

Course Guide

DeRuyter Central School
High School Course Information

2026-2027

PURPOSE

This course handbook has been prepared to provide information regarding graduation requirements and course offerings at DeRuyter Central School. The intent is to make it possible for students and parents to plan a program which will best serve each student's goals and ambitions.

PLANNING YOUR ACADEMIC PROGRAM

When planning your academic program, careful consideration should be given to:

- satisfying requirements for graduation
- your future educational and higher education plans
- broadening your personal and career options

Each year, the school counselor will meet with you to discuss future plans and to help you select appropriate courses for the following year. Teacher recommendations and parental input may also be sought.

DeRuyter Central School currently offers a variety of diplomas: Local, Regents, Regents with Honors, Regents with Advanced Designation and Regents with Advanced Designation with Honors with Math and/or Science, Mastery as well as pathways available. The IEP Diploma is no longer available. Regardless of the diploma type, **all students are required to take a minimum of five courses each semester in addition to Physical Education.**

Each year a number of changes take place in the curriculum. The New York State Education Department may establish new mandates. Some courses are offered on alternate years, other courses are not offered because of insufficient registration. New elective courses are added from time to time. Your School Counselor will have this information for students who may be affected.

COURSE SELECTION

The major departments in the school have listed their curricular offerings. Under each offering you will note that the course title, recommended grade, credit, length of course, and prerequisites are listed. A course carries one unit of credit if it meets for one block every other day for one school year and requires an equivalent amount of outside preparation. A course meeting every other day in a split block for one year will earn ½ unit of credit. The courses offered through BOCES will carry three units of credit each year, with the exception of the New Visions Programs which carry four credits. Certain requirements for gaining credit in a course must be met. To receive Regents credit in the New York State program, you must pass the Regents exam and have a passing final average. Courses listed as prerequisites must be successfully completed prior to enrolling in that course. Check these prerequisites, as success in the course is often dependent upon previous success in the prerequisite course(s). Also remember to plan ahead so that you are not denied entrance to a particular course because you have failed to complete the prerequisite(s).

WHICH PATH IS BEST FOR ME

All students need to meet New York State graduation requirements. **It is your responsibility** to be sure that you have completed all the necessary courses and meet the Regents Examination(s) requirement. This depends on what you want to do after graduation. Most students who plan to attend college after high school follow the path leading to a Regents Diploma with Advanced Designation. Students who plan to attend a BOCES program typically follow the path leading to a Regents Diploma.

Students who are truly interested in a career and technical education program at BOCES should plan ahead. If a Regents student plans his/her program carefully from grade 8, it is possible for him/her to earn an Advanced Regents Diploma and attend BOCES. Those who are taking a less strenuous program are able to attend college after high school but they will enhance their qualifications if they choose to take more regents courses. Community colleges, in particular, have open admission policies and from a community college, it is possible to transfer to a four year college.

HOW DO I DECIDE?

As an 8th grader, you will meet with your school counselor to map out your "4 year plan". Planning a general outline and discussing your plans after high school will help your school counselor to advise you with your course selections. The school counselor's goal is to help you successfully complete high school and to provide guidance in selecting an appropriate academic program to prepare you for future education and career goals.

Each year, this outline will be reviewed with your school counselor and changes can be made. Any decision made about your educational plan is an important one. Discussions at home, with teachers, and with your counselor will help to determine which path is best for you. Students need to be ready to take the initiative and accept the responsibility for planning their four year program.

COUNSELING AND GUIDANCE SERVICES

The Counseling office provides a variety of programs and sources to serve the students and families of DeRuyter Central School. Selected services include:

Counseling
* individual counseling: personal, academic, program planning, career and social
* college advisement and financial planning
* small group counseling: self esteem, Intro to College Group, anger management, friendship, Grief and Loss, etc. (depending on need)
*mediation for students and their peers

Coordination of Guidance Services
* student registration and record maintenance
* state mandated testing reporting
* provide informational programs
* College and career planning
* assist with course selection and scheduling
* discuss diploma options
* parent/teacher conferences
* classroom presentations

Consultation
* cooperative process with parents, teachers, special education, administration, and school psychologist
* community resource and referral services
* Letters of recommendation and job references
* College application assistance

NYS GRADUATION REQUIREMENTS

To earn a diploma, every student must earn a minimum of 22 credits in addition to meeting specific NYS assessments.

SUBJECT	REGENTS DIPLOMA Score 65 or above on all Required Regents Exams	ADVANCED REGENTS DIPLOMA Score 65 or above on all Required Regents Exams
English	4Credits	4 Credits
Social Studies	4 Credits	4 Credits
Mathematics	3 Credits	3 Credits
Science	3 Credits	3 Credits
World Languages	1 Credits	3 Credits
Physical Education	2 Credits	2 Credits
Art or Music	1 Credit	1 Credit
Health	½ Credit	½ Credit
Electives	3 ½ Credits	1 ½ Credits
Total	**22 Credits**	**22 Credits**

*To earn advanced designation, the student **must** complete one of the following:

1. A language other than English (3 credits)
2. Career and Technical Education Program (5 credits)

NYS Assessment Requirements

[All exams require a score of 65 or above]

Regents Diploma
Required Regents Exams
English
Math (one exam)
Global History & Geography
US History & Government
Science (one exam)

Regents with Adv. Designation Diploma
Required Regents Exams
English
Algebra I, Geometry, and Algebra II
Global History & Geography
US History & Government
2 Science (one Living Environment and one Physical Setting)
World Language (local exam)

DIPLOMA & EXITING CREDENTIAL REQUIREMENTS

Honors Designation
Presented to students who achieve an average of 90 percent in all Regents exams required for the particular diploma-Regents or Advanced Designation. This honor is imprinted as "with Honors" on a seal to be affixed to the diploma.

Mastery of Math Endorsement
Students who meet requirements for an Advanced Regents Diploma and who pass with a score of 85 or better on three Regents examinations in math will earn an annotation on the diploma that denotes Mastery in Math.

Mastery of Science Endorsement
Students who meet recognition for attaining a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. Students must apply and earn credit for both languages in accordance with the New York State Seal of Biliteracy Handbook.

Local Diploma
A local diploma may be granted to students with formalized Individual Education Plans (IEP). Successful completion of a state exam is required. Safety Net and Compensatory option is available for students with disabilities.

CDOS Commencement Endorsement
This endorsement can be used by students to either supplement their earned high school diploma or serve as an additional credential for students with a documented disability who are unable to earn a high school diploma.

Skills and Achievement Commencement Credential
An alternate credential for students with severe disabilities who have been instructed and assessed based on alternate achievement standards.

4+1 Pathway Option
Students must take and pass **four** required regents exams or department approved alternative assessments (one in each of the following subjects: English Language Arts, Mathematics, Science, and Social Studies) and complete a comparable rigorous pathway to meet the fifth assessment requirement for graduation.

Humanities Pathway	Second Social Studies exam of Department Approved Alternative
STEM Pathway	Second Math or Science exam of Department Approved Alternative
CTE Pathway	Completion of State-Approved Career and Technical Education Program and Industry Based Assessment
CDOS Pathway	Complete the requirements for Option 1 or Option II of the Occupational Studies Commencement Credential

ACADEMIC POLICIES & PROGRAMS

COURSE CHANGES, COURSE ADS & COURSE DROPS

Careful planning goes into the construction of a student's schedule. Therefore, course changes, adds, drops are not permitted arbitrarily. However, in some instances, changes in the program may be the best alternative for the student. If this is the case, changes, adds or drops may be initiated by the student through the counselor and will include parent and teacher participation. When the student talks with the counselor about the proposed change, if appropriate, the counselor gives the student a schedule change form which must be signed by the parent, teacher, student, principal and counselor. The student must continue to attend his/her class until the signed form has been returned and the counselor has officially modified the schedule.

Every student is required to carry 5 ½ credits including Physical Education and no course may be dropped if it leaves a student enrolled in fewer than 5 ½ credits. Changes to schedules must be made by the end of the first week of school.

Students who choose to drop courses after the first week of school:

- Must have a valid reason for dropping
- May not drop prior to the 5th week of the marking period (with the exception of changes made by the end of the first week of school)
- May not drop a course after the 10th week of marking period (on an individual basis, courses may be dropped at the Principal's discretion)

- A "Request for Schedule Change" form is completed and meets the approval of parents, teachers, principal and school counselor.

CLASS RANK - G.P.A.

Students receive a weighted average to determine class rank and G.P.A (Grade point average). Final class rank is determined after the 3rd marking period of their senior year.

Grade Point Average (G.P.A.)
At the end of each marking period, a grade point average is calculated by averaging each grade with the frequency of the class meeting – for example, a class that meets alternate days will count half as much as a class that meets daily.

Cumulative of Grade Point Averages:
At the end of the Junior year Cumulative Grade Point Averages (CGPA) is calculated. Grades for honor classes will be weighted 1.05 and advanced placement/concurrent enrollment classes will be weighted 1.10. All other courses are 1.00.

Weighted averages will be used when calculating Valedictorian and Salutatorian, honor roll, National Honor Society selection, and class rank.

College level, Concurrent Enrollment Credit Courses
See list of approved courses on page 7.

ON-LINE COURSES

COLLEGE LEVEL COURSES

By the time they reach their senior year, many students are ready for the challenge of college level work. Courses offering such work allow the students to make the academic transition to a higher level without having to make other social and emotional adjustments, thus easing their transition to college life. This experience also allows an opportunity for students to test their skills and discipline within the framework of college expectations. It may allow students to acquire sufficient college credits to accelerate their college programs if enough courses are successfully completed and accepted by their colleges.

PLACEMENT AND CREDIT – Colleges may grant credit and/or advanced standing. Certain courses are college level in that they make it possible for a student to score high enough on an exam, given at the college, to gain advanced standing or placement, by passing the intro level course. Each college has its own policy; consult the Admissions Office for information.

CONCURRENT ENROLLMENT COURSES – College level courses are taught at the high school by high school faculty members who are also adjunct instructors with the respective college or university academic department. Students wishing to earn college credit through TC3 do not have to pay tuition to the college and are concurrently enrolled. Instruction, materials and testing are similar to on-campus classes. Supervision of the programs is maintained by faculty of the respective college. Concurrent enrollment courses are offered through TC3 (Tompkins Cortland Community College).

On-Line Courses

All costs incurred are the sole responsibility of the student.

Credit from an on-line course may be earned by a student enrolled at DeRuyter Central School only if:

- The course is not offered at DeRuyter Central School and
- No appropriate course is available in the curriculum area

OR

- The course will serve as a supplement to extended homebound instruction related to a health-related or disabling condition
- The student has been expelled from the regular school setting, but educational services are to be continued.

In all cases approval for such an on-line course must be granted by the appropriate teacher, Guidance Office, and the Principal.

Students applying for permission to take an on-line course will do the following:

- Complete prerequisites, possess a minimum GPA of 85, and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an on-line learning environment;
- Obtain written approval of the Principal before enrolling in an on-line course;
- Adhere to the DeRuyter Central School code of conduct to include rules of behavior and consequences for violations;

Post-Completion

- On-line courses will appear on the student's transcript but will not be counted towards GPA.

Tompkins Cortland Community College Concurrent Enrollment Program

Tompkins Cortland Community College offers several dual credit courses to DeRuyter students at no cost. Our teachers (and curriculum) have been approved by the college and our staff are considered adjuncts, teaching the same material, with the same text books, and to the same college transcript. As part of SUNY, Tompkins Cortland Community College credits are transferable to colleges and universities around the nation and meet General Education Requirements. Some may only be offered based on student interest.

DeRuyter School Course	Tompkins Cortland Community College	Credits
College Algebra	MATH 120 College Algebra	4
Algebra II	MATH 120 College Algebra	4
Pre-Calculus	MATH 138 Pre-Calculus Mathematics	4
Calculus	MATH 201 Calculus I	4
Personal Finance	BUAD 109 Personal Money Management	3
Spanish III	SPAN 102 Beginning Spanish	3
Spanish IV	SPA 201	3
Spanish V & BiLiteracy Certificate - ***(when available)***	SPA 202	
American Nat'l Government Honors	POSC 103 American National Government	3
Economics Honors	ECON 101 Introduction to Economics	3
English 12 Honors	ENGL 100 – Academic Writing ENGL 101 – Academic Writing II	3 3
Principles of Biology I & II	BIO 101 - Principles of Biology I BIO 102 - Principles of Biology II	3 3
Public Speaking	ENGL 201 Public Speaking	3
Broadcast Media	COMM 115 Intro to Digital Video	3
Marketing & Advertising	BUAD 204 Principles of Marketing	3
Digital Comm. & Career Development	CAPS100 - Keyboarding for Computers CAPS 111- Intro to Word Processing CAPS 141- Presentation Software	1 1 1

**Courses are subject to availability based on teacher approval and student interest.*

HIGH SCHOOL INFORMATION

New York State requires all students to pass Regents Exams before they may be awarded high school diplomas. Listed below are the minimum testing requirements in Grades 9-12:

Grade Level	Exam Required
9	Algebra I/Science
9/10	Math/Science Regents
10	Global History and Geography Regents
11	United States History Regents
11	English Regents

PROMOTION POLICY FOR GRADES 9, 10, 11, 12

In order for promotion to take place, students in Grades 9-12 must be in good academic standing.

A grade of 65 or better is required to receive a passing grade and course credit toward graduation. Any student who fails a class and/or Regents Exam will be encouraged to retake the course and/or exam in summer school. Outlined below are the criteria for classification at each grade level:

Grade 9 Satisfactory completion of 8th grade course work, and/or faculty recommendation and approval of the Principal.

Grade 10 Satisfactory completion of 5 credits.
Grade 11 Satisfactory completion of 11 credits.
Grade 12 Satisfactory completion of 16 credits.

SUMMER SCHOOL POLICY
GRADES 9 - 12

It is strongly recommended that any student in grades 9-12 repeat failed course work and/or Regents Exams over the summer. Not all courses are available in summer school. Due to scheduling conflicts, if a student chooses not to repeat a course in summer school, there is no guarantee that the failed subject(s) can be worked into the following year's schedule. This may delay a student's graduation date.

SUMMER SCHOOL INFORMATION

Location:	To Be Announced
Sponsor:	OCM BOCES
Session Length:	2 Sessions
Cost:	None
Transportation:	Provided by DCS

Registration is completed with the high school counselor by registration deadline. Courses will be offered depending on enrollment and availability of instructors through OCM BOCES.

NOTE: Students who fail courses and/or Regents Exams will be contacted by phone before report cards are available in June. Please feel free to contact the Counseling & Guidance Office if you have any questions after the conclusion of the Regents Exams.

GRADES 9 - 12 COURSE OFFERINGS

ART	Studio Art	1 year	1 credit
	Advanced Art	1 year	½ - 1 credit
MUSIC	9-12 Concert Band	1 year	½ credit
	9-12 Concert Chorus	1 year	½ credit
ENGLISH	English 9	1 year	1 credit
	English 10	1 year	1 credit
	English 11	1 year	1 credit
	English 12	1 year	1 credit
	English 12 Honors *(college credit)*	1 year	1 credit
	Public Speaking *(college credit)*	½ year	½ credit
	Journalism	1 year	½ credit
FOREIGN LANGUAGES	Accelerated Spanish 8	1 year	1 credit
	Spanish I	1 year	1 credit
	Spanish II	1 year	1 credit
	Spanish III *(college credit)*	1 year	1 credit
	Spanish IV *(college credit)*	1 year	½ credit
	Spanish V *(college credit)*	1 year	½ credit
SCIENCE	Earth & Space Science	1 year	1 credit
	Life Science: Biology	1 year	1 credit
	Chemistry	1 year	1 credit
	Physical Science	1 year	1 credit
	Forensics	1 year	1 credit
	Principles of Biology *(college credit)*	½ year	½ credit
MATH	Algebra I	1 year	1 credit
	Geometry	1 year	1 credit
	Applied Geometry	1 year	1 credit
	Algebra II *(college credit)*	1 year	1 credit
	Pre-Calculus *(college credit)*	½ year	½ credit
	Calculus *(college credit)*	1 year	1 credit
	College Algebra *(college credit)*	½ year	½ credit
	Personal Finance *(college credit)*	½ year	½ credit
HEALTH	Health	½ - 1 year	½ credit
SOCIAL STUDIES	Global History & Geography I	1 year	1 credit
	Global History & Geography II	1 year	1 credit
	US History & Gov't	1 year	1 credit
	Participation in Government	½ year	½ credit
	Economics	½ year	½ credit
	Government Honors *(college credit)*	1 year	1 credit
	Journalism	1 year	½ credit
	Economics Honors I(college credit)	½ year	½ credit
PHYSICAL EDUCATION	PE 9-12	1 year	½ credit

OCCUPATIONAL EDUCATION

AGRICULTURE	Agriculture & Tech (8th Grade)	1 year	1 credit
	AFNR (9th Grade)	1 year	½ credit
	Horticulture (9th Grade)	½ year	½ - credit
	Animal Science	½ year	½ - credit
	Supervised Agricultural Experience (SAE)	1 year	1 credit
	Intro to Ag Mechanics	½ year	½ credit
BUSINESS	Accounting & Banking	1 year	1 credit
	Career & Financial Management	1 year	½ credit
	Digital Comm. & Career Development *(college credit)*	1 year	½ credit
	Graphic Design	1 year	½ credit
	Business & Sports Management	1 year	½ credit
	Marketing & Advertising *(college credit)*	1 year	½ credit

High School Curriculum

ART

Studio Art - 1 year - 1 credit

This course is required of art majors and those continuing with Art. It is a beginning course covering the fundamentals of Art, design, color, form, perspective, and a variety of media. A notebook may be required.

*** Required course for a sequence in Art.*

Advanced Art - 1 year – ½ - 1 credit

The emphasis in each art class will vary depending somewhat on the students' interest and ability. The 40 week schedule will be divided up into two semesters. In each half, only a select amount of the mediums will be introduced. This will allow more time to explore that specific art form.

** Prerequisite - Studio Art*

MUSIC

9-12 Concert Band - 1 year - 1/2 credit

9-12 Concert Band is open to all 9th-12th graders, upon the approval of the band director. Students play a variety of band literature including classical to popular songs. The main emphasis of the band is preparing and perfecting literature for understanding and performance. Aspects of learning include: technique on the instruments, tone quality, intonation, phrasing, sight reading and an understanding of the music. Band members are scheduled for a weekly small group lesson which is also required attendance. Students must practice their instrument every week. Music students are required to attend every band rehearsal and EVERY scheduled music department event including concerts and special performances.

9-12 Concert Chorus - 1 year - 1/2 credit

Chorus is open to any student who would like to participate. The main objectives of the class are that students will gain an understanding of good fundamentals of singing as well as concert etiquette. They will contribute in a positive manner to the group dynamic of a performing choral ensemble. Aspects of learning include vocal technique, tone quality, intonation, phrasing, sight reading, and musical understandings through appropriate rehearsal strategies. The music repertoire for this ensemble ranges from classical to modern at an appropriate level of difficulty. The only prerequisite to this class is a good attitude, acceptable rehearsal habits and a willingness to better oneself vocally. This class meets every other day.

Chorus students are required to attend rehearsals and every scheduled choral event, including concerts and special performances. With permission from the director, following the Holiday concert a student may join chorus for the remainder of the year.

Piano - 1 year - 1/2 credit (Beginning and Advanced)

Piano Class is open to students in Grades 9-12. No previous piano experience is needed.
Students will learn a variety of basic piano skills, music notation and will work on various pieces of piano literature while exploring different styles. This class meets every other day.

ENGLISH

English 9 1 Year - 1 Credit

Students will actively engage in tasks designed to align with State Standards in reading, writing, language, and speaking/listening. Through these tasks, students will investigate the ways in which audience, purpose, and context influence various forms of communication, including oral, written, and digital media. While the primary focus is on fostering personal expression, students will also engage in purposeful communication across multiple genres, such as expressive, expository, argumentative, and literary forms. Furthermore, students will be expected to participate in online activities and collaborative communication, thereby honing critical 21st-century skills and advancing digital literacy.

English 10 - 1 Year - 1 Credit
In this intensive 10th-grade course, students will engage with tasks that align with State Standards in reading, writing, language, and speaking/listening, with a strong focus on preparing for the English Regents Exam. They will explore how audience, purpose, and context shape communication across oral, written, and digital formats, while developing skills in expository, argumentative, and literary writing. Emphasis will be placed on independent work, critical analysis, and the production of extended formal writing tasks. Additionally, students will participate in online activities to build 21st-century skills and enhance digital literacy, ensuring they are prepared for both academic and real-world communication challenges.

English 11 - 1 year - 1 credit
Considered an introduction to American Literature and integrated with eleventh grade Social Studies themes. Through the reading of short stories, essays, dramas, poems, and novels students learn vocabulary, literary terms and thematic connections. These tools are necessary to build critical thinking skills and more sophisticated writing. The Regents in English Language Arts is administered in June.

English 12 1 year - 1 credit
One of the main objectives of this course is to ensure graduating seniors have the skills necessary to be independent learners. Students will examine a variety of texts (novels, poetry, and film) and discuss from multiple perspectives (mythological, historical, sociological, and psychological). Other topics include Life and Career Skills and Media Literacy. A research paper may be a requisite part of this course.

English 12 Honors – 1 Year – 1 Credit
Academic Writing I - 3 College Credits (ENGL100)
This is the first of a two-course sequence of academic writing. Students learn how to write a variety of essays (i.e.summaries, critiques, synthesis, etc.) They review grammar and basic writing skills, learn an effective writing process, begin to engage and respond to academic texts, and are introduced to research and documentation of sources appropriate for introductory-level college essays.
Academic Writing II - 3 College Credits (ENGL101)
This is the second of a two-course sequence of academic writing. This course develops and refines student writing in an academic context. Students learn to write using a variety of formats and sources (i.e. writing with data, exploratory/action plans, in-depth research, etc.) Students engage and respond to challenging texts as they develop critical thinking skills. They learn to support their ideas with credible, authoritative information from academic sources and to recognize audience, purpose, and bias.

Broadcast Media - 1 year - 1/2 credit - College Credits (COMM115)
Students in Broadcast Media explore a variety of media and journalism techniques. They write for television, create and produce news shows, commercials and in-depth programs. Students are responsible for producing a daily program that includes school announcements, current school events and featured video stories. Students will also learn editing and polishing skills, technical aspects or broadcast production and speaking in a public form.

Journalism - 1 year – ½ credit
Journalism is an experienced-based, “learn by doing” course open to 11-12 students. Student responsibilities include: design and layout for the Yearbook, editing, and sales. Students will learn to use the Jostens online design platform Layout Pro as well as other computing skills that are sought after in the job market. Interested students must be self-directed and able to work within the confines of a deadline.

Public Speaking - 1 Year - 1/2 Credit 3 College Credits (ENG201)
In Public Speaking, students write and present a variety of speeches, including informative and persuasive speeches. An integral part of the course involves critiquing other students' presentations. Students also view and analyze famous speeches.

WORLD LANGUAGE

Language learning is an exciting and enjoyable addition to every student's academic courses; the only requirement is a willingness to open the mind to new culture and participate fully in learning how to communicate. All students can succeed in language learning. In a world where multicultural awareness and international business transactions are becoming more and more a part of our daily lives, we strongly urge all students to continue language learning throughout their learning years and beyond.

SPANISH

Spanish 8 Accelerated - 1 Year – 1 Credit
The course of Spanish Grade 8 Accelerated at DeRuyter is aligned with the "**NEW**" NEW YORK STATE WORLD LANGUAGE AND STANDARDS:
http://www.nysed.gov/world-languages/standards-and-guidelines
The students are exposed to and will practice what is the program of regular 2 years of language: Spanish grade 7 and Spanish grade 8 in 1 year accelerated, in order to be ready to take the new 8th-grade mandatory assessment, **Checkpoint A** at the end of 8th grade. Students will learn basic everyday vocabulary and linguistic functions in a communicative way and will practice reading, writing, listening, and speaking every day, using authentic materials and lessons created by the teacher, and aligned to the New Standards. **The Somos 1 Curriculum is adopted to help the practice towards Proficiency. Checkpoint A Exam is the AAPPL exam.**

Spanish I Remedial Course - 1 year - 1 credit
All the vocabulary from Spanish 8 is reviewed and expanded. Additional units and topics are introduced to meet the requirements of Checkpoint A as prescribed by New York State Standards.
Students will retake the AAPPL Exam to achieve a score at the Checkpoint A performance target.

Spanish II 9th Grade 1 year - 1 credit
The vocabulary, culture, and grammar of the previous two courses are reviewed and brought to a higher level of proficiency. In keeping with the New York State Standards towards Checkpoint B, the students can respond to oral and written stimuli with more fluency and a higher level of performance. The Somos 1 Curriculum is adopted to help the practice toward proficiency.
Final Exam is the AAPPL Exam.
Spanish III 10th Grade - 1 year - 1 credit - 3 College Credits (SPAN102)
The focus of this course is communicative competency at Checkpoint B as defined by the New York State Standard; pre-communicative competency is presupposed. Learning activities are designed to involve students in the four basic functions of communication; socializing, providing and obtaining information, expressing personal feelings and opinions, and persuading others to adopt a course of action. All activities are designed to facilitate the accomplishment of these goals in a manner that taps the creativity and imagination of the students, and topics are organized to be aligned with AP and Dual College Enrollment Courses. The SOMOS 2 Curriculum is adopted to help build activities toward proficiency. The AAPPL Exam is the Checkpoint B exam

Spanish IV 11th grade - 1 year - 1 credit - 3 College Credits (SPA 201)
The proficiency targets are higher according to the State Standards. Students learn more advanced vocabulary related to the Themes and Topics of New York State for World Language. There is a focus on expanding conversational abilities and idiomatic expressions. The emphasis is on improving speaking and listening skills through dialogues, oral presentations, group discussions, and listening exercises. This level involves more immersive activities to encourage students to communicate in Spanish. Students engage with short stories, articles, and texts in Spanish to improve reading comprehension. Writing exercises could involve composing short essays, summaries, or responses to prompts to enhance writing proficiency. Exploring literature, art, music, and historical aspects to provide a broader understanding of the language's

context and culture. While still learning new grammar concepts (subjunctive, conditional, compound verbs), the focus might shift to mastering more complex structures, nuances, and exceptions within the language. Regular quizzes, tests, assignments, and projects or exams to evaluate comprehension and progress. More Interactive Learning: Activities like role-plays, games, multimedia resources, and group projects to encourage active participation and practical application of language skills. These courses usually aim to create an interactive and engaging learning environment to help students gain confidence and proficiency in using Spanish. The HUELLAS 1 Curriculum is adopted. The course is a Dual Credit Course with TC3 - Spanish 102
The Final Exam - Checkpoint C exam is the AAPPL exam.

Spanish V- 12th grade 1 year - 1 credit-3 College Credits (SPA 202)/SEAL OF BILITERACY
Building on the proficiency learned in previous levels, this course covers more complex topics such as the subjunctive mood, conditional tense, compound tenses, and more intricate sentence structures. Expanding Vocabulary and Idioms: Further expansion of vocabulary across various themes, including politics, environment, social issues, arts, and literature. Emphasis is placed on learning idiomatic expressions and colloquialisms.
Cultural Immersion: Continued exploration of the culture, history, and traditions of Spanish-speaking countries. This could involve in-depth studies of specific regions, historical events, or prominent figures in the Spanish-speaking world.
Literary Analysis: Introduction to reading and analyzing excerpts from Spanish literature, short stories, poems, or articles to enhance comprehension and appreciation of the language's written form.
Enhanced Writing Skills: Focus on more complex writing tasks, such as short essays, formal letters, critiques, or creative pieces. Emphasis might be placed on accuracy, style, and coherence in written expression. Advanced Communication Skills: Further development of speaking and listening abilities through debates, presentations, discussions on complex topics, and multimedia materials. The goal is to foster more fluency and confidence in speaking Spanish.
Interactive Learning Activities, like role-plays, group discussions, projects, and multimedia resources, remain an integral part of the learning process.
Critical Thinking and Analysis: Encouraging students to express opinions, analyze information, and engage critically with materials in Spanish. Assessment and Evaluation: Regular assessments, quizzes, projects, and a final comprehensive exam to gauge understanding and progress in the language.

HUELLAS 2 CURRICULUM is adopted, and the AAPPL exam is taken with the target goal of earning the New York State Seal of Biliteracy.

SCIENCE
Earth & Space Science (NGLS) - 1 year - 1 credit
The Regents Earth and Space Sciences course includes elements of
geology, astronomy and meteorology, and sustainability. Classes consist of practice, projects, lectures and labs. Labs will be used as a tool to introduce the student to course content as well as reinforce content that is being explored in class. It is a state requirement that each student taking Regents Earth Science completes 1200 minutes of documentable laboratory work before taking the regents exam, including three required performance investigations.

Life Science: Biology (NGLS) - 1 Year – 1 Credit
This course was developed with the New York State Regents Syllabus in mind. The emphasis of the course focuses on understanding the nature of scientific inquiry, critical analysis of data, and how living organisms maintain life. Specific areas of investigation focus on the living world and include Evolution, Genetics, and Ecology. Students must complete 3 required Investigations and a total of 1200 lab minutes to sit for the Regents Exam. Students who do not meet this requirement will not be permitted to take the exam.

Chemistry - 1 year - 1 credit
This Regents course is designed to help the student gain a basic understanding of Chemistry. The topics are based on matter and the changes that it undergoes. This course consists of lecture, practice, and hands-on labs. It is a state requirement that each student taking Regents Chemistry completes 1200 minutes of documentable laboratory work, in addition to three mandatory Investigations before taking the regents exam.
Prerequisite: Algebra I

Physical Science - 1 year - 1 credit
Physical Science involves the study of energy, matter, force, and magnetism. The class runs for a single period every day. This class allows students to learn the fundamental principles of Chemistry, Physics, and Earth Science. Labs and projects will be done throughout the year to supplement the lessons. The class is primarily centered around hands-on learning and practice of skills learned. Students are required to bring in materials from home for projects, do research outside of class time, and work collectively in teams or groups.

Principles of Biology I - 1/2 year - 1/2 credit 3 College Credits (BIO101)
Topics include mechanisms of Evolution and origin of Species, Evolutionary History and Biological Diversity, Prokaryotic and Eukaryotic Organisms, Botany, Plan Form and Function, Ecology and Ecological Principles, Primarily lecture and discussion based instruction. BIO 101 fulfills the SUNY General Education Natural Sciences Requirement.
Prerequisites: Three Regents Science passes including Chemistry, Three Years Regents Math or equivalent or permission from the instructor. Previous attendance concerns, or current attendance concerns may preclude a student from participation in the class. Basic math skills are necessary as well as an understanding of chemistry. Students will need to be able to work independently with the text and in a laboratory setting as well as dedicate a significant amount of time to studying and reviewing concepts.

Principles of Biology II – ½ year ½ credit 3 College Credits (BIO102)

Forensics - 1 year - 1/2 credit
Forensics is a science elective course for any 12th graders who ever had an interest in mysteries, detectives, true crime podcasts, or those CSI-type television shows. Dive into learning about various types of evidence and investigative techniques, ethical principles in service of the legal/judicial system, and standout criminal cases in popular fiction and real-life. This course includes plenty of discussions & informative videos, with bits of history, some hands-on activities, and maybe even a mock crime scene!

Course Request: Intro to Physics

MATH

Algebra I - 1 year – 1 credit (NGLS)
This curriculum is based on the New York State Next Generation Learning Standards for Algebra I. Algebra I is the first mathematics course in high school. Algebra I is the first mathematics course in high school of a three-year sequence. The course will continue to build upon the algebraic skills developed in prior mathematics classrooms. The major course of study will deal with functions. Students will learn how to write, solve and graph linear, quadratic, exponential, piecewise-linear, and absolute value functions. Other areas students will learn about include arithmetic and geometric sequences, polynomials, radicals, and descriptive statistics. Students will learn to use a graphing calculator to help expand upon their learning and knowledge. This curriculum will bring to light more real-life applications and stress understanding instead of memorization. The Next Generation Regents Exam is given in June.

Geometry – 1 year – 1 credit (NGLS)
This curriculum is based on the New York State Next Generation Learning Standards for Geometry. This is the second course in mathematics for high school students. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrative synthetic, transformations and coordinate approaches to geometry, students justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. Trigonometry relationships with right triangles will be established using the unit circle. It is intended that students will use traditional tools of compass and straightedge as well as dynamic geometry software that models those tools more efficiently and accurately, to assist in these investigations. The Next Generation Geometry Regents exam is given in June.
Pre-requisite: Algebra Course and Regents Exam

Applied Geometry – 1 year – 1 credit
This curriculum is based on the New York State Next Generation Learning Standards for Geometry. All of the material covered in Geometry NGLS will be taught. This is an option for students needing to take a second course in mathematics for high school. This course is very similar to Geometry NGLS with a lesser focus on the theory and more on the algebra components. Applied Geometry will have a final exam in June.

Algebra II - 1 year – 1 credit- 4 College Credits (MATH120)
Algebra 2 learning standards, specifically New York's Next Generation Learning Standards (NGLS) for Math, focus on deepening algebraic understanding with topics like quadratic equations (solving by roots, factoring, formula, completing the square), complex numbers (
form), polynomial functions, exponential/logarithmic functions, rational functions, and advanced statistics/probability (normal distribution, simulations, confidence intervals). They build on Algebra 1 and Geometry, emphasizing conceptual understanding and connections between different mathematical representations. The Next Generation Algebra II Regents is given in June.
Pre-requisite: Algebra I and Geometry Courses and Regents Exams

Personal Finance - 1/2 year - 1/2 credit - 3 College Credits (BUAD109)
This course addresses finance at a personal and practical level. Students examine current economic conditions focusing on how they can impact their personal economic situations. Ethics, personal management of cash, debt, credit, investments, insurance and home buying are examined.

College Algebra - 1/2 year - 1/2 credit - 4 college credits (MATH120)
The course will include a review of real numbers, rational expressions, polynomials, and graphing. The main topics include functions, graphing, complex numbers, algebraic equations, solving inequalities, exponential functions, and logarithmic functions.
Prerequisite: Pass the Integrated Algebra I Regents.

Pre-Calculus - 1/2 year – 1/2 credit - 4 college credits (MATH138) (optional)
This course is designed for higher level math students. Topics include mastering concepts relating to functions- polynomial, rational, exponential, logarithmic and trigonometric, analytic trigonometry, laws of sines and cosines, vectors, dot products and trigonometric form of complex numbers.
Prerequisite: Pass Algebra 2 & Trigonometry course.

Calculus I – **1 year –1 credit – 4 college credits Math 201 (optional)**
This course is an elective for seniors who excelled in Algebra II. Calculus topics include: Finding Limits Graphically & Numerically, Evaluating Limits Analytically, Continuity and One-Sided Limits, Infinite

Limits, Derivative & Tangent Line Problem, Basic Differentiation Rules & Rates of Change, Product & Quotient Rules & Higher-Order Derivatives. The Chain Rule, Implicit Differentiation, Related Rates, Extrema on an Interval, Rolle's Theorem & the Mean Value Theorem. Increasing & Decreasing Functions & the First Derivative Test. Concavity & the Second Derivative Test, Limits at Infinity, optimization Problems, Newton's Method (briefly), Differentials, Anti-derivatives & Indefinite Integration, Area, Riemann Sums & Definite Integrals. The Fundamental Theorem of Calculus, integration by Substitution, The Natural Logarithmic Function: Differentiation & Integration, Inverse Functions, and Exponential Functions: Differentiation & Integration. Bases other than e & Applications, Inverse Trigonometric Functions: Differentiation & Integration and Hyperbolic Functions
Prerequisite: B or better in Algebra II or permission from the instructor. Passing the Algebra II course with an 80 or above and passing the regents with a 70 or above.

HEALTH

Health - Grades 9 - 12 ½ year – ½ credit
The course teaches various health skills that help promote healthy choices. The health skills include decision making, goal setting, communication skills, stress management, ***and advocacy***. Students will explore ways an individual can enhance their mental, social, and physical well-being to promote the quality of life for themselves and the significant others in their lives.

The course context deals with: (1) developing emotional/mental wellness throughout the life cycle, by learning strategies to manage stress and cope with life changes, (2) in-depth study of drug abuse and the drugs effects physically, socially, and culturally, including alcohol and tobacco products, (3) human sexuality including human reproduction, prenatal-early childhood development changes in the family, (4) ***HIV/***AIDS education, (5) environmental issues, (6) a physical health unit which involves personal behavior change for nutritional outcomes as well as promotion and understanding of fitness and exercise physiology.
**Requirement for Graduation*

SOCIAL STUDIES

Global History and Geography I - 1 year - 1 credit
This course is taken in 9th grade and focuses on world history from human origins to the year 1750. It is a chronological thematic study of history and helps students prepare for engaging in the discipline of history through primary sources and using historical skills to build connections between developments in the past to the present. The class focuses on elements ranging from political, economic, geographic, social, and cultural. History instruction is integral to help students learn how to think critically, to become informed citizens who can effectively navigate the present, and to grow in virtues such as humility and love. There is a final examination composed by the instructor. Passing Global I is required for graduation.
Global History and Geography II - 1 year - 1 credit
This course is taken in 10th grade and focuses on modern world history from 1750 to the present. It is a chronological thematic study of history and helps students prepare for engaging in the discipline of history through primary sources and using historical skills to build connections between developments in the past to the present. The class focuses on elements ranging from political, economic, geographic, social, and cultural. History instruction is integral to help students learn how to think critically, helping students become informed citizens who can effectively navigate the present, and growing in virtues such as humility and love. There is a final examination composed by the instructor. Passing Global II is required for graduation. Students must also take the New York State Regents Examination for Global History and Geography.
United States History and Government - 1 year - 1 credit
Grade 11 begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faces in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War.

Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world.

All Students must take and pass the New York State Regents Exam in order to fulfill graduation requirements.

Participation in Government: **One Semester – 1/2 credit or 1 year – 1 credit**
Economics: One Semester - 1/2 credit

A course of study in Economics & Government is mandated by the State of New York.
Successful completion of both courses is required in order to receive a diploma.
Participation in Government (PIG) and Economics 12 are two one-semester courses designed to provide students with a basic understanding of the functions and interaction of government and the economy in the United States

Economics, the Enterprise System, and Finance: Economics, the Enterprise System, and Finance examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available for the government to address these challenges.

Participation in Government: Students will study their role as citizens in American Democracy; the impact of public opinion and the media on the electoral process; the development of public policy; the function of government in the United States at the national, state and local levels; and the impact of U.S. foreign policy at home and abroad. Students will be required to fulfill specific requirements, which will allow them to observe and participate first-hand in the democratic process such as attendance at a governmental meeting, interviewing a public official and writing a letter to a public official.
American National Government 1/2 Year - 1/2 Credit 3 College Credits (POSC103)
The goal of this semester course is to help students acquire a working knowledge of the three branches of government in the American system and how these branches interact with state and local government**,** the citizenry, and foreign powers. We will examine the essential elements of the American constitutional system, the function of political parties, the concept of the federal system, the role of administrative agencies, the methods by which foreign affairs are conducted, and the manner in which conflicting ideals are resolved in a democratic system. The five units of study are as follows:

Unit One: The U.S. Constitution: Constitutional foundations, Principles (popular sovereignty, limited government, federalism, separation of powers, checks and balances and flexibility) and interpretation.
Unit Two: Civil Liberties and Civil Rights: the importance of the Bill of Rights, the 14th Amendment and the Courts to balance the power of government and the rights of individuals.
Unit Three: Political Participation: Students should understand how citizens acquire their knowledge and opinions about government and the avenues of participation available to them as well as the impact of the mass media on political behavior.
Unit Four: Institutions of Government: the interaction among the three branches and their interaction with state local government and foreign powers.
Unit Five: Public Policy: Students will research and analyze public policymaking as it relates to the economy, social welfare, healthcare, the environment and national security.
Pre-Requisite: 85 or higher on US History & Government Regents
Economics Honors: 1/2 year – 1/2 credit - 3 College Credits (ECON101)
This concurrent enrollment course is an introduction to macro and microeconomic theory emphasizing economic concepts and principles as tools in clarifying some of the major issues facing contemporary society, e.g., inflation, unemployment, international trade, health care, and the environment. Students will gain an understanding of the basic vocabulary, concepts and theories of micro and macroeconomics. Students will then use this understanding to investigate and analyze current social issues from an economic perspective.

ECON 101 fulfills the SUNY General Educational Social Sciences requirement and the NY State Graduation requirement for a high school course in Economics (half credit)

PHYSICAL EDUCATION

New York State Law requires all students to take a full year of physical education at each grade level. The physical education program at De Ruyter is designed to promote the physical, social, and emotional well-being of the students by offering them the widest range of activities and experience possible and providing more co-educational and life-time activities. By taking into account individual needs and interests, we hope to add to the overall interest, and enjoyment in the physical education program.

Grades 9-12 - 1 year - 1/2 credit
The emphasis in high school physical education classes is on life-time activities. We strive for the students to be fit, to feel good about themselves and to have fun. Grading in our co-educational setting is based on participation, skill & knowledge, testing, attitudes and effort.

OCCUPATIONAL EDUCATION

AGRICULTURE

8th Grade Ag & Tech: 1 year - 1 credit (8th Grade)
Takes middle school students through an exploration of the daily impact of agriculture, introducing plants, resources, energy, and animals we use and consume due to agricultural technologies. Middle school students explore the daily impact of agriculture. AgXplore introduces students to the plants, resources, energy, and animals we use and consume due to agricultural technologies. Every lesson includes unique and engaging hands-on activities and projects encouraging student exploration of the agricultural value chain from industry to consumer. In addition, the curriculum includes fresh and personalized assessment tools with laboratories, games, and questioning exercises. Units covered in this course: Agriculture in the Past, Plants we Grow, Resources we Use, Resources we Recycle, Energy we Consume, Animals we Care For, Food we Eat, and Agriculture in the Future. This course also spends time on Supervised Agricultural Experiences and FFA.

Introduction to Agriculture, Food, and Natural Resources (AFNR) – 1/2 Year – ½ Credit (9th Grade)
The goal of this course is to further elaborate on the concepts learned in 8th grade Ag/ Tech. Students will continue their education in agricultural leadership, FFA, and agricultural sciences. Leadership skills will be built upon through the continued development of work ethic, communication, critical thinking, and team-building skills. Students will continue their education in the following areas, plus more: Maple Production, Food Science, Horticulture/Plant Science, Forestry/ Natural Resources, and Animal Science.

Horticulture: 1/2 year – 1/2 credit (9th Grade)
This hands-on course introduces students to the exciting world of plants and their care. Students will explore key topics such as plant anatomy and physiology, various methods for growing plants, and greenhouse management. The course also covers the art of floral design, including creating corsages and boutonnieres, while providing opportunities to develop skills in arranging and managing our annual hanging basket plant sale. This course also spends time on Supervised Agricultural Experiences and FFA. Whether you're interested in agriculture, landscaping, or just love working with plants, this course offers practical experience and knowledge to inspire a green thumb and prepare for future careers in horticulture.
Prerequisite: Intro to AFNR

Animal Science: 1 Year - 1/2 credit
Explore the fascinating world of animal production and the industries, processes, and careers that make it thrive! This course focuses on the production, care, management, and products of dogs, cattle, pigs, sheep and goats, poultry, and horses. Alongside hands-on activities, you'll strengthen critical thinking, problem-solving, and communication skills while exploring real-world challenges in animal science. Supervised Agricultural Experience (SAE) projects and FFA leadership opportunities are a key part of the course, offering practical applications and valuable experiences. Whether you're passionate about animals or interested in a career in the animal industry, this course is the perfect place to start!
Prerequisite: Intro to AFNR

Advanced Agriculture - 1 year – 1/2 credit
Dive into the diverse and exciting world of agriculture! This course offers hands-on learning tailored to your interests, with topics inspired by FFA Career Development Events (CDEs) like Meats and Poultry Evaluation, Milk Products & Processing, Maple Production, Floriculture, Agronomy, Agricultural Mechanics, Wildlife and Tree Identification, Nursery & Landscape, Forestry, Food Science, and Farm Business Management. This class is responsible for making the homecoming signs, helping with wreaths, and maple production. You'll gain practical skills, explore real-world agricultural careers, and develop your own Supervised Agricultural Experience (SAE) project to showcase your passion and creativity. Along the way, we'll explore the opportunities and leadership experiences available through the FFA. If you're ready to take your knowledge of agriculture to the next level, this course is for you!
Prerequisite: Intro to AFNR

Agriculture Business Foundations 1 Year - ½ credit
Ready to explore the world of agricultural business? This course introduces you to the basics of managing a business in agriculture while building essential skills in math, reading, and writing—all through hands-on, real-world applications. You'll learn how to start a business, manage financial documents, assess risks, and create a business plan. Throughout the course, you'll tackle engaging projects and activities designed to sharpen your business and employability skills. Plus, you'll have the chance to investigate local issues and develop practical solutions with your own business plan. Along the way, you'll dive into FFA concepts and complete a Supervised Agricultural Experience (SAE) project to bring your ideas to life. This class is perfect for students looking to combine creativity, critical thinking, and agriculture into a rewarding experience!
Prerequisite: Intro to AFNR

Agriculture Mechanics –1 Year – ½ credit
This course introduces students to the general concepts and principles related to agriculture mechanics. This course includes instruction safety, woods, and metals. The first half of the year is primarily focused on safety and woodworking. The second half of the year we will spend time welding.
Prerequisite: Intro to AFNR

BUSINESS

Graphic Design – 1 Year – ½ Credit
This project-based course aims to provide students with the primary and working knowledge/concepts of graphic design principles. Students will expand their knowledge of Adobe Suite programs such as Adobe Illustrator, Photoshop, and Indesign. In addition, students will develop their skills in communicating visually and verbally through two-dimensional and digital art and design. The course content includes by not limited to Industrial Design, Fashion Design, Cover Design, Rebranding, Personal Brand Development, and Design Careers.

Career & Financial Management – 1 Year – ½ Credit
Students will learn the basics of economic systems, the opportunities available to them entering the workforce, and how to responsibly handle personal finances. Students will also learn the processes of entering the workforce: from applying and interviewing to leadership in the workplace.

Digital Comm. & Career Development – ½ Year – ½ Credit
3 College Credits (CAPS100, CAPS111, CAPS 141)
This course aims to provide students with a working knowledge of various computer applications, including keyboarding, google docs, slides, and sheets. Students will learn to type efficiently and effectively with documents, insert and modify the text, visual elements, charts, etc., work with various templates, add different components, and modify pages accordingly. In addition, students will work with spreadsheets, change spreadsheets, format, and print, analyze and process data, perform multiple calculations and work with multiple worksheets. Students will also create a google slides presentation, insert and modify the text, visual elements, and presentation formats, customize slide formats, print presentations, work with data from other sources, and manage and deliver presentations. In addition to these elements, students will begin thinking about potential careers and catering some of their projects in that direction. This is a project-based course. Want to know more about Business and/or career exploration? This course provides students with invaluable employability skills and knowledge of the workplace.

Accounting & Banking – 1 Year – 1 Credit
This course aims to provide students with a basic understanding of double-entry accounting in service and merchandising businesses, as well as the ability to analyze and organize accounting data to make informed business decisions. Students will be taught the process of recording financial transactions to determine a business's economic progress and financial condition. In addition, students will learn the concepts of Money & Banking.

Entertainment & Sports Management – 1 Year - ½ Credit
This Business and Sports Management course seeks to develop management skills within students, as management plays a role in any future employment opportunity. Students can analyze, synthesize, and evaluate data from the other functional areas of business (e.g., marketing, finance, accounting, and production) and focus on managing one's time and the time and talents of others. Students learn leadership skills and can select appropriate management styles. Students will use sports and sporting venues as the major themes in developing their management skills and techniques. This is a project-based course.

Marketing – 1 Year – ½ Credit - 3 College Credits (BUAD 204)
This course introduces students to the fundamental concepts of marketing and the role it plays in business and everyday life. Students will explore topics such as market research, consumer behavior, branding, advertising, product development, pricing strategies, and digital marketing. Through hands-on projects, real-world case studies, and collaborative activities, students will learn how companies identify customer needs and create effective marketing strategies.

BOCES CAREER & TECHNICAL EDUCATION PROGRAMS

What do the letters B-O-C-E-S stand for?

The Board of Cooperative Educational Services was established by the New York State Education Department to provide services to local school districts that they cannot provide alone. One important provision is Career and Technical Education.

What is Career and Technical Education (CTE)?

Career and Technical Education is learning the knowledge and skills necessary to become a skilled worker in a chosen occupation.

No matter how you plan to earn a living, all jobs require some special knowledge and skills. Some students obtain this training after high school, in college, some in apprenticeship programs, and some in high school at the McEvoy Career and Technical Education Campus in Cortland.

When should I go to the McEvoy Career and Technical Education Campus?

You should plan to attend during your junior and senior year of high school. You should plan your four (4) year high school schedule carefully to allow yourself the opportunity to attend if you desire.

Will I still have my high school friends?

Yes! You will be attending the McEvoy Campus for only a half day. You will have your lunch at your home school and pursue your academic courses there as well. You will also have the opportunity to be involved in organizations not available to you at your home school and will have the opportunity to make many new friends from other area schools.

How many units of credit do I get for a Career and Technical Education course?

For each year completed satisfactorily, you will receive three units of credit. One year (3 units) of CTE will meet the requirements of one 3 unit sequence. Two years (6 units) of CTE will meet the requirements for a 5 unit sequence. The 3rd math credit one year and 3rd science credit the other year will be granted.

Can I still attend college if I take a CTE course?

Yes! Approximately 45-55% of the graduates from the McEvoy Career and Technical Education Campus continue with some form of post-secondary education. Many students who continue their education find that their career and technical course gave them excellent preparation for college. In addition, selected career and technical courses offer college credits for those students who successfully complete their program.

Can I still get a Regents with Advanced Designation diploma if I take a career and technical course?

Yes! If you pass your Algebra, Geometry and Algebra & Trigonometry courses and Regents and other required regents courses. However, due to the changes resulting from the New York Education Department, it takes careful planning on your part and that of your school counselor to earn a Regents with Advanced Designation diploma.

How can I find out more about the courses at the McEvoy Campus?

The best way is to arrange a visit to the campus is through your School counselor. This will give you the opportunity to view for yourself what the programs are really like. You should also pick up information in the guidance office as well as talk with students from your school who are presently attending courses at BOCES. You will get an in-depth look at the various programs during the 10th grade visit in early Spring.

How do I sign up for a program at the McEvoy Campus?

Discuss your interests with your school counselor. They will see that you become enrolled in a program that matches your interest and abilities. New York State Educational Law guarantees all high school students the opportunity to enroll in a CTE course.

CAREER TECHNICAL EDUCATION PROGRAMS

AUTO COLLISION TECHNOLOGY
AUTO TECHNOLOGY
HEALTH OCCUPATIONS
CONSTRUCTION TECHNOLOGY
CULINARY ARTS
HEAVY EQUIPMENT
ENGINEERING TECHNOLOGY
GRAPHIC COMMUNICATIONS
COSMETOLOGY
COMPUTER TECHNOLOGY
WELDING
EARLY CHILDHOOD EDUCATION
PHYSICAL THERAPY PROFESSIONS
FIREFIGHTING & EMERGENCY MEDICAL TECHNICIAN

NEW VISION PROGRAMS FOR HIGH SCHOOL SENIORS: - New Vision is an exciting approach to program delivery for the senior year of high school. The program places students in the actual working environment of the career area they are most interested in pursuing. The purpose of the New Vision program is to give students a sense of closure to their high school education and a directed transition to their next level of professional development. Application and interviews are required.

MEDICAL PROFESSIONS- Is a total immersion experience in the field of Health Care. Students explore all career opportunities within the hospital. Students spend 3 1/2 to 4 hours of their school day on rotation or in class at Cortland Memorial Hospital. The program offers 4 credits toward graduation which include Health Careers, Human Anatomy and Physiology, Government and Economics and English 12.

Course prerequisites: school counselor and teacher recommendations, junior year requirements completed, three years of math and science completed, good academic standing (B+ average or higher), completed application, interest in a Health related profession, good communication skills, and demonstrated maturity and ability to work both independently and in teams.

Health Occupations to observe: Pharmacist, Physicians, Ultra sonographers, Physical Therapists, Occupational Therapists, Respiratory Therapists, Recreational Therapists, X-ray Technicians, Nurses and many others.

ENVIRONMENTAL SCIENCE CAREERS - This program consists of modules of instruction in six specific areas in environmental science: forestry, fish and wildlife, environmental issues, soil and water, land use and outdoor recreation. This program is conducted at the Tunison Labs in Cortland. Students could receive four credit hours toward graduation which include English 12, Government and Economics, and 2 credits in Environmental Science.