

GUIDANCE

The High School Counseling Office is staffed by two counselors and a secretary. An annual plan is developed listing the services provided for students, parents, teachers and the community. The plan is approved by the Board of Education and is available for review upon request.

WHO IS A SCHOOL COUNSELOR?

- A New York State certified, specially educated caring person
- A school person who provides guidance/counseling to all students
- A resource person
- A coordinator
- A consultant
- A group facilitator
- A teacher
- A person who helps teachers, parents, students and administrators

WHAT DOES A SCHOOL COUNSELOR DO?

- Helps work with individuals and groups
- Helps identify needs of students
- Encourages better inter-personal relationships

WHAT IS THE PURPOSE OF INDIVIDUAL COUNSELING, GROUP MEETINGS AND CLASSROOM GUIDANCE?

- To help students develop self-understanding and self-awareness
- To build self-confidence and self-esteem
- To encourage students to recognize and make the best use of their capabilities
- To provide opportunities for students to feel successful
- To give students an opportunity to talk about educational and personal social concerns
- To encourage students to recognize, understand and work through learning difficulties
- To help students better adjust to school and home environments
- To develop students' awareness of the world of work
- To teach students the decision-making/problem solving process
- To help students think about options for post-secondary education
- To help students apply to colleges or for jobs
- To keep students informed about employment trends

A handbook for students is published annually on the school's website. Students should become familiar with the guidance information included in the handbook on the following subjects:

Diploma Classification
Grading Policy
Honor Roll and Ranking
Scheduling
Acceleration Program

Other information on the website includes links to college and career sites, college entrance exams (SAT/ACT), financial aid information, as well as, academic supports.

COURSE DESCRIPTIONS

ENGLISH

The English Department offers two levels of instruction at each grade level.

REGENTS

This level of instruction covers the speaking, listening, reading, and writing skills found in the New York State English Language Arts Standards Document. Corinth's English Language Arts Curriculum was revised in 2009 to assure the alignment of skills and knowledges expected by New York State and skills and knowledges taught in the English Department. Preparation for the Comprehensive Exam in English begins in grade 9 and culminates in grade 11 when the exam is given. The English 12 curriculum follows and is designed to provide advanced writing instruction, continued literary studies in literary theory, and transition skills needed for college, military, and work. At least one novel will be assigned for summer reading at all grade levels.

HONORS

English Language Arts skills are covered in greater depth at an accelerated pace. The reading selections differ significantly from Regents level instruction and enrichment activities are offered. At least one novel is assigned for summer reading at all grade levels.

*All students in grade 12 will take a Regents-level course with the exception of students who register to take WRT 105 and ETS 192 offered by Syracuse University. (6 credit hours)

Electives are offered in Creative Writing, SAT Prep, Adirondack Studies, Speech, Mystery Novels and Film.

CRITERIA FOR PLACEMENT IN HONORS-LEVEL CLASSES

PLACEMENT

Honors level courses are offered in English and Social Studies. The following guidelines apply. In order to be placed in Honors for the first time at the high-school level, a student must meet the three criteria below:

- ❑ An average of 85 in the previous year's honors class or an average of 90 in the previous year's regents-level class.
- ❑ For English – at least an 85 on the 9th or 10th grade parallel assessment or 85 on the comprehensive English regents exam. A placement test is administered to 8th grade students.
- ❑ For Social Studies – a level 4 grade on the 8th grade assessment or 85 on a high school parallel or regents.

These placement requirements apply to any student taking Honors English/Social Studies for the first time at the 9-12 level at Corinth High School.

In order to continue enrollment in an honors-level class, a student must have a cumulative average of 80% or greater by the end of the semester. Students who drop below this average will automatically be withdrawn from the honors-level program at the end of the semester. In the event that the student is in danger of dropping below the cumulative 80% average at any point during the semester, a conference will be held with the parent, teacher, and guidance counselor. With the permission of the guidance counselor and a parent, a student may drop an honors-level class at any time.

It is the parent and student's responsibility to be attentive to the grades on the interim reports. If the interim grade reflects an average below 80%, parents are strongly encouraged to contact the teacher for a conference PRIOR to the end of the marking period.

TESTING REQUIREMENTS

See your counselor for more information.

SAFETY NET

Identified special education students are eligible to use a passing grade (65) on RCT exams to satisfy graduation requirements if they do not achieve the required grade on any Regents exam. The safety net is also available to students with a 504 Plan if it is so specified in the 504 Plan. The safety net is also available to students who have been declassified if it is so specified in their IEP.

ACADEMIC INTERVENTION

Academic Intervention Services (AIS) is a mandatory program required by New York State for all students who are identified as failing to meet the established assessment guidelines of the English Language Arts Standards. Incoming ninth graders must have scored above a 2 on the ELA 8 Exam to be exempt from this program. (The Grade 8 ELA Exam assigns scores ranging from 1-4.) Incoming tenth and eleventh graders must have scored 65% or above on a grade-level parallel assessment in order to be exempt from this program. All students must score 65% or higher on the Comprehensive Exam in English in order to be exempt from this program. Students do NOT receive credit towards graduation requirements for this class.

The English Language Arts AIS Program is designed to help students with their reading, writing, speaking, and listening skills. Corinth High School is committed to helping students reach their potential in their academic course work in English and on their grade-level assessments. It is our hope that with extended help, all students will be able to demonstrate a proficiency in the standards of excellence established by the New York State Board of Regents.

ENGLISH 9R

- 1 Credit

The literature presented in English 9R is designed to introduce short story, drama, poetry, and novel. It consists primarily of 20th century literature; however, one drama included in this course is a Shakespearean play. Writing includes usage and mechanics that is, at times, tied in with the reading and it includes an introduction to the formal essay. Research skills using the MLA format are a major part of the course. A parallel assessment is given to assess writing and critical thinking skills at the end of the course.

ENGLISH 9H**- 1 Credit**

This course includes students who have passed the English Honors Entrance Exam. English 9H is an intensive reading and writing program. This class will look at literature from a variety of perspectives and analyze central ideas. The students in this class will explore how our beliefs are formulated within a social and political context and formulate their own well-supported interpretations. Instruction and practice in writing as a way of thinking and learning will be ongoing. Exploration of writing as a way to express oneself will occur through expository work such as essays and research work.

ENGLISH 10R**- 1 Credit**

English 10R is an intensive reading and writing course that explores American literature from a variety of perspectives and students will begin to develop skills of literary criticism. Students will look at how beliefs are formulated within a social, political, and historical context. A variety of writing will be done in preparation for the parallel assessment, which mirrors the New York State Regents Exam for grade 11.

ENGLISH 10H**- 1 Credit**

This course is a survey of American literature. It heavily emphasizes personal response to the literature primarily through writing, but also through group discussion and oral presentation. Writing will include formal and informal essays and one documented argument. Students will be expected to interpret themes and abstract concepts. The course will stress class participation and imagination. Students will be expected to think critically and respond creatively through the various opportunities presented.

ENGLISH 11R**- 1 Credit**

English 11R is a survey of World Literature, which includes a documented argument paper. Literature will come mainly from Western Literature in a World context. Students will write at least five major essays, which include critical literary analysis, persuasive essays, and timed writings. English 11R students will take the Comprehensive Examination in English at the close of the course.

ENGLISH 11H**- 1 Credit**

English 11H is a survey of World Literature, which includes a documented argument

paper. This course is intended for college-bound students who have maintained an 80% average in English 10H. An elevated level of reading and writing are necessary for successful completion of this course. Activities include, but are not limited to, a variety of persuasive and timed writings, journals, and frequent oral presentations of applicable material. English 11H students will take the Comprehensive Examination in English at the close of the course.

ENGLISH 12R

- 1 Credit

This course offers students the opportunity to transition from the high school classroom to the college, military, or work environment. It focuses on cultural studies and includes traditional and non-traditional texts. Students are exposed to feminist, Marxist, psychoanalytical, and new historical approaches in literary criticism. Other theoretical approaches include semiotics, myth analysis, and deconstructionist criticism. In addition to *Ishmael* (Daniel Quinn), *The Things They Carried* (Tim O'Brien), *Nickel and Dimed in America*, (Barbara Ehrenreich), *Mythology* (Edith Hamilton), and a variety of multicultural poetry, students read a variety of texts, which include advertisements, fashion, historical documents, music, and television. The cultural studies text used is *The Contemporary Reader*, which is edited by Gary Goshgarian. Writing assignments include personal writing, research paper (MLA), and numerous critical and persuasive essays on literary and non-traditional texts.

WRT 105/Practices of Academic Writing (ENGLISH 12H)

- ½ Credit (3 College Credits)

As an introduction to academic writing, this course requires students to write, revise, edit and reflect on their writing with the support of the teacher and peers. Students engage critically with the opinions and voices of others as they develop a greater understanding of how writing can have an effect on writers themselves and the society at large. Students have regular opportunities not just to write, but also to reflect on writing situations and their own development as writers. Students engage in analysis and argument, practices that are interdependent and that carry across academic disciplinary lines and into professional and civic writing.

ETS 192 / Gender and Literacy Texts (ENGLISH 12H)

- ½ Credit (3 College Credits)

In this course students explore what gender comes to mean in a wide array of literary texts and time periods. To begin developing their own critical perspectives on gender and its relationship to literature, students utilize various theoretical frameworks for analysis, including feminist theory, which historically has been at the forefront in producing systematic analyses of gender. Students will also attend to the historical and cultural specificities of texts to better contextualize the gendered representations that we study and consider how intersectionality as a theoretical tool can help us understand gender oppression and the diverse experiences of gendered subjects.

ADIRONDACK STUDIES

- ½ Credit

Adirondack Studies is a semester class to foster understanding, appreciation, and stewardship of the Adirondack region (its cultural and natural resources) by teaching the NYS ELA standards with an Adirondack experience in and outside the classroom. It is an English elective for seniors. The goal of the course is to elevate the student's awareness of the Adirondack region in which he/she lives.

This course will be different than most high school courses. It will emphasize class participation and involvement in many different activities to stimulate the learning process. Students will be expected to engage the outdoors/wilderness in meaningful ways as an individual and also in group settings. The student will frequently work on teams to complete lessons and will also produce one project as the result of guided, independent study. He/she will also maintain a journal and be asked to write about experiences and ideas gained throughout the course.

The class will incorporate information and experiences from the following topic areas: Adirondack literature/music, Cultural trends in the Adirondacks, Group dynamics, Backcountry experiences, Wildlife, and Outdoor recreation. The class will provide an overview of these topics and allow time for in-depth study of some areas. The class will typically visit the Adirondack Museum in Blue Mountain Lake and take one other field trip. Texts: Wilderness Guide – NOLS, The Backcountry Classroom – Drury and Bonney, Rooted in Rock – Gould, The Adirondack Reader – Jamieson.

SPEECH

- ½ Credit

This course is an English elective designed to teach students the fundamentals

of public speaking. These fundamentals include competent communication, critical listening, critical evaluation, and are designed to be confidence builders for those who have difficulty with public speaking. The course allows students to be comfortable in front of others and helps them achieve a self confidence of talking in public. The course culminates in a selected speech presented at a speech banquet.

FILM STUDIES

- 1 Credit

This course is an English elective intended for 11th and 12th Graders. The purpose of this course is to give the student the skills to become literate in reading and understanding the text of films in order to understand the many language systems they use. A primary goal is to help students analyze movies with precision and technical sophistication. Students will understand how the forms of the film (e.g. camera work, editing, photography, etc.) create meaning and shape values. These forms exert a powerful influence on our understanding and appreciation of a film but often are not consciously recognized. Students will use and understand the special vocabulary of film so they can speak and write intelligently about the medium. Students will write six papers on selected films. They will demonstrate their mastery of the technical language of film as well as their understanding of the forms of the film. The text used is Understanding Movies by Louis Giannetti.

A Parental Permission slip, which will list all the films to be viewed, will be required from each student.

CREATIVE WRITING

- ½ Credit

Creative Writing is a unique class that will offer students a way to challenge their writing skills through creative mediums. This class will give students the freedom to discover more about themselves and the world around them by reading and writing in a variety of genres that center around one theme or topic. Students will compose the following works: Multi Genre, Autobiography, and Illustrated and Paginated poem or song that is autobiographical. Creative works will cater to the unique ways in which we see the world as individuals. A comfortable and casual setting will allow students the opportunity to take risks with their writing endeavors. The text used is On Writing by Stephen King.

SAT PREPARATION MATH/ENGLISH

- ½ Credit

This course is designed to guide students in preparation for taking the SAT and Their academic future after high school. The instructors presume that all students enrolled in the course are interested in increasing their opportunity for success on this exam and are highly motivated to learn and will employ the strategies taught in the class as a means to that end.

The course will heavily emphasize personal responsibility to apply the techniques and strategies and will require students to show diligence in practicing for the exam. The policies and grading procedures will be different than those of other classes because the primary focus for the instructor and the student is success on an exam that bears no credit or weight within the school curricula. A significant portion of the student's grade will be based on class participation, which includes asking as well as answering questions, taking practice tests, and contributing to class strategy sessions.

PBL 9 & PBL 10

The underlying theme for these courses is how mindsets affect the development of culture and how they influence human interaction over time. Students will be creating real world projects based on information involving history and conditions around the globe. Units will be studied both chronologically and thematically, using geographic, political, economic, and social concepts to gain a more complete understanding of the Global History and Geography curriculum. Students will be introduced to skills, practices, and routines that will be used on a regular basis in the classroom throughout the year: close reading, annotating text, collaborative conversation, and evidence-based writing, through some teacher- led text-dependent questioning. They will be required to compose quick writes on readings in addition to writing an argument based research paper.

SOCIAL STUDIES

The Social Studies Department offers two levels of instruction at each grade level.

REGENTS

This level of instruction is designed to prepare students for Regents exams in Global History and U. S. History and Government.

HONORS

Material covered at a faster pace; enrichment is provided. To enter an Honors course, a student needs to attain a grade of 90 in a Regents course and an 85 on a final or Regents exam. To remain in an honors course, a student needs to attain a grade of 85 in an Honors course, and an 85 on a final or Regents exam.

TESTING REQUIREMENTS

See your counselor for information

GLOBAL HISTORY I

- 1 Credit

Covers the period in history beginning with Prehistoric Man and continues through the period of the French Revolution. Topics covered are prehistoric man, the ancient civilizations of Egypt, Greece and Rome, emergence of belief systems, the Middle Ages, Reformation, Renaissance, Enlightenment, and the Scientific and Political Revolutions. If students score below a 70 on the “parallel assessment” they will be placed in Academic Intervention Services the following year.

GLOBAL HISTORY II

- 1 Credit

Continues in history where Global History I leaves off with the Industrial Revolution through topics about present day issues. Topics covered are the Industrial Revolution and Age of Imperialism, wars and revolutions of the 20th Century, communism, human rights violations and conflicts in the Middle East, Latin America, Europe, Asia and Africa. In addition current issues such as world hunger, the environment, international terrorism, status of women’s rights, poverty, population pressures, endangered species, and science and technology will be covered. Students are required to take a Regents exam at the completion of the course.

U. S. HISTORY AND GOVERNMENT

- 1 Credit

This course measures knowledge about the major influences on the development of our nation since 1865. Topics include the Constitution, basic government principles, industrialization, urbanization, westward expansion, immigration, the growth of civil liberties, and the role played by the United States in world affairs. Study of major historical events and significant individuals and groups is required. Students develop the skills and knowledge to be informed, effective citizens in our democracy. Students are required to take a Regents exam at the completion of the course.

PARTICIPATION IN GOVERNMENT

- ½ Credit

A one-semester course that emphasizes the interaction between citizens and government at all levels. Course content will be interdisciplinary, for it will draw from areas beyond the defined social studies curriculum. It will be related to problems or issues: addressed by students, found at the local, State, national, and global levels.

ECONOMICS

- ½ Credit

A one-semester course that will provide students with the economic knowledge and skills that enable them to function as informed and economically literate citizens in our society and in the world. This course will enable students to become wiser consumers as well as better citizens.

LATIN AMERICAN STUDIES

1 Credit

This course is designed to engage students in the important policy issues of the 21st Century. The course is part of the Organization of American States North Country Model Assembly offered to university and high school students. Upon the successful completion of this course, students will receive three course credits from SUNY College at Plattsburgh.

MATH

The New York State Education Department has adopted changes to the Math curriculum and testing program in high schools. The most recent proposal was for a return to Regents exams covering a single year of study as well as renaming math courses to be more descriptive of the course content.

LEVELS OF INSTRUCTION

The Math Department offers two levels of instruction to lead to the Algebra 1 exam. Additional math courses are offered for students to earn an Advanced Regents diploma.

TESTING REQUIREMENTS

***SAFETY NET** available for classified students (see pg. 5)
See your counselor for more information.

Algebra 1

Algebra at Corinth Central is a high school level course aligned with the Common Core Curriculum. It is a one-year program leading to the NYS Algebra 1 Regents Exam. The major topics of study are: Real Numbers & Operations, Equations & Inequalities, Polynomials, Graphing Lines, Linear Systems, Products and Factoring, Radicals, Quadratics, Exponential Functions, Sequences, Special Functions, and Statistics. A midterm exam is given at the conclusion of the first semester to assess students' skills and knowledge. The NYS Algebra 1 Regents exam is administered at the conclusion of the course. There is no textbook for this course.

Pre-requisite: Successful completion of Geometry or teacher recommendation.

ALGEBRA 121

- 1 Credit

The Algebra 121 course at Corinth Central is a high school level course. It is aligned with NYS learning strands and Algebra 1 core curriculum. Eligible students have successfully completed Math 8. It is the first of a two-year program leading to the Algebra 1 Regents Exam.

A midterm exam is given at the end of the first semester to assess students' skills and knowledge. At the conclusion of the course students take a parallel assessment aligned with the Algebra 1 Regents Exam.

Pre-requisite: Successful completion of Math 8 and a level 1 or 2 on the NYS Assessment or teacher recommendation.

ALGEBRA 122

- 1 Credit

The Algebra 122 course at Corinth Central is a high school level course aligned with the NYS learning strands and core curriculum. Algebra 122 is the second of a two-year program leading to the Algebra 1 Regents Exam. Eligible students have successfully completed Algebra 121. The major topics of study are: Pythagorean Theorem, Trigonometric Ratios and Applications, Equations of Lines, Systems of Equations, Factoring Completely, Radicals and Rational Numbers, Operations with Radicals, Quadratic Equations, Quadratic-Linear Systems of Equations, Operations with Algebraic Fractions, Probability, Permutations and Combinations, and Statistics.

A midterm exam is given at the conclusion of the first semester to assess students' skills and knowledge. The NYS Algebra 1 Regents exam is administered at the conclusion of the course. The textbook used in this course will primarily be Integrated Algebra 1 by Amsco Publications.

Pre-requisite: Successful completion of Algebra 121 or equivalent course.

GEOMETRY 211

- 1 Credit

The Geometry 211 course at Corinth Central is a high school level course. It is aligned with the NYS learning strands and core curriculum. It is a one-year program leading to the Common Core Geometry Regents Exam. A midterm exam is given at the conclusion of the first semester to assess students' skills and knowledge.

Pre-requisite: A score of level 3/4 on 8th grade common core test and/or teacher recommendation.

GEOMETRY 221

- 1 Credit

The Geometry 221 course at Corinth Central is a high school level course. It is aligned with the NYS learning strands and common core. Eligible students have successfully completed the Algebra 1 Regents Exam. It is the first of a two-year program leading to the Geometry Regents Exam. A midterm exam is given at the conclusion of the first semester to assess students' skills and knowledge. At the conclusion of the course students take a parallel assessment. The textbook used in this course will primarily be Integrated Geometry by Amsco Publications.

Pre-requisite: Successful completion of Algebra 1 or Algebra 121/122.

Algebra 2 311

The Algebra 2 Common Core course at Corinth Central is a high school level course. It is aligned with the NYS core curriculum. It is a one-year program leading to the NYS Regents Exam. A midterm exam will be given at the conclusion of the first semester to assess students' skills and knowledge. The NYS Regents exam is administered at the conclusion of the course.

Pre-requisite: Successful completion of Geometry or Algebra 2 321.

Pre- Algebra 2CC 321

- 1 Credit

The Pre-Algebra 2 321 course at Corinth Central is a high school level course. It is aligned with the NYS learning standards and core curriculum. Eligible students have successfully completed the Geometry Regents Exam. This is a two-year program leading to the Algebra 2 Regents exam. The NYS Regents exam is administered at the conclusion of the next course.

Pre-requisite: Successful completion of Geometry 211 or Geometry 221/222 and teacher recommendation.

Applied Mathematics 411

- 1 Credit

The Applied Mathematics 411 course at Corinth Central is a high school level course. Eligible students have successfully completed the Integrated Algebra Regents exam and have earned a minimum of 2 math credits. A mid-term exam is given at the conclusion of the first semester to assess students' skills and knowledge. At the conclusion of the course students will take a final examination. The course will include mathematical knowledge and skills that will be useful in daily activities throughout life.

Pre-requisites: Students must be a senior or junior who has passed the Integrated Algebra Regents exam or Math RCT. Students should have been previously enrolled in a Geometry course or exempt from this based on teacher recommendation.

Pre-Calculus: Algebra

½ Credit

This is a college level course offered through SUNY Adirondack which can be taken by juniors or seniors who have scored an 80 or higher on the Algebra 2/ Trigonometry regents. The student must pay the cost of tuition per SUNY Adirondack. Students will earn 3 college credits upon successful completion of this course. Pre-Calculus: Algebra is a preparation for calculus through an extensive study of the theory of non-trigonometric functions. Function families include polynomial, rational, and radical functions. The textbook used is Precalculus: Mathematics for Calculus 4th edition by Stewart, Redlin, and Watson, published by Brooks/Cole.

Pre-requisite: an 80 or higher on the Algebra 2/ Trigonometry regents OR - For high school credit only – successful completion of Algebra 2 311.

Pre-Calculus: Trigonometry

½ Credit

This is a college level course offered through SUNY Adirondack which can be taken by juniors or seniors who have scored an 80 or higher on the Algebra 2/ Trigonometry regents and who have successfully completed Pre-Calculus: Algebra. The student must pay the cost of tuition per SUNY Adirondack. Students will earn 3 college credits upon successful completion of this course. Per the SUNY Adirondack course description, Pre-Calculus: Trigonometry is a preparation for calculus through an extensive study of the theory of trigonometric functions. Topics include radian measure of angles, trigonometric and inverse trigonometric functions, and trigonometric identities. Highly recommended for students pursuing degrees in mathematics and/or

the sciences. The textbook used is Precalculus: Mathematics for Calculus 4th edition by Stewart, Redlin, and Watson, published by Brooks/Cole.

Pre-requisite: an 80 or higher on the Algebra 2/ Trigonometry regents and successful completion of Pre-Calculus: Algebra , OR - For high school credit only – successful completion of Pre-Calculus: Algebra.

CALCULUS I

- ½ Credit

This is a college level course offered through SUNY Adirondack, which can be taken by juniors or seniors who have successfully completed Pre-Calculus. The student must pay the cost of tuition per SUNY Adirondack. Students will earn four college credits upon successful completion of this course. Calculus I is “a differential calculus course from a numeric, graphic, and algebraic perspective including functions, graphing, rates of change, limits, derivatives, and anti-derivatives of algebraic and trigonometric functions, maxima and minima, and analytic geometry as needed and the definite integral.”

Pre-requisite: Pre-Calculus Course and an overall average of 85 (required by SUNY Adirondack).

INTRODUCTION TO ENGINEERING

- 1 Credit

This is an introductory course which develops student problem-solving skills through a series of case studies. The main purpose of this course is to experience through theory and hands-on projects the varied scope of engineering. Topics include, the Design Process, Ethics, Structures, Automation, and Energy.

Pre-requisite: Successful completion of Integrated Algebra

PROBABILITY AND STATISTICS

- ½ Credit

This is a college level course offered through Adirondack Community College which can be taken by seniors who have successfully completed Algebra 2 and passed the Regents exam with a grade of 75 or better. This course may be taken after or concurrently with Pre-Calculus I. The cost of tuition must be paid by student. Students will earn four college credits upon successful completion of this course. Extensive use of the TI-83 Plus Graphing Calculator is used, and much time is spent on real world applications.

Pre-requisite: Must have overall average of 85 (required by SUNY Adirondack). Successful completion of Algebra 2.

SCIENCE

REGENTS Regents courses in Earth Science, Living Environment, Chemistry, and Physics

NON-REGENTS Intro. to Earth Science and Biology (BESI), elective courses in Anatomy and Physiology, Adirondack Environmental Science, Bioethics and Forensic Science

TESTING REQUIREMENTS

***SAFETY NET** available for classified students (see pg. 5)
See your counselor for more information.

LIVING ENVIRONMENT A/B - **Credit each**

This is a course that results in 2 science credits and Regents credit upon successful completion of the Regents Exam at the end of year two. This course was designed for students who need additional support with lab write ups, homework completion and curriculum in general. Students who have shown chronic absence issues should NOT be placed in this course.

EARTH SCIENCE (Regents) - **1 Credit**

Includes seven areas of investigation: process of change, the earth model, astronomy, meteorology, earth's energy budget, the rock cycle, the history of the earth.

Course Req.: Scientific Calculator

Cost: \$10.00 Review Book

THE LIVING ENVIRONMENT (Regents) - **1 Credit**

This class, formerly known as Regents Biology, will cover basic principles of genetics, ecology, evolution, cellular structure and function, human anatomy and physiology, and reproduction and development. Scientific method is an underlying theme in this course and will be emphasized throughout the semester. This class is open to ninth

and tenth graders. Class activities include: individual research papers and oral presentations, group presentations, laboratory activities, and formal laboratory write-ups. There is a Regents Examination at the end of the semester.

Cost: \$10.00 Review Book

THE PHYSICAL SETTING/ REGENTS CHEMISTRY - 1 Credit

The class explores the study of matter and energy at an introductory level. Topics study include: atomic structure, the periodic table, the mathematics of chemistry, kinetics and equilibrium, acid-base theories, and nuclear chemistry. Skills associated with the scientific method such as data organization and analysis will also be expanded on. Class activities will include research projects and presentations and laboratories with formal write-ups. This class is designed for college-bound students with an interest in science. There is a Regents Examination at the end of the semester.

Pre-requisite: Common Core Algebra and Common Core Geometry, 2 science credits which must include either Earth Science or The Living Environment

Cost: \$10.00 Review Book

PHYSICS (Regents) - 1 Credit

This course presents a modern view of physics with major emphasis placed on fundamental concepts underlying this basic science. The major areas covered are: mechanics, wave phenomena, electricity, atomic and nuclear physics.

Pre-requisite: Common Core Geometry, Common Core Algebra 1 & Common Core Algebra 2.

Course Req.: Scientific Calculator

Cost: \$10.00 Review Book

ENVIRONMENTAL SCIENCE (Non-Regents) - 1 Credit

This is an activity based environmental course. There are seven units of study: land use, wildlife issues, water issues, atmospheric issues, energy, human issues, Adirondack Park. This course is a nice continuation of Biology, because it provides students with knowledge of real life issues. It also provides students the opportunity to study the environment in which they live.

Pre-requisite: BES1 and Regents Living Environment/Earth

ANATOMY AND PHYSIOLOGY (Non-Regents) - 1 Credit

This course is a full credit course that meets daily for a block. The program focuses on the structure and function of the human body, through several different activities. The outline of the course includes 7 units. They are body organization, cells and tissues, systems of the body, diseases of the body, growth and development, ethics in medicine, and maintaining body balance. Class activities include several labs, dissections, case studies, four page research papers, and a field trip to a hospital. This course is highly recommended for any one interested in pursuing a career in biology or health related field.

Pre-requisite: Living Environment with an 80 or higher on Living Environment

Regents and Earth Science completed.

FORENSIC SCIENCE (Non-Regents)

- 1 Credit

Forensics is a new course designed to allow students to explore many areas of science through real life application. Forensic Science will cover things such as but not limited to: fingerprint analysis, crime scene analysis, toxicology, hair and fiber analysis, DNA as pertinent to crime scene investigations, serology and entomology. Students will not have an attached lab period, but will have many lab activities within the class itself. This course is recommended for 11th and 12th graders who have successfully (with a final grade of 80+) completed Living Environment and Earth Science.

FOREIGN LANGUAGE

8TH GRADE FOREIGN LANGUAGE

French or Spanish is a pre-requisite component of the high school Level I course needed to fulfill graduation requirements beginning with the graduating class of 2005.

Grade 8 French or Spanish is an introduction to and the foundation for the Level I program in 9th grade. With successful completion of the 8th grade course, a student should be able to read, write, speak and understand the language at a basic level. In addition, the course will expose students to Hispanic or French culture.

LEVEL I

- 1 Credit

This is the second year of the state mandated two-year study of a foreign language. The material covered in 8th grade is reviewed and added to in order to build the students' speaking, listening, reading and writing skills.

The course culminates with a final exam. This exam measures the students' knowledge of the language and includes speaking, listening, reading and writing.

Having a foreign language dictionary is encouraged and can be used in subsequent years of language study.

LEVEL II

- 1 Credit

This is the first year of language study that is not mandated by the state. Students who are pursuing a Regents Diploma with Advanced Designation must take this course (or have an extended sequence in occupational education, art or music).

This course builds on what was taught in Level I. The teacher expects that students will be able to speak, listen and understand, read and write at a level that would be understood by native speakers who speak English and who are accustomed to dealing with non-native speakers. (See Checkpoint A/B in the Modern Language Syllabus and/or Standards for learning)

The final is a local exam that will measure speaking, listening, reading and writing.

Successful completion of the course and the final exam are required for taking Level III.

All students are encouraged to have a foreign language dictionary.

Pre-requisite: Successful completion of Level I.

LEVEL III

- 1 Credit

This course culminates in a parallel assessment of the New York State Regents Examination in Foreign Language. The Spanish and French Regents are no longer prepared by the State Education Department. However, the parallel assessment will be equal in rigor to the former state exams. Students must pass this exam in order to earn credit for the Regents Diploma with Advanced Designation.

As with all previous levels of foreign language, this course builds on previous knowledge and is a more in depth study of the language and culture. Students are expected to be able to speak, listen and understand, read, write at a level that would be understood by a native speaker who has little or no contact with non-native speakers. The parallel assessment will be 24% speaking, 30% listening, 30% reading and 16% writing.

Pre-requisite: Successful completion of Level II.

LEVEL IV

- 1 Credit

This course is the culmination of a student's high school foreign language career. The students are expected to speak clearly at all times with the instructor in the target Language, and at the conclusion of the course, should be able to converse with native speakers. The course focuses on listening comprehension, reading, and writing, building on what was taught in the previous years. In addition to studying the indicative, imperative and subjunctive moods, students might choose to prepare to take the CLEP exam in Spanish or French in the spring. Taking the CLEP exam would be optional. Students who choose to pay the \$80 fee to take it have the opportunity to earn 6 college credits for Spanish or French.

The mid-term in January and the final at the end of the year are local exams that will entail speaking, listening and understanding, reading and writing. Spanish IV students are expected to participate in a graded performance at the annual Foreign Language Induction Ceremony in March. Students may perform an original skit, an adapted version of a fairy tale, a lesson on an artist or another presentation deemed appropriate by the teacher.

Students are required to have a foreign language dictionary for this course. Successful completion of Level III and a grade of 65% on the New York State Comprehensive Regents Exam are prerequisites for this course.

The mid-term in January and the final at the end of the year are local exams that will entail speaking, listening and understanding, reading and writing. Spanish IV students are expected to participate in a graded performance at the annual Foreign Language Induction Ceremony in March. Students may perform an original skit, an adapted version of a fairy tale, a lesson on an artist or another presentation deemed appropriate by the teacher.

Students are required to have a foreign language dictionary for this course. Successful completion of Level III and a grade of 65% on the New York State Comprehensive Regents Exam are prerequisites for this course.

OCCUPATIONAL EDUCATION

This department includes the fields of Technology, Business, and Family & Consumer Science. Students enrolled in Occupational Education courses will be afforded opportunities in career exploration. These include Job Shadowing and Internship. Below is an outline of career exploration experiences. Students need to satisfy a variety of experiences as a graduation requirement from Corinth Schools.

CAREER EXPERIENCE REQUIREMENT

All students graduating from Corinth Central Schools must have a career exploration experience as indicated below to satisfy the requirements for a high school diploma.

Option I - Internships: New Visions, BOCES Internship, Career Exploration Internship (54 hours), Cooperative Work Experience (150 hours in conjunction with a related occupational education class)

Option II - Two Job Shadows: Job shadows are offered in most Business Education classes, Introduction to Occupation classes, Early Child, and Fashion. Some job shadows are offered in 9th and 11th grade English classes. This experience can be accomplished in addition by appointment with the work study coordinator.

Option II - One Job Shadow and one of the following:

Career Exploration Field Trip

Entrepreneurship Project

Kindergarten Field Day

Mock Trial

Adult Education Class (pre-approved)

Community Service (minimum 10 hours and documented by Honor Society or Work Study Coordinator)

Option III - High School College Fair/Middle School Career Day

JOB SHADOW: Spending part of a work day with an employer for the purpose of career exploration. Activities include observation, interview, hands-on practice. This is an out-of school pre-arranged experience by the work study coordinator. Students must complete a thank you letter and evaluation upon completion.

ENTREPRENEURSHIP PROJECT: Students learn the challenges of owning a business. This is accomplished by interviewing and observing a local business. This can be accomplished at anytime without school permission. A small report must accompany the experience. Forms and directions should be obtained by the work study coordinator.

FAMILY & CONSUMER SCIENCES

INTRODUCTION TO FOODS

- ½ Credit

Basic food preparation techniques, nutrition awareness, food purchasing and meal preparation will be emphasized in this course. Students will also have the opportunity to explore food related careers.

INTRODUCTION TO FASHION

- ½ Credit

This course is designed to explore the many levels of fashion, including fashion history, fashion merchandising, fashion design, fashion construction. The class will also explore careers in the fashion industry. Students will purchase materials for two projects.

Note: This course may be used to partially fulfill the Art/Music requirement for students pursuing a sequence in Occupational Education.

INTRODUCTION TO HOUSING

- ½ Credit

The goal of this course is to familiarize students with housing design and the personal and environmental factors which must be considered when making housing decisions. Students will learn about exterior and interior design, furniture styles, arranging and budget decorating techniques. Careers related to housing and interior design will be explored. Students will each complete an individual decorating project and a group dollhouse.

Note: This course may be used to partially fulfill the Art/Music requirement for students pursuing a sequence in Occupational Education.

FOOD, FITNESS AND NUTRITION

- ½ Credit

Explore nutrition facts and myths, healthy food preparation, different types of diets, related careers in the field of nutrition. Lab experiences will reinforce need to evaluate our food choices.

INTERNATIONAL FOODS

- ½ Credit

This course will focus on helping the student gain a greater understanding of food and meal patterns from around the world. Content of the course includes preparing and evaluating foods. Career opportunities available will also be discussed.

GOURMET FOODS

- ½ Credit

Gourmet Foods is an in-depth course in food preparation. Students will learn about advanced preparation techniques, the importance of food appearance, presentation, and the use of specialized equipment. Careers related to food photography, and food styling will be discussed.

INTRODUCTION TO CHILD DEVELOPMENT - ½ Credit

The physical, emotional, intellectual and social development of the infant, toddler, and pre-schooler will be the focus of this course. Students will put their knowledge to work observing small children. Careers in the area of children will be explored.

EXPERIENCES IN EARLY CHILDHOOD - ½ Credit

Students observe, participate in and develop a variety of activities with preschoolers and young children which will enhance the development of these children. Students will put their knowledge to work during Kindergarten Field Day & Playschool. Skills leading to careers in early childhood will be practiced.

FAMILY AND SOCIETY - ½ Credit

This course examines the various types of family units and relationships within society. Making marriage work, family finances and ways to cope with family crises are a focus of this course.

ADOLESCENT PSYCHOLOGY - ½ Credit

The course of adolescent psychology will help students understand themselves and become more committed to responsibility for their own personal growth. Students will understand basic human needs, explore values and standards, identify adolescent crises, practice successful communication skills, and develop positive coping strategies.

INTRO TO PSYCHOLOGY - ½ Credit

This course focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphasis will be placed on research methods, how the brain works, altered states of consciousness, psychological testing, and psychological disorders.

BUSINESS

BUSINESS LAW

- 1 Credit

This Course emphasizes the relationships of business law and criminal and civil procedures to an individual's occupational life. Major topics include courts, criminal proceedings, contracts, consumer awareness, torts, and real estate. This is a must for any college bound student who has an interest in law or owning a business. Concepts are presented through mock trials, role plays, and projects. This course also satisfies a fifth Social Studies requirement for students pursuing an Occupational Education sequence. Recommended for 11th and 12th graders. Others will be admitted upon recommendation.

CAREER AND FINANCIAL MANAGEMENT

- ½ Credit

This elective teaches job seeking skills necessary for high school graduates as well as the basic consumer skills essential for any person to function in competitive money and banking driven society. Topics include: resume writing, job interviewing, letter writing, problem solving, money and banking, budgeting, tax returns, and other related topics. Students will learn about raising capital and investing money in a live, department-wide stock market game from January-June each year. Students will complete a career portfolio. Computer technology is used 50% of this course. Recommended for 9th-12th graders. An excellent course for 9th graders seeking exposure to Business Department Courses.

ACCOUNTING

- 1 Credit

Occupational competencies in bookkeeping are developed with an emphasis on special journals and the complete accounting cycle. Students are exposed to practices pertaining to proprietorships, partnerships, and corporations, as well as both service and merchandising businesses. Students will learn about raising capital and investing money in a live, department-wide stock market game from January-June each year. Opportunities are provided for the incorporation of computer utilization. It is recommended that students attending college or pursuing a career path in business enroll in class. At the conclusion of this course, students are work-place ready for a career as a bookkeeper/entry-level.

FINANCIAL MATH APPLICATIONS

- 1 Credit

Don't let the banks and credit card companies take advantage of you. Students will explore the everyday math skills needed to survive in private life as well as the business world. Students will learn about raising capital and investing money in a live, department-wide stock market game from January-June each year. A special emphasis will include using spreadsheet and the Internet to assist with calculations. Major topics include: Math Basics, Interest Calculation,

Percents and Percentages, Loans and Banking, Investments, Annuities, Personal Finance Simulation, Financial Statements. A must for all students who have not been exposed to any business concepts in other courses. Recommended for 10 – 12th graders.

Students receive one unit of Math to satisfy their three unit math requirement.

SPORTS MARKETING

- ½ Credit

Students will explore marketing concepts as they relate to the sports and entertainment industry. In addition to the core concepts of the “Four P’s of Marketing”, students will work on projects that involve advertising, product placement, pricing, publicity, event execution, event marketing.

ART

Students should **not** take upper level courses at an earlier year unless there is a schedule conflict. The intent of this exception is to insure that students have an opportunity to realistically complete a 5-year sequence. A 5-unit sequence in art can be used to replace the 3-credit foreign language requirement for an Advanced Regents diploma.

STUDIO ART

- 1 Credit

Studio Art has been developed as the introductory course. This course is designed to foster critical analysis and performance of art as it relates to the elements and principles of art and their historical significance.

Note: This is a foundation course and is to be taken as the first Art course

DRAWING AND PAINTING I

- 1 Credit

Various drawing media as well as acrylic paint are explored to express the fundamentals of drawing and painting as it relates to design and technical facility.

Pre-requisite: Successful completion of Studio Art.

DRAWING AND PAINTING II

- 1 Credit

An advanced course in drawing and painting that builds on the fundamentals taught in Drawing and Painting I.

Pre-requisite: Successful completion of Studio Art & Drawing & Painting I.

CERAMICS I

- 1 Credit

A beginning course in the ceramic process. Hand construction pinch, coil and slab-and exposure to the potter's wheel are covered. Historical relevance and cultural diversity within the subject of ceramics are also introduced through projects.

Pre-requisite: Successful completion of Studio Art.

CERAMICS II

- 1 Credit

An advanced course in Ceramics building on skills developed in Ceramics I.

Pre-requisite: Successful completion of Studio Art & Ceramics I.

PHOTOGRAPHY I

- ½ Credit

This course covers the development, nature and function of photography through the creative use of the digital camera and the various technical processes involved. This course includes an emphasis on computer graphics with the use of Photo Shop.

Pre-requisite: Successful completion of Studio Art.

ADVANCED PHOTOGRAPHY

- ½ Credit

This course will expand on digital photography and Photoshop software techniques.

Students will experiment with studio lighting, developing multiple exposures, collage manipulation, and advanced composition techniques. This course also includes computer graphics with an emphasis on Photo Shop.

Pre-requisite: Successful completion of Studio Art & Photography I.

ADVERTISING DESIGN

- 1 Credit

This course will study the history and development of advertising and product design and aesthetic art principles involved in performance. The process involved in the actual production will also be studied.

Pre-requisite: Successful completion of Studio Art.

CREATIVE CRAFTS

- 1 Credit

This is a course where students explore many different mediums and crafts. Students do projects based on artists, create functional works of art, along with decorative pieces.

Craft examples are paper making, block printing, paper mache, tie dying fabric and paper, paper marbling and much, much more!

SENIOR PORTFOLIO

- ½ Credit or 1 Credit

The goal of this course is to develop a portfolio that is representative of a student's cumulative art experience at Corinth Central School. This course is highly recommended for any student who intends to major in Art at a post-secondary institution.

Pre-requisite: Full year of Studio Art plus two credits of additional art courses.

SEQUENCE

A 5-credit sequence in art can be used to replace the 3-credit foreign language requirement for an Advanced Regents Diploma.

ART - 5 UNIT SEQUENCE

Studio Art

Plus 3 credits from the following

Drawing/Painting I

Drawing/Painting II

Ceramics

Adv. Ceramics

Photography (½ Credit)

Advanced Photography

Advertising Design

Plus Senior Portfolio

MUSIC

The Music Department offers several courses beyond the foundation programs in Band and Chorus. Students who are interested in completing a 5-credit sequence in Music must select two of the following courses: Music Theory, History of Music or Music In Our Lives. An arts sequence meets the New York State graduation requirements.

SENIOR HIGH CHORUS

- 1 Credit

This elective is offered to high school students on an audition basis. Chorus affords the opportunity to explore four-part singing in the atmosphere of a unique fellowship – a choral group. Various choral techniques, methods and exercises will be employed to heighten the musicality of each student. Attendance at lessons and concerts is required.

SENIOR HIGH BAND

- 1 Credit

This elective requires a minimum skill level and previous instrumental experience, such as successful participation in 7 & 8 Band. An audition may be required. Focus is on the continued development of ensemble skills (balance, blend, intonation) through daily rehearsals of quality band literature. Lessons are dedicated to individual improvement of tone and technique through the use of supplemental studies and sectional rehearsals. Student attendance to concerts and lessons, participation in marching band and pep band, and regular practice are required. Additional opportunities exist for students to participate in jazz ensemble, chamber music ensembles, NYSSMA festivals, All-County festivals and others.

MUSIC THEORY/PIANO CLASS

- 1 Credit

This course involves the study of the basic principles of writing and analyzing music compositions. Sight-singing and ear training are part of the necessary techniques and skills that students will be developing in this course. Keyboard work is stressed.

HISTORY OF MUSIC/ROCK

- 1 Credit

This course provides an introduction to musical elements, forms and stylistic periods from the Middle Ages through the 20th century. The course is designed to heighten the students' love of music as well as develop their listening skills.

MUSIC IN OUR LIVES

- 1 Credit

A music course which emphasizes listening, performing and composing. The student is expected to make functional use of basic tool skills central to music. Individual projects requiring “hands-on” activities are of special emphasis within the course along with audience participation and peer evaluation.

GUITAR 1 (Beginning)/GUITAR 2 (Intermediate) - 1 Credit

Introductory classroom instruction in folk and popular styles of guitar playing, technique, music reading, chord symbols, song accompaniment patterns, stage etiquette and ensemble performance.

Guitar I is a prerequisite for Guitar 2 unless waived by the instructor.

SEQUENCE

Only applies to students who wish to complete a Music sequence in lieu of 3 credits
In a second language for an Advanced Regents Diploma.

MUSIC - 5 UNIT SEQUENCE

3 Units of Band/Chorus

2 Units From:
Music In Our Lives
History Music
Music Theory

SUPPORT SERVICES

ACADEMIC INTERVENTION SERVICES

Academic Intervention courses are offered in ELA, Math, Science, Global History, and U. S. History and Government. Inclusion in these classes is mandated based upon performance on standardized tests and the state assessments in ELA and Math which are administered in Grade 8. Students remain in these classes until they demonstrate the ability to pass the Regents Tests in ELA, Math, Science, Global History, and U. S. History and Government which are required for graduation. AIS courses are not credit bearing.

SPECIAL EDUCATION

Special Education programs are offered to students who qualify for these services under the provisions of New York State education law and IDEA. Different programs and levels of service are outlined below.

Resource Room - Students are usually assigned to the resource room for one period daily or every other day. Here they receive support in areas of academic weakness, as well as instruction in study strategies and organizational skills. The resource teacher also acts as a consultant for classroom teachers regarding individual students' learning needs. Maximum class size for the resource room is five.

Consultant Teacher - This service can take different forms. It can involve the special education teacher acting as a consultant to the classroom teacher without directly working with the student, or it can include working with a student in the resource room setting on a reduced time schedule.

Collaborative Classes

These are regular academic classes taught cooperatively by two teachers, one a content area specialist, the other a special education teacher or Special Ed Teaching Assistant. The classes are heterogeneously grouped and Regents level. Some students identified as needing extra support may be selectively placed in the collaborative classes, while others are randomly placed there. For special education students, a collaborative class may be recommended in addition to the resource program.

Life Skills “Step” Program - The high school special education Life Skills program is a 15:1:1 special class designed primarily for IEP Diploma students. The curriculum includes basic English Language Arts, Mathematics, and life skills. This program is considered a school to employability, prevocational program for students. It is a credit bearing course. The Life Skills program also coordinates services with VESID and OMRDD as necessary to meet the students’ needs as they transition from school to work. This is a credit bearing class.

Specialized Reading - Students are taught in very small groups based on similar decoding and comprehension needs. A student’s reading skills are evaluated and a plan is developed to improve them. This class is for general and special education students. This is a credit bearing class.

PHYSICAL EDUCATION

PHYSICAL EDUCATION

1/4 Credit/Semester

Physical Education is a requirement for all students in Grades 9 – 12. Each student must complete a program of four years for a total of two units.

The grading rubric for Physical Education consists of attitudes, participation, physical skill, written knowledge and punctuality.

The curriculum consists of the following units: field hockey, lacrosse, soccer, flag football, speedball, ironwoman and ironman, NYS Physical Fitness Testing, volleyball, basketball, personal fitness, team handball, badminton, softball, bocce, and frisbee.

There will be an emphasis on sports skills, lifetime activities and personal fitness.

HEALTH

HEALTH

- 1/2 Credit

This is a required course for all high school students. Seven developmental personal and social skills, which when mastered, enable individuals to enhance personal, family, and community health and safety. The seven skills include the overall encompassing skills of self-management and relationship management, communication, decision making, planning & goal setting and advocacy.

CAREER AND TECH EDUCATION

Career and Tech Education courses are vocational in nature and students earn four credits per course upon successful completion of the program.

AUTO BODY REPAIR

Trains students to repair, refinish and repaint damaged vehicles.

AUTOMOTIVE TECHNOLOGY

Students work as a team on a variety of projects, from simple repairs to major engine rebuilds. Learning is hands-on, and many students complete internships or work/study programs.

CAREER EXPLORATION PROGRAM

Provides individualized career placements which allow students to experience virtually any field that interests them.

CONSERVATION

Focuses on forestry, forestry equipment operation, wildlife and fish management, surveying, soil and water management and related conservation issues.

CONSTRUCTION TRADES

Provides students instruction in carpentry, masonry and electricity. Advance students construct or remodel a house.

COSMETOLOGY

Provides theory, instruction and practical experience in hairdressing. This includes hair, skin, nails and related services offered in a beauty salon.

CRIMINAL JUSTICE STUDIES

Students in the Public and Private Security program work as a team, studying the finer points of finger printing, investigations, and basic crime scene functions. This program is excellent preparation for students considering entering the military to study military police operations or entering college for further study.

CULINARY ARTS

Hands-on instruction of basic cooking and baking skills and the theoretical knowledge that leads to competency in both fields. Students experience both front and back-of-house operations, menus, waiter/waitressing, cost control, product ID, catering, banquets and nutrition.

EARLY CHILDHOOD EDUCATION

Blends academics, and practical lab experience to give students a lab experience to give students a headstart on careers in child care and elementary education. Students develop and practice activities in science, math, story-telling, language arts, and many other areas.

GRAPHIC & VISUAL COMMUNICATIONS

One half year is spent studying the basics of photography, (including digital touching), layout and design, desktop publishing, animation and computer graphics. Students work as a team on many projects, such as: magazine covers, billboards and slide shows.

HEAVY EQUIPMENT OPERATION & MAINTENANCE

Students learn the fundamentals to read blueprints, operate standard machine tools and use precision measuring instruments. They are introduced to computerized lathes and milling machines. Many students are attracted to the CAD/CAM component Machine Tool Technology offers.

HORSE CARE

Students in the Horse Care program learn how to care for, feed and train horses. Hands-on learning occurs every day at Saratoga Harness Track. Horse Care is a one or two year program and makes an excellent preparation for those wishing to major in animal or veterinary sciences.

HORTICULTURE/LANDSCAPING

Building on a basic foundation, horticulture students apply their knowledge in one of three areas, landscape design, greenhouse management and operation, or floral design. Much of the class time is spent in Vo-Tec's greenhouses. These nurseries are well known in the community, and many people stop in to buy plants. Vo-Tec students have handled as many as thirty weddings a year. Landscape students work "on-site" at locations throughout the community.

NEW VISIONS

Health Exploration is an exciting option for high school seniors interested in medicine, biology, chemistry and related life sciences. Rigorous academics combine with real-life work for a one-of-a-kind learning experience. Your classroom is a local hospital; working alongside nurses, physicians, pharmacists, and many other healthcare professionals. You must be able to provide your own transportation to and from school and work sites.

NEW VISIONS

Engineering is an option for academically strong, motivated high school seniors who are interested in engineering careers. The program provides a comprehensive overview of civil, chemical, mechanical, electrical and related engineering careers and places students directly in engineering sites. You must be able to provide your own transportation to and from school and work sites.

EARLY COLLEGE HIGH SCHOOL

Students who participate are dually enrolled in high school and SUNY Adirondack as non-matriculated students. Half of the day consists of college courses on SUNY Adirondack's campus; the other half includes regents level courses at student's high school.

NURSE ASSISTING & HEALTH OCCUPATIONS

Coursework is unique to each student since each chooses the healthcare field matching personal interests. Physical therapy, phlebotomy, radiology, medical records, and many other areas are available. All students receive fundamental coursework in physiology and anatomy, medical terminology, patient rights, and quality assurance.

HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION

Following successful completion of the Plumbing and Heating program, Vo-Tec grads can look forward to a variety of career options. Opportunities are available as gas company technicians, heating mechanics, retail salespersons, estimators, and layout technicians. What's more, this program is an excellent preparation for students planning to study HVAC or similar engineering courses in college.

WELDING

A team of students repair a customer's trailer, another student welds delicate sections that later take form as a wrought iron fence.

CTE PREPARATION PROGRAMS

SERVICE LEVEL PROGRAMS

Prepares students in grades 11 & 12 for entry level trade positions. Helps provide specific job skills and transferable work skills within the areas of Hospitality and Human Services or Technical & Trade Services. Upon successful completion, students can earn a completion certificate, employability profile, internship experience, and National Workforce Readiness Credential.

GRADUATION REQUIREMENTS FOR CORINTH CSD

Corinth Central School Guidance and Counseling Department
Corinth High School Diploma Requirements

LOCAL DIPLOMA		REGENTS DIPLOMA		ADVANCED DESIGNATION	
Content Area	Credits	Content Area	Credits	Content Area	Credits
English	4	English	4	English	4
Social Studies	4	Social Studies	4	Social Studies	4
Math	3	Math	3*	Math	3
Science	3	Science	3*	Science	3
LOTE	1	LOTE	1	LOTE	3**
Art/Music	1	Art/Music	1	Art/Music	1
Health	.5	Health	.5	Health	.5
Phys Ed	2	Phys Ed	2	Phys Ed	2
Electives	3.5	Electives	3.5	Electives	1.5
Total Credits	22	Total Credits	22	Total Credits	22

Note: Additional graduation requirement includes two job shadows.

*A technology education course may be substituted for one unit in math or science, after a Regents exam is passed.

**Students acquiring 5 units in occupational studies or arts may be exempt from LOTE (Languages Other Than English) requirements for the Adv. Regents.

***Unless earned under appeal a Local Diploma is only an option for those students who fall under the umbrella of the Committee for Special Education.

REQUIRED EXAMS		
LOCAL DIPLOMA (<i>Passing score: 55-64</i>)	REGENTS DIPLOMA (<i>Passing score: 65+</i>)	ADVANCED DESIGNATION (<i>Passing score: 65+</i>)
English Language Arts	English Language Arts	English Language Arts
Integrated Algebra	Integrated Algebra	Integrated Algebra, Geometry, and Algebra 2
Global History	Global History	Global History
US History	US History	US History
Science	Science	1 Life Science 1 Physical Science Foreign Language

OTHER OPTION

See your counselor for additional information
Pathway Option
Appeal Process
Career Development and Occupational Studies (CDOS) Commencement Credential
Skills and Achievement Commencement Credential

TESTING/ASSESSMENTS

The purpose of testing (assessments) is to assess students' interests and abilities for decision making in career and college selection.

<u>GRADE</u>	<u>WHEN</u>	<u>TEST</u>	<u>PURPOSE</u>
8	Jan-Feb	ACT online assessment	To assess career interests and academic strengths and weaknesses
8	Jan-May	Intermediate level state assessments	ELA, Math, Science (gr. 8)
10	Oct	PLAN	To assess academic ability and career interests
11	Oct March, May, June April, June	PSAT/NMSQT SAT ACT	To assess verbal and math abilities used for college selection and admissions
12	Oct, Nov, Dec Jan Oct, Dec	SAT ACT	To assess verbal and math abilities Used for college selection and admissions
PLAN	-	Preliminary American College Test	
PSAT/NMSQT	-	Preliminary Scholastic Achievement Test/National Merit Scholastic Qualifying Test	
SAT	-	Scholastic Achievement Test	
ACT	-	American College Test	

AWARDS

There is an annual Award's Night for graduating seniors in June. The following is a list of awards.

VICTOR A. PARMENTER AWARD

Good Citizen - Scouting experience

OLIVE LAPIER MEMORIAL HOMEMAKING AWARD

Best major in Family and Consumer Science

CORINTH ROTARY CLUB

Best major in Business

AGNES FEENEY MELVILLE AWARD

Student excelling in English grammar and composition

WILLIAM D. BANKS MEMORIAL(2)

Scholastic and athletic contribution

RICHARD W. PITKIN SCHOLARSHIP AWARD (2)

Very high academic achievement and contributions to school and community

CORINTH TEACHERS' ASSOCIATION

Scholarship, character, leadership, citizenship, and a desire to further one's education

SARATOGA COUNTY SCHOOL BOARDS' ASSOCIATION SCHOLARSHIP

Senior who has done substantial volunteer work for his/her community

VARSITY ATHLETE OF THE YEAR

Varsity athlete who has excelled in athletics

FAMILY, CAREER & COMMUNITY LEADERS OF AMERICA AWARD

A member of FCCLA Club and participates in community volunteer work

**THE CORINTH CENTRAL SCHOOL DISTRICT
CHAPTER C.S.E.A. (2)**

Best prepared for a career in Technology

VARSITY CLUB COLLEGE SCHOLARSHIP

Member of the Varsity Club who has been accepted by a college.
Based only on athletic ability

CHARLES AND FRANCES FENTON MEMORIAL AWARD

To a girl and boy who show high proficiency in athletics and
Good personal character

AMERICAN LEGION SCHOLASTIC AWARD (2)

Given by American Legion Post #533 to a senior girl and boy who
show academic soundness (achieving at least 80% in a Vo-Tech
Program over a two-year period) and good character.

THE OLYMPIAD AWARD

A member of a music organization who best serves the school in
academics, social, and extra-curricular activities

THE ARION AWARD

Music Department participant for four years who is chosen for
talent and willingness to accept responsibility

**SARATOGA & WARREN COUNTY MUSIC EDUCATION ASSOCIATION
AWARD**

Participation in local music program

THE DEBBIE LINDSEY AWARD

Given to a senior who intends to have a career working with children and who has
demonstrated leadership in the area of church service, community service or scouting.

THE RONALD L. FOLTS/HOWARD B. VROMAN AWARD

Given by the Class of 1950. Given to a senior who possesses high
scientific potential and is above average in social studies

THE FRENCH AWARD

To the student who has made a distinguished achievement in French

MAYFLOWER SOCIETY AWARD

Outstanding in knowledge of American History and the U.S. Constitution

SARATOGA NATIONAL BANK MATHEMATICS AWARD

Highest average in Math for a four-year period

W. D. MAXIM AWARD(2)

Rank in the top half of class, obtain passing regents grades in: Course 2, Course 3, Biology, Chemistry or Physics and achieves the highest scores on the College Boards

WOMEN'S AUXILIARY OF THE ADIRONDACK REGIONAL HOSPITAL AWARD

Must be accepted at an accredited school of nursing or pursuing a health-related field.

CORINTH ALUMNI LEADERSHIP AWARD

Demonstrated leadership qualities and a willingness to accept responsibility during school career

MEREDITH A. RICE MEMORIAL AWARD

A good citizen and has participated in the music program throughout high school

MICHELLE NILES MEMORIAL AWARD

To a senior who has been active in cheerleading, and demonstrates the following traits: outstanding character, concern for others, leadership and good academic effort

DOLLARS FOR SCHOLARS AWARD

To seniors based on school performance, school and community service, and leadership

BARBARA AND KIRK MacDONALD MEMORIAL SCHOLARSHIP

Given by Dollars for Scholars to a senior who is involved with community service

THE WILLIAM AND DIANA KNOX SCHOLARSHIP

Given by Dollars for Scholars to a senior who is involved with community service

DANNY TOWERS MEMORIAL SCHOLARSHIP

Given by Dollars for Scholars

OTTO CLARK MEMORIAL ATHLETIC AWARD

To a senior who has shown dedicated participation to the athletic program and who is entering a career in the armed forces

THE MARY ANNE ROONEY AWARD

Given by the Lawrence Rooney Family to a student who has demonstrated academic achievement and who has been accepted into a college nursing program.

ADA E. & PAUL H. KELLEY SCHOLARSHIP

To a college-bound senior who has demonstrated significant interest and skill in the use of technology.

GREG WINSLOW MEMORIAL RUNNING AWARD

Awarded to a senior boy or girl who excels in cross-country and/or track (running)

ADIRONDACK REGIONAL SCHOOL BOARDS' AWARD

Exemplary involvement in community service

BERT MAHONEY SCHOLARSHIP

One award annually to a graduating senior based on the following criteria: good moral character, financial need and academic standing. This award is renewable.

CORINTH ACHIEVEMENT AWARD

To a senior who has made the most of his/her talents and who plans on furthering his/her education.

CECIL L. WHITE MEMORIAL SCHOLARSHIP

Awarded to a senior business major who has shown the most improvement through his or her high school career. This award is sponsored by Arthur White and Son True Value.

INDECK SCHOLARSHIP

To a senior who intends to major in Engineering, Physical Sciences, Mathematics or Computer Science.

JENNIFER COLSON MEMORIAL AWARD

To a senior who is active in volleyball, a member of the Foreign Language Honor Society, and has been accepted into college.

PHILIP R. NEWTON PRINCIPAL'S AWARD

Given in memory of Philip Newton, a 1930 graduate of Corinth High School. Awarded to a student pursuing a degree in education.

BAND DIRECTOR'S AWARD

To a senior band member who demonstrates leadership, musical ability, and versatility.

THE FRED WARING CHORAL DIRECTOR'S AWARD

To a senior who has devoted his/her time and talent most effectively to the improvement of the Choral Program.

ROBERT FARR MEMORIAL AWARD

To a senior who is an entrepreneur or is entering a career in business.

CORINTH CHAPTER OF NATIONAL HONOR SOCIETY SCHOLARSHIP AWARD

To a senior who is a member of the National Honor Society and exhibits to an exceptional degree the qualities of scholarship, leadership, service and character.

CORINTH ALL SPORTS BOOSTER CLUB SCHOLARSHIPS

To a senior boy and girl who have committed involvement in the interscholastic sports program and exhibit good sportsmanship.

JOHN H. SPRAGUE MEMORIAL SCHOLARSHIP

Presented to a senior who is pursuing a career in education at a SUNY school. Given in memory of John H. Sprague, Elementary Principal for thirty-one years.

JOE DUDLEY MEMORIAL SCHOLARSHIP

To a boys' basketball player who has given 100% both on and off the court and whose actions have encouraged, motivated and inspired others.

MICHELLE WEAVER PITA SCHOLARSHIP (2)

To students who have maintained an 85 average in English, have participated in at least one sport, and have taken art or music throughout high school.

WILLIAM DOHERTY MEMORIAL SCHOLARSHIP

Given to the most improved senior baseball or softball player who has participated throughout high school.

STEPHEN Z. MADISON MEMORIAL SCHOLARSHIP

To a senior who has demonstrated good citizenship and participated in track or music.

THE LINDA L. WEAVER MEMORIAL AWARD (2)

Given by Mr. Edward Weaver, Sr. to a college bound senior girl and boy who show academic soundness and demonstrates the following traits: good citizenship, concern for others, outstanding character, and service to the community.

THE NONA E. BAILEY SCHOLARSHIP AWARD

To a college bound student who is in good academic standing, possesses high moral character, demonstrates financial need, and plans to pursue a career in education.

THE KAY AND ALEXANDER TENNYSON MEMORIAL AWARD

To a graduating senior who demonstrates the combination of the highest degrees of citizenship, character and academic achievement.

THE CORINTH MERCHANT ASSOCIATION AWARD (2)

To a senior boy and girl who demonstrate excellent character, responsibility and Dependability over their high school career, pursuing a business degree.

THE SPANISH AWARD

Given to a senior who is a member of the Spanish Honor Society and Foreign Language Club, enrolled in a Spanish class during his/her senior year with an 85 average or better.

CLIFFORD JENSEN MEMORIAL AWARD

This award is given to a student who demonstrates good moral character, a strong work ethic, and a love of outdoor sports.

GEORGE HALEY ENGLISH MEMORIAL AWARD

To a senior with the highest grade on the New York State English Regents exam.

CLASS OF 2008 SCHOLARSHIP

To the senior with the highest number of class activity points.

JAMES D. SMITH MEMORIAL AWARD

Awarded to a senior who will further their education in music. The award is given in memory of James D. Smith, a former band director at Corinth High School.