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**North Collins Jr.-Sr. High School**

**2020 - 2021**

# **Guidance Handbook**



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# GRADUATION REQUIREMENTS

The State Education Department has determined that the following graduation requirements will now be in effect. Please note that the year the student entered grade nine are the standards which he/she must adhere to.

NOTE: There are individual requirements for Special Education students. Please contact the guidance office if this applies to your child.

## GRADUATION REQUIREMENTS

Class of 2021 (Entering Freshmen 9/2017)\*, 2022 (Entering Freshmen 9/2018)\*, 2023 (Entering Freshmen 9/2019)\* and Class of 2024 (Entering Freshmen 9/2020)\*

### UNITS OF CREDIT REQUIREMENT – Regent’s Diploma

English	4.0 units
Math	3.0 units
Social Studies-	
Global Studies	2.0 units
U.S. History/Government	1.0 unit
Economics	0.5 unit
Government	0.5 unit
Science	3.0 units
Fine Arts (Music or Art)	1.0 unit
Health	0.5 unit
Physical Education	2.0 units
Language other than English ( <i>North Collins Central requirement</i> )	3.0 units
Electives	<u>3.0 units</u>
Minimum Total Credits	23.5 units

### SEQUENCE REQUIREMENT (*see Sequence Options Specifics attached*)

- Option A (Two 3 unit sequence)
- Option B (5 unit sequence)
- Option C (5 unit and 3 unit sequence)

### EXAM REQUIREMENT – Regent’s Diploma

English Language Arts Regents (Common Core)	-Grade of 65 or better
Algebra I (Common Core)	-Grade of 65 or better
Global Studies Regents	-Grade of 65 or better
U.S. History/Government Regents	-Grade of 65 or better
One Science Regents	-Grade of 65 or better

**All students are considered for advancement into the honors program. Many factors are examined when making this decision including, but not limited to, teacher recommendation and grades.**

**EXAM REQUIREMENT** – Advanced Regent’s Diploma

English Language Arts Regents (Common Core)	-Grade of 65 or better
Algebra I (Common Core)	-Grade of 65 or better
Geometry Common Core)	-Grade of 65 or better
Algebra II (Common Core)	-Grade of 65 or better
Global Studies Regents	-Grade of 65 or better
U.S. History/Government Regents	-Grade of 65 or better
Two Science Regents	-Grade of 65 or better

\*Graduation class is determined when student enters 9<sup>th</sup> grade, not when they graduate.

**SEQUENCE REQUIREMENT OPTION**

One three (3) unit sequence in each of the following areas:

- Math
- Science
- Second Language

**CLASSIFICATION OF HIGH SCHOOL STUDENTS FOR PLACEMENT IN APPROPRIATE COURSES**

**Freshman** - Student must have passed two of the four academic core courses in 8<sup>th</sup> grade.

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**Sophomore** - Student must:  
1) Have passed either English 9 or Global Studies I  
**and**  
2) Have a total of 4.5 credits or passed 3 courses in Summer School.

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**Junior** - Student must:  
1) Have passed either English 10 or Global Studies II  
**and**  
2) Have a total of 9.5 credits or passed 3 courses in Summer School.

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**Senior** - Student must be enrolled in enough courses to graduate by June of that year.

Final determination is made by the Superintendent.

## **DROPPING OR CHANGING COURSES**

A student may drop a 40-week/full year course **only up to the 2-week mark of the first quarter of the school year** with no penalty on his/her transcript. Should a student want to drop after the 2 week mark, he/she must first appeal to the high school principal/superintendent, and if necessary the school board. Should a drop be granted by the high school principal/superintendent or the school board, a DR (Drop Pass) or a DF (Drop Fail) will be added to the student's transcript.

A student may drop a 20-week/half year course **only up to the 1-week mark of the first quarter or third quarter of the school year** with no penalty on his/her transcript. Should a student want to drop after the 1-week mark has passed, he/she must first appeal to the high school principal/superintendent, and if necessary to the school board. Should a drop be granted by the high school principal/superintendent or the school board, a DP (Drop Pass) or a DF (Drop Fail) will be added to the student's transcript.

Adding a DP or DF will hold the students accountable for their actions and such marks will be visible on their transcripts for prospective employers and colleges to review.

Should a drop be granted, the guidance counselors and high school administration, in cooperation with the parents and student, will make every effort to fill the time slot with another course, not simply another study hall (should scheduling, course availability, and class size permit). Students need to carry a certain number of credits per year toward graduation and every effort must be made to ensure that the students are carrying the minimum number of credits required.

In light of the Standards, we believe these changes are necessary in order to ensure the success of our students, and we feel that this is a fair procedure/policy.

## **NUMBER OF SUBJECTS FOR STUDENTS**

1. Normal load for most students in grades 9-12 should be 5 (foreign language, English, social studies, math and science) subjects per semester. In addition to these 5 subjects, each student must be enrolled in physical education. Band or chorus may be scheduled in addition to the 5 subjects and physical education.
2. No student should be permitted to carry less than 5 subjects (excluding physical education) in any one semester unless the approval of the high school principal has been obtained.
3. An independent study project, when requested, may be in addition to any number of subjects previously approved.
4. It is the principal's prerogative to waive any of the preceding regulations when, in his judgment, it is feasible to do so.

In instances where Regents examinations are given, Regents credit will only be obtained by passing the Regents examination as well as having a passing final school grade.



## **HIGH SCHOOL ART**

### **STUDIO IN ART (Grades 9-12)** *Full Year -Offered every year*

Studio in art is a full year (40 weeks) foundation course. Most students take this course in 9th or 10th grade, as it is a prerequisite for the more advanced courses. Because this is a basic course, it includes many activities in drawing and painting which are important in all phases of art. Students also do some work in crafts and sculpture and make a general study of art history.

Students who select this course should be those sincerely interested in improving their art ability. (This course will meet the art/music requirement for graduation.)

### **DRAWING AND PAINTING (Grades 10-12)** *Full Year – Offered every year*

*Studio in Art is a pre-requisite for this course.* Drawing and Painting is a full year course, involving the use of different styles and a variety of media to achieve personal expression. Acrylics, watercolor, pencil, pen, charcoal and experimental media will be used. (Serious artists only.)

### **ADVANCED DRAWING AND PAINTING (Grades 11-12)** *Full Year – Offered every year*

*Acceptance into this course is by INSTRUCTOR PERMISSION ONLY.*

*Studio Art & Drawing & Painting are pre-requisites for this course.*

Serious artists who are interested in completing the AP Portfolio in their senior year must take this course. This advanced drawing course is designed to help the students find their personal voice. We explore a variety of approaches and aspects in drawing that reveal the subjective in the objective and personal expression. Students will dedicate time in class and at home to begin building a drawing portfolio that meets the requirements for the College Board AP guidelines.

**AP DRAWING (Grade 12)** *Full Year – Offered Every Year*

*Acceptance into this course is by INSTRUCTOR PERMISSION ONLY.*

*Studio Art, Drawing & Painting, and Advanced Drawing & Painting are pre-requisites for this course.*

The AP Drawing course will culminate in the AP Drawing portfolio exam, corresponding to the college foundation course. Students will produce college-level quality, artistic investigation, and breadth of work. Your portfolio of work will demonstrate skills and ideas developed, refined, and applied throughout the course. Serious artists planning to attend a college art program should consider this course. Students must make a commitment to create works of art in the classroom and at home.

**CERAMICS (grades 10-12)** *2<sup>nd</sup> Semester - Studio in Art is a pre-requisite for this course*

Ceramics is a half year course.

This class is designed for students who have an interest in working with clay, and gives students experiences in making functional as well as sculptural pieces, using a variety of techniques. **A limited number (15)** of interested students will be selected for this half year elective. (Serious Artists only)

**BASIC PHOTOGRAPHY (Grades 11 & 12)** *Half year course First Semester*

Basic photography covers composition of photographs, picture taking skills, camera use and maintenance, the chemistry of film, developing and printing black and white film in the traditional darkroom and the creative use of a digital camera and computer, including PhotoShop. **A limited number (6)** of interested students will be selected for this half-year elective. Students must have access to a digital camera or a good cell phone camera.





## **BUSINESS EDUCATION**

### **COMPUTERS** (10 weeks)

This ten-week course is designed to teach computer fundamentals. Students will explore operating systems, input and output devices, and file management. Emphasis is placed on digital citizenship and the use of Microsoft Office and the Google interface for word processing, presentation and spreadsheet applications.

### **PERSONAL FINANCIAL LITERACY** (20 weeks – ½ credit)

Everyone is going to have to manage their finances to meet short and long term goals. This course is designed to introduce students to the concept of money management and financial independence. Topics discussed include budgeting, ways to save money, credit, debt, decision making, risk management and financial services including banks, credit unions, and insurance. **This class will be mandatory for all 9<sup>th</sup> graders.**

**MICROCOMPUTER APPLICATIONS** (20 weeks – ½ credit) Earn College Credit! (3) Computer skills are not a bonus anymore; they are an **expectation** in the workforce and college! This half year course will focus on Word, Excel, Access, and PowerPoint applications utilizing Microsoft Office Software. This is an **effective** course for 10<sup>th</sup> through 12<sup>th</sup> grade students. Students can earn 3 college credits by successfully completing this course. Please ask your guidance counselor for details.

### **DESIGN AND LAYOUT** (full year – 1 credit)

This is a full year **elective** course offered to **juniors and seniors**. Students will learn to use Josten's Yearbook Avenue and Photoshop to create templates, edit pictures and create graphics. Students will learn about page layout design while creating page templates from scratch. Students will learn how to use a digital camera, meet deadlines, proofread, write captions, maintain files, conduct polls, create ads and scan high resolution images. The student's culminating task is to design and create the school **yearbook**. The students enrolled in this class are at the discretion of the instructor. Work ethic, participation and attitude will be taken into consideration when choosing students for this class. The class size should be no more than 12 students.

**ACCOUNTING - BU120 Introduction to Accounting** (full year – 1 credit)

**Earn College Credit! (3)**

Introduction to financial accounting acclimates the student to accounting principles starting with the journal and ending with the balance sheet and income statement. It deals with the in-depth mathematical calculations involved in financial accounting. For the second portion of this course students will learn basic elements of accounting with the completion of a practice set of books for a representative business concern including cost receipts and payments, payroll, petty cash, purchases and sales records, accounts receivable, operational assets, accounts payable and the preparation of a financial statement. Upon completion of this course students will be able to demonstrate knowledge of the long-form accounting equation, explain debits and credits and the journalizing/posting process, prepare all financial statements required of the completed accounting cycle, compute ending inventory and demonstrate knowledge of multiple types of business organizations.

**INTRODUCTION TO BUSINESS BU140** (full year- 1 credit)

**Earn college credit! (3)**

The course is a survey course which introduces the student to the contemporary business world. Topics include economic factors, forms of business ownership, managing people in organizations, principles of marketing, managing information, and various financial issues.



## **DRIVER EDUCATION**

Enrollment of students in driver education shall be according to the following regulations established by the Board of Education:

1. All seniors will be eligible on the chronological age basis.
2. If spaces remain, then all juniors will become eligible on a chronological age basis.
3. If spaces still remain, then all sophomores will become eligible on a chronological age basis.

Includes behind the wheel training as well as classroom lessons. Experience in the automobile includes the proper techniques in handling a car on the road, in the city, and under adverse conditions.

Class work encompasses study of the text, "Tomorrow's Drivers", discussions on alcohol and driving, and movies directly concerned with driving and driving problems.

Students must be 16 years old before entering the course. Upon completion, the Principal may award the student a MV-285 card which will permit him to drive at night when 17 years old. Driver Education has been recognized by insurance companies to the extent that many will grant price reductions to students successfully completing the course. (Offered summer only.) Course pending teacher availability.



## **HIGH SCHOOL HEALTH (Grade 9 or 10)**

High School Health is a full year course that is required for graduation and usually taken in the freshman year. The lectures are typically taught via google slides and are posted in a google classroom format so the curriculum is easy to follow. This is a class that should be applied to students' lives now and in the future to become healthier members of the school community. Every Monday of the school year will be dedicated to mindfulness and mental health strategies to empower students to have the best mental health they can have.

### **MAJOR TOPICS & LESSONS:**

#### Introduction to Health

- Health Triangle: mental, physical and social
- Dimensions of Wellness
- Life Skills: Decision making model
- Health influencers: heredity, environmental, life choices/ self control
- Choices through consequences, values and ethics
- Health & Psychology
- Personality Theory
- Perspective views
- Character development

#### Mental/Emotional Health

- Self-esteem: Ways to improve your self-esteem
- Personality: Types and disorders
- Stress: Signs, what it can lead to, ways to minimize stress, power of music
- Depression and suicide: Recognizing the signs and where to receive help
- Becoming mentally stronger
- Conflict resolution
- What is mental health & mental illness
- How manage emotions
- Wellness inventory of mental health
- Anger Management
- Grit development
- Mindfulness Mondays- journal lesson every Monday

## Drugs, Alcohol, and Tobacco

- Dangers and risks involved with drug use
- Avoiding the risks of drugs
- Addictions and the human brain
- Where to receive help and treatment
- Today's designer drugs and their dangers
- Vaping and the unknown effects
- Marijuana use and debate
- Accidental injuries in teens with drug use
- How every drug can be a gateway drug and a look at the most popular gateway drugs
- Opioid epidemic
- External & Internal pressures
- Drug Exposure Theory
- Anti-Drug Advertisements
- Brain-Body Neurotransmitter connection

## Human Sexuality

- Promoting safe and healthy relationships
- Preventing HIV/AIDS and other STI's
- Recognizing and avoiding risky sexual behaviors
- Abstinence based education VS Knowledge based learning
- Sex, lies and the media
- Transmission & protection against bacterial and viral infections
- Gender personality
- Dating
- Dating violence
- Communication
- Relationship boundaries
- Sexual harassment & rape

## Nutrition & Exercise

- Obesity: BMI, dangers associated with obesity
- Eating disorders
- Nutrients
- Reading food labels
- Tracking your foods with MyFitnessPal app
- Developing a safe plan to lose weight.
- Diabetes and unhealthy factors
- Cardiovascular disease
- Preventable illness related to an unhealthy body weight
- Physical fitness & exercise options
- Fitness fads & diets
- Gene and hereditary factors
- Yoga
- Weight lifting
- Running
- Anaerobic vs aerobic zones

## Minor topics & smaller units include the following:

- Body systems, Sleep curriculum and Disease prevention



*Darwin Martin House – Frank Lloyd Wright*

## **HOME CAREERS**

### **ADVANCED FOODS**

Advanced Foods fulfills the Career Technical Education (CTE) graduation requirement. The labs are designed for the students to demonstrate practiced learning of advanced cooking techniques and to fine-tune their culinary skills. Students will learn new culinary concepts and techniques, and will demonstrate proper knife-handling skills. Students will learn to identify kitchen hazards, and will identify the causes of food borne illnesses. Students will understand standardized recipes and will use correct measuring techniques. The Advanced Foods course requires performance based Labs, projects, varied assessment and cooperative group work.

### **CLOTHING & TEXTILES**

From the earliest history, clothing has been a basic human need. Decisions regarding clothing styles and the textiles used to create those styles are basic expressions of each person's unique self. This course will explore the history of fashion, culture, design principles, equipment, and construction, wardrobe planning and career pathways in clothing. Students will gain an understanding of color, design, personal style, and appropriate clothing choices.

\*\*\*\*\* Clothing and Textiles Core combined with Housing and Environment Core is an approved substitution for the Fine Arts graduation requirement for any student.

### **HOUSING & ENVIRONMENT**

In this class decisions as to where to live and trends related to making these decisions are studied with emphasis placed on the sociological, cultural, and aesthetic issues in housing. The elements and principles of design are also explored as they relate to architecture and interior planning. Students research career possibilities in housing and design.

\*\*\*\*\* Clothing and Textiles Core combined with Housing and Environment Core is an approved substitution for the Fine Arts graduation requirement for any student.



## ENGLISH

The units in the field of English are directed toward the development of worthwhile citizens, enrichment of personal lives, and the preparation of vocational academic competency.

### MAJOR TOPICS (Grade 9, 10, 11, 12)

#### **I. Reading Skills**

#### **II. Literature**

Short Story

Poetry

Novel

Biography

Drama

Essay

Magazine

#### **III. Library Instruction & Research Techniques**

#### **IV. Vocabulary Development**

**V. Composition Writing**

Planning

Outlining

Paragraph

Book Reports

Compositions: Poetry, Essays, Short Stories, Creative Writing, Narrative, Descriptive,  
Persuasive, Compare/Contrast

Research Writing

**VI. Letter Writing**

**VII. Grammar**

**VIII. Punctuation**

**IX. Capitalization**

**X. Usage**

**XI. Speech**

Speeches

Interviews

Conversations

Reading Aloud

Oral Book Reports

**ENGLISH 9-11 (Language Arts)**

The grades 9-12 English classes are comprehensive programs aligned to the Common Core State Standards. These programs build a foundation that creates success in the aforementioned skills. See above for a complete list of subjects being studied.

**ENGLISH 10 HONORS**

The English Honors class will be an introductory course that initiates the beginning of advanced placement course work. In addition to all of the English standards that will be studied, students at this level will be taking the New York State Regents Exam in tenth grade instead of eleventh to commence the building of higher level English skills.

**ENGLISH 11 HONORS**

As part of the Erie Community College Advanced Studies Program, English 11 Honors consists of two semester long accredited courses each worth three credits. These courses include EN 110, College Composition, and EN 140, Creative Writing I. If students wish to partake in the Erie Community College Advanced Studies Program, they are required to register for the course through ECC's online application process, pay the required tuition rate to ECC, and pass the course to earn college credits. Students who choose not to partake in the accredited program will be immersed in college entry-level coursework and, after successful completion of coursework, will fulfill their English 11 requirement.

**ENGLISH 12**

As part of the Erie Community College Advanced Studies Program, English 12 consists of a yearlong accredited course worth three credits. EN 111, Composition and Interpretation of Literature is a course designed to assist the student in understanding and appreciating fiction, drama and poetry. Stress will be placed on oral and written criticism. If students wish to partake in the Erie Community College Advanced Studies Program, they are required to register for the course through ECC's online application process, pay the required tuition rate to ECC, and pass the course to earn college credits. Students who choose not to partake in the accredited program will be immersed in college entry-level coursework and, after successful completion of coursework, will fulfill their English 12 requirement.

### **TELEVISION PRODUCTION 1 and 2** – (Grades 9-12)

Television Production 1 and 2 are semester long high school elective courses that offer real-world application of today's most advanced technology. Students will participate in video production and performance. This includes editing, videography, photography, reporting, directing, producing and all other jobs that require the production of a television show. The goal is to broadcast the morning announcements to the student body from an in-school studio.

### **THE EVOLUTION OF BUFFALO ELECTIVE**

The Evolution of Buffalo is a full year course where students will be exploring the history of Buffalo and the surrounding areas. They will be analyzing Buffalo's historical significance and the impact the city has had on a local as well as national level. Students will also be encountering new experiences in the area.

### **MYTHOLOGY, LEGENDS, AND LORE**

This is a full year course that covers world mythology, legends and folklore. We will study mythology from a variety of cultures such as Greek, Roman, Egyptian, Norse, Native American, African and Asian. Students will investigate stories of gods, goddesses, and heroes to analyze the values and beliefs conveyed by that culture. Students will compare cultures to identify similarities and examine how these stories and beliefs have infiltrated and enriched art, literature, and modern society. This class will also explore multicultural legends and lore to see what they reveal about a culture. This class is designed to help students build upon their reading, writing and critical thinking skills while preparing them for life after high school.

### **DRAMA 1 and 2** *Full Year Course broken into Drama 1 and Drama 2*

The objectives of the course are for students to learn about the history of acting and theater, acting techniques, vocabulary, roles of various participants of a production (director, stage crew, etc.), writing a drama, and performance. A portfolio will also be created throughout the course. One credit will be earned with the successful completion of Drama 1 and Drama 2. Course is taught by Mrs. Koudounas.

### **DRAMA 3 AND 4**

The objective of the course is for students to grasp a mastery of the performing arts with a deeper focus on ancient Greek theatre, reading classical dramas, and extensive script writing. This class will help students with the skills of speaking in front of an audience, articulation, and writing. Topics included are the study of the ancient theatre, the seven main acting techniques, portfolio writing, and creating script adaptations.



## **FRENCH**

### **FRENCH 1A**

This course introduces students, at the Grade 7 level, to a basic understanding of the French language. They learn useful expressions that are necessary for everyday conversation. Students become familiar with basic vocabulary for a variety of topics such as school, family, home, community, animals, sports, transportation, travel and more. Grammar is taught in conjunction with these topics, as it is needed for personal expression. The students become familiar with Francophone countries through a series of projects that take place throughout the year.

### **FRENCH 1B**

Pre-requisite: French 1A. Length of course: 40 weeks

The objective of French 1a is to closely follow the NYS Learning Standards for LOTE. From the first day of class, students are speaking, listening, reading and writing in the French language. All lessons and communication takes place in French in a friendly and encouraging environment. Students learn the fundamentals of French grammar: how to converse in the spoken and written form using the present and past tenses; how to discuss their preferences; persuade others and solicit information; how to describe their world and the people in it. The curriculum includes a comparison of French culture with American culture, with the focus being on understanding the cultural differences. The final quarter of this course is spent in review for the NYS Proficiency test. Students have the opportunity to take previous Proficiency tests in order to become familiar with the format. Moreover, they learn test-taking strategies specifically developed for passing a foreign language test.

**FRENCH II (Checkpoint B Part I)**

Prerequisite: French 1a and 1b (plus passing proficiency test)

Length of Course: 40 weeks

Credits: 1

French II is a course of study for student's continuing the process of learning to speak French. French II begins the Checkpoint B curriculum of the New York State syllabus. Students enrolled in this course have successfully passed the NYS LOTE Proficiency Exam at the end of 8th grade. A foundation of listening, speaking, writing, and reading skills is provided within the context of grammar concepts and thematic vocabulary where students learn to address a multitude of topics in French. Skills taught in French II are in alignment with the New York State LOTE Standards.

**FRENCH III (Checkpoint B Part II)**

Prerequisite: French IIR

Length of Course: 40 weeks

Credits: 1

French III is the continuation of French II. Students enrolled in this course will have successfully completed French II. A foundation of listening, speaking, writing, and reading skills is provided within the context of grammar concepts and thematic vocabulary where students learn to address a multitude of topics in French. Skills taught in French III are in alignment with the New York State LOTE Standards. Students will be able to comprehend, speak and write French at an intermediate-low level. Students will take a Level III Comprehensive Exam in June. French III completes the work required for Checkpoint B of the N. Y.S. Syllabus. *Successful completion of both the course and the Regents exam will qualify students to be eligible for a Regents diploma with advanced designation.*

**FRENCH IV: FRENCH CULTURE AND CIVILIZATION IN FRANCE**

Prerequisite: French IIR &amp; IIIR

Length of Course: 40 weeks

Credits: 1

French IV is a continuation of the advanced courses. Students enrolled in this course have completed at least two years of language study and have acquired some proficiency in the French language. French IV offers students the chance to explore the culture and civilization of France in depth while continuing the process of learning specific grammatical concepts in the French language. The receptive skills: writing, reading, and translation are developed in this course. French literature and authentic materials will be integrated among the varied lessons of culture and civilization. The goal is to develop a higher proficiency using the language as extensively as possible. There will be class discussions, oral presentations and technology-based assessments. Essays and informal writings are also an integral part of the program. Students will also see films that correspond to the culture and civilization of France.

**SPANISH 1A**

Length of Course: 20 weeks

This course introduces students, at the Grade 7 level, to a basic understanding of the Spanish language. They learn useful expressions that are necessary for everyday conversation. Students become familiar with basic vocabulary for a variety of topics such as school, family, home, community, animals, sports, transportation, travel and more. Grammar is taught in conjunction with these topics, as it is needed for personal expression. The students become familiar with Spanish speaking countries through a series of projects take place throughout the year.



## SPANISH

### SPANISH I, II, III, IV, V

Our students are required to have an adequate proficiency in one or more foreign languages. Spanish is the second most spoken language in the world, and increasingly dominates the world market. Students must educate and inform themselves of the Hispanic culture and demonstrate the ability to engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions in Spanish.

School policy requires that all students take Spanish IA, IB, II and III to fulfill New York State and high school graduation requirements. Advanced study to Spanish V is highly recommended for those students pursuing advanced studies at a college or university after graduation.

The course sequence in Spanish IA, IB, II, and III will prepare the students to achieve these goals, as well as allow them to use the language both within and beyond the school setting. Students will also show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. Finally, students will appreciate Spanish as a second language and as an asset to professional environments and advanced studies at institutions of higher learning.

Students will be recommended to Spanish IV/V based on their Spanish III Regents Exam scores. This course is designed to enhance their knowledge of the culture of the contemporary Spanish-speaking world through the study of Latin American and Spanish authors, painters and singers. Continued focus on advanced acquisition will continue to be a primary goal, with special attention given to idiomatic and colloquial expressions and the more complex aspects of grammar will be reinforced. Students register for this class with the understanding that they are working towards the College Level Examination Program (CLEP) test in Spanish. This course has variable content and can be taken in both the Junior and Senior years.

Spanish IB and Spanish III culminate with NYS required Checkpoint exams. Spanish II culminates with a teacher designed exam written to state and national standards. Students in Spanish IV/V will complete a Capstone Project.



## **MATHEMATICS**

### **ALGEBRA I (Common Core)**

Algebra I is a 40-week course open to students who have passed Math 8 and scored a minimum of Level 3 on the NY Grade 8 Common Core Math Test. Students who enroll in this course will prepare to take the New York State Regents in Algebra I in June 2021. Passing the Algebra I Common Core Regents Exam is required to graduate. Students who pass this course will earn one math credit.

### **PRE-ALGEBRA**

This course is designed to give students some prerequisite skills for Algebra I (Common Core). This is recommended for students who scored below a Level 3 on the NY Grade 8 Common Core Math Test, or students who require extra time in math. Students who pass this course will earn one math credit.

### **GEOMETRY (Common Core)**

Geometry is a 40-week course open to students in grades 9 through 12 who have passed Algebra I with a minimum score of 70% on the Algebra I (Common Core) exam. Students enrolled in this course will prepare to take the New York State Regents Exam in Common Core Geometry in June 2021. Students who pass this course will earn one math credit.

### **GEOMETRY**

Geometry is a 40-week course open to students in grades 10 through 12 who have passed Algebra I. Students who pass this course will earn one math credit.

### **ALGEBRA II (Common Core)**

Algebra II is a 40-week course open to students in grades 10 through 12 who have passed Regents exams in Integrated Algebra and Geometry with a 70% on each exam. Students enrolled in this course will prepare to take the New York State Algebra II Regents Exam in June 2021. Students who pass the Geometry and Algebra II Regents Exams and this course meet the math requirement to receive an Advanced Regents Diploma. Students who pass this course will earn one math credit.

### **ADVANCED ALGEBRA (Course is dependent upon student requests)**

This is a 40-week course open to students in grades 11 and 12 who have passed both Algebra and Geometry and need an additional math credit in order to graduate. Students who pass this course will earn one math credit.

### **COMPUTER SCIENCE PRINCIPLES**

This year-long course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The course covers many topics including the Internet, Big Data and Privacy, and Programming and Algorithms. The curriculum is flexible to be taught as an AP or non-AP course. Computer Science Principles is open to students in grades 11 and 12. Students who pass this course will earn one math credit.

### **PRE-CALCULUS**

This is a 40-week course open to students who have passed the Regents Exams in Algebra I Common Core, Geometry Common Core and Algebra II Common Core. This course is designed to prepare students for college level Calculus. Students who pass this course will earn one math credit.

### **AP CALCULUS**

This course is a 40-week course open to students who have passed Pre-Calculus. Students enrolled in AP Calculus will take the Advanced Placement Calculus AB exam, which is offered by the College Board, in May 2021. Depending on the grade earned on this exam, a student may earn 3 or more college credits at the college or university they choose to attend. Students who pass this course will earn one math credit towards high school graduation. The AP exam is given in early May. All AP Calculus students are expected to take this examination. You will receive an invoice for the exam fee. Students must achieve a 3, 4 or 5 on the exam to have an opportunity to gain college credit.



## **MUSIC**

The music program at North Collins Central School includes both academic and performing components. It is the philosophy of the music department that music education is for every student. To insure this, the following guidelines have been established.

### **SENIOR HIGH BAND** – ½ credit

Senior High Band meets every other day for 40 minutes. Students earn one half credit toward the music/art requirement for graduation. Students will benefit most from this class with recurring participation from year to year. Band repertoire ranges from Grades III-VI which includes standard band literature as well as patriotic and pop music. Students perform for the Homecoming Pep Rally, evening Holiday and Spring Concerts as well as at the Community Memorial Day ceremony. All performances are mandatory. Additionally, students may opt to march in the Homecoming and Memorial Day parades. Additional performances are added based on student interest from year to year. Attendance at weekly group lessons on a rotating schedule are included in the band grade.

All instrumental students have the opportunity to participate in regional festivals where their solo skills can be rated. Selected students will be encouraged to audition for All-County, Area All-State and/or All-State Instrumental Ensembles.

**Prerequisite:** Satisfactory participation in the North Collins Band program at the Elementary and Junior High levels, completion of lesson book three or at the director's discretion.

### **JUNIOR HIGH BAND**

Junior High Band meets for one 40 minute period every other day. Band repertoire ranges from Grades II-III which includes standard band literature as well as patriotic and pop music. Students perform in the evening Holiday and Spring Concerts as well as at the Community Memorial Day ceremony. All performances are mandatory. Additionally, students may opt to march in the Homecoming and Memorial Day parades. Attendance at weekly group lessons on a rotating schedule are included in the band grade. Students will benefit most from this class with recurring participation from year to year.

All instrumental students have the opportunity to participate in regional festivals where their solo skills can be rated. Selected students will be encouraged to audition for All-County, Area All-State and/or All-State Instrumental Ensembles.

**Prerequisite:** Satisfactory participation in the North Collins Band program at the Elementary Level.

## **INTRODUCTION TO MUSIC I AND II**

This is a 2-part music elective that meets every day. The first half of the semester will focus on reading basic music notation and music activities. In addition, students will compose a short piece of music and play the hand chimes.

Upon successful completion of Part I\*, Part II will be offered the second semester. Students will go into more depth of the study of music including scales, intervals and chords. Written and aural skills be studied.

\*The second semester alone can be taken with a recommendation from Mrs. DeSantis or Mrs. Finkley.

Successful completion of both semesters will fulfill the require art/music credit.

## **SENIOR HIGH MIXED CHOIR** – ½ credit

Chorus membership is open to all students in grades 9-12. These students will learn correct vocal technique, become familiar with quality choral music of various time periods and enjoy the opportunity of performing in a musical ensemble.

Rehearsals are every other day for one 40-minute period. Students earn one half credit toward graduation. Performances include three or more evening concerts and additional performances outside of school when scheduled. Attendance is required at all performances.

All choral students have the opportunity to participate in regional festivals where their solo vocal skills can be rated. Selected students will be encouraged to audition for All-County, Area All-State and/or All-State Choral Ensembles.

## **JUNIOR HIGH CHORUS**

Junior High Chorus is open to all students in grades 7-8.

Students participating in chorus will learn correct vocal technique, become familiar with a variety of choral music and enjoy the opportunity of performing in a musical ensemble.

Rehearsals are every other day for a 40 minute period. Performances include three or more evening concerts and additional performances outside of school when scheduled. Attendance is required at all performances.

All choral students have the opportunity to participate in regional festivals where their solo vocal skills can be rated. Selected students will be encouraged to audition for All-County and/or Area All-State ensembles.

## **PIANO KEYBOARDING** – 1 credit

This is a 40 week music elective which meets the first half of the year every day for 40 minutes. Students will learn to read music and expand their capabilities at their individual levels. The class concludes with a small recital in the auditorium. Class size is limited to six students.



## PHYSICAL EDUCATION

The goal of the physical education department is to provide a safe, enjoyable and constructive learning environment that is conducive to the abilities and interests of all the students.

We are focused on the physical, mental, and social well-being of our students and its correlation to daily performance in all venues.

As a continuation from elementary physical education, prior sport specific skills are enhanced. We also include new advanced skills which are introduced along with more complex strategies. A continual emphasis on sportsmanship, socialization and the use of community resources is emphasized as an integral part of our curriculum. Students will complete a physical fitness assessment twice each school year, once in the fall and again in the spring. Students will be graded heavily (100 points) per test fitness assessment. Students must be able to maintain or bet either average performance measures or their own past test numbers, whichever is highest. Test measures include, push-ups, curl-ups, shuttle run, pacer/mile. sit & reach and new to the 2020-2021 school year will be pull-ups/chin ups.

### **PE Units:**

Soccer, Flag Football, Volleyball, Basketball, Handball, Matball, Archery, Floor Hockey, Recreation (Table tennis, Pickle ball, Kan-jam, and badminton), Ultimate Frisbee, Softball, Kickball and Fitness testing (fall and spring).

**PHYSICAL EDUCATION Grading:** (Required for graduation)

Students will receive a grade out of 4 points for each Physical Education class.

**How to EARN the 4 points ...**

1 point = PREPARED for class. Students must change into appropriate PE attire. This includes shorts, t-shirts, athletic pants and most importantly SNEAKERS.

1 point = WARM-UP Students earn one point for fully completing the assigned warm up exercises. The students often have a choice of jogging laps on the track or completing exercises on the gym floor. Students must use their assigned watch and have heart rate elevation showing their body systems are ready for full activity.

2 points = Participating in the current unit or using the track to increase their heart rate and fitness level. All students will be wearing a Polar Heart Rate Monitor. A large portion of their grade will be determined by getting their heart rate into a working zone. Students will also be able to demonstrate self-control, sportsmanship, and the necessary skills for each unit of instruction.

Students that receive a low grade have the opportunity to make up the class within one week to improve their grade. The student must arrange a time with his or her teacher.

In the event that a student cannot participate due to a medical excuse (provided by a medical doctor), they will be required to complete PE packets. If a student is feeling ill, a note from a parent will be allowed for ONE class excuse.



## **SCIENCE**

### **INTERMEDIATE LEVEL SCIENCE (Grades 7-8)**

At the end of Grade 8 Science Instruction, all students must take a NYSED Science Assessment Exam based on material and skills (content and process) that was presented in grades 5-8. Major areas of emphasis are Earth and Space Science, Life Science and Physical Science. The Intermediate Level Science Assessment includes a one hour performance exam given in May and a 2-3 hour written exam administered in June.

### **LABORATORY REQUIREMENT**

Laboratory experience is required in each of the commencement level science courses – Living Environment (Biology), and Physical Setting (Earth Science, Chemistry and/or Physics). This requirement follows directly from the fact that these courses are laboratory sciences, and successful completion of any one of them earns for the student one unit of credit for a laboratory science. Students must be engaged in hands-on laboratory activities for 1200 minutes/year minimum.

Satisfactory written reports of these laboratory experiences must be prepared by the student and submitted by the student. These reports will be kept in the school for at least 6 months following the date of the examination, except in instances where a senior requests such reports for further work.

Please note that Section 8.2 of the Rules of the Board of Regents states: "Only those persons who have satisfactorily met the laboratory requirement for a science shall be admitted to a Regents examination in such science." Additional information is presented in the student's agenda.

## **SCIENCE GRADES 9-12:**

Our society is becoming more technologically advanced every day. To be a successful and productive member, one needs to be scientifically literate. Whether you are college or career bound after high school, science should be a part of your daily courses.

All New York State **high school graduates must have 3 credits in science**; college bound students should have 4 credits. Read the following options. Discuss your choices with your family and your guidance counselor in light of what you plan to do after high school. Keep your options open! You never know what the future may bring, so now is the best time to take introductory science courses.

### **GRADE 9: REGENTS EARTH SCIENCE**

Earth Science is a physical science dealing with topics related to planet Earth. The course is designed to give students a basic understanding of the planet on which we live. Topics include Earth's place in the universe, navigation on Earth, Earth's composition and resources, Earth's dynamic landforms, and Earth's atmosphere. These concepts have practical applications and can be observed in daily life on Earth. The course draws heavily on mathematical calculations and skills such as data illustration and graphical interpretation. Students are encouraged to be enrolled in Algebra. Credit is earned after completing the laboratory requirement **and** passing the NYSED exam.

### **GRADE 10: REGENTS LIVING ENVIRONMENT-BIOLOGY**

NYS requirement is for all students to take the Living Environment (LE) class. Living Environment is a course designed to give students a basic understanding of the living world. Students are expected to apply scientific concepts, principals and theories pertaining to the living environment and recognize the historical development of ideas in science. In addition to coursework, students are expected to satisfactorily complete the laboratory requirement. Credit is earned after completing the laboratory requirement **and** passing the NYSED exam.

### **GRADE 11: REGENTS CHEMISTRY** (Prerequisites: CC Algebra / CC Geometry)

Chemistry requires skills in basic problem solving and formula calculation that students should have obtained in grade 9 & 10 Math. Students will engage in a variety of hands on activities throughout the course that will make a connection between Chemistry and the real world.

### **GRADE 12: REGENTS PHYSICS** (Prerequisites: CC Algebra II. R Chemistry strongly recommended.)

Topics covered in the course include: Mechanics, Energy, Electricity and Magnetism, Waves and Modern Physics. Students actively engage in experimentation and data collection to develop physics concepts. Physics requires the use of math skills. At a minimum, students should have passed Algebra II/Trig. Students are encouraged to be enrolled in Pre-Calculus or Calculus.

## **9-12 SCIENCE ELECTIVES**

### **AP BIOLOGY** (Prerequisites: Regents L.E. and Regents Chemistry)

1 credit

The Advanced Placement Biology Course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year of college. The course differs from a high school biology course with respect to the kind of textbook used, the range and depth of topics covered, the laboratory activities, and the time and effort required to meet the course objectives. Class will meet two 40 minute periods every day. This schedule allows us to be flexible. Some days will be lecture, activity, lab or a combination of the above. Each student is issued a Chromebook and are required to complete online assignments outside of class. The AP exam is given in early May. All AP Bio students are expected to take this examination. You will receive an invoice for the exam fee. *Students must achieve a 3, 4 or 5 on the exam to gain college credit.*

**COMPUTER GAME DESIGN** Grades 9-12

1 credit

Students will learn the basics of designing their own computer games. The course will be focused around the Unity game engine, which has created some popular games including: Hearthstone, Cities: Skylines, Fallout: Shelters, and Escape from Tarkov. We will learn how a game engine combines with basic coding in order to create unique and fun games, in either 2D or 3D.

**FINDING SCIENCE IN TOYS** Grades 11-12

1 credit

This course will encourage students to investigate the scientific principles within familiar toys. Students will search for connections between these principles and real-life situations. Often they will be asked to use the principles they've learned to create; building their own example of the concepts they've discovered.

**HUMAN ANATOMY AND PHYSIOLOGY** Grades 11-12

1 credit

A study of general principles of human anatomy and physiology. Topics include structure and function of cells, tissues, the integument, skeletal system and joints, muscular and nervous systems.

**INTRODUCTION TO HEALTH SCIENCES** Grades 9-12

.5 credit

Instructional content will focus on healthcare communications, leadership and teamwork, and reinforce, expand and enhance biology content specific to human structure and function. Instruction will use interest inventories and observations to introduce students to careers in healthcare and will incorporate project- and problem-based healthcare practices and procedures to demonstrate the criticality of these knowledge and skills. This course will build an understanding of the academic, communication, and technical skills in all aspects of the industry. Students will learn how healthcare workers fit within the overall health care environment and will identify how key systems affect quality of care and other services they perform.

**MEDICAL TERMINOLOGY** Grades 9-12

.5 credit

A course for health sciences professionals designed to provide skill in understanding and using medical terms. This course introduces fundamentals of word analysis, orientation to the body as a whole and common prefixes and suffixes. Anatomic and physiologic terminology, pathologic terminology, clinical procedures, laboratory tests, abbreviations and correct spelling and pronunciation of medical terms relating to the body systems are stressed. Many body systems are included, such as digestive, urinary, male and female reproductive, nervous and cardiovascular systems.

**PHILOSOPHY OF BIOETHICS** Grades 9-12

.5 credit

We will discuss important, and at the same time, philosophically fundamental questions such as: What is health and why is it especially important? When does someone's life begin and how should it end? What is the proper role of physicians, nurses and other health care providers and what are the rights of their patients? What is a just and fair way to provide access to health-care services and resources? In a society committed to protecting a diversity of lifestyles and opinions, how can citizens resolve policy controversies such as whether there should be public funding of human embryonic stem cell research, or a legally protected right to physician assistance in ending one's life?

The aims of this course are to identify the fundamental ethical questions that underlie contemporary biomedical practice; develop skill in analyzing and clarifying key concepts such as health, disease and disability; critically assess the health-care implications of different ethical outlooks; and finally, to explore how citizens can reasonably resolve controversial bioethical issues in a mutually respectful way.

**PRINCIPLES OF AGRICULTURE – PLANT SCIENCE** Grades 11-12 1 Credit

This course provides a foundation of plant science knowledge and skills. Students will experience various plant science concepts through exciting “hands-on” activities, projects, and problems. Student experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Students will learn how to apply scientific knowledge and skills to use plants effectively for agronomic, forestry, and horticultural industries. Students will discover the value of plant production and its impact on the individual, the local, and the global economy. Students will work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers, and plant research specialists, face in their respective careers.

**ROBOTICS** Grades 7-8 and Grades 9-12 1 credit

Students will learn about engineering through creative problem solving. The course will focus on designing robotic systems using core STEM principles. We will also learn to use Autodesk Inventor, which can be used to design, and eventually 3D print our own robotics parts. Other topics include DC motors, drive train design, mechanical power transmission, and lifting mechanisms.

**WHAT IS WHERE? WHY IS IT THERE? WHY DO WE CARE?** Grades 11-12 1 credit

An introductory level geospatial technology course designed to introduce students to the concepts and theories of geographic information systems (GIS), drone technology and the practice of geospatial analysis. Students will learn to apply GIS concepts through hands-on exercises designed to explore and analyze spatial data. Students will use leading geospatial software and drone technology used by numerous professions. Student-based projects can focus on economics, social sciences, environmental conservation, health sciences, community planning and agriculture. *Upon successful completion of the course, 3 college credits are available from SUNY Fredonia.*

**APOCALYPTIC ASTRONOMY AND SPACE EXPLORATION** Grades 11-12 1 credit

*Prerequisite: Successful completion of Earth Science and CC Algebra. Previous enrollment in geometry and/or algebra II beneficial*

Students will examine mankind’s efforts to understand cosmic events and identify our place in the cosmos. Beginning with the interpretations and contributions of ancient civilizations, the course will follow the development of modern astronomical theories that ultimately led to space exploration programs. Students will be introduced to general principles regarding celestial bodies such as stars, planets, moons, asteroids, meteors and comets. Potential risks facing planet earth will be discussed, as well as ways to minimize their devastating consequences. Future opportunities in space exploration will also be discussed.



## **SOCIAL STUDIES**

It should be noted that all students must successfully complete two Regents Examinations in Social Studies (Global History & Geography II and United States History & Government) in order to be graduated from any high school in New York State.

### **SOCIAL STUDIES HONORS PROGRAM**

During the student's junior year, students who have demonstrated the required competencies will be eligible to take an Advanced Placement course in United States History. Successful completion of the Advanced Placement course could enable the student to earn college credit while still in high school.

Selection for this program is on a competitive basis and is a compliment to the student's accomplishments and demonstrated potential for higher achievement. That is, nomination for the program indicates that the student's teachers believe that the student possesses intellectual and emotional maturity, as well as the intrinsic desire to perform at a collegiate level.

While this program requires additional effort from the student, the long-term benefits can be significant. A student's participation in the program will be noted on his/her school transcript. This is an accomplishment which will be favorably noted by college admissions counselors. Additionally, successful completion of AP courses could potentially lessen the financial burden of the student's college tuition.

In addition to the Advanced Placement US History course, the Social Studies Department provides an opportunity for students to take a modified version of that course and to earn college credit through Erie Community College. This course is open to qualified juniors and seniors. Students who are considering matriculating to a college or university in the SUNY system are strongly encouraged to take advantage of this opportunity.

## **GLOBAL HISTORY AND GEOGRAPHY** - (Overview)

In New York State, Global History and Geography is a two-year course of study. Global History I is a freshman-level course and Global History II is designed to be conducted during the student's sophomore year.

The primary purpose of the course is to acquaint students with the variety of cultures found in the world and to understand and appreciate these cultures through an investigation of the geography, history, religion, customs and institutions of the people.

Global History I is a chronological survey of world history and culture from the Neolithic Revolution until 1750. Global History II begins in 1750 and runs through contemporary times.

Currently, the New York State Education Department's guidelines and requirements for this course are undergoing changes. Specifically, the traditional, comprehensive State evaluation has been replaced by the Regents Exam in Global History and Geography (Grade 10).

The new exam is divided into three parts: Part I will contain 28 multiple-choice questions, all of which are "stimulus-based" (i.e., based upon a prompt of some type—a map, for example, or a short reading); Part II consists of two sets of Constructed Response Questions (in which the students must provide written responses to thematically-arranged topics); and Part III, which is an Enduring Issues Essay.

## **GLOBAL HISTORY AND GEOGRAPHY I** - (Grade 9)

The methods employed include lecture and note taking, study guides, individual research and committee work.

The emphasis in the study is on understanding major concepts or ideas about each culture with a limited emphasis on minor factual details.

Major topics in each culture include: Geography; History; Colonization; Nationalism and Independence; Government; Current Problems and Foreign relations.

## **GLOBAL HISTORY AND GEOGRAPHY II** - (Grade 10)

This course presents a chronological narrative of world history. Within this framework, a number of integrated themes that form the patterns of civilization are presented. Among the themes are political/economic development, the influence of geography, the growth of science and technology and the effect of contact between cultures and creativity in the arts.

## **UNITED STATES HISTORY AND GOVERNMENT** - (Grade 11)

New York has recently revised the syllabus in American History and Government to start with an overview of the structure and evolution of the U.S. constitutional government up to 1865. The history of the United States is then traced with a special focus on key constitutional themes which scholars call the "13 Enduring Issues" of our democracy.

## **UNITS OF STUDY TO INCLUDE**

### **Unit 1 - Constitutional Foundations**

This is the study of the constitution and the foundations on which our constitution is based. Early tests of the constitution are emphasized.

## **Unit 2 - Industrialization of the United States**

This chronological study beginning in 1865 shows America's development as an industrial leader with an emphasis on its relationship to the constitution.

## **Unit 3 - The Progressive Movement**

Studying the reforms and movements of the last quarter of the 19th century with their constitutional background.

## **Unit 4 - At Home and Abroad - Prosperity and Depression**

An overview of America in its relationship in the world and domestic problems during the early 20th century.

## **Unit 5 - The United States in an Age of Global Crisis**

The story of a rapidly changing world and America's developing role as a world leader.

## **Unit 6 - A World in Uncertain Times**

Both domestic and foreign situations since 1950 are the major focus. A large emphasis on our changing constitutional ideas.

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

This course is a challenging course that is meant to be the equivalent of a freshman college course and may result in college credit. This course consists of a two-semester survey of United States history from the colonial period to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents. The Houghton Mifflin college textbook, *The American Pageant*, is used, and an average nightly reading assignment consists of 10 to 20 pages. Students will also be trained in note-taking skills as most of the classes are lecture based. Throughout the year, students will be introduced and drilled to typical questions used on the AP Exam which is administered in early May. Several weeks are spent in intensive review preparing students to take the exam. All students enrolled in the course are required to take the AP Exam. A final exam in the form of the New York State Regents Examination is also required at the end of the course. Even if a student does not achieve a passing score on the AP Exam, the experience of taking a college course is immeasurable.

## **SENIOR ECONOMICS**

Economic theory and reality will be demonstrated as the students participate in **The Buffalo News** Stock Market Game.

### **Unit 1 - Introduction**

- A. What is Economics?
- B. Economic Systems
- C. Supply, Demand and Prices

## **Unit 2 - Micro economics**

- A. The Consumer in the Economy
- B. Launching a business
- C. Financing a business
- D. Production and marketing
- E. Competition
- F. Role of Labor
- G. Role of Government

## **Unit 3 - Macro-economics**

- A. Money & Financial Institutions
- B. Economic Stability
- C. Current Economic Problems
  - 1. Urban
  - 2. Poverty
  - 3. Farm
  - 4. Economic Growth & the Environment

## **Unit 4 - The Global Economy**

- A. Why trade with foreign lands
- B. How international trade differs from domestic
- C. How payments are made in international trade
- D. Recent trends in our balance of payments have affected us all.

## **PARTICIPATION IN GOVERNMENT – ONE SEMESTER** – (Grade 12)

This course is designed to help students in grade 12 participate effectively in government. Public policy decisions are being made constantly and are affecting your daily lives. To be a part of these decision making processes in your local, state, national, and international communities, you need to acquire the necessary skills for analyzing and judging actual and proposed policies. This course will provide you with the necessary means to become better citizens.

## **SOCIAL STUDIES ELECTIVE COURSES**

These courses are designed to complement and supplement instruction in US History & Government (both AP and Regents), and are offered to 11<sup>th</sup> and 12<sup>th</sup> grade students.

## **FANTASY AND REALITY IN MODERN AMERICAN SOCIETY** (First semester – ½ credit)

Like the ancient Greeks, American popular culture has attempted to explain the unknown by creating its own myths and stories. This course will use the classic television series *The Twilight Zone* as a vehicle for understanding popular culture – as it actually is, and as it exists through the genre that is classified as science fiction. This series raised weighty questions about American life: the meaning of justice, equality and liberty, for instance. It do so, however, in a way that often escaped the notice of critics and censors. This course will address the questions posed in the series and explore the show's influence on popular culture and modern mythology.

## **SPORTS IN MODERN SOCIETY** (First semester – ½ credit)

This course is divided into three parts – (1) *Sports and Race Relations* (both in the US and internationally); (2) *Sports as a Substitute for War* (events during which athletic competitions became a metaphor for greater political issues); and (3) *Sports as Nation Building* (that is, the ways in sporting events serve larger political and societal purposes).

**CONFLICT IN THE MODERN WORLD** (Second semester – ½ credit)

Throughout history, attempts have been made to limit the scope of war and "civilize" its conduct. This course will examine some of the contradictions resulting from those attempts, and the challenges faced by individuals who are trying to perform what they perceive to be their duty in the midst of war. This is, the course will examine the relationships between an individual's legal responsibility and moral duty. The course will begin with an examination of the American Civil War, and will proceed chronologically through to the current War on Terror. This course will use relevant motion pictures and primary source documents as vehicles for understanding the dilemmas presented during wartime.

**TERRORISM: AN INTRODUCTION** (Second semester – ½ credit)

The amount of information concerning this topic – in print, on-line, and in readily available video documentaries – is staggering. A routine Internet search for information regarding terrorism will also reveal that much of what appears is, unfortunately, misleading and/or worthless. Anyone attempting to learn about terrorism is, therefore, faced with the daunting task of finding reliable information to relay to his students. This course will provide a solid background about the roots and development of terrorism during the past two centuries, and examine significant domestic and international terrorist actions.



## **TECHNOLOGY**

### **DESIGN & DRAWING FOR PRODUCTION**

**This course will satisfy your art requirement for graduation,** and consists of Technical and Architectural drawing.

Technical Drawing - teaches basic concepts and principles of Technical Drawing projection, size description, pictorial representation, and techniques and tools. This type of drawing is the vehicle for worldwide communication and is an integral step in the process toward product design.

Architectural Drawing - teaches the design and drafting related to building construction. Topics include culture and history, tools and techniques, lettering and dimensioning, and preparation of site, floor, elevation, section, and perspective drawings.

### **POWER AND ENERGY** (Half Year)

In this course students will study various energy systems and their applications in today's technological world. Students will complete laboratory activities stressing creative problem solving and engineering. Topics of study will include land, and air transportation systems. (Grades 9-12) (Offered Spring semester)

### **PRODUCTION SYSTEMS** – (Half Year)

(Offered Fall semester) (Grades 9-12)

A 1/2 unit course providing instruction on the systems of manufacturing and construction; their resources, processes, products, and quality assurance; their impact on society, the economy, the environment, and manufacturing.

Topics of study to include: Dovetail construction, transit operation, sheet metal forming, foundry casting, welding, and others as time permits. This course will give the student a wide array of experiences that will directly impact life after high school and possible career choices.

### **TERMINAL VELOCITY** (Half Year)

A 20 week course that will investigate forces and motion in our universe.

- Why will a ship made of steel float while a tiny pebble sinks?
- How can a 90 pound person move a 2,000 pound boulder?

As topics like this are explored, students will construct models to visualize and test the known and unknown. This is a hand-on class designed to help answer some of the questions we all have.

### **INDEPENDENT STUDY: TECHNOLOGY** – (Grades 9-12)

There are many possibilities in the Technology Department for individualized, contract-based course work. Independent studies have sometimes been extensions of a particular course that the student has taken (e.g., Production Systems or Design and Drawing). Often they are designed to create a course of interest to the student such as “Fabrication, Design and Construction.” More information is available from the Guidance Department.



## **ERIE COMMUNITY COLLEGE - ADVANCED STUDIES PROGRAM**

### **Benefits of Advanced Studies Credit**

High school students may benefit in a number of ways from the Advanced Studies Program courses.

- They earn college credit while completing high school.
- They can apply the credit toward a program of study at Erie Community College or they may elect to transfer the credit to another college.
- Students get an opportunity to experience college level courses while still attending high school.

High school credit will be awarded and Erie Community College credit can be awarded for an additional fee.

### **The following ECC courses are offered at North Collins High School for possible college credit:**

- US History (HI 101) Grade 11
- English 110 College Composition (Advanced English, 1<sup>st</sup> semester – Grade 11)
- English 140 Creative Writing (Advanced English, 2<sup>nd</sup> semester – Grade 11)
- English 111 Composition & Interpretation of Literature (English 12)
- Accounting

Teachers qualified to teach the following courses have been named adjunct professors at ECC. A passing grade in these courses results in one high school credit and three college credits at any community college. A “C” will transfer to any state college. Erie Community College will invoice you for enrolled courses.

### **The following AP courses are offered at North Collins High School for possible college credit: AP Biology AP Calculus AP US History**

AP courses culminate in an exam. Students must achieve a 3, 4, or 5 to gain college credit. North Collins High School will invoice you for enrolled courses.