



District Vision Statement: Teach, Believe, Aspire – Fostering a Culture for Success

School Counseling Vision Statement: All students have acquired the academic, career, and personal/social skills to reach their fullest educational potential and successfully manage their lives as healthy, responsible, competent, and productive citizens who respect themselves and the diversity of others.

District Mission Statement: “Preparing Students Today for the World Tomorrow”

The Mission of FCS/TBA is to graduate students who have attained the knowledge, skills, and confidence to fulfill their goals in life and become productive members of their community. We will accomplish this mission by providing a motivated and qualified staff using relevant, rigorous, and thoughtful curriculum in a caring, positive, secure, and healthy environment.

School Counseling Mission:

Our mission in the FCS/TBA School Counseling Center is to provide all students with a comprehensive, developmentally age appropriate, and sequential school counseling program that is aligned with the American School Counselor’s *National Standards for School Counseling Programs*. Our school counseling program focuses on the needs, interests, and issues related to the stages of student growth through academic, career, and personal/social development using an engaging curriculum that encourages the highest level of student achievement. In partnership with students, staff, family, community members, and employers, we will prepare students to become successful, effective, and independent contributors in a global society as well as lifetime learners and problem solvers.

District & Counseling Beliefs:

1. Educators are responsible for creating an engaging learning environment that promotes student achievement, growth, and opportunity.
2. Parents are integral partners in all aspects of their child’s education.
3. Students are valued decision makers in their educational experience.
4. We believe in an unwavering commitment to student achievement.
5. We believe in promoting good citizenship with dignity and respect for all.
6. We believe in fostering the skills of creativity, innovation, and critical thinking.

New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

Credit Requirements

(Apply to all diploma types: local, Regents,
Regents with advanced designation)

	Minimum number of credits
English	4
Social Studies <i>Distributed as follows:</i> <i>U.S. History (1)</i> <i>Global History and Geography (2)</i> <i>Participation in Government (½)</i> <i>Economics (½)</i>	4
Science <i>Distributed as follows:</i> <i>Life Science (1)</i> <i>Physical Science (1)</i> <i>Life Science or Physical Science (1)</i>	3
Mathematics	3
World Languages	1 ^(**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	½
Electives	3 ½
Total	22

^(**)Students with a disability may be excused from the requirement for 1 unit of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

1.) Pathways

A student must either:

- earn the Seal of Civic Readiness; or
- pass an additional Regents Exam or Department Approved Alternative in a different course (English, mathematics, science, or social studies); or
- pass a Department Approved Pathway Assessment (Arts, CDOS, World Languages); or
- successfully complete a NYSED-approved CTE program, including the associated 3-part technical assessment; or
- successfully complete all the requirements for earning the CDOS Commencement Credential.

Beginning in fall 2022, a select number of NYS schools will pilot the Individual Arts Assessment Pathway (IAAP). Reference Multiple Pathways and Department Approved Alternative Examinations.

2.) Traditional Appeals

All appeals are subject to local district approval. Reference: Appeals, Safety Nets, and Superintendent Determination

3.) Special Endorsements

Honors: A student earns a computed average of at least 90 on the Regents Exams applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents Exams. The locally developed Checkpoint B examination in World Languages is not included in the calculation.

Mastery in Math and/or Science: A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents Exams and/or 3 science Regents Exams.

Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3-part technical assessment.

Seal of Biliteracy: A student meets the criteria for earning the NYS Seal of Biliteracy.

Seal of Civic Readiness: A student meets the criteria for earning the NYS Seal of Civic Readiness.

Reference the Endorsements and Seals webpage or NYS Diploma/Credential Requirements for additional information related to awarding special endorsements to students with exam exemptions due to COVID-19.

4.) World Languages Exemption

Students with a disability may be excused from the required units of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the sequence in World Languages in order to meet the assessment requirements for the advanced diploma.

5.) Superintendent Determination of a Local Diploma

Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference: Appeals, Safety Nets, and Superintendent Determination

6.) Flexibilities due to the COVID-19 Public Health Emergency

Exemptions: Students granted an exemption from any exam due to COVID-19 are not required to pass such specific exam to meet the assessment requirements for any diploma type. Reference the following FAQs: June/August 2020, January 2021, June/August 2021, and January 2022

Special Appeals: Eligible students may use lower scores (50-64) on Regents Exams taken during the 2021-22 or 2022-23 school year to meet the assessment requirements for any diploma type. Reference: Special Appeals Memo and FAQ.

Special Determination: Students who are scheduled to graduate in **June 2022** and either do not qualify for a Special Appeal or who are unable to participate in one or more required Regents Exam(s) because of illness, including isolation restrictions due to COVID, may request a Special Determination to Graduate with a Local Diploma in June 2022.

7.) Exemptions from the Regents Exam in US History and Government (Framework)

Eligible students shall be granted an exemption from the June 2022, August 2022, or January 2023 Regents Exam in US History and Government (Framework). Reference: FAQ on Cancellation of Regents Exam in US History and Government (Framework)

Assessment Requirements

Assessment Requirements

	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
REGENTS EXAM or passing score on a Department approved alternative	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65 ¹	1		1		1	55 ^{1A}	1	
Math	1	65 ¹	1		1		1	55 ^{1A}	1	
Science	1	65 ¹	1		1		1	55 ^{1A}	1	
Social Studies	1	65 ¹	1		1		1	55 ^{1A}	1	
Pathway <i>(See note 1 on reverse side)</i>	1 or CDOS	65 ¹ if Regents Exam	1 or CDOS		1 or CDOS		1 or CDOS	55 ^{1A} if Regents Exam	1 or CDOS	
Compensatory Safety Net	Non-Applicable		Non-Applicable		Non-Applicable		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 ¹ or above on another required Regents exam including ELA and Mathematics.		Non-Applicable	

1 Regents exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents exams with a score of 65¹ or above

2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65¹ or above

Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65¹ or above, OR 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65¹ or above ¹

Regents Diploma with Advanced Designation

Students seeking the Regents diploma with advanced designation must:	Assessment Combinations for Advanced Designation	
<ul style="list-style-type: none">• Meet the credit and assessment requirements for a Regents diploma; and• Pass two additional Regents exams or Department approved alternatives in mathematics; and• Pass one additional Regents exam or Department approved alternative in science<ul style="list-style-type: none">◦ students seeking advanced designation must pass at least one Regents exam or Department approved alternative in both sciences (one life and one physical); and• Complete a sequence:<ul style="list-style-type: none">◦ earn an additional 2 units of credit in World Languages and pass a locally developed Checkpoint B World Languages examination, or◦ complete a 5 unit sequence in the Arts, or◦ complete a 5 unit sequence in CTE.	Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments
	Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) = 7 (+Pathway) or 8 assessments.
	STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math ¹ , 2 science (1 life science, 1 physical science) = 8 assessments.
	STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments.

* A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. Reference [New York State Diploma/Credential Requirements: Local diploma for Students with Disabilities](#).

^A In the event a student with a disability is unable to attain a passing score on any Regents examination, the student may be eligible for a Superintendent Determination of a local diploma. Reference [Appeals, Safety Nets, and Superintendent Determination](#).

¹ English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time. Reference [New York State Diploma/Credential Requirements: Local diploma for English Language Learners](#).

² The 4th mathematics examination can be selected from the list of [Department Approved Alternative Examinations](#).

³ For the purposes of determining a student's diploma type, exemptions and Special Appeals should be considered passing scores. Both exemptions and [Special Appeals](#) may be applied to all diploma types.

Grade Advancement:

1. Junior High level

1. In order for students to be promoted from the **7th grade cohort to the 8th grade cohort**, they should:

- Pass Math 7
- Pass English 7
- Pass Science 7 OR Social Studies 7

2. In order for students to be promoted from the **8th grade cohort to the 9th grade cohort**, they should:

- Pass Math 8
- Pass English 8
- Pass Science 8 OR Social Studies 8

3. **Students, who do not meet promotion requirements, may repeat the entire grade level the following year. Final decisions will be determined by the building principal.**

Students

SUBJECT: STUDENT EVALUATION, PROMOTION, AND PLACEMENT**Grade Promotion and Placement**

Grade promotion and the placement of students within the District's instructional system will be at the discretion of the school administration and will be subject to review at any time. In making these decisions, the administrator or building principal will be guided by: performance in class; past records, including various measures of student growth; recommendations from parents, persons in parental relation to District students, and teachers; and any other appropriate sources of information. With regard to student placement decisions, parents or persons in parental relation to District students may submit written requests for teacher attributes that would best serve their child's learning needs; however, requests for specific teachers will not be honored.

Testing Program

The District utilizes various ability, achievement, diagnostic, readiness, interest, and guidance tests for the purpose of complying with state and federal law and/or aiding the implementation of quality educational services. The District will not make any student promotion or placement decisions based solely or primarily on student performance on the state administered English language arts and mathematics assessments for grades 3 through 8. The District may, however, consider student performance on state assessments in making student promotion and placement decisions provided that multiple measures be used in addition to these assessments and that these assessments do not constitute the major factor in these determinations.

Alternative Testing Procedures

The use of alternative testing procedures will be limited to:

- a) Students identified by the Committee on Special Education and/or Section 504 Team as having a disability. Alternative testing procedures will be specified in a student's Individualized Education Program or Section 504 Accommodation Plan; and

b) Students whose native language is other than English (i.e., English language learners) in accordance with State Education Department (SED) Guidelines.

The alternative testing procedures employed will be based upon a student's individual needs and the type of test administered.

The District will report the use of alternative testing procedures to the SED on a form and at a time prescribed by the Commissioner.

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Students

SUBJECT: STUDENT EVALUATION, PROMOTION, AND PLACEMENT (Cont'd.)

Reporting to Parents or Persons in Parental Relation to Students

Parents or persons in parental relation to District students will receive an appropriate report of student progress at regular intervals.

The District will not place or include on a student's official transcript or maintain in a student's permanent record any individual student score on a state administered standardized English language arts or mathematics assessment for grades 3 through 8. However, the District will comply with state and federal requirements regarding the maintenance and transfer of student test scores. Any test results on a state administered standardized English language arts or mathematics assessment for grades 3 through 8 sent to parents or persons in parental relation to a student will include a clear and conspicuous notice that these results will not be included on the student's official transcript or in the student's permanent record and are being provided to the student and parents for diagnostic purposes.

When necessary, attempts will be made to provide interpreters for non-English speaking parents or persons in parental relation to District students.

Section 504 of the Rehabilitation Act of 1973, 29 USC § 794 et seq.

Education Law §§ 305(45) - (47), 1709(3)

8 NYCRR §§ 100.2(g), 100.2(ll), 100.3(b)(2)(iv), 100.4(b)(2)(v), 100.4(e)(6)

8 NYCRR Parts 117 and 154

Adoption Date 07/09/2020

2019 7220

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Students

SUBJECT: GRADUATION OPTIONS/EARLY GRADUATION/ACCELERATED PROGRAMS

To graduate from the District, a student must meet or exceed the requirements set forth in Part 100 of the Commissioner's regulations. The Board may establish graduation requirements that exceed the minimum standards set by the Board of Regents. The District will award the appropriate diploma, credential, or both to students.

Pathways to Graduation

Students must pass the required number of Regents examinations or approved alternative exams and meet any further graduation requirements; these requirements may include passing an approved pathways assessment, other assessment, or an additional exam that measure an equivalent level of knowledge and skill. Students who fail certain Regents examinations may appeal the result in accordance with Commissioner's regulations.

Early Graduation

A student may be eligible for early graduation (fewer than eight semesters) if the student completes all requirements for graduation, excluding physical education. The District will consult with appropriate personnel, the student, and persons in parental relation, and consider factors such as the student's grades, performance in school, future plans, and benefits to graduation early in making its decision.

Accelerated Programs

Eighth Grade Acceleration for Diploma Credits

Eighth grade students may take appropriate high school courses. The Superintendent or designee will determine whether an eighth-grade student is eligible to take high school courses using criteria that examines each student's readiness. By the end of seventh grade, accelerated students must receive instruction designed to facilitate their attainment of the state intermediate learning standards in each subject area in which they are accelerated.

Dual Enrollment

Dual enrollment programs allow students to take college classes while they're still enrolled in high school. These classes count for both high school and college credit. High school students who complete dual enrollment may need to take fewer classes in college due to earning transferable college credit. We have dual enrollment partnerships with Jamestown Community College, Houghton University and Syracuse University Project Advance.

College credit courses taught through TBA/FCS must also follow the drop/add policy from the College or University the credits are being earned from.

Although a student may drop the college credit course from the college transcript (dual enrollment), if it is after the ten-school day grace period for TBA/FCS courses, they cannot drop the high school course and must remain in the course even though they will not be getting college credit.

SUBJECT: GRADUATION OPTIONS/EARLY GRADUATION/ACCELERATED PROGRAMS (Cont'd.)

Courses taught by TBA/FCS staff

Students and parents are advised that they should consider course selection carefully and that the selection of courses at the time represent firm commitment to scheduling decisions.

Student schedules for the Middle/High School will be mailed home in the summer. All schedule changes should be made prior to the 1st day of school.

All requests to change a schedule MUST be made no later than ten school days after the course begins.

Drop requests after the ten-school day grace period will not be honored. Extenuating circumstances must be demonstrated by the following parties for an exception: student, current teacher, parent, counselor, and principal.

**SUBJECT: GRADUATION OPTIONS/EARLY GRADUATION/ACCELERATED PROGRAMS
(Cont'd.)**

Online Coursework

The District may offer students the ability to complete general education and diploma requirements for a specific subject through online instruction or blended coursework that combines online and classroom-based instruction.

To receive credit for online coursework, students must successfully complete an online or blended course and demonstrate mastery of the learning outcomes for the subject by passing the Regents exam or other assessment in the subject area.

Online courses can be added to a High School Student's schedule (grades 9-12) throughout the school year, (time permitting), however once a student registers for an online course they can NOT drop the course.

BOCES CTE Program

If a student is taking a CTE class at one of the BOCES Centers, the BOCES drop/add policy must be taken into consideration as well as the TBA/FCS policy.

If after the ten-school day grace period a TBA/FCS student wants to change from one CTE program to another CTE program and it is permissible by BOCES, we will allow the change.

If after the ten-school day grace period a TBA/FCS student requests to add a CTE program instead of other TBA/FCS courses, or drop a CTE program in order to take other TBA/FCS courses, this request will not be honored.

8 NYCRR §§ 100.1(i), 100.2(f), 100.4(d), 100.5, 100.6, and 200.5

NOTE: Refer also to Policies #7221 -- Participation in Graduation Ceremonies and Activities
#7222 -- Diploma or Credential Options for Students with Disabilities

Adoption Date 07/09/2020

Students

SUBJECT: PARTICIPATION IN GRADUATION CEREMONIES AND ACTIVITIES

Any student who has satisfactorily completed all graduation requirements will be permitted to participate in the graduation ceremony and all related graduation activities.

The District permits any student to participate in the graduation ceremony and all related graduation activities of his or her high school graduating class, if the student has been awarded a Skills and Achievement Commencement Credential or a Career Development and Occupational Studies (CDOS) Commencement Credential, but has not otherwise qualified to receive a Regents or local diploma. While permitted to participate, these students are not required to participate in the graduation ceremony or related graduation activities of his or her high school graduating class. For purposes of this policy, a student's high school graduating class is the twelfth-grade class with which he or she entered into ninth grade.

The District will provide annual written notice of this policy and any related procedures to all students and their parents or guardians.

The following tasks will be a requirement for graduation. It will be the responsibility of the High School Principal to coordinate and implement the policy requirements and establish proficiency standards utilizing school district and community resources and personnel. The High School Principal's decision will be final in the determination of the satisfactory completion of each task or the completion of this requirement, where necessary.

Students will complete the designated tasks by demonstrating proficiency in the:

- a) Preparation of a letter of application for a job, preparation of a job application and the preparation of a resume; Resume must be submitted to the Guidance Office
- b) Undertaking of a personnel interview on a work site or at school conducted by an "employer";
- c) Completion of a letter to an elected official at either the local, state or federal level regarding an issue of concern to the student;
- d) Competency of basic first aid techniques and understandings;
- e) Preparation of a state and federal tax return;
- f) Developing an awareness and understanding of personal credit;
- g) Working knowledge of the operation and use of both a savings and checking account and related tasks;
- h) Completion of a demonstration project or oral presentation in one academic major as chosen by the student, and in cooperation with the teacher of said course, indicating a depth understanding and competency;

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Students

SUBJECT: PARTICIPATION IN GRADUATION CEREMONIES AND ACTIVITIES (Cont'd.)

- i) Preparing a simple budget;
- j) Completion of a minimum of 3 hours of community service per year starting in grade 9, as determined by the class advisor.

Education Law 3204(4-b)

Adoption Date 07/09/2020

2019

7224

Students

SUBJECT: WEIGHTED AVERAGES AND CLASS STANDING

The academic year final grade average will be determined using the following guidelines:

- a) College Level Courses will have a level weight factor of 1.25;
- b) College Level Courses taken online will receive a weight factor of 1.00 beginning with the Class of 2021;
- c) All Regents courses will receive a 1.10 weighting factor applied to final average (**IF** the course **AND** the Regents exam are passed [65%]), starting with the Class of 2021;
- d) All other courses will have a level weight factor of 1.00;
- e) Alphabetical grades cannot be given in courses used to calculate averages;
- f) No average lower than a **50** will be posted on the report card. Final exams or Regents exams will be posted based on the actual score;
- g) In order to be eligible to take a course in summer school, a student must receive a minimum grade of **55** (average); effective the summer of 2019.

Class Rank

A student's final average, after the weight level is applied, will be used to determine class rank.

- a) The formula to calculate class rank is as follows: Grade x Weight x Credit
- b) The Guidance Department (Counselor) will provide Class Rank (actual) for seniors by May 1st of each year;
- c) All High School students (grades 9 - 12) will be provided their class rank by August 1st. Seniors will be reminded of their initial rank during Senior Interviews conducted in September/October, and will be updated in April, after the completion of the third quarter. Their final ranking will be posted on transcripts in June, just prior to graduation;
- d) All credit-bearing classes will be included;
- e) Local and Regents Diploma students will be included in the rank;
- f) Students who transfer after preliminary class rank has been calculated will, if applicable, co-share rank with Franklinville students, including the honors of either first or second rank in the class. No Franklinville student will be dropped in rank as a result of the senior transfer student's placement.

Adoption Date

December 17, 2020

Drop/Add Process

1) Courses taught by TBA/FCS staff

- a. Students and parents are advised that they should consider course selection carefully and that the selection of courses at the time represent firm commitment to scheduling decisions.
- b. Student schedules for the Middle/High School will be mailed home in the summer. All schedule changes should be made prior to the 1st day of school.
- c. All requests to change a schedule MUST be made no later than ten school days after the course begins. If a student would like to drop a course that begins mid-year, this must be done within the first ten school days of that courses start date.
- d. Drop requests after the ten school day grace period will not be honored. Extenuating circumstances must be demonstrated by the following parties for an exception: student, current teacher, parent, counselor, and principal.

2) Online classes

Online courses can be added to a High School Student's schedule (grades 9-12) throughout the school year, (time permitting), however once a student registers for an online course they can NOT drop the course.

3) Dual Credit College Courses

- a) College credit courses taught through TBA/FCS must also follow the add/drop policy from the College or University the credits are being earned from.
- b) Although a student may drop the college credit course from the college transcript (dual enrollment), if it is after the ten school day grace period for TBA/FCS courses, they cannot drop the high school course and must remain in the course even though they will not be getting college credit.

4) BOCES CTE Programs

- a) If a student is taking a CTE class at one of the BOCES Centers, the BOCES add/drop policy must be taken into consideration as well as the TBA/FCS policy.
- b) If after the ten school day grace period a TBA/FCS student wants to change from one CTE program to another CTE program and it is permissible by BOCES, we will allow the change.

- c) If after the ten school day grace period a TBA/FCS student requests to add a CTE program instead of other TBA/FCS courses, or drop a CTE program in order to take other TBA/FCS courses, this request will not be honored.

SUMMER SCHOOL - STANDARD GRADING/TESTING FOR HIGH SCHOOL COURSES (GRADES 7-12)

This policy standardizes the system of testing and grading for students in grades seven through twelve (7-12) who attend Franklinville's summer school classes. The principal intent is to create a standard for summer school that mirrors the accepted system in our high school, and at the same time encourages all students to pursue Regents level course credit at every opportunity.

A. Summer School course grade will be determined using the following grades:

1. Four quarter grades earned during the school year;
2. The 2 grades earned during summer school (mid-term and final)

The Mid-term Grade and the Final Grade from Summer school will be added to the four (4) grades earned for each quarter during the year. The average of these six (6) grades will determine the Summer School Grade.

$$Q1 + Q2 + Q3 + Q4 + \text{Mid-Term Grade} + \text{Final Grade} / 6 = \text{Overall Summer School Grade}$$

If the student passes summer school and the overall average is less than 65, the student will receive a 65.

- B. Students enrolled in a course ending in a Regents exam will be required to take the Regents exam, unless established requirements (such as labs in science) have not been met.

Students with disabilities, who pass the course but fail the Regents, will gain local course credit by taking applicable exams for local credit.

(Not all BOCES summer school courses offer a final exam.)

C. The District's goals in providing these guidelines are:

1. To establish a summer school grading system that relates to the regular grading system so that grade/credit transfer is practical and effective;

- 2 To increase the number of students gaining Regents credit;
3. To increase the number of students taking Regents exams.

Adoption Date: 03/20/2014

Revision Date: 10/18/2018

High Honor Roll – Honor Roll: To qualify for the *Honor Roll* a student must achieve an overall average of 85% (without rounding off), in all subjects for the marking period including Band and Chorus; to qualify for the *High Honor Roll*, the average must be 90% (without rounding off). A student having any failing grade (under 65) in any area is not eligible for high honor/honor roll.

MARKING AND REPORTING SYSTEMS:

- A. Numeric Grades:** The numeric grading system will be used to report academic progress in all areas of study except those listed below
- B. Explanation of Alpha/Special Grades:** In AIS, and for other classes under unusual circumstances, alpha grades will include S (satisfactory), U (unsatisfactory), INC (incomplete), MED (medical excuse), P (pass) and F (fail)

SPECIAL PROGRAMS:

- A. Academic Intervention Services:** Response to Intervention is defined as additional instruction, which supplements the instruction, provided in the general curriculum and assists students in meeting the State learning standards.
- B. Resource Room Program:** The Resource Room is a program that assists students with disabilities to be mainstreamed in the regular educational program. With some assistance from this program, students can master the objectives and concepts of a regular classroom setting as designed by the Committee for Special Education.
- C. Advanced Programs:** Public school students shall have the opportunity to take advanced math courses.
- D. S.A.E. IN VOCATIONAL AGRICULTURE: (S.A.E. - Supervised Agricultural Experience)**

Vocational agriculture students plan, implement, and evaluate their own job experience for which they may earn up to two (2) units of high school credit.

Supervised Agriculture Experience Programs include planned agricultural activities of educational value conducted by Vo-Ag students outside of class time. It involves a minimum of 300 clock hours of student activities for which systematic instruction and supervision are provided by the Vo-Ag teacher, the student's parents, and the employer. The purpose of S.A.E. is to bridge the gap between the theoretical and the practical, enabling a student to develop some long-range plans for an agricultural career or occupation.

S.A.E. Programs are of two types: 1) Ownership Experience Programs and 2) Placement Experience Programs. The Ownership Programs are the best suite to those Vo-Ag students who live on farms and have land, buildings, and equipment available to begin acquiring ownership of an agricultural enterprise like dairy cows or chinchilla. The Placement Experience Programs may include cooperative placement, employment, experience, and/or directed laboratory experience. Here at Franklinville Central School, we have chosen not to include the cooperative placement in agriculture as a part of our S.A.E. Programs. However, a student may work for an agricultural business such as Agway, a local florist, or golf course greens keeper, and thus qualifying as employment experience where the employer is providing needed supervision and instruction of job entry-level skills.

In order that the S.A.E. qualifies for high school credit, the student must meet all of the following:

1. be enrolled in an occupational agricultural sequence;
2. must have completed the basic Ag skills and advanced Ag skills courses;
3. must be in the junior or senior year
4. must have completed a minimum of 300 hours of work for 1 unit of credit
5. must keep a complete set of records including hours of work, wages earned, and/or earnings from ownership enterprises

- E. Shadow Experience Program:** This program is arranged as a short-term program where a student is permitted to watch, follow, or "shadow" someone in the work place and to witness firsthand what that person does in his/her occupation so that the student may gain insight into this occupation. No school credit is granted.
- F. Cattaraugus County Government Program:** High School seniors experience a "hands-on" approach to learning about our county government. Students are assigned a sponsor or mentor who will assist the intern in learning about governmental activities and operations. Classes are held at the County Building in Little Valley. Meetings include attending a minimum of four legislative meetings and one legislative committee meeting. The county agencies act in cooperation with the

county legislators and department directors. Students may attend this program from September through December of their senior year.

- G. Online Classes:** This program allows students to take additional courses that cannot fit into their schedules or that TBA/FSCD does not offer. Once an online course is started, it cannot be dropped. Online classes are all weighted as 1.0. Please contact your counselor for more information.

Initial-Eligibility Standards

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before your freshman year of high school. For more information on registration, visit on.ncaa.com/RegChecklist.

Academic Requirements

Division I and II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

Division I

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

Division II

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

Division III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who are enrolling at a Division III school after Aug. 1, 2023, must be certified as an amateur by the Eligibility Center. Contact the Division III school you plan to attend for more information about its academic requirements.

Franklinville Central's High School Code is 331990. This is useful and necessary for NCAA Clearing House access to core courses.

COURSE OFFERINGS

Please be advised that not all elective courses are offered every school year.

ENGLISH:

Course	Duration	HS Credit	College Credit
English 6	40 weeks		
English 7	40 weeks		
English 8	40 weeks		
English 9	40 weeks	1 credit	
English 10	40 weeks	1 credit	
English 11	40 weeks	1 credit	
JCC English Composition I	20 weeks	1 credit	3 credits
JCC Intro to Literary Studies	20 weeks	1 credit	3 credits
JCC English Composition II	20 weeks	1 credit	3 credits
JCC British Literature	20 weeks	1 credit	3 credits
JCC Public Speaking	40 weeks	1 credit	3 credits

SOCIAL STUDIES:

Course	Duration	HS Credit	College Credit
History 6	40 weeks		
History 7	40 weeks		
History 8	40 weeks		

Global History/Geography I	40 weeks	1 credit	
Global History/Geography II	40 weeks	1 credit	
US History	40 weeks	1 credit	
SUPA US History	40 weeks	2 credits	6 credits
Participation in Government	20 weeks	½ credit	
Economics	20 weeks	½ credit	
History of WNY	40 weeks	1 credit	
JCC Psychology	40 weeks	1 credit	3 credits

MATHEMATICS:

Course	Duration	HS Credit	College Credit
Math 6	40 weeks		
Math 7	40 weeks		
Math 8	40 weeks		
Basic Calculator	20 weeks		
Algebra A	40 weeks	1 credit	
Algebra B	40 weeks	1 credit	
Algebra I	40 weeks	1 credit	
Geometry	40 weeks	1 credit	
Algebra II	40 weeks	1 credit	
JCC Algebra/Trigonometry	40 weeks	1 credit	4 credits

JCC Precalculus	40 weeks	1 credit	4 credits
SUPA Calculus	40 weeks	1 credit	4 credits
JCC Elementary Statistics	40 weeks	1 credit	3 credits
Personal Finance	40 weeks	1 credit	

SCIENCE:

Course	Duration	HS Credit
Science 6	40 weeks	
Science 7	40 weeks	
Science 8	40 weeks	
Life Science: Biology	40 weeks	1 credit
Earth & Space Science	40 weeks	1 credit
Chemistry	40 weeks	1 credit
Physics	40 weeks	1 credit

WORLD LANGUAGE:

Course	Duration	HS Credit	College Credit
Spanish 7	40 weeks		
Spanish 8	40 weeks	1 credit	
Spanish I	40 weeks	1 credit	
Spanish II	40 weeks	1 credit	
Spanish III	40 weeks	1 credit	

JCC Intermediate Spanish I	40 weeks	1 credit	3 credits
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AGRICULTURE:

Course	Duration	HS Credit
Life & Career Skills 6	10 weeks	
Life & Career Skills 7	10 weeks	
Life & Career Skills 8	10 weeks	
Agricultural Science	40 weeks	1 credit
Food & Plant Science	40 weeks	1 credit
Conservation Environmental Science	40 weeks	1 credit
Horticultural Science	40 weeks	1 credit
Agricultural Mechanics I	40 weeks	1 credit
Agricultural Mechanics II	40 weeks	1 credit
Supervised Agricultural Experience	40 weeks	1 credit

TECHNOLOGY:

Course	Duration	HS Credit
Technology 6	1 / 6 days	
Technology 7	1 / 6 days	
Technology 8	1 / 6 days	
Library 6	20 weeks	
VEX Robotics I	40 weeks	1 credit
VEX Robotics II	40 weeks	1 credit
Broadcasting	40 weeks	1 credit

ART:

Course	Duration	HS Credit
Art 6	20 weeks	
Art 7	10 weeks	
Art 8	10 weeks	
Studio in Art	40 weeks	1 credit
Ceramics and Pottery	40 weeks	1 credit
Yearbook	40 weeks	1 credit
Drawing and Painting	40 weeks	1 credit
Photography	40 weeks	1 credit
Digital Art	40 weeks	1 credit
Art History	40 weeks	1 credit
Design & Drawing for Production	40 weeks	1 credit

MUSIC:

Course	Duration	HS Credit
General Music 6	20 weeks	
General Music 7	10 weeks	
Junior High Chorus	40 weeks	
Junior High Band	40 weeks	
Senior High Chorus	40 weeks	1 credit
Senior High Band	40 weeks	1 credit
Jazz Band	40 weeks	1 credit
Piano	40 weeks	1 credit
Music Theory	40 weeks	1 credit
Music in Our Lives	40 weeks	1 credit

HEALTH AND PHYSICAL EDUCATION:

Course	Duration	HS Credit
Health 7	10 weeks	
Health 8	10 weeks	
Senior High Health	40 weeks	½ credit
Physical Education 6	40 weeks	
Junior High Physical Education	40 weeks	
Senior High Physical Education	40 weeks	½ credit

ENGLISH COURSES:

English 6

40 wks.

English 6 prepares students for the New York State 6th Grade ELA Exam. The focus is on reading and writing, while students will also increase their skills in speaking and listening. These concentrations are such as they relate to the New York State Learning Standards and utilizing a multi genre literature-based curriculum. Special emphasis is placed on constructed written responses in a variety of forms, including short answers, essays, creative writing and research. A major goal of 6th grade English is the support of short answers and essays using text-based evidence and details from the literature or passages.

English 7

40 wks.

English 7 prepares students for the New York State 7th Grade ELA Exam. The focus is on reading, writing, speaking and listening as they relate to the New York State Learning Standards and utilizing a multi genre literature-based curriculum. Special emphasis is placed on constructed written responses in a variety of forms including, but not limited to: poems, essays, short answers, creative writing, and research. A major goal of the English 7 curriculum is for students to improve the clarity and organization of their writing through peer editing, revising, and creating a writing portfolio.

English 8

40 wks.

This course is based on New York State's New Standards for Learning in English Language Arts. We will study language: 1) for information and understanding; 2) for literacy response and expression; 3) for critical analysis and evaluation; and 4) for social interaction. Students will be expected to read, write, speak, and listen in a variety of learning experiences related to language. Students will produce writing and speaking projects, as well as presentations of researched information in oral and written form. Students will be required to complete in-class and out of class reading and writing assignments and to complete preparations for class projects. Students will be responsible for mastering appropriate vocabulary, grammar/usage and spelling and will use legible handwriting and/or word processing skills. These skills are essential for the 8th grade ELA exam as well as further success in high school English and life beyond high school

English 9

40 wks.

1 credit

English 9 is a Standards-based curriculum which focuses on critical skills as they relate to reading, writing, speaking, and listening. Skills will be developed through various writing activities (criticisms, compositions, comparative essays, etc.) as they relate to major literary genres. Special emphasis will be placed on composition skills from sentence combining, to writing well-organized coherent paragraphs, to complete essays. Focus will be on developing skills as they relate to the dimensions of the Regents grading rubric: meaning, development, organization, language, and conventions. In addition, listening skills, notetaking skills, and Regents language, and test-taking strategies will be covered.

English 10**40 wks.****1 credit**

English 10 continues to prepare students for the Comprehensive Regents Examination in English. A more in-depth study of Regents skills will be the focus of this course. Students will continue to utilize a variety of literary genres as a basis for critical reading, writing, speaking, and listening. A major component of the class will be to further familiarize students with the content, format, and language of the Regents. Accordingly, instruction will focus on skills relating to the tasks outlined in the test writing prompts.

English 11**40 wks.****1 credit**

The English 11 curriculum will focus on the interaction between language and literature with direct emphasis on how developing skills in these areas related to the New York State Learning Standards and Comprehensive Regents Examinations. Through novels, short stories, dramas and other text, students will read, write, speak, and listen for: information and understanding; literary response and expression; critical analysis and evaluation. In addition, students will be responsible to master appropriate spelling, literature terms, vocabulary, and correct grammar. Special emphasis will be placed on writing and composition skills. Regents grading rubric dimensions (meaning, development, organization, language, and conventions) will be used to grade all writing assignments. In addition, students will have several opportunities to “practice” past Regents exams.

English 12**40 wks.****1 credit**

English 12 has several components, all of which are designed to satisfy Senior Proficiency requirements and prepare students to be successful graduates and college students. The “Language and Literature” component of the course includes reading, discussion and writing about the major genres of literature (poetry, novel, short story and drama), as well as studies of vocabulary and models of composition. The “Senior Proficiency” component includes the senior research project, including research techniques, composition (logical sequence and relation of ideas) and documentation (MLA style). Other senior proficiencies addressed in the course include employment interviewing techniques and strategies, preparation of basic income tax forms, and public speaking.

JCC English Composition I**20 wks.****1 credit**

Prerequisite: Based on JCC’s eligibility requirements

Students will develop skills in critical reading, rhetorical analysis, and argument. Students will read rhetorically and critically, and will analyze a variety of texts on current, interdisciplinary topics. The course focuses on writing for specific audiences and purposes with an emphasis on academic composing. As such, students will develop skills that prepare them for academic and professional writing as they practice recursive writing processes and learn to enter conversations through informed and effective academic expression. (3 college credits)

JCC English Composition II**20 wks.****1 credit****Prerequisite:** Based on JCC's eligibility requirements

Students will learn to write precise, clear, substantial, and logical essays. They will develop critical thinking and writing skills required in higher education, employment, and life. Students will also learn to conduct research and write a research paper. to spend multiple class periods in the writing process surrounding a specific piece of writing as well as working on this writing outside of class time. (3 college credits)

JCC Intro to Literary Studies**20 wks.****1 credit****Prerequisite:** Based on JCC's eligibility requirements

Students will explore the concept of the literature and its history, be introduced to and interrogate the literary canon, and learn to read across literary genres: narrative, poetry, and drama. Students will read texts that represent a variety of perspectives, periods, and cultures and in doing so will develop foundational skills for literary analysis. (3 college credits)

JCC Public Speaking**40 wks.****1 credit****Prerequisite:** Based on JCC's eligibility requirements

Students will learn effective strategies for preparing and delivering engaging and ethical speeches across a variety of speaking contexts. Throughout the course, students will demonstrate key public speaking skills including: supporting points with research, conducting audience analysis, incorporating visual aids, refining delivery style, and employing public speaking competence in both media and non-media settings. (3 college credits)

SOCIAL STUDIES COURSES:**Social Studies - Grade 6****40 wks.**

Grade 6 Social Studies is based on the geography and history of the *Eastern Hemisphere*. We begin with a unit on Geography and mapping skills which include the present-day Eastern Hemisphere to help students make connections between the past and present. We will focus on understanding the elements of a civilization- the **GRAPES- Geography, Religion, Achievements, Politics, Economy, and Social Structure** and apply the concept while learning about development in the Eastern Hemisphere from **pre-history into the 1300s**.

Students will continue to develop map skills, reading, writing, research, and speaking skills. They will also analyze and interpret primary and document-based resources.

History 7

40 wks.

This course is designed to give the student an opportunity to learn more about and develop a better understanding of the State of New York. It will also allow the student to discover new insights into his/her home state and surrounding area. The course will basically cover Indians of North America- Indians in America and Iroquois in New York State; Europeans discover New World- Europe, England, and Holland; New York, emerging empire- Revolutionary War and Democracy; The Gilded Age- transportation, trade, industry, and urban problems, megapolitan society of the colonies; the government of New York- services, party politics, and Empire City. The student will be expected to work at 65% or better level for successful completion of the course. The student will be required to do quizzes, maps, and tests and homework to be evaluated by the instructor. The students will also work together on class activities and/or projects as assigned.

History 8

40 wks.

This course is designed to provide the student with a basic understanding of our nation's history starting with a review of the events leading up to the Civil War and ending with the present. Portions of New York state history will be incorporated throughout the course. The course also incorporates geography, economic, social, and political trends. The student will be expected to demonstrate a working knowledge of American History through the satisfactory completion of tests, quizzes, projects and homework assignments.

Global History and Geography I

40 wks.

1 credit

The course will cover the progression of history from prehistoric humans and the beginning of agriculture to the Renaissance and Reformation in Europe in the 1500's. The course will cover the sequence of events, the culture and technology, and the geographic location for each era in world history. The student will be expected to read historical documents, keep a notebook, and understand maps.

Global History and Geography II

40 wks.

1 credit

Prerequisite: Global Studies I

Grade 10 begins with a snapshot of the world in 1750 and moves steadily towards our present era with a major focus on the 20th century. Several concepts and enduring issues are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology and the interconnectedness of the world. The course ends with a Regents examination in June.

U.S. History

40 wks.

1 credit

This course will basically cover the following skills and/or concepts: The American people-emigration, the American government, American economic life, American civilization in historical perspective, and the United States in world affairs. The student will be expected to read, take notes, keep a notebook, pass tests, and pass the comprehensive examination in Social Studies.

SUPA US History

40 wks.

2 credits

Prerequisite: Completion of Global Studies I / II

The American History sequence is a full year college course comprised of History 101: America History to 1865 and History 102: The United States since 1865. In this course we will study American attitudes and beliefs about political democracy, social justice, economic opportunity, equality, and the environment, and we will trace how those attitudes and beliefs have evolved in the first two and a half centuries of American history. We will study history as a process through which our society and our country came to be as they are today. It is hoped that by the end of the course, student will not only know more about the American experience, but will have learned to read critically, to construct persuasive arguments, to use evidence effectively, and to hone a variety of crucial analytic skills. This is a college course offered through Syracuse University and students will receive a Syracuse University transcript. (6 credits) level- capitalism, communism, and socialism. The student will be expected to grasp key concepts discussed, and satisfactorily complete all tests, quizzes, and workbook assignments.

SUPA US History

40 wks.

2 credits

Prerequisite: Completion of Global Studies I / II

The American History sequence is a full year college course comprised of History 101: America History to 1865 and History 102: The United States since 1865. In this course we will study American attitudes and beliefs about political democracy, social justice, economic opportunity, equality, and the environment, and we will trace how those attitudes and beliefs have evolved in the first two and a half centuries of American history. We will study history as a process through which our society and our country came to be as they are today. It is hoped that by the end of the course, student will not only know more about the American experience, but will have learned to read critically, to construct persuasive arguments, to use evidence effectively, and to hone a variety of crucial analytic skills. This is a college course offered through Syracuse University and students will receive a Syracuse University transcript. (6 college credits)

JCC Psychology

40 wks.

1 credit

Prerequisite: Based on JCC's eligibility requirements

Students will demonstrate an understanding of theories and research as they apply to fundamental concepts in psychology. As they complete readings and activities on the

history of psychology, models of learning, biology and behavior, personality theory, psychological disorders, social psychology and other selected topics students will apply their knowledge to better understand the causes of thought, feeling, and behavior. They will be able to comprehend and apply the methods of scientific inquiry to the science of psychology. (3 college credits)

History of WNY

40 wks.

1 credit

This course will cover the region of western New York from pre-colonization into the 20th century. We will begin with a study of archaeological sites in the region dating from the Neolithic era before moving into the indigenous history of the region. We will also cover French, Dutch, and British colonization of Western New York including the Revolutionary Wars and the War of 1812. Industrialization and growth in the region through the Erie Canal and investigations into the rise of Buffalo and Rochester as major economic centers will be coupled with a study of Western New York's unique religious history. The class will feature guest speakers, field trips, and opportunities to learn about the history of Franklinville, Cattaraugus County, and Western New York. Specific attention will be placed on historical sites and events from our local area.

MATHEMATICS COURSES:

Mathematics 6

40 wks.

This course is designed for all sixth-grade students. The course will stress computational skills involving rational numbers including: whole numbers, integers, fractions, decimals and percent. This course will also review equations and inequalities and introduce ratios, statistics and probabilities. The common core curriculum standards that will be incorporated are as follows: Module 1 – Whole Numbers, Module 2- Fractions, Module 3- Decimals, Module 4 – Negative Numbers, Module 5 – Algebraic Equations, Module 6 – Equations and Inequalities, Module 7 – Ratio and Rates, Module 8 – Percent, Module 9 – Area, Module 10 – Solids, Module 11 = Statistics and Module 12 – Probability. Other skills that will be offered are estimating, problem solving and measuring. Students will be expected to use and perform skills on the scientific calculator. The use of ratios, rates, and fraction solutions emerges across all the topics as a very important fundamental skill that all sixth-grade math students need to possess. The final evaluation will be a local project that incorporates several of the mathematical skills in this year's study.

Mathematics 7

40 wks.

This course is designed for all seventh-grade students. The course will stress computational skills involving rational numbers including: whole numbers, integers, fractions, decimals, and percents. The common core curriculum standards that will be incorporated are as follows: Module 1 – Ratios and Proportional Relationships, Module 2- The number system, Module 3- Expressions and Equations, Module 4 – Geometry, Module 5 – Probability and

Statistics. Other skills that will be offered are estimating, problem solving and measuring. Students will be expected to use a protractor and a ruler and some skills on the scientific calculator. The use of algebraic solutions emerges across all the topics as a very important fundamental skill that all seventh-grade math students need to possess. The final evaluation will be a local project that incorporates several of the mathematical skills in this year's study.

Mathematics 8

40 wks.

This course is designed for 8th grade students not in Algebra Common Core. The course will cover 5 areas: The number system, expressions and equations, functions, geometry, and statistics. Topics include solving equations, scientific notations, functions, and transformational geometry. Statistics are briefly visited and students will be studying bivariate data. As a preparation for Algebra Common Core, the course is rigorous and includes advanced studies of algebra and geometry. A NYS assessment is given in April or May as well as a local school examination in June. Teacher may consider a project based final examination to replace a written one.

Basic Calculator 8

20 wks.

This class helps to familiarize students with the TI-84 calculator to help prepare them for high school math courses.

Algebra A

40 wks.

1 credit

This course is designed for those students who would benefit from splitting the Algebra I into a two-year course. All topics are the same as those in Algebra I but with more time to acquire the skills. There is no Regents exam until the completion of the second year.

Algebra B

40 wks.

1 credit

Prerequisite: Algebra A

This course begins where Algebra A leaves off, covering all topics as those in Algebra I Common Core. Students will take the Algebra I Common Core Regents exam at the completion of this course.

Algebra I

40 wks.

1 credit

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades.

he modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Geometry**40 wks.****1 credit****Prerequisite:** Algebra B or I

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situation and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Personal Finance**40 wks.****1 credit****Prerequisite:** 2 units of Math

This course helps students develop the skills needed for personal financial fitness. The students will become more confident and competent in making financial decisions, building their careers and acting as informed citizens. Students will need a basic understanding of algebra and arithmetic to take an in-depth look into the math behind taxes, bank accounts, credit cards, credit scores, investing, borrowing, and more.

Algebra II**40 wks.****1 credit****Prerequisite:** Algebra and Geometry

Algebra II is the capstone course of the three units credit required for a Regents/Advanced Regents diploma. This course is a continuation and extension of the two courses that preceded it. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomials, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problem situations involving direct and indirect variation will be solved. Problems resulting in systems of equations will be solved graphically and algebraically. Data analysis will be extended to include measures of dispersion and the analysis of regression that model functions studied throughout this course. Binomial experiments will provide a basis for the study of probability theory and the normal probability distribution will be analyzed and used as an approximation for these binomial experiments. Right triangle trigonometry will be expanded to include the investigation of circular functions. Problem situations requiring the use of trigonometric equations and identities will also be investigated. Students will sit for a NYS Regents Examination at the end of this course.

JCC Elementary Statistics**40 wks.****1 credit**

Prerequisite: Based on JCC's eligibility requirements

Students will investigate various topics in both descriptive and inferential statistics including measures of central tendency and spread, graphical analysis of data, probability, random sampling, correlation and regression, hypothesis testing and confidence intervals. Practical applications are emphasized throughout the course. A significant part of the course is taught in a laboratory setting using a software package such as Minitab. (3 credits)

JCC College Algebra/Trigonometry

40wks.

1 credit

Prerequisite: Based on JCC's eligibility requirements

Students will learn algebra and trigonometry topics necessary to prepare them for the study of Precalculus. Topics include one-to-one functions and their inverses and graphs, polynomial and rational functions and their applications, radicals and exponents, complex numbers, and trigonometric functions, including graphs and basic identities. Problem-solving and applications are emphasized. An approved graphing calculator is required. (4 credits)

JCC Precalculus

40 wks.

1 credit***

Prerequisite: Based on JCC's eligibility requirements

Students will learn topics necessary for studying calculus and discrete mathematics. Algebra topics include rational and polynomial functions. Trigonometry topics include graphs, identities, half and double-angle formulas, and inverse trig functions. Other topics include exponential and logarithmic functions, and an introduction to limits. An approved graphing calculator is required. (4 credits)

SUPA Calculus I

40 wks.

1 credit

Prerequisite: Completion of Precalculus

This is the first course in the introductory calculus sequence for science, engineering and mathematics majors at Syracuse University. The mathematical content of this course is typical of most traditional first semester university calculus courses. The concepts of limit, continuity, derivative, and anti-derivative and definite integral are developed and are then applied to many types of functions. These include: polynomial, rational, trigonometric, and exponential functions together with their inverses, compositions, and algebraic combinations. The concepts developed are applied to a wide variety of problems from geometry, physics, and other sciences. These include maximum and minimum problems, related rates, areas, volumes and surfaces of revolution, arc length, work, fluid pressure, velocity and acceleration, and exponential growth and decay. Curve sketching is emphasized throughout the course. Graphing calculators can be useful as they can contribute to an understanding of the functions being sketched. They are, however, only an instructional aid. Calculators are not used as a substitute for the skill itself. (4 credits)

SCIENCE COURSES:

Science 6

40 wks.

Science 6 helps prepare students for the 8th grade NYS Science Exam. The course is aligned to the Next Generation Standards, and the focus is on skills, vocabulary and understanding scientific concepts. The students are introduced to scientific tools and instruments and lab procedures that will help them in future science classes. A major goal of the Science 6 curriculum is for students to build background for the physical sciences and chemistry.

Science 7

40 wks.

This course is designed for the student who is in 7th grade and who is required to complete at least the 2 required science units for high school. This course will basically cover the following skills and/or concepts: scientific method, metric measurement, cells and cell structure, cell transport and division, genetics and heredity, the 6 kingdoms, and quick review of the body systems covered in Health. The students will be expected to successfully complete all assignments, quizzes, labs, tests and the final examination.

Science 8

40 wks.

This course will basically cover Earth Science, and a review of Life Science. It is intended to give the student a better understanding of the real world we live in, and excite them for the rigors of High school level Science. Concentration is given to Basic Science Skills as well as vital course content areas such as minerals, rocks, resources, plate tectonics, the atmosphere, and astronomy. The laboratory approach is stressed with students making observations, recording, and analyzing data. The student is expected to complete all assignments, quizzes, labs, tests, and the final project or exam. Near the end of the year, the students will take the state-mandated Intermediate Level Science test covering skills and content all the way back to 5th grade.

Life Science: Biology

40 wks.

1 credit

Students in high school develop understanding of key concepts that will help them make sense of life science. The ideas are built upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are four life science disciplinary core ideas in high school: 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity. The performance expectations for high school life science blend core ideas with

scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across the science disciplines.

Earth and Space Science

40 wks.

1 credit

Students in high school continue to develop their understanding of the three disciplinary core ideas in the Earth and Space Sciences. The high school performance expectations in Earth and Space Science build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. The performance expectations in Earth and Space Science include: 1) Earth's place in the universe, 2) Earth's systems, 3) Earth and human activity.

Chemistry

40 wks.

1 credit

Prerequisite: Successful completion of Algebra I Regents Exam. It is also recommended that the student has completed Geometry and is co-enrolled in Algebra II.

Chemistry deals with the composition, structure, and properties of substances and the transformation that they undergo. This course covers matter, energy, the structure of the atom, the periodic table, bonding, properties of solutions, kinetics and equilibrium, acids, bases and salts, oxidation-reduction, organic chemistry and nuclear chemistry. The student will be expected to master all material in accordance with the Regents Chemistry syllabus. There is a required lab time of 1200 minutes – or about 30 written labs per year. This lab time is a required NYS mandate. Course evaluation will be based on the Regents examination in Chemistry.

Physics

40 wks.

1 credit

Prerequisite: Successful completion of Algebra I, Geometry and Algebra II

This course is designed for the student who wishes to pursue a science-oriented curriculum in post-secondary education. The course is based upon the mathematical principles of scientific experimentation and evaluation. Physics is a science that deals with matter and energy and their interactions. This course covers mechanics, energy, waves, (both light and sound) electricity, magnetism, and modern physics. The student will be expected to master all material in accordance with the Regents Physics Syllabus. There is a required lab time of 1200 minutes – or about 30 written labs per years. This lab time is a required NYS mandate. Course evaluation will be based on the Regents examination in Physics.

WORLD LANGUAGE COURSES:

Spanish 7

40 wks.

This course is the first in a two-year sequence designed to meet NYS Checkpoint A requirements. Students will be introduced to basic vocabulary, learn basic conversational skills and become familiar with some aspects of the various cultures of the Spanish-speaking world.

Spanish 8 **40 wks.**

This course is the second in a two-year sequence designed to meet NYS Checkpoint A requirements. Students will continue to learn vocabulary, conversational skills and culture and will be able to write short notes in Spanish. Students will take the Proficiency Exam at the end of the first semester. If students pass a proficiency exam after two years of Spanish in Junior High, they may move on to Spanish II.

Spanish I **40 wks.** **1 credit**

Students will have knowledge of basic grammar (being able to express oneself in basic time frames- present and future). The student will master simpler conversation, basic listening skills, and basic composition. This course is essentially Spanish 7 & 8 together, taught in one year.

Spanish II **40 wks.** **1 credit**

Prerequisite: Spanish I or Spanish 8

This course is designed for the student who has successfully completed Spanish I. The following will be covered: mastery of novice high grammar, basic conversation, mastery of novice high listening skills, basic reading skills, and mastery of novice high writing skills.

Spanish III **40 wks.** **1 credit**

Prerequisite: Spanish 8/I and II

This course is designed for the student who, having successfully completed Spanish II, seeks to demonstrate a superior ability in language by taking the FLACS Exam, which is the equivalent to the formerly offered New York state Spanish Regents Exam. The following will be covered: mastery of novice high/intermediate low grammar, intermediate conversation, mastery of novice high/intermediate low listening skills, intermediate reading skills, and mastery of/intermediate low writing skills.

JCC Intermediate Spanish I **40 wks.** **1 credit**

Prerequisite: Spanish III

Students will learn to interact effectively and appropriately in Spanish at the intermediate low level with people from other language and culture backgrounds. Students will communicate and reflect upon beliefs and values as related to one's identity, citizenship, and health and wellness in the U.S. and the Spanish-speaking community. This course can lead to the Seal of Biliteracy through NYS. (3 college credits)

ART COURSES:

Studio in Art

40 wks.

1 credit

This course concentrates on the elements and principles in art and how they are used across a broad range of art fields. Students gain experience in several different areas that can lead to careers in art. Units covered include drawing, design, commercial art, painting, sculpture, ceramics and photography.

Design & Drawing for Production

40 wks.

1 credit

This class offers an introduction to technical drawing as used for drafting, machine parts, architecture, blueprints, etc. Students will have an opportunity to use drafting tools used by professionals in the field to create isometric, multi-view and perspective drawings. The creative and artistic side of this field will be emphasized in various projects. This course is for students who are considering a career in technology, welding, architecture, Computer Aided Drafting or related fields.

Studio in Drawing & Painting

40 wks.

1 credit

Prerequisite: Studio in Art or DDP preferred

This course focuses on 2-Dimensional art production using various mediums in drawing (pencil, colored pencil, charcoal, and ink) and painting (watercolor, acrylic, oil). A variety of subject matter is explored including portraits, human figure, landscapes, abstract and more, with a focus on good compositional pieces. Work based on historical movements and artists is also explored.

Ceramics and Pottery

40 wks.

1 credit

Prerequisite: Studio in Art or DDP Preferred

This course is an introduction to the many facets of clay. A broad base of historical ceramic applications will be introduced. Hand building techniques will be the main focus of the class. Both formal and functional art will be created. Only pottery will be created out of organic clay both using many hand-building techniques as well as the potter's wheel. Knowledge of the chemical properties of clay as well as the stages of clay will be discussed as well as tested.

Studio in Photography

40 wks.

1 credit

Prerequisite: Studio in Art or DDP Preferred

This course concentrates on the study of Digital Photography. Students learn how to apply the elements and principles of art to photographic techniques as well as how to operate the

various functions of cameras. Editing and printing photos using computer technology is also a focus

Digital Art

40 wks.

1 credit

Unlock your creative potential in the world of digital art! This course immerses high school students in the transformative power of digital imaging within the realm of Fine Arts. You'll not only learn to manipulate images but also to express your artistic vision through them. This course is ideal for students who are passionate about art and curious about how digital tools can expand their creative horizons. No prior experience in digital art is required to begin your creative journey. All you need is the willingness to learn and explore your creativity.

Yearbook I - IV

40 wks.

1 credit

Prerequisite: Studio in Art/Photography experience

This class will have the main purpose of designing the school yearbook for production and sale for the school year. Students will be involved in all aspects of creating a yearbook including layout, design, photography, journalism, reporting, cover development, advertising sales, and book sales. Advertising, Design, and Photography principles and techniques will also be covered in order for students to be able to use the website provided by the publisher in a skillful and creative manner. The class will be conducted in the manner of a design production shop, with students being assigned to cover various jobs involved in the overall creation of the book.

MUSIC COURSES:

Junior High Chorus

40 wks.

1 credit

This course is designed for the student who enjoys singing. It serves as a preparatory course for Senior High Chorus. Course objectives are: to become acquainted with a wide range of styles and types of music, to develop sight reading skills, to develop dedication and purposeful group membership, to develop ear training, to develop general musicianship, to strengthen the ability to memorize, to develop the power of concentration, to develop self-confidence and poise, and to acquire an insight into poetry and meaning of expression. The student will be expected to sing, memorize music, and attend concerts and special rehearsals.

Junior High Band

40 wks.

1 credit

The junior high band is an instrumental music organization for students in grade 7 and 8. This course is an intermediate program between elementary and senior high band designed to help the student acquire the playing habits and rehearsal techniques necessary for future

success. Weekly lessons are required. Continuous participation in the program will be based on the student's behavior, attendance, and individual progress.

Senior High Chorus

40 wks.

1 credit

The student will become acquainted with a wide range of styles and types of music, develop sight-reading skills, develop dedication and purposeful group membership, develop listening skills and general musicianship. The student will strengthen the ability to memorize, develop the power of concentration, develop self-confidence and poise and to acquire an insight into the poetry of expressive meaning. The student will be expected to sing, memorize music, and to attend concerts and special rehearsals. Attendance at voice classes may be required to meet singing standards.

Senior High Band

40 wks.

1 credit

Senior high band is an instrumental music organization for students in grades 9-12. Achievement on a band instrument equal to Level IV musicianship is required. Exceptions will be made in certain cases. The course is based on rehearsal and performance of band music as well as instruction concerning the meaning of music in society. The goal of this program is to make available to interested students, through skillful preparation and performance, the aesthetic experience of instrumental music. Weekly lessons are required. Continuous participation in the program will be based on student behavior, attendance, and individual progress.

Music in Our Lives

40 wks.

1 credit

This course is designed for the student who wishes to either meet the fine arts course requirement or to work toward completion of five (5) units of credit for a music sequence major. The student will listen intelligently to music performed by a variety of musical groups. The student will perform at a basic level on an instrument such as a guitar or an electric keyboard. The student will compose music at beginning level, make use of basic musical tools, and demonstrate in-depth involvement with a special interest topic. The student will also be able to use various music programs to create and print out music on the computer.

Music Theory

40 wks.

1 credit

This course is designed for the student who is a long-term member of senior high band or chorus and who wishes to major in music. The course will cover the rudiments of music, basic harmony and writing, basic score analysis, basic keyboard playing, and basic sight singing and ear training. Basic creative music composition may also be required depending on the progress of the class and the limitations of time. The students will be expected to write music according to rules, analyze, play beginning piano, and sing simple songs at sight.

The student will also be expected to use computer programs to write and arrange music, and make a printout of their work so that it may be performed by various instruments.

Piano

40 wks.

1 credit

Piano class is for any student who would like to learn how to play the piano. Beginners are given personal instruction to develop necessary note reading and playing skills. Intermediate and advanced players are given instruction to advance their technique and reading skills. Students learn on keyboards with full size keys and have easy access to pianos.

Jazz Band

40 wks.

1 credit

The TBA Jazz Ensemble is a performing group focused on the study of jazz and improvisation. The group ranges from combo to big band set-up with a goal of gaining skills and understanding, reading chord changes and improvising in a variety of styles. Jazz Ensemble performs at least twice a year on the annual winter and spring concerts with a future goal of performing more in the community, outside the school setting. Our repertoire ranges from swing, rock and funk to Latin, ballads, and of course blues.

AGRICULTURE COURSES:

Agricultural Science

40 weeks

1 credit

This course will start with learning what the Agricultural industry is all about, its history and careers in the field. Also included will be tractor driving and machinery training. The FFA will be explored and each student will compete in a Career Development Event (CDE) of their choosing. Topics in Agricultural Business will be explored included time management and decision making. To round out the experience students will be introduced to Animal Science, Plant Science, Soil Science and Environmental Science. Using the school learning lab and greenhouse they will address the areas of soils, plants and environment. Students will also go through shop safety, planning and shop skills.

Agricultural Mechanics I/II

40 wks.

1 credit

Prerequisite: Agricultural Science Preferred

Students will learn about the field of mechanics in Agriculture. Topics will consist of small engines, large engines, power trains, welding, plumbing, electricity, painting and refinishing wood and metal, and more. The class will be a mixture of theory and practical. Students will have use of all facilities to learn these topics. Grades will be based on labs, assignments, projects, quizzes, and tests. (This course is offered every other year).

Horticultural Science I /II

40 weeks

1 credit

Prerequisite: Agricultural Science Preferred

In this course, students will take an in-depth look at soil and plant science. Students will use a mixture of theory and practice to learn about these areas. Some areas of discussion and practice could involve greenhouse management, gardening, soil management, and hydroponics. Students will also learn about floriculture. The students will have the classroom, lab, land lab, and greenhouse to work in. Grades will be based on labs, projects, assignments, quizzes and tests. (This course is offered every other year).

Conservation/ Environmental Science 40 wks. 1 credit

Prerequisite: Agricultural Science Preferred

In this course, students will learn about management principles for both forestry and wildlife. In addition, students will look at environmental science, waste management, business principles, and aquatics. Students will use the computer lab, shop, greenhouse, classroom, and school woodlot to study these topics. Much of the learning will be hands on. Grades will consist of projects, assignments, labs, quizzes, and tests.

Food and Plant Science 40 weeks 1 credit

Prerequisite: Agricultural Science Preferred

In food science students will get an overview of the food industry. Topics like food chemistry, nutrition, food composition, food quality, food safety, food groups and food operations. Each one of these units will be a mixture of readings, lectures and lab activities. In the second half of the course students will explore the origin of plants, the plant environment, plant structure, gardening and hydroponics. Students will use the land lab and greenhouse to learn about these activities.

TECHNOLOGY COURSES:

Technology 6 - 8 1/6 day cycle

Students will learn how to operate Microsoft applications, as well as learn about digital citizenship, coding, online safety and cyberbullying. This class will also focus on the news, copyright laws and plagiarism.

Vex Robotics I 40 wks. 1 credit

Students will utilize the Engineering Design Process to design and build a robot to play a sport-like game. During this process they will learn key STEM principles involving advanced mathematics, text-based programming, and robotics concepts. Student will attend multiple competitions, typically on Saturdays, as it is a core learning experience and is therefore a significant portion of the grade (school transportation provided).

VEX Robotics II: 40 wks. 1 credit

Prerequisite: VEX I

VEX II students will be team leaders to their peers in VEX I. VEX II is expected to be more independent, more self-motivated, and capable of leading VEX I with respect. A working knowledge of driving base design/construction, accumulator/manipulator design/construction, and wiring/programming is required (or a willingness to work on weaknesses in any of these areas at the beginning of the year).

HEALTH AND PHYSICAL EDUCATION:

Health 7

10wks.

The following topics are covered: Tobacco and smoking, alcohol, drugs and narcotics, mental health, anatomy/physiology, nutrition, first aid, male and female reproductive systems, embryonic and fetal development, pregnancy and birth, and sexually transmitted diseases.

Health 8

10 wks.

This course is a continuation of Health 7 covering the following topics in depth: Tobacco and smoking, alcohol, drugs and narcotics, mental health, anatomy/physiology, nutrition, first aid, male and female reproductive systems, embryonic and fetal development, pregnancy and birth, and sexually transmitted diseases.

Sr. High Health

20 wks.

½ credit

The purpose of advanced health education is to arouse in each student an appreciation for the importance of good health now, and in the future, for themselves as well as their families to come. The intent of the course is to stimulate thought and discussion on a variety of topics. The course is intended to be practical and applicable to the future. This instruction relates to mental health (personality, self-esteem, and mental disorders), social health (family, relationships), human development (reproduction, pregnancy, and birth process), nutrition and fitness (exercise, cardiovascular health), substance abuse (alcohol, tobacco and other drugs), disease prevention and control, environmental and community health, first aid and CPR, anatomy and physiology, sexually transmitted diseases, parenting and other health related areas.

Jr. High PE

40 wks.

(Grades 6, 7 & 8)

Students in grades 7 and 8 must complete two (2) years of physical education. This program will be regulated by the New York State Learning Standards for Physical Education. The classes will be coed. The program will be geared toward physical fitness, team and individual athletics, and lifelong activities. Grading is based on class attendance, participation, preparation for class, attitude and effort, skill testing, and skill development.

Topics covered include: Individual – weight training, fitness testing, aerobics, and personal fitness activities. Team activities – soccer, football, volleyball, basketball, badminton, pickle ball, mat ball, and whiffle ball, team handball, speedball, eclipse ball, lacrosse, catching/throwing games, Frisbee activities, and other low organized game situations.

Sr High PE

40 wks.

½ credit

(Grades 9-12)

Students in grades 9 through 12 must complete four (4) years of physical education, at ½ credit each, totaling 2 credits. This coed program will be regulated by the New York State Learning Standards for Physical Education. The learners will develop a sense of enjoyment in movement and a desire to stay active throughout their lives. Students will increase levels of physical fitness, develop team and individual athletic skills, and learn lifelong activities. Grading is based on class attendance, participation, preparation for class, attitude and effort, skill testing, fitness testing, written cognitive testing, and skill development and acquisition. Physical fitness and skill development will be stressed. Topics covered include: Individual – weight training, fitness testing, personal fitness activities, and cognitive testing. Team activities – soccer, football, volleyball, basketball, badminton, pickle ball, and whiffle ball, speedball, team handball, lacrosse, Frisbee activities, catching/throwing games, and other low organized game situations.