# Vestal High School <br> 205 Woodlawn Drive <br> Vestal, NY 13850 



An International Baccalaureate World School

## OUR MISSION

## Vestal Central School District \& International Baccalaureate Programme



The Vestal Central School District believes each student is unique and can learn. The District's mission is to provide instruction, programs, strategies and challenges in a caring, positive learning environment. Each student will become a critical thinker, a lifelong learner, and a responsible, contributing citizen in a changing global society. The Board of Education, staff, parents, students, and community share a commitment to this mission.


The International Baccalaureate ${ }^{\circledR}$ aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## DISTRICT GOALS

Challenge all Vestal students to meet ever-increasing standards of excellence in preparation for participation in the global society.

Support students' efforts to learn and grow by assuring all a positive educational environment.

Foster community pride in the Vestal schools by communicating openly and effectively about our students and the school program

Invest fiscal resources responsibly and effectively to accomplish the District's mission.

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Middle School
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Dear Student/Parent:
I am excited to welcome you as part of our learning community. Vestal High School has a rich tradition of academics, opportunities, and experiences. My goal for each of you is to leave Vestal High School prepared for success in your adult life. The four years you spend with us provides a foundation for you to choose your path as a contributing citizen in charge of your own future. I encourage you to examine this booklet which describes the courses that are available to prepare for college and careers. These courses represent the culmination of a well-planned and coordinated academic program that begins in kindergarten and continues throughout the primary, elementary, and middle school years.

Discuss your interests, abilities, and goals for the future with your family, counselors, and teachers and select courses to support your development towards those goals. Evaluate areas that you can succeed with advanced studies and consider International Baccalaureate courses which aim to broaden our world view. I expect that you will seek out the highest academic rigor in which you can be successful and that you will take full advantage of the diverse array of courses that we offer at Vestal High School. You are encouraged to consult with your counselor to create and revise a four-year plan for graduation and success beyond Vestal High School.

No course description booklet can answer all questions. Therefore, your school counselor will review your academic progress and connect with you to help resolve any questions pertaining to scheduling. A personal connection with your counselor is critical as you move through high school with adjusting interests and goals.

It is my hope that the 2024-2025 school year will be an enriching and rewarding one for you as you prepare for the greater world beyond.

I wish you the very best of academic and personal success at Vestal High School.
Sincerely,


Dawn F. Young
Principal

## Dear Student:

Vestal High School offers you a wide array of courses across many disciplines. You have a wonderful opportunity to prepare yourself for your future by taking advantage of these choices. In selecting courses, you should think about your future career goals and try to match your high school coursework with those goals.

New York State's graduation requirements are designed to give you solid preparation for post high school study. A strong foundation in these areas, combined with the ability to take advanced coursework in a variety of subjects, will allow you to explore many fields of study. The academic decisions you make can assist you in learning your particular strengths.

We encourage you to give your course planning a great deal of thought. Your parents, teachers, counselors, and others are all willing to assist you. Counselors will review your academic progress with you each year and are always available for consultation. The more questions you ask, the more confident you will be with your decisions.

To make the most of your high school years, academics need to be considered against all of your other commitments. The process of learning how to balance your time will prepare you for the future demands of college and career. Please feel free to seek advice throughout your high school years and challenge yourself to make the most of this important time.

## Course of Study Planning

$\checkmark$ Choose the Course, not the Teacher
$\checkmark$ Consider the Course Level carefully; challenge but do not overwhelm yourself
$\checkmark$ Elective Course Requests are processed in the following order: Seniors, Juniors, Sophomores, $9^{\text {th }}$ Graders
$\checkmark$ Elective Course Requests are not guaranteed because of time, personnel, and facilities limitations.
$\checkmark$ Courses with minimal student requests and or limited enrollment will not be scheduled.

## Program for Next Year (Subject requirements for graduation)

| Subjects | Level | Unit |
| :--- | :--- | :--- |
| $\begin{array}{l}\text { English } \\ (4 \text { years) }\end{array}$ |  |  |
| $\begin{array}{l}\text { Social Studies } \\ \text { (4 years) }\end{array}$ |  |  |
| Science |  |  |
| $(3$ years) |  |  |$)$

## Dear Parents/Guardians:

There is an extensive amount of advance planning to prepare a master schedule that accommodates the maximum number of student interests, needs, and requests. Changes after the master schedule have been completed cause an academic disruption and impact staffing. Therefore, we will closely examine requests for schedule changes.

The counselors will meet with your student at least once to discuss graduation requirements and course options for next year. Please review these choices with your child to ensure that they are consistent with their academic and career goals and interests.

As you review your student's course requests, please be aware of the following:

- Every effort will be made to schedule your child into the requested classes. Please be aware that some conflicts are inherent in the master schedule, such as classes offered only once during the school day. Therefore, all requests may not be able to be fulfilled.
- Students may not adjust their schedules to obtain specific class times or teachers including lunch, early dismissal or late arrival.

Since course selections were made as early as December, we will honor requests for changes through JUNE 1st. If we do not hear from you by JUNE 1st, we will assume that the courses selected meet with your approval. However, if you wish to make changes, please indicate your request on the schedule form and return the form to the Counseling \& Guidance Office prior to the June $1^{\text {st }}$ deadline. There is no guarantee that all requests will be accommodated.

For students taking IB, AP, or other courses that require a summer project/research, failure to complete that course work will not be an acceptable reason to drop a course after the June 1 st deadline. Acceptable academic reasons for schedule changes include, but are not limited to: (1) student is registered for 7 or more courses; (2) level change, based on student's knowledge and skills; (3) diploma program change; and (4) failure to meet a prerequisite requirement.

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Vestal High School's counseling programs offer academic, career, and personal counseling to all students. Counselors make an effort to meet with each student at various times throughout the school year. Students are also encouraged to initiate their own counseling appointments as the need arises. They can schedule appointments in the Counseling and Guidance office during their free time.

Highlights of the Grades 9-12 Counseling and Guidance program are listed below:

1. Individual and group conferences are scheduled to appraise the interests and abilities of students through the use of career education materials, standardized test results, class performance, and extracurricular activities.
2. Group guidance sessions regarding academic and career information are planned throughout the high school years. Topics include high school success, course selections for the following year, choosing a college, financial aid, posthigh school transitions, testing, college applications, resumes, and related information.
3. Counselors continue to track students and their records throughout high school. Each year, small group or individual conferences assist students in the selection of post-high school educational and career and technical programs. Test results and class performance records are used to help the students make informed choices when important decision-making situations arise.
4. Counselors and social worker also provide social and emotional support for students. Students are encouraged to make an appointment with a counselor or social worker at any time they feel the need to talk. Parents can also make an appointment with a counselor or social worker if they are concerned about the social/emotional needs of their child.

During their junior and senior years, students and parents are given information relating to college selection, admissions tests and deadlines, financial aid, and how to apply for scholarships.

During the the school year, many colleges send representatives to visit our school. At these times, high school students have an opportunity to talk in small groups with representatives from these colleges. Since these conferences are timeconsuming, students should be selective in choosing them; otherwise, they may be neglecting their class work.

Military representatives also visit frequently and are available through individual requests.

Parents and students are kept informed through numerous publications, including periodic newsletters, brochures, and the Counseling \& Guidance Office Google Classrooms.

Information is also available on the school's web page and through a variety of orientation and informational evening programs. Parents are encouraged to contact the Counseling and Guidance office at any time with questions or concerns.

## Definitions

Elective - An elective is a subject which you may choose to take because you are particularly interested in its content.

Prerequisite - A prerequisite subject is one that is required before a more advanced course can be taken in the same field. (For example, French 1 is a prerequisite to French 2.) Prerequisites are shown as part of the course description for most courses.

Regents - A Regents program follows the course of study developed by the New York State Education Department. Certain final examinations are statewide and are prepared by the State Education Department for administration at prescribed times.

Sequence - a sequence consists of 5 units in one field of knowledge. Vestal offers sequences in Art, Music, and Career and Technical Education.

Unit - One unit of credit is earned for a passing grade in each subject taken for a full year. If a subject is taken for only half the school year, one-half unit is earned. A unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent.

Weighting - Courses designated as IB, AP, and Accelerated/Honors levels, will be weighted using a mathematical formula detailed in the student planner and are used to determine GPA (grade point average) and class rank. Regents Exam scores count as 20\% of each applicable final course grade.

## GRADUATION REQUIREMENTS

Plain Language Summary as of July 2020

| REGENTS DIPLOMA |  |
| :---: | :---: |
| Required Courses |  |
| English ........................................................................... 4 |  |
| Social Studies .................................................................. 4 |  |
| Mathematics ................................................................... 3 |  |
| Science ........................................................................... 3 |  |
| - World Languages .......................................................... 1 |  |
| Art/Music ...................................................................... 1 |  |
| Health ..........................................................................1/2 |  |
| Physical Education .......................................................... 2 |  |
| Electives .................................................................... 1 12 |  |
|  | Total..................... 22 |
| $\star$ Required Regents Exams <br> (Passing Score of 65 or higher) |  |
|  |  |
| Traditional Combination: |  |
| English Language Arts Exam |  |
| Algebra Exam |  |
| Global Studies Exam |  |
| U.S. History Exam |  |
| Science Exam |  |
| Multiple Pathways to Graduation: |  |
| Refer to NYS Graduation Requirements link below and consult with your school counselor regarding alternate pathway options. |  |

NOTES: Students can earn one credit in World Language in $8^{\text {th }}$ grade, by passing the course and the Proficiency Exam.

- Students earning a 5-credit sequence in Art, Music, or Career and Technical Education may be exempt from the 3credit World Language requirement for Advanced Designation.
$\star$ Students must pass all 5 required regents or an approved alternate pathway as determined by NY State.
$\star$ Students with disabilities may utilize the 55 to 64 test score option as a safety net in order to meet a local diploma requirement if they fail the Regents Exams.
* Students with disabilities earning scores of $45-54$ on any required Regents exam (except ELA and Mathematics) may be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics. It is essential that students work with their School Counselors to determine if the Safety Net option will apply in their case.
* Regents Exam scores count as 20\% of each applicable final course grade.

Students need 5 credits to be promoted to $10^{\text {th }}$ grade, 10 credits to be promoted to $11^{\text {th }}$ grade, and 15 credits to be promoted to $12^{\text {th }}$ grade.

## EXPLANATION OF LEVELS

IB Level - International Baccalaureate A rigorous academic program promoting international understanding. College credit awarded for IB courses and corresponding exams will be determined by individual institutions. All students are encouraged to experience an IB course, especially Theory of Knowledge during their high school career. A fee is required for each IB exam. For financial assistance, inquiries should be directed to the Counseling and Guidance Office. Questions about this program can be answered by calling the IB/Honors Facilitator. IB courses are weighted at the highest level (see student planner for details). Parent information meetings are held to provide information about the IB curriculum. A final grade will be determined independent of the IB exam for the purposes of assigning the local credit of one unit.

AP Level- Advanced Placement ${ }^{\circledR}\left(\boldsymbol{A P}{ }^{\circledR}\right)$ The course of study is recognized as being college level. College credit awarded for $\mathrm{AP}{ }^{\circledR}$ courses and corresponding exams will be determined by individual institutions. A fee is required for each $A P{ }^{\circledR}$ exam. For financial assistance, inquiries should be directed to the Counseling and Guidance office. Questions concerning the $\mathrm{AP}{ }^{\circledR}$ program can be answered by calling the IB/Honors office. A final grade will be determined independent of the AP® exam for the purposes of assigning the local credit of one unit. $A P{ }^{\circledR}$ courses are weighted at the highest level (see student planner for details).

AP® ${ }^{\circledR}$ and Advanced Placement ${ }^{\circledR}$ Are registered trademarks of the College Board. Used with permission.

College Level: Class of 2025 and beyond. Courses identified as college level for weighting purposes have an external normed examination (other than IB or AP) connected to an accredited 4-year institution. These courses are weighted at the highest level. There may be additional fees associated with exams and/or credits.

HONORS Level - Accelerated / Honors (Pre-IB) (SP) The course of study as recommended by the State Education Department may be enriched or offered a year in advance. The Regents examinations are required.

## GPA and CLASS RANK-

Vestal High School students are graded on a percentage scale of $0-100$. The passing grade is 65 . For the class of 2024 grades received through junior year and the summer preceding the senior year are used as the basis for computing the high school average. Class of 2025 and beyond will be recalculated in January after second quarter. The weighting system described in this section is applied when determining a student's final cumulative average and class rank. The final cumulative average and class rank are determined by adding all of the weighted grades and dividing by the total number of credits. The weighted grade is computed by multiplying the earned grade by the index.

## COLLEGE CREDIT THROUGH REGIONAL COLLEGES

Students may have the option to earn college credit through regional colleges in the following courses:

Advanced Computer Science $\qquad$ by SUNY Broome Mathematics: Analysis and Approaches IB...by SUNY Broome Anatomy \& Physiology .........................................by SUNY Broome Chemistry IB/HL/AP ....................................by SUNY Broome The Global Environment.....................by SUNY College of Environmental Science and Forestry
Physics IB Year 1/AP 1 .........................................by SUNY Broome
Physics IB Year 2/AP 2 ..................................by SUNY Broome
French 5 IB/HL2 ...........................................by SUNY Broome
Spanish 5 IB/HL2 ...........................................by SUNY Broome
Graphic Design ..............................................by SUNY Broome
Photography 1 \& 2 ..........................................by SUNY Broome
Project Lead the Way Courses.........................by Rochester
Institute of Technology
BOCES New Visions..................................... by SUNY Broome and Syracuse University
BOCES Youth Apprentice .............................by SUNY Broome
In addition, select BOCES Career and Technical Education programs may also be eligible for college credit through SUNY Broome.

## SCHEDULE CHANGES

Students are required to and must be scheduled for 5 credits plus physical education at all times unless they have been approved for a reduced academic schedule (seniors only).
Drop: Students may not drop a full-year course after February 1. Students may not drop a first-semester course after November 15 and a second semester course after April 15. The student's transcript will reflect the dropped course (withdraw) if the drop occurs after the $20^{\text {th }}$ day of the course. Before that date, no withdraw will appear. The drop of a noncredit course will not be reflected on the transcript. Students may not adjust their schedules to obtain specific class times or teachers including lunch.

Weighting Index

| Level | Academic | Honors | AP®/IB /College |
| :--- | :--- | :--- | :--- |
| Quality Points | 1.0 | 1.05 | 1.10 |

## IB

English HL
Spanish, SL \& HL
French, SL \& HL
German, SL \& HL
History of the Americas, HL
Economics, SL
Psychology, SL
Biology, SL
Chemistry, SL \& HL
Computer Science, SL
Physics, SL \& HL
Environmental Systems, SL
Math, A \& A, SL \& HL
Math, A \& I, SL
Visual Arts, SL \& HL
Music, SL \& HL
Theory of Knowledge

## College

Anatomy \& Physiology
Intro to Engineering Design
Principals of Engineering Civil Engineering \& Architecture Digital Electronics

Honors
Pre-IB English 9, 10
Pre-AP World
Common Core Algebra SP
Common Core Geometry SP Common Core Algebra 2 SP
Chamber Orchestra
Wind Ensemble
Vestal Voices
New Visions Courses
Youth Apprentice

## VESTAL SCHOLAR CERTIFICATE

Vestal High School offers special recognition to students who successfully complete a rigorous program of study. This recognition is called the Vestal Scholar Certificate. To be eligible for a Scholar Certificate, students must take and pass a minimum of six IB or $A P{ }^{\circledR}$ level courses. There is no distribution requirement, nor is there a requirement for community service or completion of an Independent Project. A student does not need to take the culminating exam in the course to receive a Scholar Certificate credit. Multi-year courses count toward a Scholar Certificate only if the student completes both years.

## HONOR TASSELS

Students attaining an unrounded weighted average of $89.5 \%$ or higher over six semesters of high school will be awarded a gold Honor Tassel to be worn at graduation.

## HONOR CORDS

Students who attain an unrounded weighted average of $94.5 \%$ or higher over six semesters of high school are also awarded a gold Honor Cord.

## ACADEMIC PINS

The following criteria must be met to earn an Academic Pin: 1.) The student must have an unrounded weighted average of at least $94.5 \%$ in a subject area for a three-year period. 2.) The student must have earned three units of credit in the academic level sequence. When more than three credits have been earned, the three courses with the highest grades will be considered in the computation. If a course is not completed, the grade will be projected. Thus, the student may receive credit for a course that is currently in progress. High school credit bearing courses taken in Grade 8 are included in high school credit computation.

## SPECIAL ENDORSEMENTS

Honors: A student earns a computed average of at least 90 on the Regents examinations 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 examinations and the locally developed Checkpoint B LOTE examination 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 examinations and/or 3 science Regents examinations.

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.

CDOS: A student meets the requirements for either a local diploma, a Regents diploma, or a Regents diploma with Advanced Designation AND successfully completes the requirements to demonstrate they have the knowledge and skills necessary for entry level employment.


Seal of Biliteracy: The New York State Seal of Biliteracy recognizes eligible graduating seniors who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages in addition to English and acknowledges the importance of being multilingual in today's global society. It highlights the hard work and achievement of students, and encourages students to pursue language study while in school. Vestal High School also recognizes the diverse cultural and linguistic backgrounds students bring to our school community. We encourage our students with home languages other than English to pursue the Seal of Biliteracy as a formal recognition of the cultural gifts they bring to the high school. Although it is titled the Seal of Biliteracy, several of our students have received tri-literacy recognition, as well as New York State's first ever quad-literacy and pentalingual recognition. The recognition of attaining biliteracy becomes part of the high school transcript
 and diploma for these students and is a statement of accomplishment for future employers and for college admission.

Importantly, the Seal of Biliteracy is not limited to the languages taught at Vestal High School. Previous Seals attained at Vestal have been awarded for Russian, Punjabi, French, Mandarin, Hindi, Kurdish (Sorani Dialect), Spanish, Polish, Gujarati, Bosnian, German, Ukrainian, Croatian, Serbian, Turkish, and Urdu.

Interested juniors and seniors should contact the Assistant Principals' Office or World Language Department Chair for an application and information on the Seal of Biliteracy.


Seal of Civic Readiness: Students at VHS will have the opportunity to earn the Seal of Civic Readiness by completing various pathways which include all four required Social Studies courses and exams, service-learning projects, electives, extracurricular activities, and a community service and public policy project during their senior year. Beginning in 9th grade, students will engage in a Civics Research Paper focusing on citizenship. The research project, integrated into Grade 9 Global course, will be an introduction into deeper learning for the Seal of Civic Readiness and will continue in grades 10, 11, and 12. Students begin the main pathway in their senior year, where the Senior Social Studies (Participation in Government and IB Economics) classes will work on two civic based projects. Students will need to complete a community service project (including 25 hours of service) and a public policy project in either course. By completing this work, fifteen additional hours of community service in grades 9-12, as well as the required courses and exams, students would earn the 6 points needed to obtain the Seal of Civic Readiness.

## Division I Academic Standards

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

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


4 years


3 years


2 years


1 year
2. Complete your 16 NCAA -approved core-oourse oredits 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 mest 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 transeript with proof of graduation to your Eligibility Center account.

## EARLY ACADEMIC QUALIFIER

If you meet specific criteria after six semesters of high school, you may be decmed an carly acadomic qualifier for Division I and may practice, compete and receive: an athletice scholarship during your first year of full-time enroilment.

## QUALIFIER

You may pracuice, compete and receive an athletics scholarship during your first year of full-time enrollment
ACADEMIC REDSHIRT
You may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of full-time enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

## NONQUALIFIER

You will not be able to practice, compete or rective an athletice scholarship during your first year of full-time enrollment.


4 years

ELIGIBILITY CENTER


## Division II Academic Standards

Division II schools require you to meet acadernic standards. To be eligible to practioe, compets and recelve an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

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


3 years


2 years


2 years


3 years


2 years

OTHEN
Thenalatition
 "Matimitentin Wholltamat
 cimazaly

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 acoount.

## EARLY ACADEMIC QUALIFIER

If you meut specific eriteria after cix semastere of high school. you may be deemed an early academit: qualifier for Division il and may prantiag, compete and regelve an athliftins spholarchip during your firse yeer of full-time enroliment,

## QUALIFIER

You mary practice, compere and recelveran pthletics echolarahip during your first yoar of full-time anrollmant.

## PARTIAL QUALIFIER

You may practice and receive pn athlet as scholurship but may NOT compoto during your firat yoar of full-time enrallment.


ELIGIBILITY CENTER

## TEST SCORES

If you plan to attend an NCAA Division II school, use the sliding scale to review the corresponding test score and core-course GPA (minimum 2.2) you will need to meet Division II full qualifier standards.

For both Divisions I and II, a combined SAT score is calculated by adding critical reading and math subscores, An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscores from each test are used for the academic certification process.
"More information regarding the impact of COVID-19 and test scores can be found at on.neaa.com/COVID19_Fall2022.

## CORE-COURSE LIST

You should check to see if your high school has a list of NCAAapproved core courses. No core-course list means courses taken from that high school will not count for NCAA eligibility, If your high school does not have a list, you risk being ineligible to play in college.

ONLINE COURSES/NONTRADITIONAL
Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on the high school's list of NCAA-approved core courses.

## BE AHEAD OF THE GAME

3 If you want to get ahead of the game, you need to register with the NCAA Eligibility Center before your freshman/ninth year of high school.

3 After you complete six semesters of high school, it is important for you to ask your counselor from each high school you have attended to upload an official transeript to your Eligibility Center account. A six-semester transcript must be submitted in order to have a preliminary certification completed.

For more information on Division II, visit neaa.org/D2.
*Full siding scale research between the new SAT and ACT is ongoing,
DIVISION II
FULL QUALIFIER SLIDING SCALE

| dury | SAT* | 408: |
| :---: | :---: | :---: |
| 3.300 \& abova | 400 | 37 |
| 3.275 | 410 | 38 |
| 3.250 | 430 | 39 |
| 3.225 | 440 | 40 |
| 3.200 | 460 | 41 |
| 3.175 | 470 | 41 |
| 3.150 | 490 | 42 |
| 3.125 | 500 | 42 |
| 3.000 | 520 | 43 |
| 3.075 | 530 | 44 |
| 3.050 | 550 | 44 |
| 3.025 | 560 | 45 |
| 3.000 | 580 | 46 |
| 2.875 | 590 | 46 |
| 2.950 | 600 | 47 |
| 2.925 | 820 | 47 |
| 2.500 | 630 | 48 |
| 2.975 | 650 | 49 |
| 2.850 | 660 | 49 |
| 2.825 | 680 | 50 |
| 2.800 | 600 | 50 |
| 2.775 | 710 | 51 |
| 2.750 | 720 | 52 |
| 2.725 | 730 | 52 |
| 2.700 | 740 | 53 |
| 2.875 | 750 | 53 |
| 2.650 | 750 | 54 |
| 2.625 | 760 | 55 |
| 2.000 | 770 | 56 |
| 2.575 | 780 | 56 |
| 2.550 | 790 | 57 |
| 2.525 | 800 | 58 |
| 2.500 | 810 | 59 |
| 2.475 | 820 | 60 |
| 2.450 | 830 | 61 |
| 2.425 | 840 | 61 |
| 2.400 | 850 | 62 |
| 2.375 | 880 | 63 |
| 2.350 | 880 | 64 |
| 2.325 | 870 | 65 |
| 2.300 | 880 | 66 |
| 2.275 | 890 | 67 |
| 2.250 | 800 | 68 |
| 2.225 | 910 | 69 |
| 2.200 | 820 | 70 \& above |

GONTACT THE NCAA ELIGIBILITY CENTER
 Monday Miday Binmitos om. Eniterntim:


## INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

Vestal High School offers to academically motivated students a diploma option beyond the Regents and Regents with Advanced Designation Diplomas called the International Baccalaureate Diploma. The program has the following goals:

- to challenge students academically
- to expose students to the two great traditions of learning: the humanities and the sciences
- to develop in students a coherent approach to learning that unifies the academic subjects
- to encourage students to share their talents and energies and work cooperatively
- to develop in students the skills and confidence to work and learn independently

Please Note: A fee of $\$ 119$ is required for each IB exam. Information regarding financial assistance is available through the Counseling and Guidance Office.

| Course <br> Requirements | - Six IB Courses, at least 3 and no more than 4 at higher level (HL), and the rest at standard level (SL), grades <br> 11 \& 12. (see below) <br> - Complete exams. |
| :--- | :--- |
| Distribution <br> Requirements | - One course from each group: Studies in Language and Literature, Language Acquisition, Individuals and <br> Societies, Science, Mathematics. <br> - One Arts course (Music or Visual Arts) or additional course from Individuals and Societies or Sciences |
| Theory of <br> Knowledge | - Two semesters over junior and senior years. |

## IB

English . $\qquad$ IB English, HL1/HL2
World Language
IB Spanish, HL1/HL2
IB French, HL1/HL2
IB German, HL1/HL2
Social Studies $\qquad$ .IB History of Americas, HL/SL
IB Psychology, SL
IB Economics, SL
Science............................IB Chemistry, HL/SL
IB Environmental Systems, SL
IB Physics, HL/SL
ADDITIONAL REQUIREMENTS
Theory of Knowledge
Extended Essay
Creativity, Activity, Service
IB Biology, SL

Mathematics. $\qquad$ IB Mathematics: Applications \& Interpretation, SL
IB Mathematics: Analysis \& Approaches, HL/SL
Arts/Electives . $\qquad$ IB Computer Science, SL
IB Visual Arts, HL/SL
IB Music, HL/SL

NOTE: Summer assignments may be required for some of these courses.

## INTERNATIONAL BACCALAURATE DIPLOMA

The Vestal High School is one of about 1,200 schools in the US and over 5,500 schools worldwide who are authorized to confer the International Baccalaureate Diploma. The goals of the IB Diploma Program are to provide academically rigorous course work across all areas of the curriculum, to enhance our students' global understanding and respect, and to provide Vestal students with an opportunity to develop $21^{\text {st }}$ century skills such as oral and written communication. In addition to the concept-centered learning that goes on in IB classrooms, students in the program are required to participate in community service activities and to complete an extensive research paper on a topic of their choice. As written in the IB Mission Statement, the program "encourages students across the world to become active, compassionate, and lifelong learners," ready to face the rigors and challenges of college and beyond. Vestal encourages all students to experience IB by participating in one or more courses or pursuing a diploma.

## Characteristics of successful IB Diploma candidates:

A diverse interest in cultures, beliefs, and customs
An ability to communicate both orally and in writing An ability to reason (see relationships, draw conclusions, deduce, etc.) A desire to participate in discussion and to work collaboratively

A broad range of interests beyond the classroom
A commitment to service
Good attendance and work habits


How do we know what we know? What tools do we have to understand, interpret, and evaluate the many sources of information we encounter? Theory of Knowledge begins a process of making us more aware of how the world is being presented to us such that we filter and organize information for ourselves. Students will reflect on the ways in which emotions, sensory perceptions, language, reasoning, imagination, intuition, memory and faith all affect how and what we and others come to understand about our world and ourselves. Theory of Knowledge brings to life the IB mission to "encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." Students will have many opportunities to think critically, openly discuss, and genuinely question how knowledge is influenced in the arts, history, mathematics, religious knowledge systems, ethics, natural sciences, and human sciences. Our classroom community, instruction and assessment will revolve around student-centered discussions, student-generated presentations, daily journaling, and written reflections. The first half of the course, 900 , is offered in the spring of junior year, and the second half, 901 , in the fall of the senior year. A summer assignment may be required after the first semester. Note: IB Theory of Knowledge will count towards the Vestal Scholar Certificate only if both semesters of TOK are successfully completed.
$\qquad$
Students will begin independent research and a writing project based on an approved IB topic. (Restricted to Junior Year IB Diploma students.)

Students will complete a 4000 -word research essay beginning in their junior year. (Restricted to Senior Year IB Diploma students.)
$\qquad$ No Credit

During their junior and senior years, students must engage in two to three hours weekly of extracurricular activities including creativity, activity, and service. The students will plan, review, document, and reflect on these activities over an 18-month period. The CAS folder will be reviewed periodically by the $\mathrm{IB} /$ Honors facilitator.



Major units in this course include short stories, nonfiction, poetry and drama. Students will develop public speaking in formal settings, writing about and discussing all genres of literature, and explore interests in English. Prerequisite: English 8

Students will be exposed to a variety of genres - novel, drama, at least one Shakespearean play, essay, short story, poetry as a means of developing effective approaches to reading, as well as furthering their understanding of several literary concepts. Student writing will reflect the NYS Regents Learning Standards in English Language Arts: language for information and understanding, for literary response and expression, for critical analysis and evaluation and for social interaction. Each student will complete a thesis demonstrating knowledge of research materials and techniques. Prerequisite: English 9 or Pre-IB English 9

This course is for ninth graders who showed excellent English skills in eighth grade. This course is designed to facilitate their transition from middle school to high school and provide a strong language arts foundation which may enhance future coursework. Students will study a diverse selection of challenging literature from a variety of genres. Reading, writing, speaking and listening activities and assessments will enhance understanding of the works under examination while fostering critical thinking, social interaction skills, and awareness of writing as a process. The school uses performance standards such as previous English achievement and achievement tests to assist students in deciding whether to take this course. Prerequisite: Recommend English 8 Honors or an $85 \%$ or higher in English 8.

## 016

ENGLISH 11 (NCAA)
Students in English 11 read closely a broad spectrum of non-fiction as well as classical and modern fiction. Concentrating on strategies for literary analysis and critical thinking, students study plays, novels, short stories, poetry, and essays. To prepare for the Common Core English Regents exam, students write frequently to develop source-based arguments and text-based responses with stylistic thought and sophistication. Prerequisite: English 10 or Pre-IB English 10.

## 017 PRE-IB ENGLISH 10 (NCAA)

This course is for tenth graders who showed excellent English skills in ninth grade. The intent of this course is to provide a strong language arts foundation. An emphasis is placed on critical analyses (oral and written) of numerous contemporary and classic works of literature. Students will work towards mastering concepts leading to success in IB English, as well as on the Common Core English Regents Exam given in the junior year. The school uses performance standards including previous English achievement and achievement tests to assist students in deciding whether to take this course. Prerequisite: Pre-IB English 9 or recommended $85 \%$ or higher in English 9.


Juniors are offered the first year of a 2-year literature-based course. Through the study of a wide range of literature, the IB English course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the IB English course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. The first year of the course covers a variety of works selected from the Prescribed Reading List. The skills that are fostered this year lay the foundation for the successful completion of two of the four formal IB assessments: the HL Essay and the Individual Oral. The IB exam, consisting of two formal essays, will be evaluated in the second year of the course. This course prepares students for the Common Core Regents exam. Prerequisite: Interested students are encouraged to take the course upon completing English 10 or Pre-IB English 10- Juniors only.

## 019 (1B ENGLISH HL/2 (NCAA)

Seniors are offered the second year of a two-year course in literary studies. The second-year builds on the skills of the first. A detailed study of Shakespeare, prose, poetry, and nonfiction will highlight this year's course. The formal IB assessments include the submission of the HL Essay, the Individual Oral, and the two-part IB HL exam (written commentary and essay). In order to receive IB credit, students must successfully complete all assessments in IB English HL/1 before advancing to the second year of the course. In addition, the successful completion of IB English HL/1 and HL/2 satisfies the Junior and Senior English requirements. Prerequisite: IB English HL/1 or recommended $85 \%$ or higher in English 11. Interested students are encouraged to take the course upon completing English 11, but would not be eligible for the IB English HL exam. A fee is charged for IB exam (financial assistance is available). Note: This course will count towards the Vestal Scholar Certificate. .

English 12 will focus on a variety of genres, including fiction, nonfiction, poetry, and drama (including one Shakespearean play). The genres will also include short stories, critical essays, speeches, and other nonfiction historical documents as part of our study. A strong emphasis will be placed on developing research skills with an eye towards college and career readiness. Students will improve their literacy skills by completing research projects, writing in response to literature, and writing persuasive essays.
Prerequisite: English 11 or IB English HL/1

Public Speaking is an elective available to all juniors and seniors. It is designed to create a liking for and skill in oral expression. Beginning with the study of voice production, speech activities are diversified to offer both single and group experiences from humorous to serious presentation. Public Speaking is an elective course, which does not fulfill the senior English requirement. Grade Level: 11 or 12 Prerequisite: English 11 or concurrent enrollment in English 11 or IB English HL/1


047 (1st Sem) MYSTERY AND CRIME 12 (NCAA)
048 (2nd Sem) MYSTERY AND CRIME 12 (NCAA) 1/2 Unit
Within this survey course of mystery and crime literature, students will develop approaches to reading literature which are similar to the detective skills necessary for solving mysteries. Beginning with Poe, students will explore the stylistic techniques and logical thought processes of the most famous mystery and crime writers up to present day. The course will include classroom exercises, discussions, films, and a major project. Mystery and Crime is an elective course, which does not fulfill the senior English requirement. Grade Level: 11 or 12 Prerequisite: English 11 or concurrent enrollment in English 11 or IB English HL/1

This course is designed for juniors who will be taking the PSAT in October and want to prepare or improve their scores on the SAT Reading Test and Writing and Language Test sections. Students will review skills to improve their vocabulary, reading, grammar usage and writing.


812 SPORTS AND MEDIA (1 ${ }^{\text {st }}$ Sem. And $2^{\text {nd }}$ Sem.) 1/2 Unit

This half-year project-based elective will help provide sports-related content to Vestal High School. As a team of reporters and content creators, students will work collectively to tell the story of our student -athletes and our teams here at VHS. Students will gather footage (video and photography) at sporting events, conduct interviews, and weave this content together craftily via editing software. Key skills addressed in this course are critical thinking, troubleshooting, collaboration, time management, communication (questioning, interviewing, daily team meetings), and editing/storytelling. The course offers students internship opportunities beyond the four walls of the classroom while offering students real-world working situations on a daily basis. This course qualifies for elective credit only. Grade level: 10-12

## ENGLISH ASSISTANCE

071 (1st Sem) WRITING WORKSHOP No Credit
072 (2nd Sem) WRITING WORKSHOP $\qquad$ No Credit
Writing Workshop will help students prepare for 21 st century communication tasks. In this class, students will focus on how writing is used within the content areas. Students will learn specific strategies and skills needed in academic courses across the curriculum. Writing Workshop is designed to give students practice with the language conventions of a content area as well as with specific formats typical of a given content area. For example, the chemistry lab report includes much different information in a quite different format from the literary response essay or historical document-based question. This course will focus on practicing specific strategies and skills that will improve student achievement on a variety of written tasks. Students will not receive a numerical grade or credit for this course.


The curriculum for the Reading workshop has been specifically designed to help students strive to make up for reading growth within the academic year. The curriculum is based on New York State Next Generation Standards for literacy. Specifically, students will focus on meeting the reading standards that embedded in the standards as outlined by NYS Department of Education. Throughout the course, students will be expected to read widely and often, use critical thinking skills to analyze various texts and communicate through writing and discussion.

| Lifelong Practices of Readers |
| :--- |
| Readers: |
| - Think, write, speak, and listen to understand |
| - Read often and widely from a range of global and |
| diverse texts |

- Read for multiple purposes, including for learning and for pleasure
- Self-select texts based on interest
- Persevere through challenging, complex texts
- Enrich the personal language, background knowledge, and vocabulary though reading and communicating with others
- Monitor comprehension and apply reading strategies flexibly
- Make connections (to self, other texts, ideas, cultures, eras, etc. )


## Lifelong Practices of Writers

## Writers:

- Think, read, speak, and listen to support writing
- Write often and widely in a variety of formats, using print and digital resources and tools
- Write for multiple purposes, including for learning and for pleasure
- Persevere through challenging writing tasks
- Enrich the personal language, background knowledge, and vocabulary through writing and communicating with others
- Experiment and play with language
- Analyze mentor texts to enhance writing
- Strengthen writing by planning, revisiting, editing, rewriting, or trying a new approach



## SOCIAL STUDIES

## THE STATE SEAL OF CIVIC READINESS



Students at VHS will have the opportunity to earn the Seal of Civic Readiness by completing various pathways which include all four required Social Studies courses and exams, servicelearning projects, electives, extracurricular activities, and a community service and public policy project during their senior year.
Beginning in 9th grade, students will engage in a Civics Research Paper focusing on citizenship. The research project, integrated into Grade 9 Global will be an introduction into deeper learning for the Seal of Civic Readiness and will continue in grades 10, 11, and 12. Students begin the main pathway in their senior year, where the Senior Social Studies
(Participation in Government and IB Economics) classes will work on two civic based projects. Students will need to complete a community service project (including 25 hours of service) and a public policy project in either course. By completing this work, fifteen additional hours of community service in grades $9-12$, as well as the required courses and exams, students would earn the 6 points needed to obtain the Seal of Civic Readiness.

This one-year course is designed to prepare students for the AP World History: Modern course in $10^{\text {th }}$ grade, while also covering the Global History \& Geography I curriculum required by New York State. The focus will be on the beginnings of human history through the year 1750, in the areas of Asia, Africa, Europe and Latin America. Students will develop skills which will help them be successful on the Global History \& Geography II Regents and the AP World: Modern exam, both of which will be take at the end of their tenth-grade year. Prerequisite: Social Studies 8 Enriched, or $90 \%$ or above in Social Studies 8.

Beginning where course one left off, Global History and Geography 2 will continue a chronological examination of historical events up to modern times. Particular emphasis will be placed on common geographic, political, social, and economic themes that transcend historical periods. Students will continue to work on various writing activities, including journals, essays, and critical response questions in preparation for the New York State Regents exam given in June. Prerequisite: Global History and Geography 1 or World History: Ancient Pre-AP

112 UNITED STATES HISTORY \& GOVERNMENT (NCAA) 1 Unit
This course presents a chronological approach to the political and economic systems and ideas that are key to understanding our democratic traditions. The six major units are: 1) Constitutional Foundations for the United States Democratic Republic; 2) Industrialization of the United States; 3) The Progressive Movement; 4) At Home and Abroad - Prosperity, Depression, 1917-1940; 5) The United States in an Age of Global Crisis - Responsibility and Cooperation; 6) A World in Uncertain Times - 1950 to the Present. All students will take the Regents exam. Prerequisite: Global History and Geography 2 or AP® World History.
$121(\mathrm{sts}$ Sem) PARTICIPATION IN GOVERNMENT 12 (NCAA) 1/2 Unit
$122(2 \mathrm{nd} \mathrm{sem})$ PARTICIPATION IN GOVERNMENT 12 (NCAA) 1/2 Unit
This one-semester course will demonstrate how important citizen participation is to affect government policy on the local, state, and national level. Through class activities and community service, students will learn the process for making their feelings and ideas known to those in power. Experiences will include guest speakers, field trips, forums, and student-directed activities. Students will work on the NYS Seal of Civic Readiness Civic project. Prerequisite: U.S. History and Government.
$131(\mathrm{sts} \mathrm{sem})$ ECONOMICS 12 (NCAA) 1/2 Unit
132 (2nd Sem) ECONOMICS 12
(NCAA) 1/2 Unit
This half-year course consists essentially of four units. The first includes an introduction to Economics and Economic Systems. The second unit (microeconomics) deals with consumer, business and labor in the economy. Unit three (macroeconomics) deals with money, unemployment, inflation and taxes. Unit four is concerned with the United States and the world economy. Students will work on the NYS Seal of Civic Readiness Civic Project. Prerequisite: U.S. History and Government.

139 (1st sem$)$ GENERAL PSYCHOLOGY (NCAA)

This is a survey course in which students will acquire an overview of human behaviors from a variety of perspectives. Some of the topics explored include learning, positive psychology, Freudian psychoanalysis, abnormal disorders, and sociocultural psychology. The course is designed in such a way that students will reflect on their own thoughts, feelings, and actions, in order to better understand who they are and how they relate to the world. Grade Level: 11 or 12; sophomores may enroll only for Course 140 General Psychology, which is in the Spring Semester.


This is a college level course that is based on the requirements of the International Baccalaureate curriculum to provide an in-depth introduction to general principles of psychology. Students will investigate the study of human behavior through the biological, cognitive and sociocultural approaches to understanding behavior. Students are challenged to conceptualize, understand hidden meanings, and draw conclusions from reading and research. Students will investigate a psychological principle and conduct their own research to complete the requirements of the internal assessment in psychology. A fee is charged for IB Exam (financial assistance is available). Grade Level: 11 or 12 . Prerequisite: General Psychology is suggested, but not required. Students should be aware that 30 hours of curriculum work beyond the allotted class time are required for this course to meet the IB minimum of 150 hours of instruction. This may include independent research of other independent projects as determined by the instructor. A Summer Assignment may be required. Note: This course will count towards the Vestal Scholar Certificate.
$149{ }_{\left({ }^{*} \mathrm{~S} \text { Sem) }\right.}$ CULTURAL ANTHROPOLOGY (NCAA)
This is a survey course during which students will be introduced to many areas of anthropological study and the history of anthropology. Topics such as religion, language, kinship and archaeology will be covered. This course offers a unique opportunity to examine many cultures throughout the world and to seek to answer the question, "Why do people do what they do?" Grade Level: 10-12. Prerequisite: Completion of Global History \& Geography 1


180 UNITED STATES HISTORY \& GOVERNMENT AP® ${ }^{\circledR}$ (NCAA)
1 Unit
This course is a college level course based on curriculum suggested by the College Board. Students will learn to evaluate historical materials and weigh the evidence and interpretations presented in historical scholarship. This course will also cover American Government in preparation for the US History and Government Regents exam and satisfies the US History requirement. It also serves as the first half of the IB History of the Americas (HL) course and is a prerequisite for students planning to pursue that IB course. A fee is charged for AP exam (financial assistance is available). Prerequisite: Global History and Geography 2 completed with a $90 \%$ or higher is recommended or successful completion of $A P ®$ World History. Note: This course will count towards the Vestal Scholar Certificate.

## 182 <br> IB HISTORY OF THE AMERICAS HL: 20 ${ }^{\text {th }}$ Century World History SL (NCAA) 1 Unit

This course may be taken as a one-year world history course that covers major historical developments including military leaders, conquest and its impact, the move to global war, rights and protest, and conflict and interaction of the $20^{\text {th }}$ century. Students work both individually and collaboratively to develop an understanding of these and other modern world history topics. Students wishing to take the HL IB History of the Americas exam will take this course after completing AP® US History. Prerequisite: AP® US History for students planning on taking the IB History of the Americas HL exam; AP® or US History for all others. A fee is charged for IB exam (financial assistance is available). Note: This course will count towards the Vestal Scholar Certificate.

## 184 WORLD HISTORY AP®: MODERN (NCAA)

$\qquad$ 1 Unit
This course is a college level course based on curriculum suggested by the College Board. Students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. A fee is charged for AP exam (financial assistance is available). Prerequisite: Global History \& Geography I, with $90 \%$ or higher is recommended; or World History: Ancient Pre-AP. Note: This course will count towards the Vestal Scholar Certificate.

This one-year course of study offers an in-depth analysis of how societies allocate their resources to provide for the well-being of their people. The topics of study include economic organization, international trade, money and capital, supply and demand, the role of government, consumption, employment, price stability and economic schools of thought. In addition, this course fulfills the graduation requirement of Participation in Government by integrating the role and importance of citizen participation in government to affect policy on the local, state and national level throughout the curriculum. Students will be expected to conduct extended intellectual analysis of information, read complex texts and refine their investigation and research skills. Assessments will be diverse and demanding and include several independent projects, a summer research project, community service, and a portfolio of four 750word research-based commentaries. Students should be aware that 30 hours of curriculum work beyond the allotted class time are required for this course to meet the IB minimum of 150 hours of instruction. This may include independent research or other independent projects as determined by the instructor. Prerequisite: Completion of or current enrollment in US History and Government AP® or United States History; a grade of 85 or better is recommended. A fee is charged for IB exam (financial assistance is available). A Summer Assignment may be required. Note: This course will count towards the Vestal Scholar Certificate.

## SOCIAL STUDIES ASSISTANCE


These courses will be assigned based upon teacher recommendation at the high school. Classes are small and the students receive individual attention to practice the literacy skills, research skills, and strategies for success in social studies classes and exams. Students will not receive a numerical grade or credit for this course.


## LABORATORY REQUIREMENT FOR ALL SCIENCE COURSES

Written laboratory reports are required for all Vestal laboratory science courses. These reports must show evidence that the student is capable of reporting results of laboratory work in an acceptable manner and within a specified time period. At the beginning of each course, the teacher will define the number of required laboratory reports, the physical form that they must take, and the deadlines for meeting laboratory requirements.

Any student failing to meet the minimum laboratory requirement in a Vestal laboratory course will not earn a course credit. Failure of the student to meet the minimum laboratory requirement of a Regents, $A P{ }^{\circledR}$ or IB course will lead to exclusion from the Regents examination.

## TIME REQUIREMENT FOR REGENTS SCIENCE COURSES

Each Regents science course requires a total commitment by the student of 1200 successful lab minutes. Students must pass a science Regents exam for graduation.

This course covers the New York State Regents Earth Science syllabus which deals with investigating the process of change, astronomy, geology, climatology, meteorology, and the history of the earth. The staff takes advantage of various teaching methods in presenting the course. Three double period labs per 6-day cycle are required as part of this course. All laboratory reports are required to be turned in no later than one week prior to the Regents Lab Practicum Examination administration.

## 20410 ENVIRONMENTAL SYSTEMS AND SOCIETIES IB/SL (NCAA) 1 Unit

This course is for students desiring a relevant science course with a focus on ecology and the current global environmental issues. This course is transdisciplinary as it examines scientific issues as they relate to society and culture. The intent of this course is to provide students with perspective relating to the complexities of the interrelationships between environmental systems and societies. Students will explore these relationships as well as the significance of their own choices in an ever more complex world. Students taking this course will also be taking the SUNY-ESF course The Global Environment. As such, these students will also have the option of obtaining 3 college credits from SUNY-ESF. There is a registration fee for students wishing to take advantage of this option. A Summer Assignment may be required. Prerequisite: Students should have successfully completed Regents Earth Science and Living Environment. For the SUNY course, students should also have taken or be currently enrolled in Chemistry. IB students may opt for IB science or IB Social Studies credit. This course includes three double period labs per cycle. A fee is charged for IB exam (financial assistance is available). Note: This course will count towards the Vestal Scholar Certificate. assist students in their decision to enroll in this course. Successful completion of Living Environment with a Regents final course grade of $90 \%$ or above is recommended. Previous completion or concurrent enrollment in Regents Chemistry, or IB/SL Chemistry is required. A summer assignment will be
 required. This assignment must be picked up from the teacher before the last day of school. Note: This course will count towards the Vestal Scholar Certificate.

This course covers the New York State Chemistry Core Curriculum and emphasizing the development of concept building and problem-solving skills. This course is considered part of a college prep program. Laboratory Requirement: All laboratory reports are required to be turned in no later than one week prior to the Regents Examination administration. Time: Three double period labs per 6-day cycle. Prerequisite: Successful completion of at least one science Regents exam and a strong performance on the Algebra 1 Regents Exam. The student considering Regents Chemistry should know that mastery of the math skills required in Algebra is essential for success in Chemistry.

This is an enhanced and rigorous introductory Chemistry course covering the NYS Chemistry Core Curriculum and much of the IB/SL Chemistry Curriculum. This course emphasizes the development of advanced concept building and problem-solving skills. This course is the prerequisite for students planning to take Chemistry IB/HL/AP. Students are required to take the Regents Exam in June. All laboratory reports are required to be turned in no later than one week prior to the Regents Examination administration. Grade 11 and 12 students are eligible to take the IB/SL exam; students taking the IB/SL exam will need to complete additional independent study. A fee is charged for the IB exam (financial assistance is available). A Summer assignment may be required. Time: 9 periods per 6-day cycle; three one-period classes and three double period classes. Prerequisite: Successful completion of two science Regents exams and a strong performance on the Algebra 1 Regents exam. Note: This course will count towards the Vestal Scholar Certificate.

## 214 APPLIED PHYSICAL SCIENCE

1 Unit
This is a hands-on activity-based course designed to enable students to gain an understanding of the connections between physics, chemistry, earth science, and other areas of science. Focus will be on comprehension of the physical world and its basic rules. Science technologies and industrial processes in a variety of industries will also be studied. Effective personal and team skills needed to function in a workplace will be developed. The minimum requirement for entry into this course is passing Algebra 1 and a passing grade on one Science Regents (Earth Science or Living Environment). Time: 6 class periods per 6-day cycle.

This is a rigorous second-year Chemistry course meeting requirements of both the $I B / H L$ and $A P ®$ chemistry curricula. Topics of study go deeper into all of the year 1 topics, with emphasis on kinetics, equilibrium, and thermodynamics. Skills emphasized include mathematical problem solving and clear communication of conceptual understanding using evidence-based justifications. The development of advanced laboratory skills are built into each topic, with analytical instrumentation supporting the chemistry for both the IB and $A P ®$ content. Students are expected to take either the IB/HL, IB/SL, or the $A P{ }^{\circledR}$ examination in May. A fee is charged for AP and IB exams (financial assistance is available). This course will fulfill the SUNY Broome Fast Forward General Chemistry I (CHM145) and General Chemistry II (CHM146) courses. Students must enroll with SUNY Broome under the direction of the VHS instructor to be eligible to receive 8 college credits. There is no cost attached to these college credits. A Summer assignment may be required. Time: 9 periods per cycle; three one-period classes and three double period classes. Prerequisite: Chemistry IB/SL or a strong performance in Regents Chemistry with teacher recommendation. Note: This course will count towards the Vestal Scholar Certificate.

This course follows the New York State Regents syllabus. The program is an investigative laboratory and classroom approach that incorporates extensive mathematical analysis in studying matter and energy relationships. This involves the study of mechanics, kinematics, energy, momentum, equation solving, electricity, magnetism waves, and modern physics. This course will include three double period labs per six-day cycle. All laboratory reports are required to be turned in no later than one week prior to the Regents Examination administration. Prerequisite: Geometry. Grades: 11-12.


This course is a rigorous introductory physics course. The core topics include measurement, one- and two-dimensional motion, Newton's Laws, momentum, conservation of energy, gravitation, rotational motion, oscillations, waves, electrostatics, electrodynamics, light, magnetism, thermal physics, and modern physics. The course introduces the students to scientific methods and techniques which are needed for scientific investigations. Practical investigations are an integral part of the curriculum. Students are required to develop hypotheses, design experiments, conduct investigations, and draw conclusions. Students are expected to complete the IB/SL exam in May. A fee is charged (financial assistance is available). This course will fulfill the SUNY Broome Fast Forward Physics I course (PHY 161). Students must enroll with SUNY Broome under the direction of the VHS instructor to be eligible to receive 4 college credits. There is no cost attached to these college credits. Time: 9 periods per cycle; three one-period classes and three double period classes. Prerequisite: Minimally Regents-level Geometry Grades: 11-12. Note: This course will count towards the Vestal Scholar Certificate. A Summer Assignment may be required.

This course is a rigorous introductory physics course. The core topics include measurement, one- and two-dimensional motion, Newton's Laws, momentum, conservation of energy, gravitation, rotational motion, oscillations, and fluids. The course introduces the students to scientific methods and techniques which are needed for scientific investigations. Practical investigations are an integral part of the curriculum. Students are required to develop hypotheses, design experiments, conduct investigations, and draw conclusions. Students are expected to complete the AP ®1 exam in May. A fee is charged (financial assistance is available). This course will fulfill the SUNY Broome Fast Forward Physics I course (PHY 161). Students must enroll with SUNY Broome under the direction of the VHS instructor to be eligible to receive 4 college credits. There is no cost attached to these college credits. Time: 9 periods per cycle; three one-period classes and three double period classes. Prerequisite: Minimally Regents-level Geometry Grades: 11-12. Note: This course will count towards the Vestal Scholar Certificate. A Summer Assignment may be required.

This is a rigorous second year physics course covers the algebra-based AP®2 curriculum. In addition, it will also complete almost all the IB/SL and IB/HL curriculum. The topics include fluids, thermal physics, thermodynamics, gravitational fields, electrostatics, electrodynamics, magnetism, magnetic induction, light, optics, nuclear physics, quantum physics, and energy production. Practical investigations are an integral part of the curriculum. Students are required to develop hypotheses, design experiments, conduct investigations, and draw conclusions. Students will have the option to take the $A P \circledR 2$ or the $I B / S L, I B / H L$ exams in May. A fee is charged for AP and IB exams (financial assistance is available). A Summer Assignment may be required. This course will fulfill the SUNY Broome Fast Forward Physics II course (PHY 162). Students must enroll with SUNY Broome under the direction of the VHS instructor to be eligible to receive 4 college credits. There is no cost attached to these college credits. Time: 9 periods per cycle; three one-period classes and three double period classes. Prerequisite: Successful completion of Regents Physics or Physics IB Year 1/AP1 and currently taking or completed Pre-Calculus, AP® Calculus or IB Mathematics SL1. Grades: 12. Note: This course will count towards the Vestal Scholar Certificate.

## 230 ANATOMY AND PHYSIOLOGY (NCAA)

$\qquad$ 1 Unit
Human Anatomy and Physiology is offered as a laboratory and lecture/discussion course. It is designed as a balanced, integrated treatment of the two disciplines. The course progresses from the structure and function of cells and tissues to the anatomy and physiology of integrated organ systems. The first part of the course is devoted to the analysis of the discrete components of the body, beginning with basic cellular biology and concluding with the anatomy and physiology unique to the individual tissues. The second part describes how the structures and activities of these discrete tissues are integrated to achieve overall form and function of the body. This course will fulfill the SUNY Broome Fast Forward Biology 101 Intro to Anatomy \& Physiology course. Students must enroll with SUNY Broome under the direction of the VHS instructor to be eligible to receive 3 college credits. There is no cost attached to these college credits. Time: This course will include three double-period labs per cycle. Grade Level: 11-12

231 (1st Sem) FORENSIC SCIENCE 1 (NCAA)
1/2 Unit
Forensic science investigates the role that science plays in interpreting and solving crimes. Forensic Science 1 shows the student the application of the different types of science used in a criminal investigation. Students will be studying how to process a crime scene, determining the types of physical evidence and proper collection techniques, soil, glass, hair, fiber analysis, fingerprinting, entomology, and impression analysis. This course includes hands-on laboratory experience, video analysis and guest speakers. Forensics 1 and Forensics 2 may be used for a third credit in science. Grade Level: 12 Prerequisite: Living Environment.

Forensic Science 2 is the study of how science is used to solve crimes by analyzing the physical evidence in criminal investigations. Like Forensic Science 1, the importance of maintaining the evidence found at a crime scene is a common theme throughout the course. In Forensic Science 2, students will be studying cases involving blood analysis, serology, DNA fingerprinting, arson, explosions, documents and forgeries and ballistics (gunshot evidence). As in Forensic Science 1, students will have hands on laboratory experience. Forensics 1 and Forensics 2 may be used for a third credit in science. Grade Level: 12 Prerequisite: Living Environment

You do not need to take Forensic Science 1 to sign up for Forensic Science 2.
 (You may take them in any order for $1 / 2$ credit each.)

201 EARTH SCIENCE WORKSHOP
No Credit
202
211
LIVING ENVIRONMENT WORKSHOP No Credit

218 CHEMISTRY WORKSHOP No Credit No Credit

These courses will be assigned based upon teacher recommendation at the high school to support student success in science courses or successful completion of appropriate Regents Examinations. Students will not receive a numerical grade or credit for these courses.

## MATHEMATICS

Note: All students enrolled in Math 8 will take a math placement test in Spring of $8^{\text {th }}$ grade.

305 ELEMENTS of ALGEBRA (A) (NCAA, $1 / 2$ Credit
This is the first of a two-year course leading to the New York State Algebra 1 (Next Generation Learning Standards) Exam. Topics include real numbers, polynomials, linear equations, linear inequalities, graphing, factoring, and radicals.

This is the second of a two-year course leading to the New York State Algebra 1 (Next Generation Learning Standards) Exam. Prerequisite: Elements of Algebra (A). Topics include real numbers, polynomials, linear equations and inequalities, factoring, functions, non-linear functions, expressions involving radicals, systems of functions, probability, and statistics and regression.

This is a year-long, non-Regents course preparing the student for entrance into the Regents-level Geometry or Elements of Algebra 2. Prerequisite: Elements of Algebra (B) or Algebra 1. Topics include problem solving, reasoning, proofs, trigonometric functions, mathematical communication and representation all supported by the algebraic process.

This is a year-long course for the non-Regents level student who leaves the Regents level of mathematics and/or needs a 3rd year of math for graduation requirements. Topics include equations and inequalities using variables and expressions involving exponents, radical expressions, complex fractions and logarithms, algebraic patterns, relations and functions, coordinate geometry, trigonometry, statistics and probability. Prerequisite: Elements of Geometry and Trigonometry or Geometry.
$\qquad$ 1 Unit This course is designed for high school seniors to ensure that students have the skills necessary to be successful in practical and professional settings. Topics may include: math modeling using linear, quadratic, exponential and trigonometric functions; number sense without a calculator; data analysis; working with polynomial and rational expressions and equations; applications of right triangle trigonometry; and exploring compound interest. A project-based approach to applying these topics will develop note taking strategies, time management, successful student behaviors, and career exploration. The emphasis is on the use of these skills in real life settings.
Grade Level: 12. Prerequisite: Students must complete one of the following three courses during their junior year: Geometry, Elements of Geometry and Trigonometry, or Elements of Algebra 2. Students that have passed Algebra 2 course and/or Regents exam are not eligible for this course.

## 312

ALGEBRA 1 ${ }^{\text {NCAA }}$
1 Unit
This is a year-long course for the Regents-level student leading to the New York State Algebra 1 (Next Generation Learning Standards) Exam in June. Topics include real numbers, polynomials, linear equations and inequalities, factoring, functions, non-linear functions, expressions involving radicals, systems of functions, probability, and statistics and regression. Students enrolled in this course participate in an Algebra Lab 3 days of the 6-day cycle. During this lab, students receive enrichment, extra practice, and support in building a better conceptual understanding of the materials taught in class. A graphing calculator TI-84 is required for the is course. Prerequisite: Math 8.


This is a year-long course for the Regents-level student leading to the New York State Geometry (Next Generation Learning Standards) exam in June. Topics include geometric relationships, informal and formal proofs, triangles and their properties, polygons, circles, coordinate geometry, transformational geometry, constructions, triangle trigonometry, modeling, quadrilaterals and properties, similarity, and triangle congruence. A graphing calculator TI-84 is required for the is course. Prerequisite: Algebra 1, Elements of Algebra B with Teacher/Department recommendation, or Elements of Geometry/Trigonometry with Teacher/Department recommendation.

314 ALGEBRA 2 (NCAA)
1 Unit
This is the third year in the New York State three-year Regents sequence for math. Topics include functions, rational expressions, logarithms, trigonometry, probability, statistics, and sequences and series. A graphing calculator TI-84 is required for this course. The New York State Regents exam will be given at the end of this course. Prerequisite: Geometry, or Elements of Algebra 2 with Teacher/Department recommendation.

315 PRE-CALCULUS (NCAA)
1 Unit
This is a course in conventional 12th grade precalculus mathematics and covers the topics of coordinate and analytic geometry, inequalities, functions, limits, trigonometry, exponents, logarithms, equation solving, complex numbers, polynomials, matrices, and conics. The coursework includes using a graphing calculator. Prerequisite: Algebra 2.

## 318

MATHEMATICS: APPLICATIONS AND INTERPRETATIONS IB/SL (NCAA)
1 Unit
This is a Standard-Level (SL) International Baccalaureate course that is designed to build confidence and encourage an appreciation for mathematics in students. The focus of this course is to develop strong skills in applying mathematics to the real world with an emphasis on modeling and statistics. This course is suitable for students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design. Students will also complete an individual project based on personal research, which provides an opportunity to undertake an investigation of a mathematical nature. There is a significant amount of writing required in this course. Prerequisite: Algebra 2. Also required with this course is a one-semester lab (course 326). If a student is enrolled in Algebra 2 during their junior year, they will take the lab the first semester of their junior year (prior to taking the course). If a student is enrolled in Pre-Calculus their junior year, they will take the lab the first semester of the senior year (simultaneous with the course). This lab is designed to be taken concurrently with Algebra 2. The students that take the lab the same year as the course may need to complete independent research or other independent work as determined by the instructor. Additionally, IB Diploma candidates may need to complete curriculum work beyond the allotted class time to meet the IB minimum of 150 hours. Note: This course will count towards the Vestal Scholar Certificate.

This course consists of pre-calculus mathematics including topics in analytic geometry, functions and equations, trigonometry, number and algebra, matrices, sequences and series. It is designed to help students develop the skills needed for the study of higher-level mathematics and science. A portfolio consisting of at least two assignments based on different areas of the syllabus representing mathematical investigation and mathematical modeling is an important element of the course. A graphing calculator TI-84 is required for this course. A summer project may be required. This course will fulfill the SUNY Broome Fast Forward MAT 156: Algebra and Trigonometry for Calculus. Students must enroll with SUNY Broome under VHS instructor to be eligible to receive college credit. There is no cost attached to these college credits. Prerequisite: Algebra 2 SP or Algebra 2 with Teacher/Department recommendation. Note: This course will count towards the Vestal Scholar Certificate only if the second year of the program is also completed.

This dual seated course caters to students with a sound background in mathematics and those who expect to continue studying math or a related field in college. Topics include Matrices, Vectors, Statistics, Probability, Functions, and Calculus. Two written assignments, a mathematical investigation and a mathematical modeling problem, are required components of the course. A graphing calculator TI-84 is required for this course. A summer project may be required. Students in this course are expected to complete either the SL or HL exam. 30 hours of curriculum work beyond the allotted class time are required for this course to meet the IB minimum of 150 hours of instruction. This may include independent research or other independent projects as determined by the instructor. A fee is charged for IB exam (financial assistance is available). Prerequisite: 319 Mathematics: Analysis and Approaches IB 1. Note: This course will count towards the Vestal Scholar Certificate only if both 319 \& 320 are completed.
 include geometric relationships, informal and formal proofs, triangles and their properties, polygons, circles, coordinate geometry, transformational geometry, constructions, triangle trigonometry, modeling, quadrilaterals and properties, similarity, and triangle congruence. A graphing calculator TI-84 is required for this course. Prerequisite: Algebra 1 SP (8th grade), or Algebra 1 with Teacher/Department recommendation.

## 322 ALGEBRA 2 (SP) (NCAA)

1 Unit
This is an honors course designed to be fast paced with topics covered in-depth and beyond the expectations of Algebra 2. This is the third year in the New York State three-year Regents sequence for math. Topics include functions, quadratics, complex numbers, higher degree polynomials, rational functions, radicals and exponents, logarithms, systems of equations, sequences and series, trigonometry, probability, and statistics. Many of these topics are enriched beyond the normal curriculum. This is the third year in the New York State three-year Regents sequence for math. Students in this course will take the New York State Algebra 2 Regents Exam in June. A graphing calculator TI-84 is required for this course. The New York State Regents exam will be given at the end of this course. Prerequisite: Geometry SP, or Geometry with Teacher/Department recommendation.

324 STATISTICS AP® ${ }^{(N C A A)}$ $\qquad$ 1 Unit
This course is only open to grade 12 students. AP Statistics will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. This course covers the following topics: exploring one-variable data, exploring twovariable data, collecting data, probability, random variables, probability and sampling distributions, inference for categorical data: proportions, inference for qualitative data: mean, inference for categorical data: Chi Square Tests, inference for quantitative data: slope. Students are expected to complete the Advanced Placement exam in May. A TI-84 Graphing calculator is required for this course. Computer software will be used as fundamental tools of data analysis and are essential for structured inquiry. Grade Level: 12 Prerequisite: Algebra 2 \& grade 12. A fee is charged for AP exams (financial assistance is available). Note: This course will count towards the Vestal Scholar Certificate

## 326 (i) MATHEMATICS: APPLICATIONS AND INTERPRETATIONS IB/SL LAB _No Credit

This is a supplement to Mathematics: Applications and Interpretations IB/SL that is designed to provide additional opportunities for students to explore real-world math concepts and practice writing in the math content area. Course meets every other day for the fall semester. Students are expected to take this lab in the fall of their junior year. Seniors may enroll in this lab with instructor permission.

This course is a rigorous, fast-paced, college-level course equivalent to at least one semester of college calculus. The course requires the use of a graphing calculator; it is recommended that the student own one selected from a list of calculators approved for use on the $A P{ }^{\circledR}$ exam. Students are expected to take either the $A P{ }^{\circledR}$ Calculus $A B$ or the $A P ®$ Calculus $B C$ exam in May. A Summer Assignment may be required. Prerequisite: Mathematics: Analysis and Approaches IB 1. A fee is charged for AP exam (financial assistance is available). Note: This course will count towards the Vestal Scholar Certificate.

This course is designed for students who want to improve their SAT Math test scores. Instruction includes strategies to logically approach the mathematical sections of the test. Students will also review arithmetic, algebraic, and geometric concepts, theory, further their reasoning abilities to solve word problems, and become familiar with the test format. Class work and class participation are an essential part of this course. Students must remain in this course the entire semester to receive credit. Prerequisite: Geometry or permission from instructor. Priorities: (1st Semester) Seniors preparing for fall SAT, Juniors preparing for spring SAT.

## MATH ASSISTANCE

## 340 (1st Sem) MATH WORKSHOP (Algebra Exam) 341 (2nd Sem) MATH WORKSHOP (Algebra Exam)

$\qquad$ No Credit
$\qquad$ No Credit
Students enrolled in Math Workshop are given the opportunity to practice the skills necessary to pass the New York State Algebra 1 Exam. Classes are small and the students receive individual attention. Students utilize technology with a special emphasis on graphing calculator skills to improve math skills needed for success. Students currently enrolled in Algebra 1 are not eligible for this workshop. Students will not receive a numerical grade or credit for these courses.

## 342 (1st Sem) MATH WORKSHOP (Geometry Exam) 343 (2nd Sem) MATH WORKSHOP (Geometry Exam)

$\qquad$ No Credit
$\qquad$ No Credit
Students enrolled in Math Workshop are given the opportunity to practice the skills necessary to pass the Geometry Regents Exam. Classes are small and students receive individual attention. Students utilize technology with a special emphasis on graphing calculator skills to improve math skills needed for success. Students will not receive a numerical grade or credit for these courses.

376 (1st Sem) MATH WORKSHOP (Algebra 2 Exam) $\qquad$ No Credit 377 (2nd Sem) MATH WORKSHOP (Algebra 2 Exam) $\qquad$ No Credit
Students enrolled in Math Workshop are given the opportunity to practice the skills necessary to pass the Algebra 2 Regents Exam. Classes are small and the students receive individual attention. Computers are used as a tool to improve math skills needed for success. Students will not receive a numerical grade or credit for these courses.

## Additional Support

The math department has designed their student assistance periods to try to provide aid all periods of the school day. If a student has a question or needs support during a free period, they can contact the math department office for that assistance. A teacher in the math department is usually available for support.


## COMPUTER SCIENCE

The Math 331-333 sequence is recommended for juniors and seniors considering a future in computer programming/software development. The material covered in both courses will prepare students for their first programming course at the university level.

## 331 <br> INTRO TO COMPUTER SCIENCE C++

1/2 Unit
This is a first course in computer science using the C++ programming language. Students will develop problem-solving techniques while learning the fundamentals of writing a computer program, including input and output, variables, strings, control structures, subroutines, testing, debugging, and top-down design. This is a hands-on programming course where learning is done through coding. Students successfully completing this course will receive 3 credits in Computer Science through the SUNY Broome FastForward program at no cost to students. Grades: 10-12. Prerequisite: Regents level Geometry

## 333 ADVANCED PROGRAMMING PRE-IB

This is the second of two courses in C++ in programming. Students will use the skills covered in Math 331 to extend their knowledge of the $\mathrm{C}++$ programming language to include functions, file operations, and elementary data structures. Grades: 10-12. Prerequisite: Intro to Computer Science C++


This course covers programming components and critical skills, which align with each of the 10 characteristics of the IB learner profile. Students will learn how programming and cybersecurity are applicable to nearly all fields of study and how to implement these skills in real life. Students will demonstrate their programming skills by learning to program in JAVA which aligns with the standards established by the IB organization. Students will also learn concepts in networking, digital information, computer organization, and design thinking. Students will also be able to practice exam problems throughout the course. Students should be aware that a minimum of 30 hours of curriculum work will need to be completed outside of the classroom in addition to time completing the software development project. Students are expected to complete either the IB SL exam or the AP Computer Science exam. A fee is charged for AP and IB exams (financial assistance is available). A workshop may be available to support the independent programming project. Grades: 11-12. Prerequisite: Intro to Computer Science C++ and Advance Programming PRE-IB

A half-year course designed to develop the skills and knowledge necessary to enable students to manage their personal financial affairs more effectively and to make informed consumer decisions. Topics include investments, banking, insurance, identity theft, income taxes, and auto buying. Grade Level: Priority to grades 11 and 12; Grade 10 based on space availability.


## 702

INTRO TO ACCOUNTING
A one-year course designed to give students a foundation of the accounting system for a sole proprietorship, partnership, and corporation. Students will learn how to start an accounting system, analyze transactions into debit and credit parts, journalize and post business transactions, and prepare month-end reports. This course gives students a foundation for college accounting. Grade Level: Priority to grades 11 and 12; Grade 10 based on space availability.

## 703 <br> INTRO TO BUSINESS MANAGEMENT AND MARKETING

A one-year course that will focus on the basic concepts of economics and the fundamentals of marketing. Students will learn to make realistic management decisions as they apply what they have learned in the classroom to realistic business simulations and other activities. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology and employment literacy connection to core academic standards. Grade Level: Priority to grades 11 and 12; Grade 10 based on space availability.


## WORLD LANGUAGES

## THE STATE SEAL OF BILITERACY

The Seal of Biliteracy is a formal recognition of a student's high level of proficiency reading, writing, listening and speaking (in English and in an additional World Language). The Seal of Biliteracy distinction on your high school transcript and diploma specifically:

- Shows your commitment to World Languages and cultural awareness
- Provides universities with a method to recognize and give you credit forattainment of high-level skills in multiple languages

- Demonstrates to colleges and future employees that you are proficient in English and an additional World Language
- Prepares you with 21st Century skills that will set you apart in the labor market and the global society
- Recognizes the value of language diversity and honors the multiple cultures, heritages, and languages in our communities



## 400

FRENCH 1 (NCAA)
Introduction to the study of the French language and cultures. Students will acquire and use basic vocabulary and grammatical skills at the checkpoint A level; with an emphasis on listening, speaking, reading, and writing. This course fulfills the level one component, needed for graduation, for 1 unit of study in a world language.

French 2 continues the study of the French language and culture. Students will acquire and use a range of vocabulary and grammatical skills sufficient for reading, writing, listening and speaking. They will develop and strengthen these areas and produce the language in a clear coherent manner appropriate to task, purpose and audience. Prerequisite: French 1
$\qquad$ 1 Unit
Upon completion of French 3, students will be able to initiate, sustain, and comprehend short conversations and adapt to a variety of contexts. They will be able to determine central ideas of a text, interpret words essential to comprehension and understanding authentic materials. There is a concentration on skilled usage and vocabulary with an emphasis on culture. The Final Exam is a comprehensive World Language Exam. Prerequisite: French 2

IB level 4 French is the first year of a two-year sequence to prepare students for the IB higher-level exam. Students will further develop their listening, speaking, reading, and writing skills in French through a wide variety of activities. They will cultivate a greater awareness and appreciation of Francophone cultures through literature, magazine and newspaper articles, internet-based activities, skits, oral presentations, journal writing, film, and many songs. Prerequisite: French 3 Note: This course will count towards the Vestal Scholar Certificate only if the second year of the program is also completed. Students completing this course with mastery ( $85 \%$ and higher) are strongly encouraged to pursue preparation for the Seal of Biliteracy.

IB level 5 French is the 2nd year of a two-year sequence to prepare students for the IB higher-level exam. Students continue to develop accuracy and variety in their use of the spoken and written language. Students also continue to develop an understanding of how language embodies cultural differences. The course includes advanced vocabulary and composition, extensive oral work, the study of Francophone literature and current events. Upon successful completion, this full-year course will fulfill the SUNY Broome Fast Forward Courses French 201 and 202. Students will be enrolled with SUNY Broome by the VHS classroom teacher to be eligible to receive 6 college credits through SUNY Broome. There is no cost attached to these college credits. A fee is charged for IB exam (financial assistance is available). Prerequisite: French 4 IB/HL 1. Note: This course will count towards the Vestal Scholar Certificate only if both years of the program are completed.

German 2 continues the study of the German language and culture. Students will acquire and use a range of vocabulary and grammatical skills sufficient for reading, writing, listening and speaking. They will develop and strengthen these areas and produce the language in a clear coherent manner appropriate to task, purpose and audience. Prerequisite: German 1

410 GERMAN 3 (NCAA) 1 Unit
Upon completion of German 3, students will be able to initiate, sustain, and comprehend short conversations and adapt to a variety of contexts. They will be able to determine central ideas of a text, interpret words essential to comprehension and understanding authentic materials. There is a concentration on skilled usage and vocabulary with an emphasis on culture. The Final Exam is a comprehensive World Language Exam. Prerequisite: German 2

IB level 4 language B German is the first year of a two-year sequence to prepare students for the higher-level exam. Students strengthen their fluency in oral and written German and expand their knowledge and understanding of culture, literature, and civilization of Germany. The discourse/composition assignments are correlated with the culture, literature, civilization and current events. Work is also related to the IB curricula in theory of knowledge, art, English and social studies. Students will explore German cultural, political, and modern events. Language lab usage will be frequent, as students explore German cultural, political, and current events. Prerequisite: German 3 Note: This course will count towards the Vestal Scholar Certificate only if the second year of the program is also completed. Students completing this course with mastery ( $85 \%$ and higher) are strongly encouraged to pursue preparation for the Seal of Biliteracy.

This course is designed to prepare students for the oral/aural, writing and reading sections of the higher-level exam. Students are expected to speak and write extensively and with reasonable accuracy. Colloquial German is part of the curriculum. Readings and German films about current economic and social issues and literature, as it pertains to these issues, form the basis for all work in this class. Language lab usage will be frequent, as students explore German cultural, political, and current events. A fee is charged for IB exam (financial assistance is available). Prerequisite: German 4 IB/HL1 Note: This course will count towards the Vestal Scholar Certificate only if both years of the program are completed.


Introduction to the study of the Spanish language and cultures. Students will acquire and use basic vocabulary and grammatical skills at the checkpoint A level; with an emphasis on listening, speaking, reading, and writing. This course fulfills the level one component, needed for graduation, for 1 unit of study in a world language.

Spanish 2 continues the study of the Spanish language and culture. Students will acquire and use a range of vocabulary and grammatical skills sufficient for reading, writing, listening and speaking. They will develop and strengthen these areas and produce the language in a clear coherent manner appropriate to task, purpose and audience. Prerequisite: Spanish 1

417 SPANISH 3 (NCAA) 1 Unit
Upon completion of Spanish 3, students will be able to initiate, sustain, and comprehend short conversations and adapt to a variety of contexts. They will be able to determine central ideas of a text, interpret words essential to comprehension and understanding authentic materials. There is a concentration on skilled usage and vocabulary with an emphasis on culture. The Final Exam is a comprehensive World Language Exam. Prerequisite: Spanish 2

IB level 4 Spanish is the first year of a two-year sequence to prepare students for the IB higher-level exam. Students strengthen their fluency in oral and written Spanish and expand their knowledge and understanding of culture, literature, and civilization of Latin America. The discourse/composition assignments are correlated with the culture, literature, civilization and current events. Work is also related to the IB curricula in theory of knowledge, art, English and social studies. Prerequisite: Spanish 3 Note: This course will count towards the Vestal Scholar Certificate only if the second year of the program is also completed. Students completing this course with mastery ( $85 \%$ and higher) are strongly encouraged to pursue preparation for the Seal of Biliteracy.

IB level 5 Spanish is the second year of a two-year sequence to prepare students for the IB higher-level exam. Students continue to develop accuracy and variety in their use of the spoken and written language. Students also continue to develop an understanding of how language embodies cultural differences. The course includes advanced vocabulary and composition, extensive oral work, the study of Spanish literature and current events. Upon successful completion, this full-year course will fulfill the SUNY Broome Fast Forward Courses Spanish 201 and 202. Students will be enrolled with SUNY Broome by the VHS classroom teacher to be eligible to receive 6 college credits through SUNY Broome. There is no cost attached to these college credits. A fee is charged for IB exam (financial assistance is available). Prerequisite: Spanish 4 or Spanish 4 IB/HL 1 Note: This course will count towards the Vestal Scholar Certificate.


## SPECIAL EDUCATION SERVICES

A continuum of Special Education service is available for students with disabilities. These services may include Consultant Teacher, Resource Room, and Special Class. Students may only be enrolled in these courses through a determination by the Committee for Special Education (CSE).

## Resource Room

The Resource Room addresses the goals and objectives as stated in the student's (IEP) Individual Education Program. The Resource Room teacher consults with the general education teachers regarding course content, assignments, strategies, and student performance. Resource rooms are non-credit bearing, and students do not receive a grade.

625, 626, 627 and 628 (all year) ELA RESOURCE ROOM (9-10) and (11-12)
For students needing supplemental instruction in a small group setting with an emphasis on Language Arts.
630, 631 and 632 (all Year) MATH RESOURCE ROOM (Algebra) (Geometry) (Math 11-12)
For students needing supplemental instruction in a small group setting with an emphasis on Math.
640, 641, 642 and 643 (All Year) ORGANIZATIONAL RESOURCE ROOM (9-10) and (11-12)
For students needing supplemental instruction in a small group setting with an emphasis on time and materials management.


## Consultant Teacher

## DIRECT CONSULTANT TEACHER

The direct consultant teacher works directly with the student within the general education classroom in order to provide specially designed instruction. Additionally, the general education teacher and special education teacher work collaboratively to modify instruction and curriculum to meet student needs.

## INDIRECT CONSULTANT TEACHER

The indirect consultant teacher meets with the general education teachers to provide the support necessary to meet the student's unique learning needs.

## Special Classes

Special classes in the AIM program are designed to provide quality instruction to students who learn best with a smaller class size, adjusted pacing, and modified curriculum focused on essential learning elements. Class sizes are limited to 12 or 15 students in order to address individual student learning needs and are supported collaboratively by content area teachers, Special Education teachers, and paraprofessional staff.

## 001S ENGLISH 9 AIM <br> 1 Unit

This course is designed to develop student proficiency in reading comprehension, literary analysis and writing with a focus on textbased, constructed responses. Students will read a variety of genres, including novels, short stories, nonfiction articles, poetry, and drama. The course is taught collaboratively by a certified English teacher and Special Education teacher.

008S ENGLISH 10 AIM 1 Unit
This course is designed with an emphasis on vocabulary development and basic writing fundamentals. Students will develop effective approaches to reading, as well as further their understandings of literary concepts through novels, short stories, poetry, and a Shakespearean play. Student will also complete a research project demonstrating knowledge of research materials and techniques. The course is taught collaboratively by a certified English teacher and Special Education teacher.

## 0016S ENGLISH 11 AIM

 1 Unit This course is designed to continue the development of students' abilities to analyze complex literary and informational texts. Instruction relies heavily on modeling and demonstration to build foundational skills of effective writing, vocabulary recognition and application, and annotation. Through teacher-guided readings and discussions, students will study a variety of text types and media in order to build knowledge, analyze ideas, form arguments and develop their writing, collaboration and communication skills. The class culminates with the New York State Regents English Language Arts Exam at the end of the year. This course is taught collaboratively by a certified English teacher and Special Education teacher.100S GLOBAL HISTORY \& GEOGRAPHY 1 AIM _ 1 Unit
This course is designed to emphasize key concepts from the beginnings of humankind's history through the $15^{\text {th }}$ and $16^{\text {th }}$ centuries, with an emphasis on cultural, political, social and economic connections. Students are introduced to the critical thinking and writing skills necessary to be successful in the next course, Global History and Geography 2. The course is taught collaboratively by a certified Social Studies teacher and Special Education teacher.

## 105S GLOBAL HISTORY \& GEOGRAPHY 2 AIM

 1 UnitThis course picks up where Global 1 left off and continues through to the present day. Instruction will focus on developing proficiency in the skills necessary to effectively analyze historical documents and make connections to historical events and themes. The course concludes in the NYS Regents Examination in Global History and Geography. The course is taught collaboratively by a certified Social Studies teacher and Special Education teacher.

## 112S UNITED STATES HISTORY \& GOVERNMENT AIM 1 Unit

This course presents a chronological approach to the political and economic systems and ideas that are key to understanding our democratic traditions. We rely heavily on literacy-based instruction and methods in order to present and teach educational strategies. The six major units of study are: 1) Constitutional Foundations for the United States Democratic Republic; 2) Industrialization of the United States of America; 3) The Progressive Movement; 4) At Home and Abroad - Prosperity, Depression, 1917-1940; 5) The United States of America in a Golden Age of Global Crisis - Responsibility and Cooperation; 6) A World in Uncertain Times - 1950 to the Present. All students will take the Regents Exam. The focus of this course is to teach the students how to engage and analyze primary and secondary sources. This course is taught collaboratively by a certified Social Studies teacher and Special Education teacher.
$\qquad$ 1 Unit
This course is laboratory oriented and emphasizes hands-on learning, inquiry, and investigation to achieve foundational understandings of our living world. Several major themes are used to develop an understanding of microorganisms, plants, and animals. This course includes 3 double-period labs per six-day cycle. The course curriculum is an adapted and modified version of the Living Environment core curriculum, and culminates in a Regents Exam. Students must complete 1200 lab minutes in order to be eligible to take the Regents Examination. All laboratory reports are required to be turned in no later than one week prior to the Regents Examination administration. This course is taught collaboratively by both a Special Education certified teacher and Biology certified Science teacher.

## 644S LIFE AND CAREER READINESS 9 AIM

 1 UnitThis course is offered in two parts over grades 9 and 10 , and is designed to prepare students for high school and beyond by developing the basic skills needed for school success and independent living. Career exploration and the development of career readiness skills are important components of this course. The curriculum is based on the NYS Learning Standards for Career Development and Occupational Studies (CDOS). These standards include Career Development, Integrated Learning, and Universal Skills. The grade 9 course is full year, while the grade 10 course is a half year course. Both are taught by a Special Education teacher.



## GOALS

The goal of the Vestal High School Art Department is to build a diverse program for students that will promote critical thinking and creative problem solving in our global world. The program stresses aesthetic responsiveness, exposure to a variety of art media and processes as well as stressing the role of art in history, culture, business, and our community.

## ART SEQUENCE

The sequence in art requires Studio in Art plus additional courses to meet the five-unit requirement. The Studio in Art course is our foundation art course which fulfills the 1 -unit art requirement for graduation, and also is a prerequisite for many other courses. We suggest Studio in Art in grade 9 as it allows the student a better opportunity to make a decision for advanced art courses. This is an excellent course for any student interested in a diverse Art experience.

The Vestal High School art department offers a variety of art courses. All courses meet daily and may require a prerequisite.
PLEASE NOTE: Prerequisites and advanced courses may not be taken at the same time.

## THESE COURSES ARE OFFERED EVERY YEAR

Studio in Art - 1 Unit<br>Basic Drawing and Painting-1 Unit<br>Advanced Drawing and Painting - 1 Unit<br>IB Art \& Design SL - 1 Unit<br>IB Art \& Design HL - Year 1-1 Unit<br>IB Art \& Design HL - Year 2-1 Unit

Senior Portfolio - $1 / 2$ Unit or 1 Unit<br>Graphic Design-1 Unit<br>Darkroom Photography - $1 / 2$ Unit<br>Digital Photography - 1/2 Unit<br>Media Arts - 1 Unit

## THE FOLLOWING COURSES ARE OFFERED EVERY OTHER YEAR

2024-2025<br>Ceramics 1-1/2 Unit<br>Ceramics 2-1/2 Unit<br>Creative Crafts 1-1/2 Unit<br>Creative Crafts 2-1/2 Unit

2025-2026

Three Dimensional Design 1 - $1 / 2$ Unit<br>Three Dimensional Design 2-1/2 Unit<br>Cartooning - ½ Unit

Students are invited to create and explore through two-dimensional and three-dimensional artworks. A variety of media and techniques will be presented (drawing, painting, ceramics, printmaking, computer arts and more!) Art history and art appreciation will be integrated within lessons. You'll be encouraged to think "outside the box" while earning a credit that fulfills the New York State Art/Music requirement. This course should be taken in ninth grade where it can best serve as a foundation and prerequisite for upper-level course work. Grade Level: 9-12

501 BASIC DRAWING \& PAINTING
1 Unit
Drawing and Painting is a basic art course designed for the beginning art student that has successfully completed a full year of Studio in Art. Students will practice and improve their observational skills so they can "see like an artist". Shading, perspective, proportion and more will be covered. Students will create a variety of drawings and paintings using graphite, charcoal, Acrylic paint, watercolor, ink and more. Grade Level: 10-12 Prerequisite: Studio in Art.

This course is designed and recommended for art students interested in exploring two-dimensional art. Advanced Drawing and Painting is designed for those students who have successfully completed a full year of Basic Drawing and Painting and/or are interested in a pre-IB art course. Greater emphasis on drawing from life and intensive study of mixed media will be placed on the student artist throughout this full-year course of study. Figure drawings and life studies will be an integral part of the observational drawing and painting series. Grade Level: 11-12. Prerequisite: Basic Drawing and Painting. Note: Studio Art students may be recommended by their Studio Art instructor to enter this course in grade 10.


This one-year IB Visual Arts Course offers both the Art major and the non-Art major the opportunity to be involved in the Arts. The SL candidate is required to submit a comparative artist study worth $20 \%$, a process portfolio worth $40 \%$, and an exhibition of 4-7 artworks worth $40 \%$. This course will be completed within one year and requires summer work before class officially begins in the Fall. A fee is charged for IB exam (financial assistance is available). Grade Level: 12 Prerequisite: One of the following courses: Studio Art, Band, Chorus, Orchestra, or Introduction to Engineering Design (DDP) (PLTW). Summer Assignments may be required. Students should be aware that 30 hours of curriculum work beyond the allotted class time are required for this course to meet the IB minimum of 150 hours of instruction. This may include independent research or other independent projects as determined by the instructor. Note: This course will count towards the Vestal Scholar Certificate.


## 517 (1) IB VISUAL ARTS HL Year 1 <br> $\qquad$ 1 Unit <br> 518 (1) IB VISUAL ARTS HL Year 2

This two-year IB Visual Arts Course offers Art majors the opportunity to be involved in an intensive two-year journey with guided practice and independent exploration. The HL candidate is required to submit a comparative artist study worth $20 \%$, a process portfolio worth $40 \%$, and an exhibition of $8-11$ artworks worth $40 \%$. This course will be completed over two years and requires summer work before class 'officially' begins in the Fall of each course year. A fee is charged for IB exam (financial assistance is available). Grade Level: 11-12. Prerequisite: Studio Art. Note: This course will count towards the Vestal Scholar Certificate only if both years of the program are completed.

Students will have the opportunity to design and build their own clay pieces, either functional, decorative or both. Techniques will include pinch, coil, slab, cast, and combinations of these. Students will also learn about glazes, surface decorations and firing techniques. Grade Level: 10-12 Prerequisite: One of the following courses: Studio Art, Band, Chorus, Orchestra, or Introduction to Engineering Design (DDP) (PLTW).

Students will learn and explore wheel throwing and continue to expand their hand-building techniques. Opportunities will be given to create both functional and/or decorative clay pieces. Greater experimentation in glaze applications and firing techniques will be presented. Grade Level: 10-12 Prerequisite: Ceramics I or Three-Dimensional Design 1.

## 510 (1st sem) THREE-DIMENSIONAL DESIGN 1

 1/2 UnitBasic elements of sculpture as a three-dimensional design medium will be explored. A variety of materials including paper, wood, soapstone, ceramics and more will be presented. Areas in relief, additive, subtractive and casting techniques will be studied. Grade Level: 10-12 Prerequisite: One of the following courses: Studio Art, Band, Chorus, Orchestra, or Introduction to Engineering Design (DDP) (PLTW).

511 (2nd Sem) THREE-DIMENSIONAL DESIGN 2
An advanced application of three-dimensional design will be explored combining the basic sculptural elements experienced in Sculpture I. Areas in relief, additive, subtractive and cast techniques will be studied in both individual and group format. The range of mediums and materials will be vast and students will have an opportunity to explore each and utilize them alone or in combinations. Student Outcomes: 1. Understand and apply the basic fundamentals of 3-D design. 2. Compose simple and complex designs. 3. Recognize the work of major sculptors. Student Evaluation: 1. Complete assigned work. 2. Demonstrate understanding of concepts being taught. 3. Apply concepts to solve basic design problems. 4. Studio work habits. 5. Final exam.
Grade Level: 10-12 Prerequisite: Three-Dimensional Design 1 or Ceramics 1


512 DARKROOM PHOTOGRAPHY
In this semester course you will learn the fundamentals of black and white photography. You will explore the history of photography as you learn to use different types of cameras. Techniques learned will include: the darkroom, photograms, pinhole photography, and Manual SLR 35 mm cameras. Manual 35 mm cameras will be used; the school can provide limited quantities for student use. Students may need to work outside of class to complete required photo shoots. This half year course will fulfill the SUNY Broome Fast Forward course (Art 112) for fall semester. Students must enroll with SUNY Broome under the direction of the VHS Instructor. ART 112 is 3 credits and satisfies the Gen Ed ARTS at SUNY Broome requirement. There is no cost attached to these college credits. Grade Level: 11-12 Prerequisite: One of the following courses: Studio Art, Band, Chorus, Orchestra, or Introduction to Engineering Design (DDP) (PLTW).

515 DIGITAL PHOTOGRAPHY 1/2 Unit
Students will expand their understanding of photography through the use of Digital SLR cameras and cell phone cameras and familiarity with the Adobe Suite including Photoshop, Lightroom, or comparable online programs. This course is digitally based. Students may need to work outside of class to complete required photo shoots or the use of the MAC Lab. This half year course will fulfill the SUNY Broome Fast Forward course (Art 118) for spring semester. Students must enroll with SUNY Broome under the direction of the VHS Instructor. ART 118 is 3 credits and satisfies the Gen Ed ARTS at SUNY Broome requirement. There is no cost attached to these college credits. Grade Level: 11-12 Prerequisite: One of the following courses: Studio Art, Band, Chorus, Orchestra, or Introduction to Engineering Design (DDP) (PLTW).

This course provides the student with opportunities to produce and design commercial art including computer-generated design. Photoshop techniques will be focused upon throughout the course. Emphasis will be placed on individual artistic style, ability to sell through visual symbolism and effective design. Visual problems, product design/packaging, illustrations for publications, and maintaining a student-created blog will be explored. This full-year course will fulfill the SUNY Broome Fast Forward Course (spring semester) ART 125. Students must enroll with SUNY Broome under the direction of the VHS Instructor. ART 125 is 3 credits and satisfies the Gen Ed ARTS requirement at SUNY Broome. There is no cost attached to these college credits. Grade Level: 11-12. Prerequisite: Studio Art.

## 519 ( st Sem) CARTOONING

Students will learn basic cartooning and comic book illustration. They will develop original characters and learn how to visually express emotions and movement, and visually add text. Students will also learn comic strip story production/ comic book layout. Basic animation techniques will be introduced such as flip books and zoetropes. Comic book artists, political cartoonists, and the history of the art of cartooning will be covered. Many media are explored including pen and ink, watercolors, Photoshop, and digital scanners. Grade Level: 10-12. Prerequisite: One of the following courses: Studio Art, Band, Chorus, Orchestra, or Introduction to Engineering Design (DDP) (PLTW).


521 (1st Sem) SENIOR PORTFOLIO
This course is designed to assist students wishing to apply to art school or as a supplemental talent portfolio for liberal arts degrees. It is recommended for all art majors. The necessary skills for preparing an effective art portfolio will be taught. If you enjoyed Studio Art, this class if for you. A variety of materials are explored for portfolio preparation. The instructor will help guide the student through the portfolio process. College/classroom visitations are scheduled frequently. Students will have studio opportunities to add work to their existing art collection. Grade Level: 12. Prerequisite: A minimum of $21 / 2$ art units must be completed before the senior year.

522
SENIOR PORTFOLIO
1 Unit
This is an extension of course 521. This full-year course provides the Art Major with the opportunity to continue to complete additional works of art for their art portfolio required for a professional job and/or for a student applying for college admission. Fullyear portfolio students will also have the opportunity to experience independent course work in an area of expertise chosen by the instructor and student artist. Grade Level: 12. Prerequisite: A minimum of $21 / 2$ art units must be completed before the senior year.


This course will explore craft-based materials in both traditional and contemporary ways. In this course, students will explore the many possibilities of craft materials through processes such as papermaking, origami, weaving, and knitting. Students will create both functional and decorative artworks while learning craft-based skills. In addition to hands-on work with artmaking, students will consider the role of craft in art history and the contemporary art world. Grade level: 10-12. Prerequisite: One of the following courses: Studio Art, Band, Chorus, Orchestra, or Introduction to Engineering Design (DDP)(PLTW).
$541\left(2^{\text {nd }} \mathrm{Sem}\right)$ CREATIVE CRAFTS 2
1/2 Unit
This course will explore craft-based materials in both traditional and contemporary ways. In this course, students will explore the many possibilities of craft materials through processes such as ceramic hand building, jewelry/wearable sculpture making, textile dyeing, and bookmaking. Students will create both functional and decorative artworks while learning craft-based skills. In addition to hands-on work with artmaking, students will consider the role of craft in art history and the contemporary art world. Grade level: 10-12 Prerequisite: One of the following courses: Studio Art, Band, Chorus, Orchestra or Introduction to Engineering Design (DDP) (PLTW)

You do not need to take Creative Crafts 1 to sign up for Creative Crafts 2. You may take them in any order for 1/2 credit each.


Music is an integral part of society, culture and personal life. Through music, we learn empathy, teamwork, respect, creativity, analytical thought and self-discipline. Students that study music tend to do better in all aspects of school, developing skills and attitudes that inspire success. Every person is capable of musical success, regardless of previous training or perceived talent.

Note: A 5 -unit sequence in music requires at least 1 non-ensemble course. "Non-ensemble" courses include Music in Media, Modern Music, Introduction to Music Theory, Advanced Music Theory, IB Music SL, and IB Music HL.

## 550 CONCERT CHORUS

1 Unit
Concert Chorus is for any student in grades $9-12$ who enjoys singing and wishes to improve on their vocal and musical abilities. We learn and perform a variety of styles from around the world and throughout history, including modern music. The student is expected to take an active part in all rehearsals, concerts, competitions, and programs. The ensemble meets daily and includes one pull-out lesson per six-day cycle, where a small group of students work with the teacher. Students in Concert Chorus or Vestal Voices may join the extracurricular a cappella groups and are encouraged to participate in extracurricular performing opportunities. Prerequisite: None

VESTAL VOICES
1 Unit
Vestal Voices is a select choral ensemble for students in grades 10-12, with an audition required during April of the previous school year. The student is expected to take an active part in all rehearsals, concerts, competitions, and any other program in which the group and director choose to take part. The ensemble meets daily and includes one pull-out lesson per six-day cycle, where a small group of students work with the teacher. The student should be willing to give the necessary time to build upon their musicianship and general knowledge of vocal music. Students in Concert Chorus or Vestal Voices may join the extracurricular a cappella groups and are encouraged to participate in extracurricular performing opportunities. Grade Level: 10-12 Prerequisite: Audition required within teacher defined window.

## 556 CONCERT BAND

 1 UnitConcert Band is for all wind and percussion students in grades 9-12. The student is expected to take an active part in all rehearsals, concerts, competitions, and any other program in which the group and director choose to take part. The ensemble meets daily and includes one pullout lesson per six-day cycle, where a small group of students work with the teacher. Students participating in Concert Band will have the opportunity to play in Marching Band, Jazz Ensemble, and various small ensembles. Prerequisite: None

Wind Ensemble is a select instrumental ensemble for wind and percussion students in grades 9-12, with an audition required during April of the previous school year. The student is expected to take an active part in all rehearsals, concerts, competitions and any other program in which the group and director choose to take part. The ensemble meets daily and includes one pull-out lesson per six-day cycle where a small group of students work with the teacher. The student should be willing to give the necessary time to build upon his/her musicianship and general knowledge of music and their instrument. Students participating in Wind Ensemble will have the opportunity to play in Marching Band, Jazz Ensemble, and various small ensembles. Prerequisite: Audition required within teacher defined window.

Concert Orchestra is for string students in grades 9-12 who wish to keep improving and working on their technique through orchestra music. The student is expected to take an active part in all rehearsals, concerts, competitions, and any other program in which the group and director choose to take part. The ensemble meets daily and includes one pull-out lesson per six-day cycle, where a small group of students work with the teacher. Students will be encouraged to audition and take part in BCMEA and NYSSMA festivals. Prerequisite: None

## 566 CHAMBER ORCHESTRA

1 Unit
Chamber Orchestra is a select instrument ensemble for string students in grades 9-12, with a required audition during April of the previous school year. The student is expected to take an active part in all rehearsals, concerts, competitions and any other program in which the group and director choose to take part. The ensemble meets daily and includes one pull-out lesson per six-day cycle, where a small group of students work with the teacher. The student should be willing to give the necessary time to build upon his/her musicianship and general knowledge of music and their instrument. Students will be offered opportunities to play in chamber ensembles and participate in BCMEA and NYSSMA festivals. Prerequisite: Audition required within teacher defined window.

This is an elective course dealing with the fundamentals of the harmonic style of Western European Classical music. It will focus on reading, analyzing, and creating music through sight singing, dictation, piano skills, Finale, GarageBand, improvisation, composition, and performance on voices and/or instruments. This non-ensemble course may be included as part of a 5 -unit sequence in music. Prerequisite: Current participation in an ensemble, or consultation with the teacher.

This course is an advanced class that focuses on music style, form, and historical/cultural impact of various musical styles from around the world and throughout history. Students will engage with music as researchers, creators, and performers. This nonensemble course may be included as part of a 5 -unit sequence in music. Grade Level: 11-12. A fee is charged for IB exam (financial assistance is available). Prerequisite: Current participation in an ensemble or teacher recommendation. Note: This course will count towards the Vestal Scholar Certificate.

This course is a more in-depth version of IB Music SL, with an enriched curriculum. Students will focus on the presentation of a selfdirected long-term project building upon the knowledge gained in the SL course. Grade Level: 11-12 (IB/HL test cannot be taken in 11th grade). A fee is charged for IB exam (financial assistance is available). Prerequisite: IB Music SL. Note: This course will count towards the Vestal Scholar Certificate.

574 ADVANCED MUSIC THEORY 1 Unit
This is an elective course that reviews and builds on Introduction to Music Theory. Students will continue to develop music performance and analytical skills, focusing on higher-level musical concepts including composition and form. This non-ensemble course may be included as part of a 5 -unit sequence in music. Prerequisite: Introduction to Music Theory, or consultation with the teacher. Students may take the $A P ®$ Music Theory Exam (fee charged).

In Modern Music, students will study contemporary genres of music including rock, R \& B, jazz, blues, hip hop, rap, soul, funk, country, folk, and electronica. This course allows students to learn the history and performance practices of these genres by performing on modern instruments (guitar, bass, ukulele, drums, keyboard), composing/song writing, using music technology to record/edit/mix songs, and learning the history of music for the past century. This non-ensemble course may be included as part of a 5 -unit sequence in music. Grade Level: 10-12. Scheduling priority will be given to seniors and juniors and students not already involved in music courses.

## 576 MUSIC IN MEDIA

Students enrolled in this course will examine the roles of music within film, television, advertising, and video gaming. We will explore various techniques in musical composition/songwriting and selection/placement of songs by studying the music from different film genres (horror, fantasy, sci-fi, romance, Disney, action, mystery, etc.), TV genres (comedy, news, reality, game show, soap opera, etc.), commercial jingles, and video games. Grade Level: 9-12. Prerequisite: None

In this semester course, students will be introduced to the art of acting. Students will study characterization, monologue, scene, movement, voice acting, auditioning, theatre games, memorization, and improvisation. Students will study monologues, scenes, movement, theatre games and improvisation. Skills developed in this class include self-confidence, creativity and imagination, ability to read body language, increased focus and concentration, memorization, emotional awareness, vocal projection, and the ability to speak comfortably in front of a group. Grade Level: 9-12. Prerequisite: None


## PLTW PRE-ENGINEERING

## Project Lead the Way

Project Lead the Way is a pre-engineering program. The goal is to increase the number of students who pursue engineering and engineering-technology programs in college. Courses within the Project Lead the Way Program include Foundation Courses (Introduction to Engineering Design, Digital Electronics, and Principles of Engineering), a Specialization Course (Civil Engineering and Architecture), and a Capstone Course (Engineering Design and Development). The Project Lead the Way (PLTW) Stole is awarded to those students that complete four PLTW courses and qualify for college credit in at least three of them.

The Rochester Institute of Technology awards college credit for the five Project Lead the Way courses. Students in certified schools who earn an 85 percent grade or higher in their Project Lead the Way courses and pass the RIT college credit exam are eligible to apply for RIT credit. (Fee required). Students who maintain an 85 average or above, that do not pass the final exam may still be eligible for credit through matriculation at SUNY Broome.

Project Lead the Way's comprehensive STEM (Science, Technology, Engineering, Math) curriculum emphasizes critical thinking, creativity, innovation, and real-world problem solving. The hands-on, project-based program engages students on multiple levels, exposes them to subjects that they typically would not pursue, provides them with a strong foundation for achieving their academic goals in a chosen field of study and, if pursued, establishes a proven path to college and career success in STEM related industries.

Students taking Project Lead the Way courses:

* Receive training in state-of-the-art technology, including computer software and equipment used by industry.
* Participate in a hands-on, learn-by-doing program that utilizes team efforts.
* Learn how to work as a team with fellow students to solve real-world problems.
* Reinforce their study of math and science.

Instruction in technology is designed to help the students meet their needs in a society changing from industrialization to serviceoriented careers. Application of scientific and mathematical knowledge for real life purposes is used as the basis for curriculum and future development. Engineering and engineering technology careers link academic programs with hands-on learning experiences.


This is the first course of the Project Lead the Way pre-engineering program. In this course, students will use computer programs to design development processes. Students will create and analyze models of product solutions, communicate using solid modeling software, and rapid prototyping using 3-D printing. This course emphasizes mathematical concepts applied to engineering. This course fulfills the New York State Art/Music requirement. Prerequisite: Interest in engineering; it is recommended that students have a strong foundation in math. Concurrent enrollment in Algebra I or Elem B or successful completion of Algebra I Regents.

Principles of Engineering (POE) is a foundation course of the high school PLTW engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology. Grade Level: 10-12 Prerequisite: Introduction to Engineering Design (DDP)(PLTW) and successful completion of Common Core Algebra I

## 745 <br> CIVIL ENGINEERING AND ARCHITECTURE (PLTW-104)

$\qquad$ 1 Unit
Civil Engineering and Architecture introduces students to the interdependent fields of civil engineering and architecture; students learn project planning, site planning, and building design while designing a shed, a house for Habitat for Humanity, and the repurposing of or new design of a commercial building. Grade Level: 10-12 Prerequisite: Introduction to Engineering Design (DDP)(PLTW) and Successful completion of Common Core Algebra I

## 750

 DIGITAL ELECTRONICS (PLTW-103) $\qquad$ 1 UnitDigital Electronics is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. Grade Level: 10-12 Prerequisite: Introduction to Engineering Design (DDP)(PLTW) and Successful completion of Common Core Algebra I


The goal of physical education is to prepare an individual, within his/her capabilities physically, socially, mentally, and emotionally, for the demanding needs of the $21^{\text {st }}$ Century. In line with the New York State standards for Physical Education, students will perform basic motor and manipulative skills, demonstrate responsible personal and social behavior while engaged in physical activity, and be aware of and able to access opportunities available to them within their community to engage in physical activity. Physical Education is required for graduation.

1. All classes will provide advanced skills and attitudes of selected team sports taught in previous years, as well as the exposure and introduction of new team and individual sports requiring greater skill levels. The carry-over value is there for leisuretime activities which can be enjoyed either alone or with companions over a lifetime.
2. Grades are determined by participation and quarterly assessments to be completed outside of regular class time as indicated in the course syllabus.
3. An adapted physical education course is a Special Education service which provides physical education activities that are modified to meet individual physical limitations for students who cannot participate in the regular program.

## HEALTH EDUCATION

## 808/809 SET FOR SUCCESS ( ${ }^{\text {st }}$ Sem.)

1/2 Unit
Set for Success Seminar is an elective course offered during either the first semester of the school year. The course is de signed to teach foundational skills required for success in high school and in life. Topics include: involvement in high school, academic skills, organizational skills, career exploration, leadership skills, communication skills, and skills to promote healthy relationships and personal wellness. Students learn to access reliable information, think critically, communicate clearly, organize for success, set goals, manage stress, form heathy relationships, and access multiple levels of school support. Grade Level: 9-10 or by recommendation.

810/811 HEALTH EDUCATION (1 ${ }^{\text {st }}$ Sem. And 2 ${ }^{\text {nd }}$ Sem.) 1/2 Unit
Health education provides students with the knowledge and skills they need to practice health-enhancing behaviors, avoid health risks and advocate for healthy families and communities. In line with the New York State and national standards for Health, students learn to access and understand health information, assess their own personal levels of health, set and achieve health goals, and make healthy decisions based on sound information. Comprehensive school health education includes instruction in many topic areas including: (1) Nutrition and physical activity (2) Mental health (3) Alcohol, tobacco, and other drugs (4) Intentional and unintentional injury prevention (5) Family life and sexual health (6) Health promotion and disease prevention. Health Education is a one-semester course required for graduation. Grade Level: 10-12; priority given to upper-class students.

## 814 Health and Life Management

1/2 Unit
Health and Life Management is a one-semester elective for juniors and seniors. In this course, students learn how to maximize their personal health and wellness. They have opportunities to explore their own habits, needs, values, goals, and acquire a set of scientifically proven strategies for living a more satisfying, healthy life. Students also research and discuss current issues and events affecting people's health and well-being in the United States and across the globe. Prerequisite: Health Education

## OFF-SITE PROGRAMS

## 821 ELEMENTARY EDUCATION

High school students will have an opportunity to assist teachers in helping elementary pupils with their subjects. High school students will spend one period daily in their assigned classrooms working with students. Arrangements for this course are made in conjunction with the high school counselors, elementary school counselors, and by the elementary building principals. Spaces are limited in the program and the number of spaces may change yearly based on the needs of the elementary schools. High school students should have a strong academic record, good attendance, and no discipline issues. Students interested in this program must indicate to their counselor by June 1 in order to be considered for this program. Locations for this program may be at Clayton Avenue Elementary or Glenwood Elementary Schools. Students interested in the Glenwood site must have permission to drive during period 9 to attend class. Grade Level: 11-12. Preference goes to seniors.


## 8787 YOUTH APPRENTICESHIP PROGRAM

1 Year, up to 2.5 credits
The Youth Apprenticeship Program has programs available to juniors and seniors. There is a competitive hiring/enrollment process that requires an application, recommendations, and a job interview. Program opportunities vary from year to year in the health care, business, communication, law and government fields, education, technology and provide real-world experience in the community. Students will also be enrolled in a 1.0 credit portfolio class through SUNY Broome. Some programs are paid. Students must provide their own transportation to and from this program.

## 8798 NEW VISIONS ACADEMIES (NCAA)

$\qquad$ 1 year, 4 Units
The New Visions Program is designed for college-bound seniors interested in exploring career opportunities before college. Students go through a careful and competitive selection process that evaluates student performance including an application, an essay, and an interview. All students must have a minimum average of 90 to apply. Students begin this process in early February of their junior year. Students must provide their own transportation to and from this program.

These programs are designed for advanced students who have the maturity and independence to leave the high school classroom environment, and focus on college preparation and professional development. Program areas include Health, Engineering, Business, Education, and Law \& Government. Students will also take honors level courses in English (SUNY Broome Fast Forward), Economics, and Public Policy (Syracuse University). In addition to a rigorous academic program, the New Vision curriculum emphasizes independence and organization, preparing students for the transition from high school to college. Grade Level: 12

## 8500-9500 CAREER and TECHNICAL EDUCATION (CTE) 2 Years, 3 Units/Year

The public schools of Broome/Tioga Counties offer career and technical education for $11^{\text {th }}$ and $12^{\text {th }}$ grade students. These 2 -year courses are designed to provide students with the skills, experience and knowledge necessary to become college and career ready. The CTE courses are designed to meet a broad range of interests and abilities. The aims of these courses are:

1. To explore your ability and interest in an occupation.
2. To acquire skills for employment.
3. To appreciate the world of work.
4. To provide practical experience while learning.
5. To provide high school credit.
6. To advance to college with credits earned through articulation programs.

Students enrolled in a career and technical educational program remain regular students in their own high schools where they attend one-half of each school day. They take such subjects as English, social studies, math, science, physical education, and/or other electives, and attend the Career and Technical High School for the other half of the school day. Many CTE students participate in extracurricular and sports activities at their local school. Transportation to the Area Center is provided by the local school. Successful completion of these CTE courses earns credits toward high school graduation at the local high school. All courses are an extension of a local school district's educational program and units of credit are earned with related attendance and participation at BOCES. BOCES course work can be used as a CTE sequence. Several career and technical programs offer the potential for college credits.

| Introductory Courses; expose students | Intermediate Courses; provide career | Advanced Placement Courses; |
| :---: | :---: | :---: |
| to career fields and prepare them for | foundation for students on track to | challenge motivated students on |
| entry-level jobs: | earn Regents Diploma: | track to earn an Advanced Regents |
|  |  | Diploma: |
| Building Trades/ <br> Plumbing Careers $1 \& 2$ <br> Business Management and <br> Computer Careers 1 \& 2 <br> General Automotive Services 1 \& 2 <br> Hospitality Industry Careers $1 \& 2$ <br> Retail/Warehousing Skills 1 \& 2 | Agricultural Science 1 |  |
|  | Animal Science 2 | Manufacturing 1 \& 2 |
|  | Auto Body Repair 1 \& 2 | Auto Technology 1 \& 2 |
|  | Carpentry 1 \& 2 | Criminal Justice 1 \& 2 |
|  | Clean Energy and Battery Storage 1 \& 2 | Health Science 1 \& 2 |
|  | Computer-Aided Design (CAD) | Graphics \& Gaming Design 1 \& 2 |
|  | and 3-D Animation $1 \& 2$ Cosmetology 1 \& 2 | IT Specialist 1 |
|  | Culinary Arts $1 \& 2$ <br> Electricity 1 \& 2 | $\underline{\text { New Visions Academies: }}$ |
|  | Heavy Equipment Repair/ Operation $1 \& 2$ | Business Academy Education Academy |
|  | Masonry 1 \& 2 | Engineering Academy |
|  | Video Production 1 \& 2 | Health Academy |
|  | Welding 1 \& 2 | Law/Government Academy |

Site: Area Center BOCES, Glenwood Rd, Binghamton

## ALTERNATIVE HIGH SCHOOL

1000
1002
1006

## ALTERNATIVE HIGH SCHOOL

Alternative High School is geared towards students who are struggling academically, socially, and emotionally. Class sizes are kept small so that teachers can provide more individual instruction. Course work leads to a Regents High School Diploma and includes career education, employment counseling, and life skills. Parent involvement and the use of community resources are fundamental parts of the program. Upon successful completion, students will receive a Vestal Diploma and are eligible and encouraged to participate in the Vestal High School Graduation events.

Site: Area Center - Evertech 1000
Site: West Learning Center 1002
Site: East Learning Center 1006

1003 (AM)
1018 (PM) HIGH SCHOOL EQUIVALENCY PROGRAM (GED)
This program prepares students ages 16-21 to take and pass the GED High School Equivalency exam. It is designed for students who are at-risk for not completing the requirements for a high school diploma. The program is $1 / 2$ day and may be taken with a BOCES CTE program at the same time.


