

## **FOREWORD**

The Counseling Center presents the Curriculum Guide to give you a general picture of the subjects and courses offered at Caledonia-Mumford Central School.

### **Your Four Year High School Plan**

- Is the plan you are considering going to fit your values, abilities, needs, and interests?
- Will your high school courses prepare you for the college courses you want?
- Will your high school courses prepare you for the work place of the future?

It is important that you understand which courses are “required”, which courses make up a “sequence”, and which courses are “electives”. Will you pursue a Regents diploma or an Advanced Regents diploma? Are you taking as challenging a course of study as possible? These are just a few of student/parent concerns that this guide addresses.

If you do not know what you want to do after high school, now is the time to start thinking about it. Think about which school subjects interest you the most and then find out what broad fields of work are related to those subjects. Spend some time in the Counseling Center and the Library reading the books, pamphlets, catalogs, using computer programs and/or the internet for educational and occupational opportunities beyond high school. As you find out more about yourself and what you want to do, it is quite possible that your goals will change. Therefore, it is important that you get a broad enough educational foundation so that you can make new plans with a minimum loss of time. Choose subjects that best fit your values, abilities, needs, and interests, and not just because your friends are taking them – or because your older sister or brother took them. Regardless of which course you choose, you must use your study periods wisely and do homework regularly to get the personal satisfaction that comes with doing your best.

Your counselor, principal, and all of your teachers are concerned with trying to help all of you achieve your best possible development. They can help you make plans for your future, assist you in selecting courses that fit into those plans, and guide you in working through some of your personal problems. They are eager to have your program benefit you now and in the days to come. Let this be the year to do some serious thinking about your educational and vocational plans. It will pay off!

## **HONOR SOCIETY**

Juniors who have an 85% cumulative GPA in September are eligible to be considered for National Honor Society. The second step is to complete an information form, ask two teachers to be references and write a personal essay about character. As a final step, eligible juniors are rated by the entire faculty on character, service and leadership.

Juniors not chosen have another opportunity in the Fall semester of their senior year.

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## **GRADE PROMOTION REQUIREMENTS**

Final averages for each course are computed by adding the four marking period grades, the final exam, and dividing by 5. The final exam counts as 1/5 of all final averages. All credited courses are included for ranking and GPA.

Students need 5 units of credit to be considered a Sophomore.

Students need 10 units of credit to be considered a Junior.

## GOING TO COLLEGE

Students should take a heavy concentration of academic courses as a strong foundation for college.

1. Admission requirements in colleges vary and, in fact, vary in different programs within any one college. It is advisable to check college catalogs for admission requirements before choosing a high school program. However, in general, if you are considering a four year college program, you should include as many of the academic subjects listed below as possible.

4 units of English (required for high school diploma)  
4 units of Social Studies (required for high school diploma)  
3 to 5 units of Mathematics  
3 to 5 units of Science  
2 to 4 units of Foreign Language  
1 to 4 units of Art/Music

In addition –

Elective courses in Business and Technology and other appropriate areas will prepare students with interests in special programs.

2. Attendance at the Career and Tech Center in the junior and senior year does not prevent a student from going to college. However, it may limit the amount of time available for elective subjects.
3. Students, during their junior and senior years, should take the Scholastic Aptitude Test (SAT) and/or the American College Test (ACT) as required by various colleges for admission. Very often, the retake in the senior year results in a substantial improvement in the test scores. Some colleges will also require SAT II Tests which are given in specific subjects. Check admissions requirements to see if they will be necessary, and take the exam as soon as you finish the course to get the highest grade while you have the material fresh in your mind.

## DECISION-MAKING PROCESS

In order to make the best decision regarding a high school program, the following steps should be taken:

- STEP 1 -- Gather information – graduation requirements, courses offered, and direction of each curriculum.
- STEP 2 -- Look at yourself – your abilities, interests, values, and personality.
- STEP 3 -- Consider the outcome of each curriculum choice.
- STEP 4 -- Choose a particular program.
- STEP 5 -- Evaluate the outcome of this selection. Is this the most desirable choice in terms of what you want to do with your future? Is this a selection that is most compatible with your interests and abilities? Is this a selection you are likely to succeed in?

Remember that a good curriculum choice is one –

- 1) which you are willing to assume personal responsibility for,
- 2) which is consistent with your desires for the future and for now,
- 3) which, with effort, has a high probability of success for you.

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NOTE: COURSE DESCRIPTIONS ON THE FOLLOWING PAGES ARE FOR THOSE COURSES CURRENTLY AVAILABLE. YOU SHOULD BE AWARE THAT THERE MIGHT BE SOME CHANGES, EITHER OMISSIONS OR ADDITIONS, DURING YOUR 4 YEARS IN HIGH SCHOOL.

\*\*\*\*\* 2 pages insert\*\*\*\*\*

# ENGLISH COURSE DESCRIPTIONS

## ENGLISH 9R

Grade Recommended: 9

Ninth grade regents English formally introduces students to Shakespeare, Poe, and Dickens. It is at this level that the rudiments of college level writing are introduced. The critical, expository, and descriptive essays are stressed. Listening skills, word study, comprehensive and analytical skills, library science, and analogous reading are emphasized. Students are required to do a research paper. Also, introducing students to the requirements of the NY State Regents Comprehensive Examination is begun in this course.

(1 credit)

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## ENGLISH 10R

Grade Recommended: 10

This course focuses on reading comprehension and expository writing, including effective note-taking and analysis of literature. Listening skills, discussion skills, and vocabulary development are also emphasized. Several novels, poems, plays, and non-fiction pieces are used as an introduction to the concept of literary criticism. Julius Caesar and To Kill a Mockingbird are among the models. A research paper, written in conjunction with another discipline, is required. Practice writing the NY State Regents Comprehensive Examination is continued.

(1 credit)

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## ENGLISH 11R

Grade Recommended: 11

This course is in part a preparation for the New York State Regents Comprehensive Examination in English, a six hour test which emphasizes note-taking, listening comprehension, reading comprehension, technical writing and analytical writing based on literature. Improvement of vocabulary and critical thinking skills are stressed. The course focuses on American literature and includes nonfiction, prose and poetry. The Shakespearean play Macbeth and four American works, The Crucible, The Narrative of the Life of Frederick Douglass, Of Mice and Men, and The Great Gatsby, are included.

(1 credit)

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## ENGLISH 11AR

Grade Recommended: 11

This course is in part a preparation for the New York State Regents Comprehensive Examination and in part a preparation for the Advanced Placement English 12<sup>th</sup> grade exam. Literary analysis of both prose and poetry and critical thinking skills are stressed through close reading techniques and reader response. Two books must be read over the summer. The course essentially concentrates on American literature and includes in its content: The Scarlet Letter, The Adventures of Huckleberry Finn, The Catcher in the Rye and The Great Gatsby, along with Shakespeare's Macbeth.

(1 credit)

ENGLISH 12

Grade Recommended: 12

This course includes a survey of English Literature. A memory book and a research paper are assigned. A reading analysis of Hamlet is included as well as literature such as Frankenstein, 1984, The Count of Monte Cristo and Animal Farm. Written assignments range from creative writing to literary based critical analysis and includes learning writing techniques and grammar. Real world skills are emphasized through interview skills, business applications, critical analysis of current issues, as well as a focus on commonly read short stories to give students a broader base as graduating seniors.

(1 credit)



ADVANCED PLACEMENT ENGLISH

Grade Recommended: 12

AP English is a college level course for which students may receive AP college credit. Teacher recommendation is required to take this course. In addition, two major works of literature must be read over the summer. Close reading, poetic analysis and interpretative writing about literature are emphasized. Students will take the Advanced Placement Examination in Literature in May.

(1 credit)



CREATIVE WRITING

Grade Recommended: 11 &12

This course explores many types of creative writing including journal writing, poetry, and short story. Students' writing is read, shared and analyzed through modeling and peer critiquing. Students are encouraged to develop their own voice as a writer. A portfolio approach to writing is a major component of the course.

(1/2 credit)



PUBLIC SPEAKING

Grade Recommended: 11 & 12

Public Speaking requires the organization and delivery of many types of speeches, from personal to informative and persuasive. Training in voice, posture, breathing, enunciation, poise, gestures and volume is stressed. Listening skills are emphasized. Improvisation, role playing and impromptu are also components of the course.

(1/2 credit)



FIRST YEAR EXPERIENCE

Grade Recommended: 12

The transition from high school to college involves complex experiences for which few students are totally prepared. This course is designed to assist students in adjusting to college and the various expectations and obligations of college life. This college-level class presents techniques that help students cope successfully with the demands of the first year in collage, enlarges the students' awareness of self with respect to academic and personal goals, ad assists each person to gain the necessary skills to succeed in college.

( 1 credit, 3 GCC credits)

## SOCIAL STUDIES COURSE DESCRIPTIONS

### GLOBAL HISTORY & GEOGRAPHY - Grades 9 and 10

The Global History and Geography core curriculum is designed to focus on the five social studies standards, common themes that recur across time and place, and eight historical units. This curriculum provides students with an opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skill of history and the social science disciplines. Grade 9 will cover the first four units, Grade 10, the final four. The Regents examination, given at the end of the 10<sup>th</sup> year, will be based on the content, concepts, and themes in global history and geography covered in both grade levels.

(1 credit each year)

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### WORLD HISTORY 9AR & WORLD HISTORY 10AP

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

This is a two-year course that requires the student to take both World History 9AR and World History 10AP. Students will take the AP exam in World History as well as the NYS Regents exam in Global History and Geography.

(1 credit each year)

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SOCIAL STUDIES 11R – (United States History & Government)

Social Studies 11 is a chronologically organized course in United States History. The emphasis in this course is on the United States as an industrial & democratic nation. United States history is the history of a great experiment in representative democracy. The basic principles and core values expressed in the Declaration of Independence became the guiding ideas for our nation’s civic culture. United States history since the Declaration of Independence has witnessed continued efforts to apply these principles and values to all people. Constitutional and legal issues are developed as well as issues of international involvement. A NYS Regents Exam is taken at the end of this course.

(1 credit)



AP U.S. HISTORY

The History Department offers a course and exam in AP United States History to qualified students who wish to complete studies in high school equivalent to an introductory college course in U.S. History. This is designed as a full year American History course including topics ranging from Pre-Columbian N. America to contemporary times. The course is set up to provide students with analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials-their relevance to a given interpretive problem, reliability, and importance-and to weigh the evidence and interpretations represented in historical scholarship. The AP U.S. History course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

(1 credit)



ECONOMICS – Grade 12

The primary purpose of this senior year course is to provide students with economic knowledge, skills, and abilities that will enable them to function as economically literate citizens in a global economy. Although not designed to be a course in consumer economics, the course does provide a unique opportunity for students to combine knowledge of theoretical economic concepts and principles with practical, real-life economic decision-making.

(1/2 credit)



PARTICIPATION IN GOVERNMENT - Grade 12

The primary purpose of this senior year course is to facilitate and encourage the development of civic minded individuals capable of effectively fulfilling the “office of citizen.” After an introductory look at the responsibilities and rights of the citizen, the course will focus on ways that the student can get involved and actively participate in their democracy. The course is also designed to engage students in the analysis of public policy issues on the local, state, and national level. Activities promoted include: attending local government meetings, participation in community-based service projects, and speaking with local government officials.

(1/2 credit)



PSYCHOLOGY – PSY 101

Grade Recommended: 12

This course introduces the scientific study of human and animal behavior. Topics include scientific methodology, learning theory, personality theories of human development, psychological disorders, and their treatment. This course also has a strong emphasis on the brain science behind human behavior. A background in Biology would be useful. This course is best taken by highly motivated students who possess the ability to write well. There is a research paper, and book critique incorporated into this course.

(1/2 credit, 3 college credits)

SOCIOLOGY – SOC 101

Grade Recommended: 12

This course is a study of the major factors affecting the structure and functioning of group life. Emphasis will be placed on: methods of research, deviant behavior, the American Education system, the family, poverty, economic decision making, and social change. This is a course that will make you critically think, and re-examine the world around you, through a scientific approach. This course is best taken by highly motivated students who possess the ability to write well. There is a major research paper completed in this course.

(1/2 credit, 3 college credits)



ADVANCED PLACEMENT ECONOMICS

Grade Recommended: 12

AP Economics is a college level course which involves advanced study in Economics. The 30-week course prepares student s to take both the AP Microeconomics and AP Macroeconomics exams given by the College Board in May. Students can potentially receive college credit and/or advanced college placement as a result of the course. In addition to exploring basic economic concepts and theories, students will participate in a national competition sponsored by the Federal Reserve Board known as the FED Challenge. The course should give students a good preview of the rigorous nature of a demanding college course.

(1 1/2 credits)

## MATHEMATICS COURSE DESCRIPTIONS

Course descriptions for Mathematics may change due to new State regulations that are yet to be determined.

### INTEGRATED ALGEBRA

Grade Recommended: 9

Integrated Algebra will be required for freshmen. The course will develop skills and a variety of problem solving techniques. These techniques will include functions (linear, quadratic, absolute value, and exponential), coordinate geometry, systems of equations, statistics and data analysis, right angle trigonometry, and probability of independent, dependent and mutually exclusive events. The course will end with a regents examination required for graduation.

(1 credit)

### INTEGRATED ALGEBRA – EXTENDED

This course consists of the same material as Integrated Algebra, but is covered over the span of 2 semesters.

(2 credits)

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### GEOMETRY

Geometry will be required for student who took Integrated Algebra and are pursuing a Regents Diploma with Advanced Designation. The course will require students to do both formal and informal proofs justifying geometric relationships. These relationships include coordinate geometry, triangles, quadrilaterals, circles, transformations, and constructions. The course will end in a NYS Regents examination.

Prerequisite: Integrated Algebra

(1 credit)

### GEOMETRY EXTENDED

This course consists of the same material as Geometry, but is covered in a span of 2 semesters. Students entering this course should have previously taken Algebra Extended or should have teacher recommendation.

(1 credit per semester)

### ALGEBRA 2 AND TRIGONOMETRY

Grade Recommended: 11

The topics for Algebra 2 and Trigonometry are similar to the topics for Integrated Algebra and Geometry. The depth of coverage of the topics is greater than the previous two courses. Algebra of higher degree equations is covered in more detail and applied to geometry and trigonometry. Exponential equations and logarithms are covered along with complex numbers and polar coordinates. The use of geometry, algebra and trigonometry are emphasized using the triangle and circle. The student will take the State Algebra 2 and Trigonometry Regents exam at completion of this course.

(1 credit)

## MATH 11L

This course has the same description as above with greater emphasis on Rational expressions. This course also fulfills the 3<sup>rd</sup> year requirement for graduation. This course does not prepare the student to advance directly to Pre-Calculus, and therefore is recommended for students who do not wish to take the Algebra 2 and Trigonometry exam.

(1 credit)

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## PRE-CALCULUS

Grade Recommended: 11 or 12

This course is designed to prepare advanced Math students for Calculus. Topics covered include Functions, Quadratics, Logarithmic and Exponential Functions, Trigonometry, analytic Trigonometry, Systems of Equations, Synthetic Substitution and Division, Sequences and Probability.

Prerequisite: Algebra 2 and Trigonometry

(1 credit)

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## CALCULUS

Grade Recommended: 12

This is a college level course in which students can earn four college credits through GCC. The course deals with the study of functions of a single variable. Specifically, we will study the concepts of limits, continuity, differentiation, anti-differentiation, and also look at how we can apply these concepts to solve problems of various types.

Prerequisites: Pre-Calculus, above average math ability, and strong motivation.

(1 credit, 4 college credits)

## SCIENCE COURSE DESCRIPTIONS

### EARTH SCIENCE – Regents

Grade Recommended: 9-12

Earth Science involves the study of planet Earth, its changing systems and its setting in space. Areas of study include geology (rocks and minerals, crustal movements, surface processes), meteorology (weather and climate), and astronomy. This course may be used toward the physical science credits needed for graduation. The final exam is the NYS Regents exam for Earth Science. To take this exam, the student must satisfactorily complete the state lab time requirement of at least 1200 minutes.

(1 credit)

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### LIVING ENVIRONMENT (BIOLOGY) – Regents

Grades Recommended: 9-12

This course in the living environment is designed to provide a broad general understanding of the fundamental principles of biology and the living environment. Topics included are: scientific inquiry and skills, similarities/differences among living organisms, homeostasis, reproduction and development, evolution, ecology and genetic continuity. Includes 1200 lab minutes.

(1 credit)

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### ADVANCED BIOLOGY (GCC Bio 102)

Grades Recommended: 11-12

This course presents concepts of human anatomy and physiology and related topics. The course material will include scientific inquiry, cell, tissue and organ structure, the human body systems and their physiological interactions. Homeostatic relationships and diseases will also be discussed. This course includes approximately 1400 lab minutes, field trip to U of R Life Sciences Center, and research projects.

Prerequisite: Passing Chemistry at Regents level

(1 credit/3 college credits)

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### ENVIRONMENTAL SCIENCE

Grade Recommended: 11-12

This course is designed for in-depth study of environmental concepts. Students examine the impact of humans on the air, water, soil, and life on the planet. Topics include ecosystems, pollution, land management, and biodiversity as they relate to local, “real-world” situations. The course will have a strong lab focus and an emphasis will be placed on local environmental concerns.

PREREQUISITE: Earth Science and Regent’s Biology

(1 credit)

Regents Chemistry is a rigorous mathematical course on the fundamentals of chemistry. Students should have completed Integrated Algebra and should be concurrently taking Geometry. Topics covered include matter and energy, atomic structure, chemical bonding, the periodic table, stoichiometry, kinetics and equilibrium, acids and bases, redox reactions and electrochemistry, organic chemistry. The objective of this course is to give students a broad based introduction to chemistry which can be applied to further study in science and can help students understand chemistry in the world around them.

Laboratory assignments will coincide with lecture material. All Students must successfully complete 1200 minutes of labs in order to take the Regents exam. Students must be motivated and responsible for completing both class and lab work. Chemistry is a challenging course.

(1 credit)

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PHYSICS 121 (GCC)

A college level course that is an algebra/trigonometry based introduction to physics. Topics include; mechanics (Newton's laws, 1 & 2 dimensional motion, rotational motion and statics), heat, thermodynamics and special relativity. This course is designed to be transferable for majors in the medical and science fields. Physics majors and engineering students will benefit from the course but it may not readily transfer into their majors. There is a lab component and college prepared final exam for this course.

(4 college credits)

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PHYSICS 122 (GCC)

This course has the same basis as PHY 121. Topics will include; electricity (Coulomb's law, circuits), magnetic fields, sound, waves motion, optics and atomic/nuclear physics.

(4 college credits)

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EXERCISE PHYSIOLOGY

This course will present a basic overview of the principles of Exercise Physiology/Athletic Training for our students. A significant portion of the course will be taught in a lab type setting where the students can learn hands-on. Students will be introduced to the basic knowledge and skills that an Athletic Trainer would possess. These skills and knowledge include: basic anatomy, athletic taping, how to prevent injuries, how to evaluate injuries, how to treat injuries, and testing muscular function. Students will also be exposed to the abilities and information that an Exercise Physiologist would have.

(1 credit)

## BUSINESS COURSE DESCRIPTIONS

### INTRODUCTION TO OCCUPATIONS (BUSINESS)/BUSINESS COMMUNICATIONS

Grade Recommended: 9-12

This course is designed to introduce students to the world of work. Students begin the course by completing self-assessments and identifying their occupational goals. After developing an individual career plan, students will prepare for entering the workforce by going through the job-seeking process. The course also deals with topics related to personal resource management. Topics include basic economics, budgeting, banking/credit, insurance and paying taxes.

The business communications unit will provide students with an opportunity to improve their communication skills essential to effective job performance. Topics discussed include nonverbal communication, listening skills, writing skills, and presentation skills.

(1 credit)

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### WORD PROCESSING/COMPUTER APPLICATIONS (Business)

Grade Recommended: 9-12

This course is required of all business majors. Students will *review* the “touch” typing method as an introduction to Word Processing. All students will set individual goals to improve their speed and accuracy while using proper fingering and techniques. After students complete the keyboard review unit, they will learn how to format various types of business documents using Microsoft Word.

Examples of documents they will format include business letters, personal business letter, memos, tables, etc. They will begin using the drawing and picture tools to format letterheads.

Students may obtain college credit for Keyboarding. (1/2 credit/3 College Credits)

Computer Applications is designed to give students an introduction to up-to-date hardware and software applications. In addition to learning proper internet search techniques, students will work on a variety of computer related projects. They will use the Microsoft Office programs to produce spreadsheets and graphs, databases, and multimedia presentations. Desktop publishing software, such as Microsoft Publisher, will also be used to produce a variety of projects. Students will also have a brief introduction to digital imagery. They will learn how to enhance their projects using digital images.

Students may obtain college credit for Intro. to Computers. (1/2 credit/3 College Credits)

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## COMPUTING FOR COLLEGE

Grade Recommended: 11-12

This course will prepare students for computing at the college level using current technologies. Part of the course will be devoted to using some of the advanced features of common desktop applications such as Word, Excel, and Access. Other topics for discussions will include the changing trends in the use of the World Wide Web (Web 2.0). Examples include Podcasts, Blogs, Wikis, Ning, Jing, Twitter and more! Students will also develop varied search techniques using Google's Search Tools (would you believe there are over 15+ different "tools" that will help you search for information on Google??!!). Lastly, students will examine helpful Google tools including Google Desktop, Google Notebook, Sketchup, Docs, Labs, Maps, Calendar, Translate and more!

Prerequisite: Word Processing/Computer Applications

Students may obtain college credit for this course (MicroComputer Appl.) (1 credit/3 college credits)

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## DESKTOP PUBLISHING/WEB PAGE DEVELOPMENT

Grade Recommended: 11-12

Today's business organizations utilize current hardware and software applications for publishing purposes. Students will become familiar with several software applications used for desktop publishing including Microsoft Word and Microsoft Publisher. They will develop the skills necessary to produce a variety of professional-looking publications including flyers, brochures, business cards, forms, programs, and newsletters to name a few. The student should have strong keyboarding skills and a general understanding of Microsoft Word.

(1/2 credit)

Web Page Development is an exciting field in which to work today!! A lot of positions are being created in the area of web page development. This course will offer students a very basic understanding of HTML (HyperText Markup Language). It is the most common language used today in the development of world wide web pages. There will be a strong emphasis on web page *design* in this class. In addition to learning HTML, students will design their web pages using two different software programs: FrontPage 2000 and Macromedia Dreamweaver.

(1/2 credit)

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## DIGITAL PHOTOGRAPHY AND COMPUTER GRAPHICS

Grades Recommended 10-12

Everyone loves taking pictures! Students taking this class will learn the fundamental skills in digital photography. Emphasis will be placed on photo composition. Students will learn how to use a variety of features found on today's digital cameras. Units will include nature photography, macro photography, portrait photography, still life photography, and landscape photography. In addition, students will explore various photography careers. Photo editing software called Photoshop Elements will be used to edit, enhance, and manipulate images to create artistic effects.

Students are encouraged to bring their own digital cameras.

No prerequisite

(1 credit)

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## COLLEGE CREDIT ACCOUNTING

Grades Recommended 11-12

Accounting 101 through Genesee Community College. This course covers specialized topics such as Uncollectible accounts, the handling of plant assets, promissory notes, deferrals and accruals, and control systems. Students will also become familiar with computer software used in the accounting profession. This course is recommended for students that expect to pursue a career in accounting upon graduation. It is also recommended for students that anticipate advanced studies in accounting or business administration at the college level.

(1 credit)

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## PERSONAL FINANCE

Grades Recommended: 11-12

This course covers money management topics such as employee benefits, budgeting, banking, and income taxes. Financial security topics would cover saving for the future, risk management and insurance, investing in stocks, mutual funds and bonds. Credit management would include an extensive study on the topic of buying on credit and the cost of credit.

Students will compute payroll deductions and net pay; identify both optional and required employee benefits; prepare personal budgets; prepare checks, deposit slips, checkbook registers, and bank reconciliation statements; and discuss banking services. The use of banking services, investment options, and the income tax procedure will also be discussed. Students will identify principles of risk management; understand insurance terminology for home, auto, and property, describe the history of credit; explain the concept of creditworthiness; compute the cost of credit as well as methods of reducing credit costs.

(1 credit)

## BUSINESS LAW – GCC BUS 205

Grades Recommended: 12

This is a GCC college credit course. This course is a study of the legal principles encountered in everyday business transactions. Areas are contract laws, law of sales and negotiable instruments, law of agency, bailments, insurance, property, and business organization. Also covered: state and federal court systems, law on torts, crimes, rights, wills, and estates. This course is recommended for students that expect to pursue a career in accounting upon graduation. It is also recommended for students that anticipate advanced studies in accounting or business administration at the college level.

(1 credit/3 college credits)

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## VIRTUAL ENTERPRISE

Grade Recommended: 11-12

A Virtual Enterprise is a simulated business that is set up and run by students to prepare them for working in a real business environment. With the guidance of a teacher (consultant), the students determine the nature of their business, its products and services, its management and structure, and engage in the daily operations of running a business. Emphasis is placed on using current business software, communication (e-mail, fax machines) and the Internet for business transactions. Students will participate in trade fairs and business plan competitions that are planned for both 1<sup>st</sup> and 2<sup>nd</sup> semesters. This is a one-semester course, but the hope is that the students will continue on during flex in the 2<sup>nd</sup> semester to prepare for the spring competition. (GCC name is Intro. To Business 101).

(1 credit/3 college credits)

### GENERAL EDUCATION WORK EXPERIENCE PROGRAM (CO-OP)

A program for Junior and Senior students, consisting of 150 to 600 of paid, school-supervised work experience, supported by at least one period per week of related in-school instruction/counseling. Students may earn ½ to 2 units of local elective credit towards graduation.

Early Release/Late Arrival can be arranged.

### BUSINESS MAJORS

#### **A 5-Unit Sequence must include**

Introduction to Occupations/Business Communications (1 credit)

PLUS

4 additional Business Credits

## LANGUAGE COURSE DESCRIPTIONS

### SPANISH I OR FRENCH I

Grade Recommended: 7 & 8

This course is designed to introduce the student to the Spanish/French language and culture. The communicative skills of socializing, providing and obtaining information and expressing personal feelings are developed through class instruction, group activities and homework. This course begins in grade 7 and continues through grade 8. Students take the NY State Proficiency Examination at the end of this course.

(1 credit)

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### FRENCH I

Grade Recommended: 9

This course is designed to fulfill the LOTE (language other than English) credit requirement for graduation for students who did not successfully complete the Middle School LOTE sequence or for students who have no previous LOTE experience. Classes are conducted primarily in English and the topics studied follow those of the Middle School sequence.

(1 credit)

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### SPANISH II OR FRENCH II

Grade Recommended: 9

This course further develops the skills of listening, speaking, reading, and writing learned in Spanish I/French I and seeks an expansion and extension of comprehension and speaking abilities. Study of grammatical structures, vocabulary and culture is intensified through class instruction, group activities and homework.

PREREQUISITE: French I/Spanish I and passing of the NY State Proficiency Exam.

(1 credit)

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### SPANISH III OR FRENCH III

Grade Recommended: 10

The goals of this course are to continue the study of grammar, to perfect the oral-aural skills and to emphasize written expression. The course is taught almost completely in the target language. It is at the end of this year that the Comprehensive Regents Exam in Foreign Language is taken. The exam is comprised of speaking, listening, reading & writing sections. This course strengthens the skills necessary to prepare the student for this exam.

PREREQUISITE: French II/Spanish II

(1 credit)

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This elective is a 200 level college credit course. It is designed to put to use all of the skills learned and developed in the previous 3 years of Spanish study. Classes are conducted almost entirely in the targeted language, thereby strengthening skills in speaking and listening comprehension. Students are introduced to literature, literary period and genres (poetry, short story, novel, etc.). Specialized projects may include the study of native cuisine, creative writing, sports reports, etc. The goal is to apply what is learned in the classroom with practical usage in everyday life.

PREREQUISITE: French III/Spanish III

(1 credit/3 college credits)



**HEALTH COURSE DESCRIPTION**

HEALTH

Grade Recommended: 10

The Health of Adolescents is a special concern. Decisions teenagers make at this time in their lives are known to have long-lasting effects. Knowledge gained in Health Education affects attitudes and, consequently, behavior.

Health Education class will provide factual, current content. The class focuses on the relationship that exists among physical, mental, and social health. Students will learn that their decisions affect all areas of health. They will discover that the decisions they make can promote their health and their enjoyment of life now and in the future. Healthy decisions help students feel good about themselves, feel comfortable with others and cope with the challenges of life. Healthy decisions help students choose and build positive relationships.

Throughout the Health Education course at Cal-Mum, students will be provided many opportunities to apply their understanding of health knowledge. By incorporating decision-making skills, they will learn and practice ways to make healthy choices. They will learn how taking responsibility for their own health has positive effects, not only for them, but also for others around them.

Today's youth face many issues. They are impacted by the media, influenced by peers and they are trying to establish an identity. Social, cultural and economic differences exist in every community. It is our goal to help students better understand the community in which they live. We discuss many of these issues in Health class. We believe that engaging students in community service projects will help them grow as a person.

(1 credit)



DRIVER EDUCATION COURSE DESCRIPTION

DRIVER EDUCATION

Grade Recommended: See below\*

Driver Education includes those learning experiences provided by the school to help the learner use the motor vehicle safely and efficiently. It's objective is to develop social responsibility, develop pride in high standards of performance, promote safe, efficient, and enjoyable use of the car, develop a habit of cooperation and prepare for useful vocations.

Emphasis in the classroom will include chapter assignments and tests, lecture, notebook organization, insurance project, research paper and final exam.

In-Car lessons include under the hood maintenance, driving in residential areas, rural back roads, rural highways, expressways, traffic light awareness, backing, parallel parking, hill parking and 3-point turns.

(1/2 credit)

\*The student must be 16 years of age. Seniors will be registered first, and then the oldest juniors. Date-of-birth will be the deciding factor for students in lower grades. Students must have a Learner's Permit or a Driver's License. The availability of this course to every student is uncertain due to scheduling considerations.

MUSIC PROGRAM DESCRIPTIONS

CONCERT CHORUS

Grades Recommended: 9-12

Concert Chorus is a singing ensemble open to all students in grades 9 through 12. The Chorus performs many kinds of music from Classical to Popular and rehearses on an every other day basis. Students study and perform music, as well as learn proper vocal technique and blended ensemble singing. The Chorus gives regular public performances and makes field trips to enhance the musical experience.

(1 credit)

\*For the purpose of individual enrichment and remediation, pull out vocal training will be made available on an as needed basis.

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WOMEN'S ENSEMBLE

This singing group is open to female students based on interest and group balance. Regular performances are scheduled throughout the school year.

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SENIOR BAND

Grades Recommended: 9-12

Senior Band is open to all students who have proven sufficient musical ability to handle the material that this band performs. Band members must be enrolled in a weekly lesson schedule. Performance opportunities include school and community concerts, competition festivals, exchange concert programs, and field excursions.

Band members must attend all rehearsals and all concerts. Students play supplemental material in their lessons to improve their competence and eligibility to perform with the band in the concert. All members must maintain standards of excellence required to remain in the senior band.

Marching is an integral part of the band program. Required performances include the opening day of Little League season, the local Memorial Day Parade and the Roberts Wesleyan Homecoming Parade. All rehearsals are after school and are schedule four to five weeks before our first performance.

(1 credit)

JAZZ BAND

Grades Recommended: 9-12

Jazz Ensemble is open to all students who are interested. Performances include school concerts and community concerts. Rehearsals are held once a week in the mornings before school starting at 7:00 a.m. through 7:30 a.m. with extra rehearsals assigned as needed. This is an extra-curricular course with bonus points available for Band students who participate.



MUSIC IN OUR LIVES\*

Grades Recommended: 9-12

This course is for non-music students who are in need of an Arts Credit to meet the graduation requirement. It will deal with music and its role in our lives. It is an active study of how music explains who we are as human beings and how we express ourselves through music. Students will be exposed to music of all different varieties and styles and will work on listening, performance, composition, history, expression, and appreciation of each style through a combination of study and hands on activities.

(1 credit)



MUSIC APPRECIATION\*

Grades Recommended: 9-12

This is a course for music students. It will enable students to gain an understanding of music's timeless and universal appeal to the human race. By acquiring the ability to analyze, evaluate, and listen critically, students will develop a broad cultural and historical perspective of all styles of music. (Pre-requisite: Chorus or Band)

(1 credit)



MUSIC THEORY\*

Grades Recommended: 9-12

This is a course for music students. It will enable students to understand how music is composed and constructed. Students will engage in a variety of written, listening, and ear training activities, as well as, a computer component included in the course.

(Pre-requisite: Chorus or Band)

(1 credit)



This course is for any student in grades 9-12 interested in musical theater. The study of all types of musical theater will be included. The course will focus on Opera, Operetta, Broadway, and Ballet. Study of individual shows as well as some history of the theater, acting, and analysis will also be included.

(Pre-requisite: Chorus, Band or Musical)

(1 credit)

\*These courses are not offered every year. Offerings may be alternated with one another or based on student interest

## **ART COURSE DESCRIPTIONS**

(Grades Recommended: 9 through 12)

### **BASIC ART STUDIO**

State required basic art course for high school students. This basic course, usually taken freshman year is a pre-requisite for all following courses. This course consists of basic media and techniques, including appreciation and through various processes encourages higher order thinking skills and problem solving.

(1 credit)



### **DRAWING AND PAINTING**

Process of creating an image on a surface with tools in a visual language, which communicates ideas across cultures. Medias covered include pencil, charcoal, pastels, inks, acrylics and watercolor. The gray scale and value scale is used in order to produce visual depth in their work. Topics range from picture perfect realism to free movement abstract. Critiques and portfolios are required.

PREREQUISITE: Basic Art Studio

(1 credit)



### **GRAPHIC ART**

Commercial design as viewed everyday in product and advertising. What makes a product attractive enough to be purchased? Approaches to posters, package, children literature design and accompanying advertising campaign, paste up, lettering, storyboards and their computer generated options. Critiques and portfolios are required.

PREREQUISITE: Basic Art Studio

(1 credit)



## PHOTOGRAPHY

Course consists of the basics for primarily Analog photography but will include intertwining of the Digital format. You will learn the basic usage of film loading, lenses, f-stops, focus, shutter speed, filters and the capabilities of black and white film developing and printing. Many techniques are explored and weekly assignments dealing with local school activities help in supporting our yearbook.

Student must be an independent, self-motivated learner willing to practice their craft in order to improve. **Student is responsible to have their own 35mm camera, (not point and shoot type) and the purchase of their black and white film.** Allocated printing paper and necessary chemicals are provided to cover assignments. Critiques and final portfolios are required.

(1 credit)

## PORTFOLIO

Designed mainly for the seniors who will need a portfolio for college entrance or as a minor option. Each student's individual work will be critiqued and evaluated at the beginning of the course and a contract will be set up to what is further needed to complete a full portfolio. Student will take part in class critiques of their work and be encouraged to participate in college sponsored portfolio reviews. A complete portfolio and a CD depicting that portfolio will be the desired final outcome. Grade will be based on completion of individual contract.

PREREQUISITE: Basic Art Studio, Drawing & Painting, and Graphic Art (1credit)

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## TECHNOLOGY EDUCATION

**The Technology Education curriculum is an exciting, hands-on, activity-based program of study. All tech courses integrate Math & Science to solve various problems or activities. Problem solving, creative thinking and decision making are encouraged and fostered. After a semester of exploring Technology in Middle School, all High School students have the opportunity to enroll in several Technology Education Courses at the High School Level.**

### 5 Unit Technology Sequence

High School Courses Include:

Introduction to Occupations

Production Systems

PLUS any 4 credits below

Introduction to Engineering Design	1cr
Computer Integrated Manufacturing	1cr
Digital Electronics	1cr
Principles of Engineering	1cr
Engineering Design and Development	1cr
Technical Drawing & Computer Aided Design	1cr
Architectural Drawing	1cr
Product Research and Development	½ cr
Transportation System	½ cr

**In the world that is rapidly changing, Technological Literacy is incredibly important. Technology Education helps students become better informed consumers and users of new technological tools and machines. Technology courses can give an important head start toward educational and professional goals.**

# What is Project Lead the Way (PLTW)

Project Lead The Way Inc. (PLTW) is a national program forming partnerships among Public Schools, Higher Education Institutions and the Private Sector to increase the quantity and quality of engineers and engineering technologists graduating from our education system. PLTW is now offered in over 42 states and the District of Columbia.

PLTW has developed a four year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college.

The courses we offer are:

- Introduction to Engineering Design
- Digital Electronics
- Principles of Engineering
- Computer Integrated Manufacturing
- Engineering Design and Development

Introduction at this level will attract more students to engineering, and will allow students, while still in high school, to determine if engineering is the career they desire. Students participating in PLTW courses are better prepared for college engineering programs and more likely to be successful, thus reducing the attrition rate in these college programs, which currently exceeds 50% nationally.

A critical component of the Project Lead The Way program is its comprehensive teacher training model. The curriculum these teachers are required to teach utilizes cutting edge technology and software requiring specialized training. Ongoing training supports the teachers as they implement the program and provides for continuous improvement of skills.

College Credit for  
**Technology Courses**

PLTW COURSES

COST \$200 FOR 4-QUARTER CREDITS (COST FOR COURSE AT RIT WOULD BE \$1800)

ELIGIBLE COURSES INTRODUCTION TO ENGINEERING DESIGN, COMPUTER-INTEGRATED MANUFACTURING, DIGITAL ELECTRONICS, PRINCIPLES OF ENGINEERING & ENGINEERING DESIGN & DEVELOPMENT

STUDENT ELIGIBILITY MAINTAIN AT LEAST AN 85% COURSE AVERAGE  
SCORE 70 OR BETTER ON COLLEGE CREDIT EXAM

CREDIT REGISTRATION STUDENTS APPLY AND PAY FOR CREDIT:

- AFTER THEY TAKE COLLEGE CREDIT EXAM AND KNOW THEIR GRADE
- BY DEC. 31 OF THE YEAR THEY TAKE THE EXAM

GRADES & TRANSCRIPTS GRADE REPORTS (AND TRANSCRIPTS IF REQUESTED) ARE ISSUED AT THE END OF THE RIT QUARTER IN WHICH THE STUDENT REGISTERS

TRANSFER OPPORTUNITIES EACH SCHOOL AND EACH ACADEMIC PROGRAM WITHIN THAT SCHOOL DECIDES WHICH TRANSFER COURSES THEY WILL ACCEPT

## GCC COURSES

<u>COST</u>	\$144 PER 3-CREDIT COURSE AS OF 12/2009
<u>ELIGIBLE COURSES</u>	COMPUTER AIDED DESIGN, ARCHITECTURAL DRAWING
<u>STUDENT ELIGIBILITY</u>	ANY STUDENT ENROLLED IN CAD/TECHNICAL DRAWING OR ARCHITECTURAL DRAWING
<u>CREDIT REGISTRATION</u>	STUDENTS APPLY AND PAY FOR CREDIT: <ul style="list-style-type: none"><li>• BY DEADLINE GIVEN BY GCC</li></ul>
<u>GRADES &amp; TRANSCRIPTS</u>	GRADE REPORTS (AND TRANSCRIPTS IF REQUESTED) ARE ISSUED AT THE END OF THE SEMESTER IN WHICH THE STUDENT IS REGISTERED
<u>TRANSFER OPPORTUNITIES</u>	EACH SCHOOL AND EACH ACADEMIC PROGRAM WITHIN THAT SCHOOL DECIDES WHICH TRANSFER COURSES THEY WILL ACCEPT

## PROJECT LEAD THE WAY

### COURSE DESCRIPTIONS

Introduction to Engineering Design – (DDP) A course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software. In NYS, the course is called Design and Drawing for Production and follows the syllabus developed by the State Education Department (our school may call it IED).

1 credit

Computer Integrated Manufacturing - A course that applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design, and Design and Drawing for Production. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included.

Prerequisite: IED

1 credit

**Digital Electronics** - 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.

Recommended: Upper math or Science

1 credit

**Principles of Engineering** - A course that helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

Prerequisite: IED

1 credit

**Engineering Design and Development (EDD)** – An engineering research course, in which students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by the community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year.

Prerequisite: Three of the four courses listed above.

1 credit

## **TECHNOLOGY**

### **COURSE DESCRIPTIONS**

**Technical Drawing & Computer Aided Design** – Basic skills of technical drawing will be covered. An object's shape will be graphically described through different drawing methods. As your skills advance you will use different software (Auto CADIt and AutoDesk Inventor) to solve problems of greater difficulty.

Prerequisite: IED

1 credit

GCC college credit available

**Architectural Drawing**- students will be introduced to many aspects of architectural design as they apply to residential buildings. Through the use of computer aided drawing software students will develop a complete set of working drawings. They will include floor plan, foundation plan, elevations, and kitchen details. The drawings will be based on a client's wish list and the students will act as the architect.

Prerequisite: IED

1 credit

GCC college credit available

**Introduction to Occupations**- This course is broken into 2 units: Working Citizen and Personal Resource Management. During Working Citizen you will identify career goals and research careers. We will discuss how to get and keep a job and develop a plan to the future. Personal Resource Management will look at all phases of personal accounting, banking services, credit and savings. This course is taken with production systems.

½ credit

**Production Systems**- This course is broken into 2 units: Manufacturing systems and Construction systems. Manufacturing systems will look at machine safety while building individual and mass production activities. The Construction unit will explore basic building techniques, print reading and various trades. This course is taken with introduction to occupations.

½ credit

**Product Research and Development-** This advanced course is designed to provide students with an understanding of the processes involved in preparing a project for production. Careful planning and advanced machine techniques will be used. One class project and individual projects will be completed. There will be some student cost included in this course. This course is taken with Transportation Systems.

Prerequisite: Production System

½ credit

**Transportation System-** The development of transportation systems has had a tremendous impact on the growth of societies. This course will explore three aspects of transportation land, air, and water. These topics will be covered using problem solving activities, projects and research activities. This course is taken with Product Research and Development.

½ credit

## **PHYSICAL EDUCATION COURSE DESCRIPTIONS**

**INDIVIDUAL SPORTS AND ACTIVITIES**

**Grades Recommended: 9-12**

DUAL SPORTS/TEAM SPORTS

DANCE

PHYSICAL FITNESS

Physical Education is an integral part of the entire educational process which utilizes human movement as a primary means for influencing the psychological, intellectual, social, and the physical development of the individual to effectively meet and adjust to the demands of a changing society.

The Physical Education program of the Caledonia-Mumford School District is designed to:

Create positive attitudes towards movement and physical activity

Develop life long movers

Develop an understanding of, and respect for, physical fitness

Develop an awareness of body mechanics

Develop leadership and responsibility

Foster good sportsmanship

Build self-esteem

Enhance communication and comprehension skills

Develop an appreciation for the environment through outdoor activities

Encourage safety concepts within physical activities

Build a knowledge of and appreciation for the rules and history of activities

**PLEASE CONTACT THE ATHLETIC DIRECTOR FOR  
ATHLETIC COLLEGE REQUIREMENTS**

## CHALLENGING EDUCATIONAL OPTIONS FOR CALEDONIA-MUMFORD HIGH SCHOOL STUDENTS

In the interest of raising student achievement and creating a more challenging environment for students and faculty, while giving parents an economic value for college courses, we have expanded our high school program to include a wide array of challenging coursework. Roughly 25% of our 11th and 12th grade students earn college credit while attending Caledonia-Mumford High School. We offer over 40 hours of college credit in seven different curriculum areas. While all students are exposed to the rich Regents level curriculum, many students accept the challenge of earning college credit during their high school years. The chart below presents an overview of our program.

	<b>NYS Regents</b>	<b>Advanced Placement</b>	<b>Genesee Advanced Studies</b>	<b>Project Lead the Way</b>
<b>Definition</b>	State approved, secondary level curriculums taught by state certified instructors.	College Board developed curriculums with input of discipline experts taught by workshop-qualified instructors.	Curriculum developed by discipline experts, reviewed and approved by GCC Curriculum Committee and registered with SED as part of A.A./A.S. degree programs taught by appropriately credentialed instructors.	A partnership with RIT, and the private sector address the growing need for engineers and high technical workers. Workshop qualified instructors with appropriate certification.
<b>Courses</b>	Standards based, state approved high school program.	AP English AP Microeconomics AP Macroeconomics AP World History AP American History	Accounting Health Academy Human Biology Architectural Drawing Computer Assisted Drafting Calculus I Physics I & II General Psychology Introductory Sociology Language (Spanish/French)	Introduction to Engineering Computer Integration Manufacturing Digital Electronics Principles of Engineering Engineering Design
<b>Outcomes</b>	Students receive Regents credit toward high school diploma.	Students receive 3-4 college credits per semester of enrollment when score for selected college meets minimum required.	Students receive 3-4 college credits each semester upon satisfactory completion of the course.	Students who receive an 85% in the PLTW and who pass the course with a 70% are eligible for college credit.
<b>Value-Added</b>	Students are prepared to continue their self-determined educational goals.	Students pursue a more challenging high school curriculum while developing introductory college-level competencies that may reduce subsequent college requirements.	Students pursue introductory college-level coursework satisfying liberal arts requirements in degree programs. Costs to students (tuition and time to degree) are reduced.	Students pursue a pre-engineering program an opportunity to earn RIT credit at a much lower cost.

# SED GRADUATION REQUIREMENTS

New Graduation Standard of 65% on required Regents Exams.

Permanent RCT safety net and low pass option of scoring between 55-64 for students with disabilities on required Regents Exams to earn a local diploma.

Appeals process for students scoring within 3 points of 65, after at least two attempts, on up to 2 required Regents Exams for graduation. Required criteria:

Evidence of AIS	65% class average
95% attendance rate	Teacher/Dept. Chair Recommendation

<u>REGENTS DIPLOMA</u>	<u>COURSE</u>	<u>REGENTS DIPLOMA</u>
22 Units of Credit		With Advanced Designation 25 Units of Credit
4 Units - 1 Regents Exam 4 Units - 2 Regents Exams 3 Units - 1 Regents Exam 3 Units - 1 Regents Exam 1 Unit 1 Unit 1 Unit 2 Units 3 Units	English Social Studies Math Science Health Education Art and/or Music Second Language* Physical Education Electives	4 Units - 1 Regents Exam 4 Units - 2 Regents Exams 4 Units - 2 Regents Exams 3 Units - 2 Regents Exams 1 Unit 1 Unit 3 Units - 1 Regents Exam 2 Units 3 Units
<b>22 Units</b>	<b>Total</b>	<b>25 Units</b>

\*LOTE Requirement Waived (Advanced Regents Only) for:

1. 5-Unit Sequence in the Arts or Career
2. CSE Students when on

IEP

<b>Required Exams</b> (passing score of 65 or above)
English Language Arts Exam
Regents Global History & Geography
Regents U.S. History & Government
Regents Science
Int. Algebra

<b>Required Exams</b> (passing score of 65 or above)
English Language Arts Exam
Regents Global History & Geography
Regents U.S. History & Government
Two Regents Science
Int. Algebra, Geometry and Algebra 2/Trigonometry

A. To receive credit for a Regents course of study, a student must have a passing final average for the course and he/she must also pass the Regents Examination for that subject. The granting of a passing mark in a course and, with it, the awarding of credit may not be based solely on the results of the State Exam.

B. When a Regents course of study is challenged for credit and the exam grade is 85% or greater, the exam grade will be the final grade as long as all additional requirements are completed. In order to earn such credit a student must have prior approval from the Superintendent or his/her designee.

C. "With Honors" designation on Diploma is for students averaging 90% or above on Regents Exams.

