

# 2019-2020 Newfield High School Curriculum Guide



Conscious, Consistent, Committed to what  
is best for our Community

Together, we can make learning matter!

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Dear Parents,

This Course Handbook lists the courses that we are planning to offer for the 2019-2020 school year. Accompanying this Handbook, students will be given a 4-year plan. You, the student and parent, should discuss the student's program among yourselves, with our school counselors and teachers, and come to a decision about what you want for the student. Afterwards, the 4-year plan should be filled out, signed, and returned to the guidance office. We will then make our best effort in meeting the student's needs through the scheduling process.

You should be aware that the size of our school often limits our ability to provide every student with his/her ideal schedule. For example, we may have only one section of Spanish 201 and one section of Physics, and we may be forced to schedule them both during the same period. If the student wants both courses, we will contact you in order for you to make a choice. In addition, we may not be able to offer some courses because of low demand. Again, we will contact you about the changes you may have to make.

The requirements for graduation are becoming more complex every year. You must not only be concerned with total credits earned, but with the various subject area requirements and mandatory regents/competency tests. In New York State, there is a distinction made between two major types of diplomas that are offered - the Regents diploma and the Advanced Regents diploma. The Advanced Regents diploma involves higher standards that are uniform across the state and also requires passing the Regents comprehensive examination in specified subjects and the completion of certain courses or sequences of courses. The total credits required are the same for both diplomas.

The following sections will outline the requirements for both the Regents and the Advanced Regents diplomas in terms of credit requirements, course sequence requirements, and examination requirements.

In closing, let me reiterate our purpose. The Handbook and 4-year plan enable you to be more involved in the creation of your student's schedule. Please discuss the options available with everyone concerned and call our guidance office with any questions you may have before returning the 4-year plan.

We believe your knowledge and involvement will result in a better school experience.

Patrick Mahunik  
High School Principal

## GRADUATION REQUIREMENTS

<b>Regents Diploma</b>		<b>Advanced Regents Diploma</b>	
<u>Required Courses</u>	<u>Credits</u>	<u>Required Courses</u>	<u>Credits</u>
English	4	English	4
Social Studies	4	Social Studies	4
Math	3	Math	3
Science	3	Science	3
Foreign Language	1	Foreign Language	3
Art/Music	1	Art/Music	1
Health	.5	Health	.5
Physical Education	2	Physical Education	2
Electives	3.5	Electives	1.5
TOTAL	22	TOTAL	22

### Required Exams (5 total)

English Common Core  
 Regents Math (Algebra, Geometry or Algebra II)  
 Regents History (Global History or US History)  
 Regents Science (Biology & Earth Science or Chem)  
 An additional Math, Science or History Regents\*

### Required Exams

English Common Core  
 Regents Algebra Common Core  
 Regents Geometry Common Core  
 Regents Algebra II Common Core  
 Regents Global History & Geography  
 Regents US History  
 2 Regents Science Exams  
 Foreign Language Comprehensive Exam

### **Newfield High School Diploma Types**

**Local Diploma** - will continue to be available for students with disabilities. Students must earn at least 22 credits and will have the low - pass option of scoring between 55 - 64 on the required Regents examinations.

**Regents Diploma** - students must earn at least 22 credits and score a minimum of 65% on the 5 required Regents or State approved exams.

**Advanced Regents Diploma** - students must complete all the course and testing requirements of a Regents Diploma plus the following additional requirements: (a) at least 3 credits in the same Foreign language with a score of 65 or better on the Comprehensive LOTE exam. (b) Two or three Regents exams in Mathematics as outlined in the chart above. (c) Two Regents exams in Science. One exam must be Living Environment and the second can be any of the physical sciences (Earth Science, Chemistry or Physics).

**Concurrent Enrollment Courses:** Throughout this guide you will notice many courses that are listed as “Concurrent Enrollment” courses. Students who successfully complete concurrent enrollment courses may receive both High School credit and college credit through TC3. In most cases any college credit(s) earned through concurrent enrollment (TC3) courses are transferable to other colleges and universities. The credit(s) listed in this guide refers to High School credit.



# ART

## **Studio**

1 credit

A full-year, studio-based class is designed to emphasize the creative process and artistic production in both 2-dimensional and 3-dimensional art forms. Students use inquiry, literature, and critical thinking to solve problems using artistic means. Students will learn about the elements of art and the principles of design, why they exist, and how to apply them to each individual project(s). Students also learn about various techniques, skills, art movements, and styles used around the world. Throughout the course, students are encouraged to use their own interests and personality to create original works of art. Visual literacy, idea development, problem solving, good craftsmanship, and time management skills are strongly emphasized.

## **Contemporary Art**

**Prerequisites: Studio Art**

½ credit

This semester long, studio-based course is designed to explore a range of contemporary art movements. Students will discover how contemporary artists blend current technology with traditional methods of making art to reflect the complexity and diversity of the world we live in. Instruction in digital illustration, image manipulation, digital cameras, and graphic design will compliment an exploration of traditional mixed media, recycled and found art media. This course focuses on visual literacy and the production of original artworks, with a strong emphasis on artistic research, concept development, and critical thinking skills. Throughout the course, students are encouraged to develop their own concepts and themes in response to visual challenges. Students are required to keep a sketchbook and maintain a digital portfolio of their artwork.

## **Traditional Arts**

**Prerequisites: Studio Art**

½ credit

This semester long, studio-based course, students will explore a variety of traditional art media and techniques, including drawing, painting, printmaking, and ceramics. As in Studio Art, this course focuses on visual literacy and the creative process, with a stronger emphasis on the development of observation skills, critical thinking skills, problem solving, time management, and good craftsmanship. Throughout the course, students are encouraged to develop their own concepts and ideas to create original works of art. Students are required to keep a sketchbook and maintain a digital portfolio of their artwork

## **Advanced Art**

½ or 1 credit

This course is designed for the motivated art student who wishes to expand their two & three dimensional design skills and advance their visual communication skills by exploring a variety of design processes and techniques. Students can expect to work individually and in collaboration with other students, teachers and/or classes. Students will be required to keep a sketchbook.

## **Independent Art/Portfolio Prep**

1 credit

Portfolio Preparation is an advanced course for art students who wish to create a portfolio to show prospective employers and/or to gain college admission. Students should have taken all other art classes and be in their junior or senior year of high school. A portfolio of 15 to 20 top quality works will be required to complete the course. Career education, visits to businesses, school admission requirements and presentation skills will be stressed. A sketchbook will be required.

# ENGLISH

## English 9

1 credit

English 9 is a required English class designed to give students knowledge of literature, composition, speech, spelling, and vocabulary. Students will read short stories, novels, poems, essays, and plays. Through discussion of the works read students will learn literary terms and some of the techniques of literary analysis. Writing will also be a major focus of the class. Students will be asked to write essays examining the works read. Each student will build up a writing folder to track his or her progress as the year progresses. Students will also be introduced to the types of questions asked on the 11<sup>th</sup> grade New York State English Regents in order to begin preparing them for this exam.

## English 10

1 credit

In English 10, students will read a variety of assigned short stories, novels, poems and plays. They will also participate in a "Reading Workshop" session in which they will, through practice, develop the habits of adult literacy: the selecting and reading of books based on individual interest and ability. Students will learn to identify numerous literary techniques at work in their readings, as well as how to correctly write about their use through literary terminology. With the exception of a poetry unit, the written requirements in English 10 will focus on grammar skills and essay writing. Two oral presentations will be given by each student during the course of the year.

## English 11

1 credit

English 11 includes the study of primarily American literature, including novels, short stories, drama, poetry and prose. Writing experience covers varied forms of essays, a short story, a play and poetry. Preparation for the Regents Common Core Exam in English is an objective in this course.

### English 101 – Concurrent Enrollment Course – Recommendation Required

1/2 credit

\*Students must score 85 or better on English CC Regents AND English 11 course

Students practice basic strategies of academic discourse: planning, drafting, revising, and editing expository essays in response to readings on significant issues. Students will learn to summarize, paraphrase, quote and document sources as they analyze, evaluate, and synthesize ideas. The course will enable students to choose the appropriate rhetorical and stylistic approaches to respond effectively to writing assignments with clarity, coherence, and sound reasoning. Students will earn college credit from TC3 for earning a "C" or higher average for this course.



### English 102 – Concurrent Enrollment Course – Recommendation Required

1/2 credit

Approaches to Literature is a course which offers students the opportunity to earn three college credits. It is an introduction to the major aspects of literature designed to develop an appreciation and an understanding of fiction, drama, and poetry as forms of literary expression. Students will develop their appreciation and understanding of literature, as well as their ability to express that enjoyment and understanding in well-written English employing appropriate critical vocabulary.



## English 12

1 credit

English 12 is a combination of public speaking and journalism. They study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Journalism explores the contemporary media and the ethical responsibility issues inherent in the press today. Students will learn the fundamentals of news, feature, editorial and sports writing.

## (English Cont.)

### Film History

1 credit

Film Studies is the study of the production, aesthetics and history of the 20th century's most important visual medium—the cinema. As storytelling device, as historical document, as expression of imagination, as artistic object, there is no form more capable of capturing our interest and provoking the senses. The cinema can create worlds of magic, fantasy and romance just as easily as it can expose the dim reality of actually lived life.

### Digital Literacy

1 credit

An inquiry-based, project-based, technology embedded class that incorporates a multitude of 21st-Century tools and learning skills into writing, presentations and public service announcements.

## **FOREIGN LANGUAGE**

### Spanish 1 (8<sup>th</sup> grade – Spanish)

1 credit

8<sup>th</sup> grade students will review units covered in 7<sup>th</sup> grade and add detail. These units include personal identification, family, house, shopping, health/body, physical environment and leisure. In addition, we will study units about food, professions, community and travel. In preparation for the proficiency exam, we will continue to improve our reading comprehension and practice listening skills using videos, music and tapes of authentic situations. We will learn to discuss the subjects we have studied to give opinions, as well as to write notes and letters for a purpose. Students MUST pass the proficiency exam to earn this credit.

### Spanish 2

1 credit

The first few months we will review, in a comprehensive way, all the material learned the first two years. Grammatical structures will include the two major past tenses and becoming familiar with when to use each form. A major project this year will be to write and illustrate a children's book using these past tenses. To improve our listening skills, we will view movies in Spanish, listen to Spanish music and material from Spanish radio and TV. We will read children's books, essays, and poems and react to them in writing. Letter writing, e-mail messages to Spanish-speaking students and writing stories will help to prepare us for real-life situations. We will present dialogs, skits, and oral reports, as well as learning to discuss topics on the spot.

### Spanish 101

1 credit

SPAN 101 - Beginning Spanish I. This course focuses on the essentials of Spanish grammar and the vocabulary needed for effective communication in everyday situations. Primary emphasis is placed on developing listening comprehension, speaking, reading, and writing skills. The culture, people, and geography of the Spanish-speaking world are also studied.



## Spanish 201 & 202

SPAN 201 – Intermediate Spanish

½ credit

\*Students must score 85 or better on Spanish 102 Final and in the course

Building on the skills and knowledge mastered in SPAN 101, students continue to learn the essentials of Spanish grammar and the vocabulary needed for effective communication in everyday situations. Substantial outside preparation using CD-ROMs, the internet, or other audio-visual materials is required. Students are expected to be able to communicate in the present and past indicative tenses in Spanish.



SPAN 202 - Intermediate Spanish II

½ credit

This is a continuation of Intermediate Spanish I. Major emphasis is placed on helping students to improve their oral communication skills and reading comprehension. Students continue to explore different aspects of the cultures, history, and current events of the Spanish speaking world.



## ***HEALTH / INDEPENDENT Electives***

### Health

½ credit

Students will be guided towards the development of an appreciation of the value of a healthful life and an understanding of his/her own physical, mental, emotional and social health. Topics covered will include nutrition and exercise, disease prevention and control, tobacco, alcohol, drugs, mental health, personality development, human sexuality, safety and first aid and environmental health. In addition, the NYS requirement for the parenting education program will be included in the health curriculum. This course is required for all students and will develop these topics in greater depth than the seventh grade course.

### Health 205- First Aid and CPR

1/2 credit

This is a study of the typical injuries, illnesses, and emergency situations received in workplace, recreation, home and community, as well as the corresponding first aid skills needed to manage those emergencies until Emergency Medical Services (EMS) personnel arrive. This course emphasizes ways to prevent such scenarios and helps students confront their fears of stepping forward to provide assistance. The corresponding American Red Cross certificate(s) in CPR and First Aid are given upon satisfactory completion of the requirements.



### Health 206 – Personal Health

1/2 credit

Isolates some of the most perplexing health-related problems, and provides opinions, data, and facts to help students make decisions to optimize their personal health. Topics include promoting health behavior change, psychosocial health, managing stress, violence and abuse, human sexuality, nutrition, weight management, personal fitness, addictions and addictive behavior, alcohol, tobacco and caffeine, illicit drugs, cardiovascular disease, cancer, infectious diseases, sexually transmitted infections, noninfectious conditions, healthy aging, environmental health, consumerism and complementary and alternative medicine.



## **HEALTH / INDEPENDENT Electives (Cont)**

### **Independent Living**

½ credit

The goal of the Independent Living course is to prepare students for their transition into independence with a solid, practical, and useful knowledge base of the common situations they will face in the adult world. Topics that are covered include decision making and planning, job research, resumes, interviewing, banking, budgeting, credit, taxes, basic cooking, and many more. The course is also designed to open discussion and promote critical thinking and problem solving.

### **Food Exploration**

½ credit

The goal of the Foods Exploration course is to give students practical, hands-on experience in food preparation, kitchen safety and sanitation, healthy food choices, and basic nutrition. Students will also discover how to identify, implement and adapt recipes to reflect healthier food choices for everyday living.

### **Service Project / Independent Study**

Newfield High School will provide students with creative opportunities to pursue learning in a specific area that is of direct interest to the student, that is relevant to the student's life, and that aligns with our school vision and goals. Independent service and study projects will be academically rigorous and aligned to the New York State commencement-level learning standards. Students must speak with the school counselor and can schedule service/projects during NHS Privileges, College/Career Ready Labs or lunch periods.

### **Introduction to PSYCHOLOGY 103**

1 Credit

This course provides students with a basic understanding of psychology. Theories and research relating to emotions and stress, abnormal behavior, motivation, learning, personality, methods of therapy, biology and behaviors, developmental psychology, and social psychology are discussed.



# **MATH**

## **Algebra A**

1 credit

For students who would benefit from a more supported approach to the topics in the required NYS Common Core Algebra assessment and/or who received a score of a Level 1 or 2 on the Math 8 assessment. The course reviews fundamental math concepts and procedures, and covers several topics in algebra and geometry. Emphasis is placed on developing confidence in doing mathematics and in improving math reasoning and communication skills. This is the first of a two-year program designed to have students take, and pass, the Common Core Algebra Regents their 10<sup>th</sup> grade year.

## **Algebra CC**

1 credit

This course addresses all topics associated with elementary algebra, linear and quadratic functions, inequalities and absolute value, coordinate geometry, probability and statistics as delineated in the Common Core Algebra Curriculum published by the New York State Department of Education. The Common Core Algebra Regents exam is taken at the end of the course.

## **Principles of Algebra and Geometry**

1 credit

This course provides students a survey of topics for high school mathematics, including the foundations for high school algebra and geometry. Students will deepen their conceptual understanding and strengthen their performance in algebraic and geometric content areas to prepare them for additional coursework in CTE Math and/or Geometry.

## **Geometry CC**

1 credit

This course covers all topics associated with geometric relationships, constructions, locus, proofs, transformational geometry, and coordinated geometry as delineated in the Common Core Geometry Curriculum published by the New York State Department of Education. The Common Core Geometry Regents exam is taken at the end of the course.

## **Consumer Mathematics**

1 credit

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics in real world situations. College Prep Math is geared for seniors to help prepare them for the college entrance math exam.

## **Common Core Algebra II**

1 credit

An advanced HS Math course that emphasizes proofs, intermediate algebra, trigonometry, functions, probability, statistics, conic sections, sequences, and series.

## Math (Continued)

<b><u>Math 120</u> – College Algebra and Trigonometry</b>	<b>½ credit</b>	 CollegeNow @TC3  CollegeNow @TC3  CollegeNow @TC3  CollegeNow @TC3  CollegeNow @TC3
This course covers fundamental algebra and trigonometry between elementary algebra and pre-calculus. Topics include polynomial and rational expressions, graphing, functions, first and second-degree equations, polynomials and rational equations, absolute value, transformations, complex numbers, and right triangles and functional trigonometry.		
<b><u>Math 138</u> – Pre-Calculus</b>	<b>½ credit</b>	
A pre-calculus course that stresses functions and graphing. Topics include polynomial functions, trigonometric functions, exponential and logarithmic functions, rational functions, vectors, polar coordinates, and an introduction to calculus.		
<b><u>Math 200</u> – Statistics</b> Prerequisites: Algebra 2 /Trigonometry	<b>1 credit</b>	
This course has three major parts: Descriptive Statistics, Probability, and Inferential Statistics. The course involves the application of statistical procedures to the analysis of experimental data. Topics include methods of presentation of data, measures of central tendency and dispersion, sampling techniques, elementary probability, hypothesis testing and many more.		
<b><u>Math 201</u> – Calculus 1</b>	<b>½ credit</b>	
An introduction to differential and integral calculus. This is a dual enrollment course through TC3 and students can earn college credit.		
<b><u>Math 202</u> – Calculus 2</b>	<b>½ credit</b>	
A follow-up course to Math 201. Topics include applying derivatives and integrals to trigonometric, exponential, and logarithmic functions.		

## MUSIC

### **Senior Chorus**

**1 credit**

A quality vocal performance organization is open to all students with a serious interest in singing and a desire to excel in a large group musical experience. The Chorus performs in a variety of sacred and secular works in numerous school and community functions throughout the year. Satisfies one unit of fine arts credit required for graduation.

### **Senior Band**

**1 credit**

Participation in Senior Band is available to those who have successfully completed the Junior Band Program. A comprehensive education is offered including the exploration of music history, theory, as well as a further development of individual performance skills. Qualified students are selected to perform in NYSSMA solo festivals held at least once a year. Outstanding students are given the opportunity to participate in select music groups such as All-County Band and/or Area All State Band. Pre-requisite: successful completion of Junior Band program or waiver by the director.

## *MUSIC (Cont)*

### Music Theory (Sophomore, Juniors, & Seniors)

½ credit

This music elective is designed for students interested in exploring music beyond performance. Students will cover key signatures, major and minor scales, arpeggios and triads, rhythmic durations, simple and compound meters.

### Digital Music

½ credit

This elective course is designed to help students learn music through the use of synthesizers interfaced with computers. Students will learn terminology and equipment used in the field. Students will learn the fundamental elements of music including rhythms, musical form, musical style and how to manipulate musical elements to influence style. Students will compose their own music based on the topics discussed. Topics covered will include music theory, basic keyboard skills and digital sequencing.

## *PHYSICAL EDUCATION*

### 9th & 10th Grade

1/4 credit

This semester course consists of team sport units of study (i.e. football, soccer, volleyball, lacrosse, basketball), which incorporate intermediate and advanced skills, rules and strategies. Also included are lifetime sports and fitness oriented units of study (i.e. volleyball, cross country skiing, strength training, martial arts/self-defense, jogging, aerobics). Also, students participate in adventure-based learning through group initiatives & cooperative games.

\*Written work, including a major mid-term project (worth 25% of final grade) will also be assigned.

### 11th & 12th Grade

1/4 credit

This semester course consists of lifetime sports and fitness oriented units of study such as: golf, outdoor ed., volleyball, badminton, self-defense/martial arts, cross country skiing, aerobics, jogging, weight training, dance, fitness walking, yoga and slow pitch softball. Also, various team sport activities will be concentrated on in a recreational sense (i.e., basketball, soccer, lacrosse, etc).

\*Written work, including a major mid-term project (worth 25% of final grade) will also be assigned.

### Personal Health

½ credit

This course isolates some of the most perplexing health-related problems, and provides opinions, data, and facts to help students make decisions to optimize their personal health. Topics include promoting health behavior change, psychosocial health, managing stress, violence and abuse, human sexuality, nutrition, weight management, personal fitness, addictions and addictive behavior, alcohol, tobacco and caffeine, illicit drugs, cardiovascular disease, cancer, infectious diseases, sexually transmitted infections, noninfectious conditions, healthy aging, environmental health, consumerism and complementary and alternative medicine.

# **SCIENCE**

## **Living Environment**

1 credit

The course content is designed to provide students with a background in the biological sciences, which will develop an increased awareness of the consequences that can result from the ways we interact with our environment and also consider career opportunities that are evolving as a result of accelerating technological advances. The curriculum contains seven core topics and five extended areas including diversity of living organisms, physiology, reproduction and development, transmission of traits, and ecology. An effective laboratory experience is a basic course component, designed to capitalize on local resources and interests.

## **Earth Science**

1 credit

The content integrates the traditional areas of study such as environmental change, earth motions, energy in earth processes, the erosional and depositional process, and interpreting geologic history. Emphasis is placed on the analysis of the environment and processes affecting it. The activities are oriented toward an inquiry approach, placing the student in the role of investigator.

## **Environmental Science**

1 credit

This course, for juniors or seniors, would be more self-interest and class-directed exploration into research and experimental design covering current issues in biology. Topics include but not limited to: horticulture, mountain ecology and climate, genetics and genetic engineering, evolution of historical scientific thought and environmental issues.

## **Introduction to Environmental Sciences**

ENVS 101

1 credit

Explores the biological dimensions of natural-resource management issues. A basic introduction to evolutionary and ecological principles help support discussions of topics such as human population dynamics, human health and toxicology, wildlife biology and management, food production, pest control, and maintenance of biodiversity. Both local and global issues are addressed. Fulfills the SUNY General Education Natural Sciences requirement. Prerequisites: 2 previous science regents courses and exams passed.



## General Chemistry / Food Chemistry

1 credit

This non-regents course is a study of the basic principles of chemistry including measurement, atomic structure, bonding, and chemical formulas and equations.

## Chemistry

1 credit

### CHEM 101

This is a study of the basic principles of chemistry including measurement, atomic structure, bonding, mole concept, stoichiometry, and chemical formulas and equations. It is intended for students who have not had a chemistry course. Laboratory experiments are hands-on, wet-lab, performed in a traditional chemistry lab.



### CHEM 102

This course is a continuation of CHEM 101 including studies of liquids, solids, chemical equilibrium, electrochemistry, aqueous solutions, gases, organic chemistry, acids and bases. Laboratory experiments are hands-on, wet-lab, performed in a traditional chemistry lab under supervision of a chemistry professor. Students will take the NYS Chemistry Regents as culminating exam.



## Principals of Biology

### BIOL 101

½ credit

The first course of a two-semester sequence presenting an overview of major biological principles. Course topics include chemistry as it relates to organisms, cell morphology and physiology, and genetics. BIOL 101 fulfills the SUNY General Education Natural Sciences requirement.



### BIOL 102

½ credit

The second course of a two-semester sequence presenting an overview of major biological principles. It is appropriate for students who are not planning to transfer to an upper level major in science, environmental science, medicine, or a science-related field. Major topics will include evolution, biodiversity, animal form and function, and ecology. Prior completion of BIOL 101 is not required.



## Physics

1 credit

Physics is the study of energy and its various forms and changes. It is an intensive laboratory course with over forty labs. Math II skills are used every day. Some topics are motion, forces, heat, electricity, magnetism, light and nuclear energy.

# SOCIAL STUDIES

## Global History 1

1 credit

Global History examines World History from Prehistoric times until the discovery of the New World. Topics include Ancient Egypt, Africa, China, Greece and Rome. Also covered are the Middle Ages and the Renaissance.

## Global History 2

1 credit

This class will examine the world outside the United States from the end of the renaissance to the fall of communism. The course will include geography, historical setting, and the dynamics of change, cultures, economics, and political, social and religious philosophy. The Regents Exam taken at the end of this course is a comprehensive test for Global History 1 and 2.

## U.S. History

1 credit

This course examines American History and Government from the Revolutionary War to the present. A major emphasis is on 20th Century U.S. History. A comprehensive regents exam is taken at the end of this course.

### History 201/202 – Recommendation Required

1 credit

\*Prerequisite: students must score an 85% on Global History Regents and Course

This course is a survey of American History from the founding of the 13 colonies to the present. Students will also have to complete a research paper each semester. Three college credits will be awarded each semester from TC3 for successful completion of this course.



## Economics

½ credit

Introductory course in Macroeconomics and Microeconomics including a study of the U.S. and its role in the world economy.

## Government

½ credit

Basic government course with special focus on the role of a citizen in a democracy. Topics include: basic governmental workings, analyzing public policy issues and problems, making decisions and implementing decisions. There is a community service component required

### Business Law 201

1 credit

This course can be applied as a credit in Social Studies or Business. Topics include criminal law, contract law, sales contracts, insurance, wills, and renting. This course will award students dual credit from TC3.



## Newfield: Past, Present and Future

½ credit

This is a one-semester class, co-taught by Mr. Githler and Mr. Steinorth, open to 11<sup>th</sup> and 12<sup>th</sup> graders interested in exploring Newfield's heritage, examining Newfield's current resources and challenges and participating in planning for Newfield's future. We will trace the history of Newfield from the Watkins and Flint Purchase in 1794 to the present day, analyze the town's 2013 Comprehensive Plan, and design a project with a vision for Newfield's future in mind. There will be interaction with members of the Historical Society and different agencies of town government, as well as plenty of hands-on, real-world activities.

# TECHNOLOGY EDUCATION

## Engineering Graphics

½ or 1 credit

### **DRAF 107**

This course introduces students to the graphical "language of the engineer," and is designed for students planning to enter an engineering-related field. Students explore graphical communication through freehand sketching and 3-D modeling using SolidWorks. The course emphasizes drafting standards in the creation of multi-view and pictorial drawings, and incorporates dimensioning and tolerances.



## Applied Technology - Prerequisite: Introduction to Technology 8

½ or 1 credit

Applied Technology is designed to benefit students who seek a lab environment with opportunities to explore trades such as cabinetry, carpentry, welding, and small engines to name just a few. The course will be hands on in nature centered on lab activities that enable students to develop safe hand tool and machine tool skills. Students will design, construct, and finish professional quality products. Hand tool and machine tool skills will be improved as students use advanced technological processes to complete individual & group projects.

## On-Line CollegeNow Enrollment Courses

There are on-line courses offered by TC3 for our high school students (Juniors and Seniors). Newfield Central Schools will **SHARE** the expense of these online courses for interested students. Expected family contribution per class is estimated around \$250 per class.

Introduction to Sociology (SOC 101)  
Introductory Astronomy (ASTR 101)  
Business Communications (BUAD 203)  
Creating Online Media (COMM 100)  
Intro to Computer Info (CIS 108)  
Personal Health (HLTH 206)

Intro to Psychology (PSYC 103)  
Foundations of Business (BUAD 106)  
Intro to Criminal Justice (CRJU 105)  
Mass Media (COMM 101)  
Essentials of Nutrition (BIOL 114)  
Intro to Economics (ECON 101)

## **Tompkins-Seneca-Tioga Career and Tech Center**

Newfield students who are interested in a vocational component to their academic program are encouraged to attend a one or two year course at the T-S-T BOCES Career and Tech Center during the junior and/or senior years.

Animal Science I & II	Auto Body I & II	Auto Technology I & II
Computer Tech / Cybersecurity I & II		Cosmetology I & II
Criminal Justice I & II	Culinary Arts I & II	Digital Media I & II
Early Childhood I & II	Heavy Equipment I & II	Welding I & II
Nurse Asst & Health Occupations I & II	Sports Conditioning/Exercise Science I & II	

\*New Visions: Life Sciences @ Cornell University

\*New Visions: Health Sciences @ Cayuga Medical Center

\*New Visions: Engineering @ Cornell University

(\*these programs are competitive and require an interview with a selection committee)

### **AIS (Academic Intervention Services) and TUTORING**

Students in need of assistance in their academic areas are to contact their teacher(s) and/or school counselor, so that tutoring may be scheduled through the National Honor Society or private tutoring. Some students who have not passed a New York State Assessment may also be scheduled for AIS to ensure their success on future assessments.

### **ACADEMIC LABS**

Academic labs provide our students with direct teacher support in completing school work, studying for upcoming assessments, conducting research, completing projects, finding and applying for jobs, preparing for future job or career opportunities, and preparing for Regents, SAT's, and other high stakes exams.

### **SPECIAL EDUCATION**

The Special Education Department offers courses at all grade levels for students with handicapping conditions. These courses are modified from New York State Syllabi to meet individual student needs and graduation requirements in each subject area as specified by the student's IEP. These courses may be offered either in special classrooms or in mainstream classes with consultant services. The department also offers remediation and tutorial assistance in the Resource Room for those students who require this service. Related services such as counseling and psychological services, language therapy, occupational, and physical therapy are also available.

### **SUMMER SCHOOL**

Newfield students may attend the area summer school, which is sponsored by BOCES and is held at the TST BOCES campus. Courses may be taken for acceleration upon approval and available slots, or students may repeat courses failed at the home school. To attend summer sessions, permission from Newfield is required. Transportation is the student's responsibility. Offerings in summer school are limited--only a few of the academic courses are offered, and none in the non-academic area.

**ACE PROGRAM** (Access to College Education) **Recommendation Required**

This program is designed as a partnership between Cortland and Tompkins County school districts and the participating colleges to provide a student with the opportunity for continued education at one of the participating institutions (Cornell University, SUNY Cortland, Ithaca College, or TC3) contingent upon the student meeting the institutions admission standards. Students will enroll in this program for their four years of high school and upon successful completion of high school and the ACE program activities the student will be granted to at least one or more of the participating colleges provided the student meets that institution's admission standards. Parents and/or students should contact their school counselor in eighth grade for more information about ACE.

**UPWARD BOUND** **Recommendation Required**

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits.

## CONVERSION CHART

For purposes of transfer students, NCAA, and any other institutions that use a letter grading system the conversion chart below will be used.

<u>4pt. scale</u>	<u>Percentage</u>	<u>Letter Grade</u>
4.0	95-100	A
3.9	94	A
3.8	93	A
3.7	92	A
3.6	91	A
3.5	90	A
3.4	89	B
3.3	88	B
3.2	87	B
3.1	86	B
3.0	85	B
2.9	84	B
2.8	83	B
2.7	82	B
2.6	81	B
2.5	80	B
2.4	79	C
2.3	78	C
2.2	77	C
2.1	76	C
2.0	75	C
1.9	74	C
1.8	73	C
1.7	72	C
1.6	71	C
1.5	70	C
1.4	69	D
1.3	68	D
1.2	67	D
1.1	66	D
1.0	65	D
0.0	64	F

Newfield Central School is an equal opportunity employer and educator, making opportunities available without regard to sex, race, color, national origin or handicap. Questions or concerns regarding these regulations should be directed to Superintendent of Schools, Title IX/Section 504 Coordinator  
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