIC SCIENCE

Grade: 10-12

Full Year / Potential Credit: 1

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

EVERYDAY SCIENCE

Grade: 10-12

Full Year / Potential Credit: 1

Science is in our everyday life experiences. In this hands-on class, “everyday life” will be used as a guide to investigating the connection of science to everything we do. Each chapter will offer a different theme, like food, medications and health, soaps and cleaning products, etc. Students will select a topic of interest, research it, and use the information in a project culminating with the presentation of their work to the rest of the class.

ANATOMY & PHYSIOLOGY

Grade: 11-12

Full Year / Potential Credit: 1

The Anatomy & Physiology course presents the human body and biological systems in more detail than covered in Biology. To understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

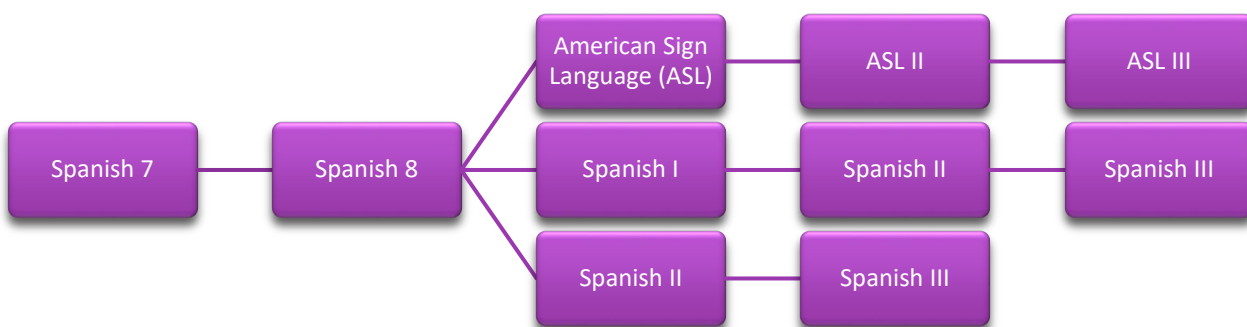
NATURAL DISASTERS

Grade: 9-12

Full Year / Potential Credit: 1

We will discuss various natural disasters and the science behind the phenomenon that creates the disaster. We will also look at what people have done to lessen the impact of these natural phenomena, what has and hasn't worked, and what changes have been made after recent disasters.

WORLD LANGUAGE



SPANISH 7

Grade: 7

Full Year / 1 MS Unit of Study- LOTE

This first course is designed to introduce students to the Spanish language and culture. Students are prepared to communicate authentically in Spanish by interpreting (reading, listening, and viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking and writing) information on a variety of topics. They introduce the relationships among Spanish-speaking cultures' products, practices, and perspectives.

SPANISH 8

Grade: 8

Proficiency Exam

Full Year / 1 MS Unit of Study- LOTE

This course is the second part of a two-year middle school foreign language sequence. Students at this level continue to learn about Hispanic cultures and expand their knowledge of vocabulary and grammar. They also continue to develop speaking, listening, reading, and writing skills. Students take a proficiency (Checkpoint A) exam at the end of Spanish 8.

Note: Students who successfully complete the two-year sequence in MS Spanish and pass the proficiency (Checkpoint A) exam are eligible to earn one high school second language credit applicable toward graduation requirements.

SPANISH I

Grade: 9

Full Year / Potential Credit: 1

This full-year course covers material similar to the two-year middle school program. Students learn basic vocabulary and grammar and will review Hispanic cultures. They develop speaking, listening, reading, and writing skills to become proficient in the language.

Note: This class is for students who need one unit of a language other than English for NYS graduation requirements.

SPANISH II

Grade: 9-10

Full Year / Potential Credit: 1

Students will continue to expand their vocabulary knowledge and improve their speaking and listening skills. There is more emphasis on grammar, reading, and writing skills. Students will develop the skills necessary to succeed on the proficiency (Checkpoint B) exam in Spanish 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

Proficiency Exam

Full Year / Potential Credit: 1

Learning another language will prepare you to live and work in a global society. It will also increase your employment opportunities. Students in Spanish III continue to prepare for the proficiency (Checkpoint B) exam in Spanish. This exam evaluates speaking, listening, reading, and writing skills. There is a strong emphasis on grammar, reading, and writing at this level.

Prerequisite: Successful completion of Spanish II and teacher recommendation.

AMERICAN SIGN LANGUAGE (ASL) I

Distance
Learning

Grade: 9-12

Full Year / Potential Credit: 1

(Distance Learning Course- OHM BOCES Hosts) This course will teach students introductory-level vocabulary, basic grammar structure, Deaf history, and the cultural background needed to communicate with Deaf individuals. Instruction will include the language functions, asking for and giving information, making requests, giving directions, agreeing, disagreeing, expressing likes and dislikes, and many other skills required to communicate on a novice level. ASL 1 offers students a variety of experiences that will develop their awareness of the world around them. Likewise, the multimedia exposure students experience in this class will help them better understand the Deaf culture. As the course is derived from the NYS Learning Standards for Languages Other than English, it satisfies the criteria required by New York State to earn the Languages Other than English (LOTE) course credit. The course is also aligned to the national proficiency guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL). This course is taught via distance learning technology with the teacher live in another school district.

AMERICAN SIGN LANGUAGE (ASL) II

Distance
Learning

Grade: 10-12

Full Year / Potential Credit: 1

(Distance Learning Course- OHM BOCES Hosts) ASL 2 is the second of a series of four sequential courses that will teach students introductory-level vocabulary, grammar structure, Deaf history, and the cultural background needed to communicate with Deaf individuals. Instruction will include the language functions, asking for and giving information, making requests, giving directions, agreeing and disagreeing, expressing likes and dislikes, introducing classifiers and facial expressions as important components of ASL grammar, as well as many other skills required to communicate on a novice-high level. ASL 2 offers students a variety of experiences that will increase their awareness of the world around them. Likewise, the multimedia exposure students experience in this class will help them better understand the Deaf culture. This course is derived from the New York State Learning Standards for Languages Other than English. The course is also aligned to the national proficiency guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL).

Prerequisite: Successful completion of ASL I.

AMERICAN SIGN LANGUAGE (ASL) III

Distance
Learning

Grade: 11-12

Full Year / Potential Credit: 1

(Distance Learning Course- OHM BOCES Hosts) ASL 3 is the third of a series of four sequential courses that will teach students introductory-level vocabulary, grammar structure, Deaf history, and the cultural background needed to communicate with Deaf individuals. Students will learn how to use various classifiers with complex grammar structures, narrate compound situations that occur in everyday life, use advanced grammar structures and sentence types, and gain the confidence to interact in the Deaf community. ASL 3 is primarily project-based and centers around the interests and curiosities of students through a series of personalized projects. This course is derived from the New York State Learning Standards for Languages Other than English. The course is also aligned to the national proficiency guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL).

NOTE: This course is also a dual enrollment college course partnered with Herkimer College, a SUNY college, to offer three college credits to those who successfully complete the course.

Prerequisite: Successful completion of ASL II.

PHYSICAL EDUCATION & HEALTH

MS PHYSICAL EDUCATION

Grade: 7-8

Every Other Day / MS PE Requirement

Students will demonstrate competency in motor skills and movement patterns needed to perform various physical activities. These activities include but 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 regularly participate in physical activity, they will achieve and maintain a health-enhancing level of physical fitness and exhibit responsible personal and social behavior that respects self and others. Most importantly, students will learn the values of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

MS HEALTH EDUCATION

Grade: 8

Every Other Day / 0.5 Unit of Study- Health

Middle school health provides students with the knowledge to prepare them for life situations and events. Health covers a broad range of topics, including understanding health and wellness, taking charge of your health, mental and emotional health, body systems and how they work, alcohol, tobacco and e-cigarettes, and other drugs. Students will engage in open discussions, slide shows, videos, and group projects. This class gives the students a chance to look at their own health. They will be prepared to take the necessary steps to make a change and make intelligent, healthy choices to live a healthy lifestyle now and in the future. This class will also provide the required refusal skills to help students make the right decisions.

HS HEALTH

Grade: 9-12

Every Other Day or Semester / Potential Credit: 0.5

Health education class is the only subject that is precisely all about you! The health education class examines ten content areas that pertain to lifetime health decisions. These areas include self-esteem and mental health, physical fitness for life, nutrition for life, drugs, alcohol, tobacco and e-cigarettes, illegal drugs, preventing infectious diseases, lifestyle diseases, and sexuality and responsibility. Students will engage in open discussions, slide shows, videos, and group projects. This class allows students to take a close look at their current state of health and take all the necessary steps to make healthy lifestyle changes to achieve optimal health. How will the choices you make today impact your life tomorrow?

Note: All students must take this course to meet NYS graduation requirements.

HS PHYSICAL EDUCATION

Grade: 9-12

Every Other Day / Potential Credit: 0.5

Students will demonstrate competency in motor skills and movement patterns needed to perform various physical activities. These activities include but 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 regularly participate in physical activity, they will achieve and maintain a health-enhancing level of physical fitness and exhibit responsible personal and social behavior that respects self and others. Most importantly, students will learn the values of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Note: Students must take & complete PE for eight semesters and must have a total of two credits to graduate, according to NYSED. Therefore, PARTICIPATION IS MANDATORY. For medical reasons for non-participation, a physician's note is required, and an alternate assignment will be given, which **MUST** be completed for credit.

PERSONAL TRAINING

Grade: 9-12

Elective

Every Other Day / Potential Credit: 0.5

This elective course is for students who would like the opportunity to learn and participate in various strength and conditioning techniques. Students will develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning. Students will also learn anatomy and conditioning techniques for appropriate workouts. Students will design personalized fitness plans based on fitness principles, complete these plans throughout the school year, and evaluate the strategies to identify areas of strength, success, or needed improvement. After the first evaluation, students who wish to focus on a specific area (e.g., strength, speed, power, endurance, agility, and flexibility needed to improve performance in a particular sport or activity) will be guided to design and follow a self-directed program. Their progress will be monitored and tracked throughout the year. Students will also have opportunities for field trips to apply their knowledge in a real-life setting.

HEALTH & WELLNESS

Grade: 10-12

Elective

Every Other Day / Potential Credit: 0.5

This elective course is for students who want to learn about nutrition, wellness, and fitness. Students will also learn and participate in various strength and conditioning techniques, which build upon those learned in Personal Training. This course emphasizes the importance of life-long wellness habits. Students will be guided to design and follow a self-directed fitness and nutrition program. Their progress will be monitored and tracked throughout the year, and they will conduct an evaluation to identify areas of strength, success, or needed improvement. Students will also have opportunities to participate in field trips to apply their knowledge in a real-life setting. *The recommendation that students take Personal Training before this course.*

LIFETIME SPORTS & ACTIVITIES

Grade: 9-12

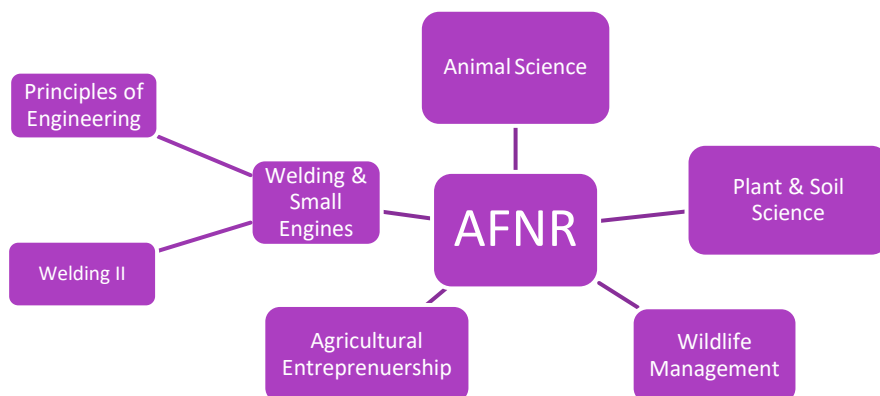
Elective

Every Other Day / Potential Credit: 0.5

This elective course is for students who want to learn more about lifetime sports and activities that enrich the physical, social, emotional, and intellectual self. Lifetime activities are those sports that people can enjoy across the lifespan, such as swimming, walking, jogging, badminton, pickleball, volleyball, golf, and more. Students will learn to continue developing their skills and modify their approach as necessary throughout their lives.

ELECTIVE COURSE DESCRIPTIONS

AGRICULTURE



5-Unit Sequence Option for Advanced Regents Diploma:

Students may use a five-unit sequence in CTE to replace the World Languages requirement for the Advanced Regents Diploma. The sequence should be a meaningful group of courses building upon a student's skills and interests in a particular area. This sequence must begin with a foundational course (i.e., Design & Drawing or AFNR) and then advance through electives in the discipline. A sequence must be outlined cooperatively between the School Counselor and the student. See page 11 (Graduation Requirements) for more information.

AGRICULTURE, FOOD & NATURAL RESOURCES (AFNR)

Grade: 9-12

Full Year / Potential Credit: 1

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. Students will explore the following AFNR career pathways: agribusiness systems; animal systems; biotechnology systems; environmental service systems; food products and processing systems; natural resource systems; plant systems; power, structural, and technical systems. We will investigate agriculture here in Chautauqua and Cattaraugus County and compare these to other areas in New York State and around the world.

ANIMAL SCIENCE



Grade: 9-12

Full Year / Potential Credit: 1*

(Distance Learning Course- PV Hosts) This course comprehensively studies the most common agricultural animal industries, including dairy, beef, sheep, goats, horses, swine, and poultry. The class study also involves less common agricultural enterprises such as fish, rabbits, ostrich, honeybees, etc. Animal behavior, care, genetics, nutrition, and reproduction are studied. Cats, dogs, and reptiles will also be covered in class. This course is taught via distance learning technology with the teacher live in our school district.

** Students may also use Animal Science as their third credit of Science.*

PLANT & SOIL SCIENCE

Grade: 9-12

Full Year / Potential Credit: 1

Explore the outdoors as we learn about maple syrup production, crop cultivation, golf management, pruning, gardening, lawn care, composting, and plant identification. Students will have the opportunity to work in the greenhouse and maple syrup laboratory. 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.

-This course is offered every other year opposite Wildlife Management.

WILDLIFE MANAGEMENT

Grade: 10-12

Full Year / Potential Credit: 1

We will focus on the history of wildlife indigenous to our area. Students interested in being outdoors, whether on a farm, hunting, fishing, hiking, or camping, would enjoy this course. Class members will also be involved in the local Envirothon contest. We will learn about trapping techniques, successfully planning and implementing a food plot, and the laws governing wildlife regulations. Ecological concerns such as pollution, deforestation, and more will also be investigated.

-This course is offered every other year opposite Plant & Soil Science.

WELDING & SMALL ENGINES

Grade: 10-12

Semester / Potential Credit: 1

Metal cutting systems that use both oxy-fuel and plasma-arc cutting will be used to create unique projects in this class. Torch cutting, welding, and auto body repair techniques will be practiced along with vertical mill and lathe operations. The first project will be for students to build a toolbox. Students will also learn about engines and work on two- and four-cycle motors. Along with an introduction to welding and shop safety, students will develop fundamental skills for careers related to electricity and mechanical technology.

Prerequisite: Design & Drawing

WLD1200: SAFETY AND CUTTING (JCC):

Students will build a toolbox as their first metal project. Torch and plasma cutting, basic welding, and auto body repair techniques will be practiced along with vertical mill and lathe operation. Welding safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve, and bevel cutting varying thicknesses will be emphasized.

This course is also a dual enrollment course for interested students in grades 11 or 12. Students must notify the School Counselor during their scheduling appointment that they want this option. Students who successfully meet this course's additional curriculum and



coursework requirements may obtain three college credits through Jamestown Community College's College Connections Program.

WELDING II

Grade: 11-12

Full Year / Potential Credit: 1

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 will create an extensive project before the completion of the year as part of their portfolio.

Prerequisite: *Welding I*

-This course is offered every other year opposite Agricultural Entrepreneurship.

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

College
Level

Students will practice SMAW (stick welding) in various positions throughout the year using AC and DC welders. The five basic joints in multiple positions will be practiced as fillets and grooves. Fabricating projects from scratch and blueprints will put your SMAW skills into practice. Each class member will create an extensive project before the completion of the year as part of their portfolio.

This course is also a dual enrollment course for interested students in grades 11 or 12. Students must notify the School Counselor during their scheduling appointment that they want this option. Students who successfully meet this course's additional curriculum and coursework requirements may obtain three college credits through Jamestown Community College's College Connections Program.

WLD1360: GAS METAL ARC WELDING (JCC):

Both gas metal arc welding (GMAW) and flux core arc welding (FCAW) processes will be covered in class. Equipment setup will be necessary for fillet and groove welds, emphasizing carbon steel plate. Some aluminum and stainless welding will also be performed. Each class member will create an extensive project before the completion of the year as part of their portfolio.

This course is also a dual enrollment course for interested students in grades 11 or 12. Students must notify the School Counselor during their scheduling appointment that they want this option. Students who successfully meet this course's additional curriculum and coursework requirements may obtain three college credits through Jamestown Community College's College Connections Program.

AGRICULTURAL BUSINESS

Grade: 11-12

Full Year / Potential Credit: 1

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 interested in farming or planning agricultural careers 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. Are you looking for skills to succeed after high school or what Agriculture has to offer? This is the class for you!

-This course is offered every other year opposite Welding II.

PRINCIPLES OF ENGINEERING

Grade: 11-12

Full Year / Potential Credit: 1*

Today's engineers and other mechanical careers require "hands-on" learning from designing to fixing and maintaining. Units of study will include electricity, pneumatics, structures, hydraulics, irrigation, and alternative energy, just to name a few. Students will have the opportunity to participate in various projects, such as creating life-size cardboard boats. Additionally, students will compete at STEM WARS to showcase their skills and learn from other students around the region. It is recommended that students have experience from other tech courses before this course, but is not required.

**Students may also use Principles of Engineering as their third Math or Science credit.*

CAREER AND TECHNICAL EDUCATION PROGRAM- AGRICULTURAL SCIENCE SEQUENCE

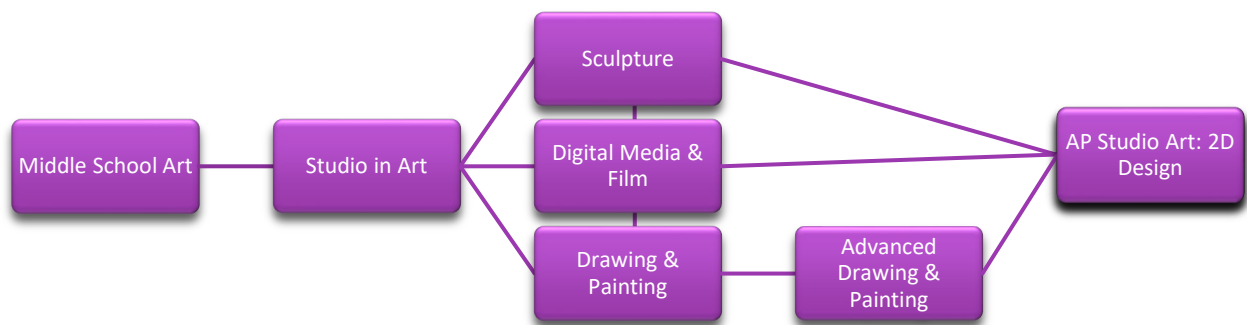
Students at Pine Valley can study and experience this specialized field in a hands-on instructional environment. Students will also benefit from work-based learning opportunities and supervised experiences.

This program requires the following 3 ½ credits:

- AFNR (1 credit)
- Animal Science (1 credit)
- Plant Science (1 credit)
- Career & Financial Management (½ credit)
- PLUS work-based learning hours

After the course sequence, students will take a culminating exam. Successful completion of the program and passing exam scores will result in a Technical Endorsement on a student's diploma.

ART



5-Unit Sequence Option for Advanced Regents Diploma:

Students may use a five-unit sequence in the Arts to replace the World Languages requirement for the Advanced Regents Diploma. The sequence should be a meaningful group of courses building upon a student's skills and interests in a particular area. This sequence must begin with a foundational course (i.e., Studio Art) and then advance through electives in the discipline. A sequence must be outlined cooperatively between the School Counselor and the student. See page 11 (Graduation Requirements) for more information.

MS ART

Grade: 7-8

Every Other Day / 0.5 Unit of Study- MS Art

This introductory class emphasizes basic art concepts and a variety of different media. Through this course, students will gain and build fundamental knowledge about the elements and principles of design, creativity, problem-solving, and critical thinking. Two and three-dimensional concepts will be taught through a variety of materials. This knowledge will help prepare every middle school student for future high school art courses and their future lives in an increasingly innovative and visually oriented world.

STUDIO ART

Grade: 9-12

Full Year / Potential Credit: 1

Students are introduced to the fundamentals of artistic expression. This course includes experience and exploration in drawing, painting, sculpture, weaving, photography, and printmaking. This course emphasizes observation and interpretation of the visual environment, visual communication, imagination, and symbolism through an introduction to various visual arts media. This course focuses on how artists convey ideas through various media and the study of historical and contemporary art and artists. Successful completion of this course satisfies the Art/Music graduation requirement.

DRAWING & PAINTING

Grade: 10-12

Full Year / Potential Credit: 1

This course will focus on the connective relationship between drawing and painting. We will use various media and techniques, emphasizing observing and interpreting the visual environment. Media utilized in this course include graphite, pastels, colored pencils, oil pastels, pens, acrylic paint, watercolor, and more. Emphasis is placed on experiences with design principles, drawing techniques, and painting skills, leading to the development of abilities necessary for advanced art courses. Students are given in-depth problems to solve creatively.

Prerequisite: Studio Art

SCULPTURE

Grade: 10-12

Full Year / Potential Credit: 1/2

This course promotes the expression of ideas through three-dimensional works. Students will explore the element of form using various materials such as clay, plaster, Sculpt GL, cardboard, paper, tinfoil, and more. A study of historical and contemporary sculpture and sculptors from a worldwide perspective and instruction and practice in the critique process are addressed.

Prerequisite: Studio Art

DIGITAL MEDIA & FILM

Grade: 10-12

Full Year / Potential Credit: 1/2

This course introduces students to the creative aspects of media arts production. Students will learn the powerful software tools used to create digital art, such as Adobe Photoshop, and have access to other Adobe applications. Other digital tools we can explore are Sculpt GL and Blender. Photography and film study techniques, genres, and styles will play a significant role in developing ideas. Students will develop media literacy and an understanding of balancing freedom and responsibility as they analyze and create media artwork.

Prerequisite: Studio Art

ADVANCED DRAWING & PAINTING

Grade: 11 - 12

Full Year / Potential Credit: 1

This course is a continuation for students who have surpassed the level of foundational courses. This class emphasizes strengthening technical and creative skills and providing exposure to even more types of drawings and paintings. This course will focus on creative expression and work that makes a visual statement. Assignments will be designed to meet the needs of the class or individual students. Students are encouraged to experiment on a larger scale, taking the time needed to produce significant work. This course is also a preparation course for AP 2D Art and Design that is taken during senior year and has the potential for college credit.

Prerequisite: Studio in Art, Drawing & Painting

AP STUDIO ART: 2D DESIGN

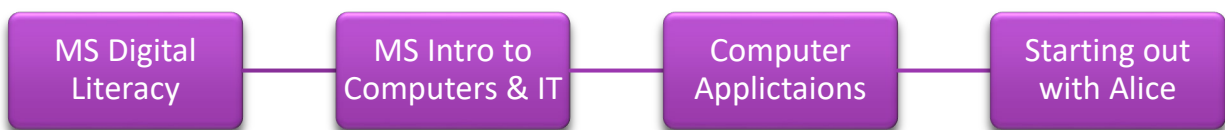
Grade: 12

Full Year / Potential Credit: 1

This AP Art and 2-D Design course is intended for students with a professional or academic interest in two-dimensional art. This course focuses on developing a personal investigation in 2-D Design, enabling the students to demonstrate mastery of media, technique, problem-solving, and depth of ideas. Conceptual variety can be demonstrated through either the use of one or several media. Students refine their skills and create artistic works to submit via a portfolio to the College Board for evaluation.

Prerequisite: Studio in Art, Drawing & Painting, one other art elective, and a recommendation by the Art teacher.

COMPUTER SCIENCE



MS DIGITAL LITERACY

Grade: 7

Semester / 0.5 Unit of Study- MS CTE

Digital Literacy is designed to equip students with the digital and computer literacy skills necessary to create, find, and evaluate data and information. Students will be exposed to a broad range of computer technology and a working knowledge of computer software and hardware. Students benefit from understanding a wide range of applications (e.g., document processing, presentations, spreadsheets, and web-based resources). Students will learn how to collaborate online and safely navigate social media effectively. Safety, use of technology, social, emotional, career, critical thinking, and problem-solving skill attainment are embedded throughout the course.

MS INTRODUCTION TO COMPUTERS & INFORMATION TECHNOLOGY

Grade: 8

Every Other Day / 0.5 Unit of Study- MS CTE

Introduction to Computers & Information Technology teaches students the digital literacy concepts and skills to succeed in a technology-based world. Part 1 explores hardware and software basics, input and output devices, storage, and operating systems. Students learn how computers work; how to identify and use peripherals and storage devices; and how to use operating systems, utility programs, and wired and wireless networks. Part 1 also introduces mobile devices, cloud computing, and security threats. Part 2 teaches introductory skills in word processing, spreadsheets, databases, graphics programs, presentation programs, and multimedia. Part 3 covers the latest in communication devices, including smartphones and tablets, and their network technology.

COMPUTER APPLICATIONS

Grade: 9-12

Full Year / Potential Credit: 1

This course focuses on the job skills needed to succeed in the workforce in today's fast-moving, mobile environment. With job-related projects that put Microsoft Office 365® into context, students learn the "how and why" at the moment they need to know, all in the appropriate Microsoft product. Students will better understand Microsoft Windows operating systems and utilize MS Word, MS Excel, MS Access, and MS PowerPoint.

STARTING OUT WITH ALICE: A VISUAL INTRODUCTION TO PROGRAMMING

Grade: 9-12

Semester or Every Other Day / Potential Credit: 0.5

Alice presents a fun and motivational way for novice programmers to learn the basic tenets of programming. Using Alice, an innovative and increasingly popular teaching tool, students from various backgrounds create virtual programming worlds of animations and computer games. You will develop worlds with characters and implement your storyline, much like producing an animated movie. The textbook offers valuable examples and detail-oriented explanations to allow students to become comfortable with fundamental programming concepts without dealing with frustrating syntax errors and complex design techniques. With the knowledge acquired using Alice, students gain confidence in their skills to transition into Java or other programming languages.

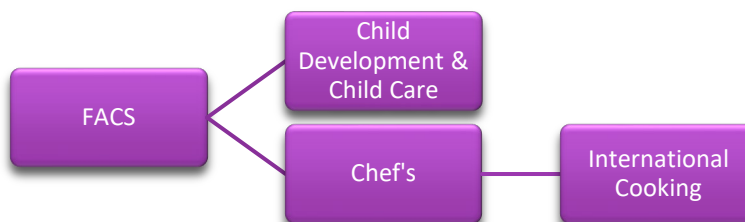
CAREER & FINANCIAL MANAGEMENT (CFM)

Grade: 9-12

Semester or Every Other Day / Potential Credit: 0.5

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 on proficiency in the Microsoft Office Suite.

FAMILY & CONSUMER SCIENCES



MS FACS

Grade: 7-8

Semester / 0.5 Unit of Study- MS CTE

Family and Consumer Sciences (FACS) is a course designed into four process skill areas: communication, leadership, management, and thinking. The content topics include family, career development, food and nutrition, and sewing.

CHEFS CLASS

Grade: 9-12

Full Year / Potential Credit: 1

Chef's is a full-year course that provides an opportunity for students to develop basic food preparation skills. Classroom and lab work experiences emphasize nutrition and consumer skills as students examine preparation principles and techniques for various foods. This course teaches students to develop life-long eating habits using My Plate guidelines. Basic skills learned in this class will be built upon in International Cooking and Baking. A few projects in this class involve food contests and building a gingerbread house.

INTERNATIONAL COOKING & BAKING

Grade: 10-12

Full Year / Potential Credit: 1

This course consists of two sections, one each semester. During the first semester, the emphasis is on baking and pastry. Topics include bread, cakes, pies, and restaurant-style desserts. The second semester offers students the opportunity to recognize and prepare foods native to countries throughout the world and discuss how the food customs of these countries have been influenced by climate, geography, culture, and religion. In addition, students realize the origin of popular foods we enjoy here in the USA. The main project in this class is creating a decorated cake.

Prerequisite: Chefs Class

CHILD DEVELOPMENT & CHILD CARE

Grade: 9-12

Full Year / Potential Credit: 1

Experiences in the Child Development course are designed to assist students in developing an understanding of the parenting process and parenting skills. Competencies developed in this course will be helpful to anyone who lives with, associates with, or works with children. The emphasis in this course is related to the following: parenthood decision, costs of having and raising a child, the promotion of child growth and development, guidance techniques for promoting positive behavior, prevention of child abuse and neglect, promoting health and safety of children, caring for the sick or injured child, and selection of child-care services. Some of the projects in this class involve cooking for children, creating a toy, and a busy book.

HOSPITALITY AND TOURISM

Grade: 9-12

Full Year / Potential Credit: 1

Introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students will learn knowledgeable skills focusing on time management and customer service. Students will explore the history of the hospitality industry. Various projects will include event planning and culinary experiences.

MUSIC

MS MUSIC

Grade: 7-8

Every Other Day / 0.5 Unit of Study- MS Music

The course intends to provide a worthwhile musical experience for students, regardless of individual skill or talent level. Emphasis is placed on developing an affective and cognitive appreciation as a listener of all genres of music. This course teaches music appreciation, theory, performance, and history. Students will experiment with the different facets of music as they gain musical background.

**This course is mandatory only for students who do not elect to take Band or Chorus in MS.*

MS BAND

Grade: 7-8

Every Other Day / 0.5 Unit of Study- MS Music

Students will explore and perform varying styles of instrumental music, which will be highlighted in two performances a year. Students do not require any previous instrumental training to join the Band. They are offered instrumentation from brass, woodwind, and percussion instrument families while aligning with the current NYSED music standards.

MS CHORUS

Grade: 7-8

Every Other Day / 0.5 Unit of Study- MS Music

Students participating in the Middle School Chorus will learn and perform diverse choral music. Students will perform in both the winter and spring concerts. During rehearsals, students will practice the fundamentals of vocal technique, music literacy, and the art of choral singing.

HS BAND

Grade: 9-12

Full Year / Potential Credit: 1*

Students will learn to perform and appreciate varied selections from the finest literature. The group will contribute to the musical life of the students 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. Successful completion of this course satisfies the Art/Music graduation requirement.

**NOTE: Band is offered on B-days for ½ credit for students taking both Band and Chorus.*

HS CHORUS

Grade: 9-12

Full Year / Potential Credit: 1*

This vocal ensemble is composed of students from grades 9-12. Membership will enable students to receive an enriched musical experience and continue to develop their vocal techniques. Chorus students will be required to participate in community events and concerts. Successful completion of this course satisfies the Art/Music graduation requirement.

**NOTE: Chorus is offered on A-days for ½ credit for students taking both Band and Chorus.*

MUSIC THEORY

Grade: 10-12

Full Year / Potential Credit: 1/2

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

Pre-requisite: At least one year of experience in MS or HS ensembles (Band or Chorus).

Co-requisite: Band or Chorus

MUSICAL THEATRE & STAGECRAFT

Grade: 9-12

Elective

Every Other Day / Potential Credit: 0.5

Musical theatre is inherently a collaborative art, and the emphasis of this class will be to introduce you to the multiple aspects of stagecraft. In this course, we will discover what it takes to deliver a musical production at professional and amateur levels. In addition to learning the history of American Musical Theater, you will learn about the art of sound and lighting design, set design, prop mastery, costume design, and direction.

HISTORY OF ROCK & ROLL

Grade: 9-12

Elective

Every Other Day / Potential Credit: 0.5

History of Rock & Roll will track the evolution of this genre from its blues roots in the early twentieth century to its modern subgenres. Students taking this course will be able to pinpoint elements of instrumentation and style, describe the musical impact, and discuss the intersectionality of varied genres of music. Quarterly projects allow students to research their favorite artists, present groundbreaking technologies in the music industry, and (for the brave) a chance to perform in front of an audience.

-This course is offered every other year opposite Introduction to Guitar.

INTRODUCTION TO GUITAR

Grade: 9-12

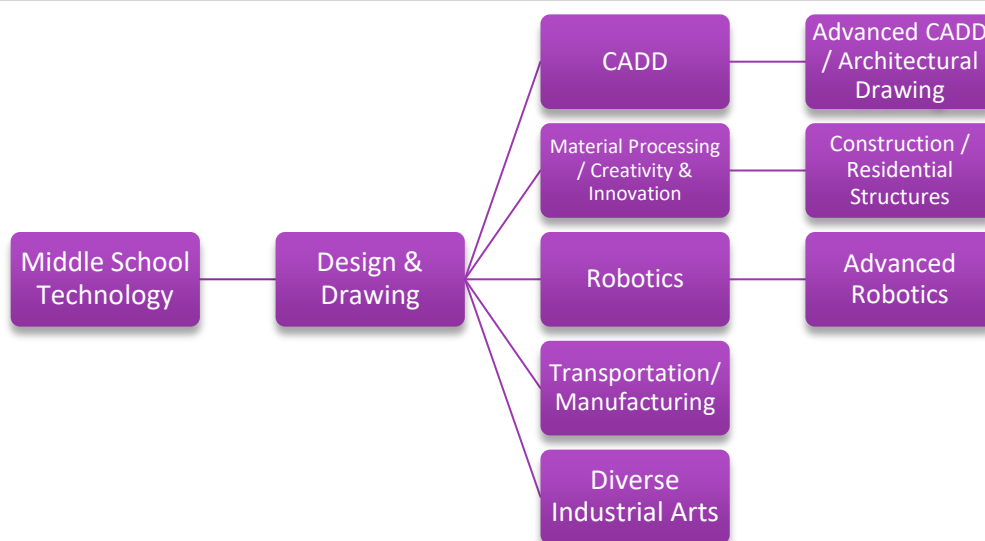
Elective

Every Other Day / Potential Credit: 0.5

This introduction to guitar course will offer students the opportunity to learn fundamental techniques, read tablature and standard notation, and practice simple maintenance of instruments. This course will include quarterly performances as benchmarks for progress. Pine Valley will provide school-owned instruments, but students are welcome to bring their own guitars. No prior experience is required.

-This course is offered every other year opposite History of Rock & Roll.

TECHNOLOGY & MANUFACTURING



5-Unit Sequence Option for Advanced Regents Diploma:

Students may use a five-unit sequence in CTE to replace the World Languages requirement for the Advanced Regents Diploma. The sequence should be a meaningful group of courses building upon a student's skills and interests in a particular area. This sequence must begin with a foundational course (i.e., Design & Drawing) and then advance through electives in the discipline. A sequence must be outlined cooperatively between the School Counselor and the student. See page 11 (Graduation Requirements) for more information.

MS TECHNOLOGY

Grade: 7-8

Semester / 0.5 Unit of Study- MS CTE

Students will use tools ranging from traditional woodworking to modern computer applications. They will learn how to use all resources, including tools, to help solve problems. The class' main focal points will be the problem-solving process and the seven technology resources. Some projects include skimmer cars, Balsa bridges, vex robotics, and a wood project. Students will start their engineering portfolio this year.

DESIGN & DRAWING FOR PRODUCTION

Grade: 9-12

Full Year / Potential Credit: 1*

This course begins our drawing sequence and is meant to introduce students to technical drawing, the universal language, and problem-solving skills. We start with hand drawing techniques and conclude with Computer Aided Drafting. Projects include 2D and 3D drawings. We will create some of our drawings, make our own puzzles, and even a floor plan. This course will help students start their drawing portfolio, which they can use for employment after high school. Drafters can make about \$55,000 a year. Students are highly encouraged to take this course either as a first- or second-year course so they will have time to complete the drawing

sequence. This course is part one of a three-course sequence (DDP, CADD, Adv. CADD). It is also a prerequisite for Computer Aided Design & Drafting (CADD).

**Design and Drawing can be used to satisfy the Art/Music graduation requirement.*

COMPUTER-AIDED DESIGN & DRAFTING (CADD)

Grade: 10-12

Full Year / Potential Credit: 1

This course uses AutoCAD 2023 (a program for designing and creating new items) and introduces students to AutoDesk Inventor (a computer program to test/simulate their motion projects). CADD builds on the drawing experiences of Design & Drawing through the use of computer technology. Students will begin the class learning traditional wireframe techniques, then move on to 3D modeling. Three-dimensional modeling will be explored, and we will use the 3D printer to create your drawings. We will also use the laser engraver and other CNC tools to explore practical experiences. Students will continue to build their drawing portfolios. Careers that require CAD skills, such as drafters, can make around \$60,000-80,000 a year. This course is part two of the three-course drawing sequence (DDP, CADD, Adv. CADD).

Prerequisite: Design & Drawing

ADVANCED CADD & ARCHITECTURAL DRAWING

Grade: 10-12

Full Year / Potential Credit: 1*

Advanced CADD takes place in the first semester and builds on experience from Design & Drawing and CADD. Three-dimensional modeling will be explored extensively in this course with Autodesk Inventor. Students will enter the world of architectural drawing with the new CADD software. They will create floor plans and begin the introduction to site plans. All the new CNC tools will be used, including CNC Router, Plasma, laser engraver, and 3D printer. In the second semester, Architectural Drawing will utilize skills learned in all prior coursework to create house plans. Students will learn about building codes and refine their drawing skills as we design a shed or tiny house for the Construction class. Work will continue to be added to the student portfolios to use for industry interviews and employment opportunities. Architects can make between \$71,000 and \$110,000 annually. Advanced students may take this concurrently with CADD. This course is part three of the three-course drawing sequence (DDP, CADD, Adv. CADD).

** Students will take Advanced CADD in the first semester of the year and continue into Architectural Drawing for the second semester for a potential ½ credit each.*

Prerequisite: Design & Drawing & CADD

-This course is offered every other year opposite Diverse Industrial Arts.

ROBOTICS & ADVANCED ROBOTICS

Grade: 10-12

Full Year / Potential Credit: 1*

Robotics is the science and technology relating to computer-controlled mechanical devices, such as the automated tools commonly found in automobile assembly lines. In this class, you will be required to utilize creative thinking skills in robot design, construction, and programming. Lego and Vex robotics will be used to automate systems and design a robot. Students will better understand basic mechanical principles, such as gears and pulleys, and how they can be applied to transportation. Various projects will start with basic skills and then will progress into building claw bots, battle bots, and competition-specific robots. These projects will be taken to JCC and ECC for STEM WARS competitions. This course helps prepare students for careers as robotics technicians with an annual salary of around \$60,000.

** Students will take Robotics in the first semester of the year and continue into Advanced Robotics for the second semester for a potential ½ credit each.*

Prerequisite: Design & Drawing

-This course is offered every other year opposite Transportation & Manufacturing.

TRANSPORTATION & MANUFACTURING

Grade: 10-12

Full Year / Potential Credit: 1*

In the first semester, students will focus on transportation content. Students will better understand basic mechanical principles such as gears and pulleys and how they can be applied to transportation. The new CNC tools will be used consistently. Various projects will be assigned in the progression of complexity throughout the school year. In the second semester, the manufacturing process and theories will be discussed. Students will create a small-scale mass production by the end of the year. We will develop projects that fly, float, and drive on multiple surfaces. Students will add to their engineering portfolios throughout the course to prepare for industry positions, which may pay around \$45,000 annually.

** Students will take Transportation in the first semester of the year and continue into Manufacturing for the second semester for a potential ½ credit each.*

-This course is offered every other year opposite Robotics & Advanced Robotics.

CONSTRUCTION SYSTEMS & RESIDENTIAL STRUCTURES

Grade: 10-12

Full Year / Potential Credit: 1*

This course focuses exclusively on residential construction. We will follow a timeline very similar to that of building a house. We start by discussing finance and home plans, with the topics progressing in the same fashion in which the house would be built. The course focuses on skills such as wall framing, stair construction, and rafter layout. Students will add to their engineering portfolios throughout the course to prepare for industry positions, which may pay up to \$100,000 annually.

** Students will take Construction Systems in the first semester of the year and continue into Residential Structures for the second semester for a potential ½ credit each.*

-This course is offered every other year opposite Materials Processing & Creativity/Innovation in Wood.

Prerequisite or Corequisite: Design and Drawing

MATERIAL PROCESSING & CREATIVITY/INNOVATION IN WOOD

Grade: 10-12

Full Year / Potential Credit: 1*

This course explores the manipulation of raw materials into finished products. Design principles are heavily incorporated into this course. Students will be introduced to hand tools, machine tools, and CNC tools, fasteners, and finishing. In the second semester, students are charged with developing their own projects using principles learned previously. Projects may include furniture or other practical products. Students are encouraged to create projects that relate to their everyday life or other courses. Students will add to their engineering portfolios to prepare for industry positions throughout the course. Even if students are not interested in an industry position, the skills they learn in this course are helpful in personal home projects and hobby crafting (making and selling future items for craft fairs or online sites like Etsy for some extra money).

** Students will take Materials Processing in the first semester of the year and continue into Creativity & Innovation for the second semester for a potential ½ credit each.*

-This course is offered every other year opposite Construction/Residential Structures.

Prerequisite or corequisite: Design and Drawing

DIVERSE INDUSTRIAL ARTS

Grade: 9-12

Full Year / Potential Credit: 1*

This Diverse Industrial Arts course is an excellent opportunity for students of all genders, backgrounds, and interests to explore an art course in the tech wing! We will use all the tools in the woodshop and the metal shop to create personalized and practical projects. The laser engraver and 3D printers, the CNC Router, and other tools will be utilized. Course topics include planning and design, electricity and electronics, materials properties and testing, basic materials processing, and power technology. Students will gain exposure to the tools and equipment in manufacturing-related occupations enabling them to develop the skills they need to use these tools in various applications. This course covers general safety and career exploration as well.

-This course is offered every other year opposite Advanced CADD & Architectural Drawing.

CAREER AND TECHNICAL EDUCATION PROGRAM- COMPUTER-AIDED DESIGN

Students at Pine Valley can study and experience this specialized field in a hands-on instructional environment. Students will also benefit from work-based learning opportunities and supervised experiences.

This program requires the following 3 ½ credits:

- Design & Drawing (1 credit)
- CAD (1 credit)
- Advanced CAD (1 credit)
- Career & Financial Management (½ credit)
- PLUS work-based learning hours

After the course sequence, students will take a culminating exam. Successful completion of the program and passing exam scores will result in a Technical Endorsement on a student's diploma.

2024-2025 MIDDLE SCHOOL COURSE LIST

STUDENT NAME: _____

NEXT GRADE: _____

CORE CURRICULUM

ENGLISH

- ☐ English 7
- ☐ English 8

SOCIAL STUDIES

- ☐ Social Studies 7
- ☐ Social Studies 8

MATH

- ☐ Math 7
- ☐ Advanced Math 7
- ☐ Math 8
- ☐ Algebra I (R)

SCIENCE

- ☐ Science 7
- ☐ Science 8
- ☐ Living Environment (R)

LANGUAGE

- ☐ Spanish 7
- ☐ Spanish 8

PHYSICAL EDUCATION

- ☐ Physical Education (every year)

HEALTH

- ☐ Health 8

SPECIAL AREAS

ART- ½ credit

- ☐ Art 7

CAREER AND TECHNICAL EDUCATION- 1 ¾ credit

- ☐ Technology 7
- ☐ Digital Literacy 7
- ☐ Introduction to Computer and Information Technology 8
- ☐ Family & Consumer Sciences 8

MUSIC- ½ credit

- ☐ MS Band
- ☐ MS Chorus
- ☐ MS Music

2024-2025 HIGH SCHOOL COURSE LIST

STUDENT NAME: _____

NEXT GRADE: _____

CORE CURRICULUM

ENGLISH

- ☐ English 9
- ☐ English 10
- ☐ English 11 (R)
- ☐ English 12
- ☐ JCC English Composition 1510 & 1530
- ☐ JCC English Writing 1540 & AP Literature

SOCIAL STUDIES

- ☐ Global History 9
- ☐ Global History 10 (R)
- ☐ US History 11 (R)
- ☐ A.P. US History (R)
- ☐ Government & Economics
- ☐ A.P. US Government & Economics

MATHEMATICS

- ☐ Algebra I- AB (R)
- ☐ Algebra I (R)
- ☐ Geometry (R)
- ☐ Algebra II (R)
- ☐ JCC Problem Solving & Statistics
- ☐ JCC College Algebra/Trig 1590 & JCC Pre-Calculus 1600
- ☐ JCC Calculus 1710 & 1720 (DL)
- ☐ Intro to Geometry
- ☐ Principles of Engineering

SCIENCE

- ☐ Living Environment (R) & LAB
- ☐ Earth Science (R) & LAB
- ☐ Chemistry (R) & LAB
- ☐ Physics (R) & LAB
- ☐ Forensic Science
- ☐ Everyday Science
- ☐ Principles of Engineering

LANGUAGE

- ☐ Spanish I
- ☐ Spanish II
- ☐ Spanish III
- ☐ American Sign Language I (ASL I)
- ☐ American Sign Language II (ASL II)
- ☐ American Sign Language III (ASL III)

PHYSICAL EDUCATION

- ☐ Physical Education

HEALTH

- ☐ Health

ART & MUSIC

- ☐ Studio Art
- ☐ Design & Drawing for Production
- ☐ Band
- ☐ Chorus

BOCES CAREER & TECH PROGRAMS

(Junior & Senior Years only)

- ☐ Automotive Body & Repair
- ☐ Automotive Technology
- ☐ Conservation/ Natural Resource Management
- ☐ Construction Technology
- ☐ Cosmetology
- ☐ Criminal Justice/ Crime Scene Investigation
- ☐ Culinary Arts
- ☐ Health Careers
- ☐ Small Animal Science
- ☐ Sports Conditioning & Exercise Science
- ☐ Welding/ Metal Fabrication

ELECTIVES ON THE REVERSE SIDE

HIGH SCHOOL ELECTIVE OPTIONS

ENGLISH

- ☐ Crime & Mystery in the Media (*½ credit*)
- ☐ Podcasting (*½ credit*)
- ☐ **JCC Public Speaking**

SOCIAL STUDIES

- ☐ American History Film
- ☐ Human Rights

SCIENCE

- ☐ Forensic Science
- ☐ Everyday Science

PERSONAL HEALTH

- ☐ Personal Training (*½ credit*)
- ☐ Health & Wellness (*½ credit*)
- ☐ Lifetime Sports & Activities (*½ credit*)

AGRICULTURE

- ☐ AFNR
- ☐ Animal Science (DL)
- ☐ Wildlife Management
- ☐ Welding & Small Engines
- ☐ Agricultural Business
- ☐ Principles of Engineering

ART

- ☐ Drawing & Painting
- ☐ Digital Media & Film (*½ credit*)
- ☐ Sculpture (*½ credit*)
- ☐ Advanced Drawing & Painting
- ☐ AP Studio Art: 2D Design

COMPUTER SCIENCE

- ☐ Computer Applications
- ☐ Starting out with Alice: A Visual Introduction to Programming (*½ credit*)
- ☐ Career & Financial Management (*½ credit*)

FACS

- ☐ Chefs
- ☐ International Cooking & Baking
- ☐ Child Development & Child Care
- ☐ Hospitality & Tourism

MUSIC

- ☐ Music Theory
- ☐ Musical Theatre & Stagecraft (*½ credit*)
- ☐ Intro to Guitar (*½ credit*)

TECHNOLOGY

- ☐ Design & Drawing for Production
- ☐ Diverse Industrial Arts
- ☐ Computer-Aided Design & Drafting (CADD)
- ☐ Robotics
- ☐ Construction Systems (*½ credit*)
- ☐ Residential Structures (*½ credit*)

Please choose and rank in order of importance to your six elective credits. Be sure to pay attention to the credit designations. If you choose a ½ credit course, list two ½ credit courses on one line.

1 st choice:	
2 nd :	
3 rd :	
4 th :	
5 th :	
6 th :	