Cambridge Jr./Sr. High School

Passions.
Purpose.
Individuality.

2024-25 Course Catalog

Cambridge
CENTRAL SCHOOL DISTRICT

Our Mission

In order to encourage the scholastic and personal growth of all students:

We are committed to helping each other realize passions, pursue purpose and celebrate individuality.

District Contact Information

Our Mission

In order to encourage the scholastic and personal growth of all students:

We are committed to helping each other realize passions, pursue purpose and celebrate individuality.

Cambridge Central School District
24 South Park Street
Cambridge, NY 12816

518-677-8527
518-677-3031 (fax)
www.cambridgecsd.org

Interim Superintendent of Schools
Mr. Ken Facin
518-677-2653, ext. 1010
ken.facin@cambridgecsd.org

Secondary Principal
Ms. Caroline Goss
518-677-8527, ext. 1411
caroline.goss@cambridgecsd.org

Secondary Associate Principal
Mr. Ralph Harrington
518-677-8527, ext. 1426
ralph.harrington@cambridgecsd.org

Interim Director of Pupil Services
Ms. Kathy Fields
518-677-8527, ext. 2472
kathy.fields@cambridgecsd.org

School Psychologist/CSE Chairperson
Ms. Jennifer Holmewood
518-677-8527, ext. 1492
jennifer.coulter@cambridgecsd.org

10-12 School Counselor
Jr./Sr. High DASA Coordinator
Ms. Aydin O'Hearn
518-677-8527, ext. 1423
aydin.ohearn@cambridgecsd.org

7-9 School Counselor
Mr. Scott Kraszewski
518-677-8527, ext. 1442
scott.kraszewski@cambridgecsd.org

School Social Worker
Ms. Brooklynn Candee
518-677-8527, ext. 1472
brooklynn.candee@cambridgecsd.org

Athletic Director
Mr. Andrew Lapitsky
518-677-8527, ext. 1412
andrew.lapitsky@cambridgecsd.org

Transportation Supervisor
Ms. Cheryl Benson
518-677-2653, ext. 1012
cheryl.benson@cambridgecsd.org

District Registrar/Data Coordinator/Guidance Secretary
Ms. Kris Eastman
518-677-8527, ext. 1422
kris.eastman@cambridgecsd.org

Pupil Services Secretary
Ms. Kim Gregory
518-677-8527, ext. 1419
kim.gregory@cambridgecsd.org

Secondary Secretary
Ms. Heather McNulty
518-677-8527, ext. 1413
heather.mcnulty@cambridgecsd.org

Secondary Associate Principal Secretary
Ms. Rachel Lynds
518-677-8527, ext. 1415
rachel.lynds@cambridgecsd.org

Introduction

The purpose of the course description guide is to provide information that is necessary for a successful educational experience at Cambridge Jr./Sr. High School. Students are encouraged to choose courses and areas of study with the help of their school counselor and parent or guardian.

The course description guide outlines three major aspects of our educational program:

- An explanation of graduation requirements as specified by the New York State Board of Regents;
- General academic information; and
- A comprehensive list and description of specific courses offered by each department.

Cooperation among families, students and staff is critical in selecting a program of study that will meet the educational demands of each student. We look forward to guiding individuals through these decision-making and problem-solving processes. If you have any questions, please contact your student's school counselor.

Thank you and we look forward to a great year!

Dignity for All Students Act (DASA)

The Dignity For All Students Act went into effect on July 1, 2012. This legislation seeks to provide public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment and bullying on school property, a school bus and/or at a school function. An amendment to this law includes cyberbullying and is effective July 1, 2013.

If you or another student is bullied or cyberbullied, you should report the incident to an adult. If you are in school, you can contact the dignity act coordinator, the principal or any other adult that you feel comfortable with. Complaints should be made immediately after the occurrence. However, a complaint reviewed at any time will be dealt with when it is received.

For more information, please visit:

https://www.cambridgecsd.org/about/policies-procedures/ (Cambridge CSD DASA information)
https://www.p12.nysed.gov/dignityact/ (New York State DASA website)

Pupil Services/Special Education

In New York State, special education is provided to pre-school and school age students with a disability. Federal and state education laws require each school district to provide students with a Free and Appropriate Public Education based on their unique needs. Decisions about student programs and services are determined by the Committee on Special Education and are based on the unique needs of the student.

Consultant Teacher Services

Consultant Teacher services are defined as direct and/or indirect services provided to a school-age student with a disability in the student's general education classes.

- Direct CT services mean specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction. Direct CT can be combined with indirect CT services.
- Indirect CT services mean consultation provided by a certified special education teacher to a general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class. Indirect CT can be combined with direct CT services.

Resource Room/Academic Skills Support

Resource room program is a special education program for a student with a disability registered in either a special class or general education class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day. Resource room programs are for the purpose of supplementing the general education or special education classroom instruction of students with disabilities who are in need of such supplemental programs. This means that instruction is not provided in place of the student's regular academic instruction.

Special Class

Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their nondisabled peers.

Related Services

For students who qualify, related services include, but are not limited to: speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, orientation and mobility services, parent counseling and training, school health

services, school nurse services, assistive technology services, and other appropriate developmental or corrective support services, and includes the early identification and assessment of disabling conditions in students.

Table of Contents

Graduation Requirements

New York State Credit Requirements		
Required Courses	***Regents Diploma***	***Advanced Regents Diploma****
English	4 credits	4 credits
Social Studies	4 credits	4 credits
Math	3 credits	3 credits
Science	3 credits	3 credits
Health	½ credit	½ credit
Art/Music	1 credit	1 credit
LOTE (Language other than English)	1 credit	3 credits*
Physical Education	2 credits	2 credits
Electives	3 ½ credits	1 ½ credits
Total Minimum Required Credits	**22 total credits**	**22 total credits**
***To earn an Advanced Regents Diploma, students must complete one of the following:** ● **3 units of credit in LOTE (Languages Other Than English)** ● **5 units of credit in Art, Music or Career Technology Education (CTE)**		

New York State Exam Requirements	
Regents Diploma (Score of 65 or above)	**Adv. Regents Diploma (Score of 65 or above)**
English Language Arts	English Language Arts
Math	3 Math Exams (Algebra, Geometry & Algebra II)
Global History	Global History
US History	US History
Science	2 Science Exams (1 Life Science & 1 Physical Science)
	LOTE (Language other than English)

Diploma Notes

Safety Net: New York state provides an option for a local diploma for students with a classified disability.

Under these safety net guidelines, students may score between 55-64 on their 5 required Regents exams and still qualify for their local diploma. Additionally, for students with a classified disability, scores of 45-54 on any required Regents exam (Except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics. Additionally for a local diploma, special education students may pass 3 required examinations with a 55 or better and 2 examinations with a 52-54 for which an appeal has been granted by the district.

Honors Diplomas: Students may qualify for honors diploma status if they earn a 90 average or above on their required examinations for graduation. Therefore, a student would need to earn a 90 average or above on all their exams required for their regents diploma in order to earn a NYS Regents Diploma with Honors and likewise, a student would need to earn a 90 average on all required examinations for their advanced Regents Diploma in order to earn an Advanced Regents Diploma with Honors.

Mastery: Any student scoring 85 or better on any three math Regents examinations, will qualify for a designation of mastery in math. Also, any students that score 85 or better on any three science Regents examinations will qualify for a designation of mastery in science.

Technical Endorsement: Students that meet the requirements for either a local diploma, a Regents diploma or an Advanced Regents Diploma AND successfully complete an approved CTE program including the 3 part technical assessment will qualify for a technical endorsement on their diploma.

Career Development and Occupational Studies (CDOS): This approved pathway is an exiting credential for students with disabilities. This credential will recognize each individual student's preparation and skills for post-school employment. Students with disabilities who are exiting with a regular high school diploma can also receive preparation for post-school employment by participating in Career Development and Occupational Studies.

Seal of Civic Readiness: is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. The Seal of Civic Readiness distinction on a high school transcript and diploma:

- shows the student's understanding of a commitment to participatory government; civic responsibility and civic values;
- demonstrates to universities, colleges, and future employers that the student has completed an action project in civics or social justice; and
- recognizes the value of civic engagement and scholarship.

In order to obtain the Seal of Civic Readiness, a student must complete all requirements for a New York State local or Regents diploma and earn a total of six points with at least two points in Civic Knowledge and at least two points in Civic Participation. Students may also earn points by completing a middle school Capstone project or a high school Capstone project.

Diploma Notes

Individual Arts Assessment Pathway (IAAP):

- The Individual Arts Assessment Pathway (IAAP) is 4+1 graduation pathway option in which students complete a locally determined three-unit sequence in the arts and demonstrate, through a collection of creative works, growth over time that meets the High School II Accomplished Performance Indicators in the New York State Learning Standards for the Arts.
- The artistic method(s), media, or form(s) students use to meet the appropriate State developed IAAP criteria are based on student artistic and research interests in consultation with their arts teachers.
- The IAAP offers arts students a graduation pathway that prepares them for future professional and educational experiences and opportunities in the arts.

Pathways to Graduation

Pathway Requirements

Multiple pathways allow students choice in the exams they pass to earn a diploma. To complete a pathway, students must:

Arts Pathway	Earn a passing score on a Department-approved pathway exam in the Arts to earn the Arts pathway
CDOS (Career Development and Occupation Studies) Pathway	Complete 216 hours of CTE coursework that includes a minimum of 54 hours of Work Based Learning and complete a career plan and an Employability profile, or pass a Department-approved CDOS pathway exam
CTE (Career and Technical Education) Pathway	Successfully complete a Department-approved CTE program, including 3-5 CTE courses and earn a passing score on the 3-part technical exam
Humanities Pathway	Earn a passing score on one additional Regents exam or Department-approved alternative in English or social studies
World Languages Pathway	Earn a passing score on a Department-approved pathway exam in a world language
STEM (Science, Technology, Engineering, and Mathematics) Pathway	Earn a passing score on one additional Regents exam or Department-approved alternative in mathematics or science

Diploma Types

There are currently three types of high school diplomas: local, Regents, and Regents with Advanced Designation.

Local

All diploma types require students to earn 22 units of credit as outlined in the credit table. Students who meet the credit requirements and use appeals, safety nets, or Superintendent Determination to meet the exam requirements typically earn a local diploma.

Regents

Students who meet the credit requirements and earn passing scores on all required exams earn a Regents diploma. Students can appeal one Regents exam no more than 5 points below passing (60-64) and still earn a Regents diploma.

Regents with Advanced Designation

Students who meet the credit requirements, earn passing scores on all required exams including 2 additional math and 1 additional science, and complete a sequence in LOTE, the Arts, or CTE, earn a Regents diploma with Advanced Designation.

Resources

- General Education and Diploma Requirements
- New York State Diploma Requirements
- New York State Diploma/Credential Requirements
- Commissioner's Regulations (8 CRR-NY §100.5, Diploma Requirements)

Questions?

Contact the Office of Curriculum and Instruction at emscgradreq@nysed.gov or (518)474-5922

Cambridge CSD Course Selection Guide — Grades 11 & 12

Name _____ Future Grade _____ Class of _____

Students and parents understand that selections are used to generate student schedules. Changes should be discussed with Ms. O'Hearn prior to schedule creation and/or Fall semester.

Social Studies
Regents US History (4007)
*AP US History (4008) 90+ course/recommendation
Social Studies 12 (4011/4010)

Science
Regents Chemistry w/ Lab (3008)
*Regents Physics w/ Lab (3009) Pre/Calculus required
Forensic Science (3023)
Science and Society (3020)
*Environmental Science w/ Lab (SUNY ADK) (3011)
*AP/UHS Biology w/ Lab (3010) 85+ Bio/Chem Regents
Introduction to Agriculture
*Ag. Leadership/SAE FFA Membership
*Horticulture / Animal Science Intro to Ag

Math
Regents Geometry (1036) 80+ course
Regents Algebra II w/ Lab (1038)
Math for Life (1040)
*Pre Calculus (SUNY Albany) (1020)
*AP Calculus AB (1030)

English
Regents English 11 (2005)
*AP English Language (2006) 85+ course
English 12 (2007)
*AP English Literature (2008) 90+ course/90+ Regents/3+ AP

Language
Advanced Latin (SUNY Albany) (5011)
AP Latin (SUNY Albany) (5011)
Advanced Spanish (SUNY ADK) (5012)

Physical Education (EOD)
Physical Education 9-12 (7004)
*Advanced Phys. Ed. (7009) 90+ course
Personal Fitness (7010)

**Indicates Prerequisites Apply*

HS Health (7001)

Art
Drawing and Painting (6204)
Stained Glass Design (6230)
Ceramics (6220)

Technology
Computer Aided Design (6102)
*Intro to Computer Science I (EOD) Alg. 1
**Architecture Design*
**Principles of Engineering*
Robotics / Drone Flying I (F/S semester)

Music
Senior Band 9-12
Theater Arts

Distance Learning
History of American Sports (4023)
Marine Science (3022)
AP/UHS Psychology (Syracuse) (4022)

Student Aid (200) _____

Alternate Program Options
CTE _____
ECCA _____
Internship _____
WBL
Independent Study _____

Cross Enrollment: HVCC *Seniors Only*
_____

Early College Career Academy (ECCA)

High school juniors and seniors can take college-level courses through SUNY Adirondack's College Academy.

SUNY Adirondack has established a College Academy in accordance with State Education Department guidelines in order to provide academically capable high school juniors and seniors opportunities to take college-level courses. SUNY Adirondack guidelines require an average of 80 percent or higher and a recommendation from the high school guidance counselor or principal. The College Academy Application form is available for download or can be obtained from a high school guidance counselor. College Academy students are ineligible for both federal and state aid.

Students can choose from a variety of SUNY Adirondack classes available to them, earning college credits at reduced rates.

For more information about the program, contact your child's counselor.

To learn more about the ECCA program, visit the SUNY Adirondack website.

Academic Information

Add/Drop Deadline

The last day to add or drop a class is the last Friday in September. Please make informed choices when scheduling courses as these dates are firm. Students dropping a course after the deadline may receive a WP (Withdraw Pass) on their official transcript if they are passing the course at the time of the drop. Students dropping a course after the deadline may receive a WF (Withdraw Fail) on their official transcript if they are failing the course at the time of the drop.

Doubling

Due to the four units of credit in English and Social Studies required by New York state for all high school graduates, doubling in these areas is allowed strictly with the permission of the principal.

Scholastic Recognition

Students whose quarterly averages are 94.5%-100% will be named to the Principal's Honor List. Students who earn an 89.5%-94.4% will be in the High Honor List. Students who earn an 84.5-89.4 will be named to the Honor List.

Independent Study

Students who cannot fit a desired course into their schedule, may request to do an Independent Study. Each request will be judged independently. Students will need the consent of parents/guardians, the principal and a sponsor teacher. To pursue this option, you must complete the application that is available in the guidance office.

Summer School

Students who fail a course during the school year should attend summer school to retake the course if it is offered. The final grade obtained during summer school will replace the previous failing grade. If a student retakes a course in summer school and retakes a regents exam in that course, the exam grade will be recorded on the student's transcript.

Retaking a Regents Exam

Students who retake a Regents exam without repeating the corresponding course will have the higher exam grade recorded on their transcript. The corresponding course average will not be recalculated and therefore, the new score will have no bearing on the overall grade point average.

Incomplete Grades

An incomplete will be issued only in cases approved by the administration. Incompletes must be converted to percentile grades within the timeframe established by the administrator. No incomplete grades will be issued in the 4th quarter.

Grading and Weighting

All courses carrying the Advanced Placement designation will be weighted as 1.1 in student averages. In all classes, a “floor” grade of 50% is available for only the first marking period; a grade of 49% or below in a class will be published as a 50% on the report card. This safety net allows students to recover their final average despite a poor first quarter performance.

Enrollment in Courses

All students are required to carry a minimum of 5.5 units of credit each year, including physical education. Students who fall behind in credits may be required to carry a heavier load of units of credit along with physical education. Also, if students fail to earn 5.5 credits each year, they may be retained in their current grade level.

Course Selections

Beginning in January, all students will select courses for the following year. Course selections will be based on:

- Graduation requirements
- Student interest
- Teacher recommendations
- Successful completion of current courses

Note: These selections must be approved by the parent/guardian.

Community Service

All seniors are required to perform a minimum of 25 hours of community service. Additionally, students who go beyond this requirement each year are honored for their commitment to service.

College Credit Opportunities

There are three methods by which Cambridge Jr./Sr. High School students can earn college credit for courses taken at our school:

Advanced Placement
These are courses that follow a nationally standardized curriculum and culminate in an Advanced Placement exam in May each year.

Cambridge Central School weights AP course averages as 1.1 in the students overall grade point average. Selection of students for the AP course offerings is based on previous performance in a prerequisite course and/or by special permission of the principal.

AP courses offered at Cambridge Jr./ Sr. High School are: Biology, English: Literature and Composition, English: Language and Composition, American History, World History, Calculus AB, Latin, Psychology

Grades on the AP examination are reported on a five-point scale:	
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Advanced Placement transfer credit varies from institution to institution. Please consult the admissions offices of your college choices to learn of their policies.

College Classes in the High School
We currently have agreements with local colleges for students to earn college credit from the following courses for a predetermined fee: Advanced Latin Poetry, Advanced Latin Prose, Advanced Spanish, AP Biology, AP Psychology, Drone Aviation, Environmental Science, Pre-Calculus and Theater Arts.

High School/College Cross-Enrollment
Students who have accelerated through the curriculum offered at CCS may cross-enroll with area colleges in their senior year. The student must maintain full-time status and an 85% average. The principal's approval is required as well. All costs associated with this arrangement are the student's responsibility. Students must meet all of the graduation requirements stipulated in CCS Policy #4770.

Junior High School Information

The transition into junior high school can be an exciting and challenging step for many students. At the junior high school, we look forward to making every effort to ensure your child has a smooth transition to their new schedule, new teachers and new environment. If you have additional questions regarding junior high requirements, responsibilities or expectations, please feel free to call the junior high guidance office at 518-677-8527, ext. 1422.

Middle Level Course Requirements	
Required Courses	**Units of Study**
English	2 units
Social Studies	2 units
Science	2 units
Math	2 units
Agriculture & Technology	1 unit
Physical Education (.5 credit per year)	1 unit
Visual Arts	½ unit
Music	½ unit
Language Other Than English (LOTE)	2 units
Health/Family and Consumer Sciences	1 unit

Assessments

Seventh Grade

- New York State Assessment in English Language Arts
- New York State Assessment in Mathematics
- STAR Assessment

Eighth Grade

- New York State Assessment in English Language Arts
- New York State Assessment in Mathematics
- New York State Assessment in Science
- STAR Assessment

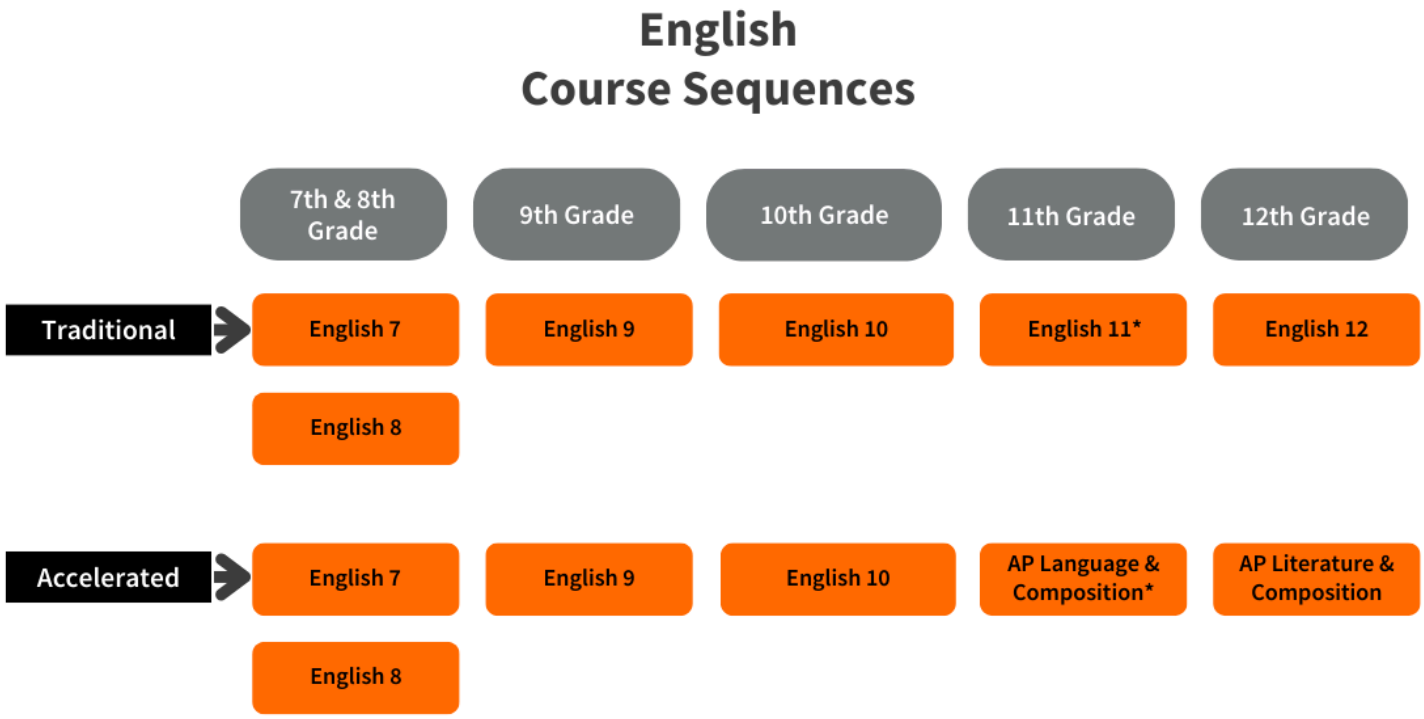
Jr./Sr. High School Courses

English Department

For an Advanced Regents Diploma:
4 credits of English | Exams: ELA 11 Regents

For a Regents Diploma:
4 credits of English | Exams: ELA 11 Regents

An * indicates the student must take a regents exam in June.



English 7

The focus of this course is on listening skills, reading comprehension, critical thinking and writing (both formal and informal). The course includes study of a variety of literary genres, such as novels, short stories, non-fiction, poetry and plays. A required research project will familiarize students with research methods, note-taking skills and MLA (Modern Language Association) documentation.

English 8

Students will continue to develop the skills learned in English 7. Such skills include listening and annotating, reading comprehension (as demonstrated through responses to short and paragraph-length reading questions), using inferences in reading, critical thinking, and writing. Course readings include study of various genres including short stories, novels, plays, and poetry. In addition, non-fiction readings will be included in all major units of study. A required research project, done in collaboration with the social studies department, will aim to develop further research methods and MLA (Modern Language Association) formatting.

English 9 **1 Credit**

This course offers study in literary analysis through independent and whole class readings of classic and contemporary works of literature. Literature includes, for instance, the study of epic poetry, drama, and realistic fiction as well as others such as ; poetry, short stories, and non-fiction pieces. Attention is also given to the development of coherence and command of conventions within writing pieces. An MLA (Modern Language Association) research paper is also required for promotion to English 10.

English 10 **1 Credit**

This course is a continuation of the work of English 9, further developing the mastery of communication skills and preparing for the ELA Regents. Literature includes works such as: The Tragedy of Julius Caesar, Lord of the Flies, To Kill a Mockingbird, Night, and A Separate Peace. An MLA research paper is required.

English 11 **1 Credit**

This course offers the study of vocabulary, grammar, composition, listening and literature. Short stories, plays, and novels written by American authors are the main focus of the course. The Common Core ELA 11 Regents assessment is given at this level in January and June. An MLA (Modern Language Association) research paper is required as well.

English 12 **1 Credit**

This course is designed to engage seniors in an analysis of a wide variety of literature, using literary theory and criticism. Students will also write for various purposes. Students are required to complete a major MLA (Modern Language As- sociation) research paper consisting of both primary and secondary research.

AP English Language & Composition **1 Credit**

Prerequisites: An average of 85% or better in English 10 and teacher recommendation.

This AP course engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Frequent writing in various modes is required as well as increased mastery of English syntax, style and vocabulary. Completion of a substantial research paper is also a course requirement. This course is designed predominantly for the Junior Student, as ELA Regents prep will be worked on throughout the year, especially after the AP exam in May.

AP English Literature & Composition **1 Credit**

Prerequisites:

- ***90% or higher in previous English course (English 10, English 11, AP Language and Composition, which includes American Literature study)***
- ***90% or higher on the ELA Common Core Regents exam and/or a 3 or higher on the AP Language and Composition exam***
- ***Summer Work Completion (Possible Boost Camps)***
- ***Teacher Recommendation***
- ***Administration Approval***

This AP course emphasizes the close reading of novels, plays, poems, short stories and writing of critical and analytical commentary on them. The aim is to increase students' ability to perceive and understand structure and meaning in a literary work. They will also be introduced to various literary theories and era characteristics in order to learn how to analyze literature using these particular lenses. This experience is designed to make the student a more sensitive and perceptive reader that will enable him or her to become responsive, through writing and discussion, to the work studied. Students will be required to complete a substantial literary analysis paper as well. Some works that will be studied include: *The Great Gatsby*, by F. Scott Fitzgerald, *The Things They Carried*, by Tim O'Brien, *Their Eyes Were Watching God*, by Zora Neale Hurston, and of course Mr. William Shakespeare.

Academic Intervention Services (AIS) in ELA

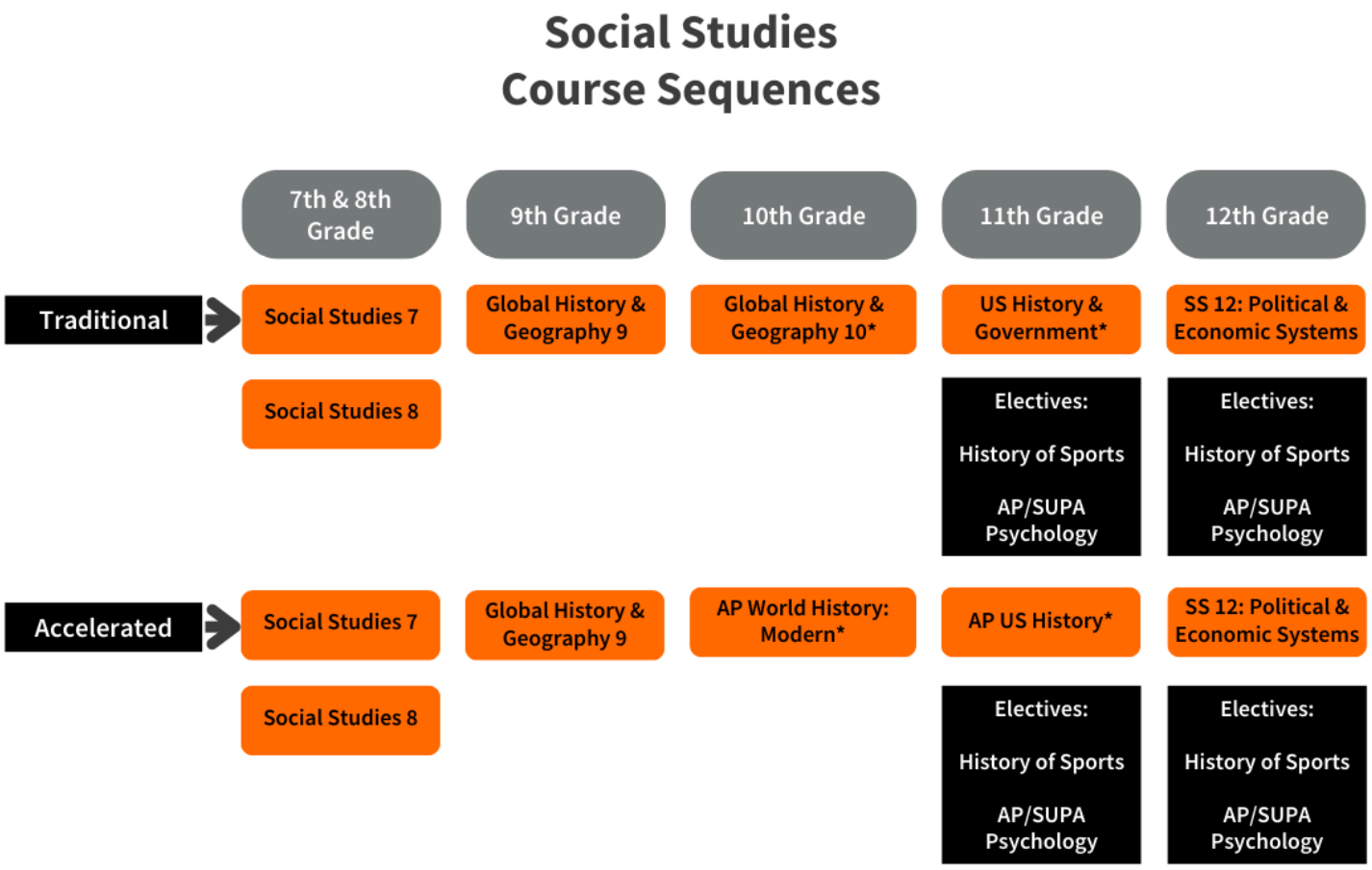
Based on the outcome of the New York State Assessments in English Language Arts, i-Ready Reading Diagnostic, Reading Plus Insight Assessment, or teacher recommendation, students may receive additional ELA support. This class is designed to not only remediate students' deficiencies, but also give students time to work on individualized reading programs to help improve fluency and comprehension. AIS services are provided in a small group setting, allowing the teacher to more closely tailor instruction to an individual's unique learning styles and needs.

Social Studies Department

For an Advanced Regents Diploma:
4 Credits of Social Studies | Passed Exams: Global History Regents & U.S. History Regents

For a Regents Diploma:
4 Credits of Social Studies | Passed Exams: Global History Regents & U.S. History Regents

An * indicates the student must take a regents exam in June.



Social Studies 7

Social Studies 7 focuses on a chronologically organized study of United States and New York State History. The New York State Department of Education has developed five learning standards that guide this course. These standards are: History of the United States and New York State; Work History as it pertains to the USA; Geography; Economics; Civics, Citizenship and Government.

Social Studies 8

The second half of the chronologically organized study of the United States and New York State History. The New York State Learning Standards provide a framework for this class.

Global History and Geography 9 1 Credit

Fulfills 1 of 4 Credits of Social Studies required for either a NYS Regents Diploma or an Advanced Regents Diploma. The curriculum of this course consists of an in-depth study of world history from ancient times to the Age of Revolution. Themes emphasized include belief systems, conflict, diversity, economic systems, environment, geography, human rights, imperialism, interdependence, justice migration, nationalism and political systems.

Global History and Geography 10 1 Credit

Prerequisites: Global History and Geography 9

Fulfills 1 of 4 Credits of Social Studies required for either a NYS Regents Diploma or an Advanced Regents Diploma. The curriculum of this course consists of an in-depth study of world history from 1750 to the present. Themes emphasized include belief systems, conflict, diversity, economic systems, environment, geography, human rights, imperialism, interdependence, justice, migration, nationalism and political systems. A Regents examination will be administered in Global History & Geography upon completion of this course.

U.S. History and Government 11 1 Credit

Fulfills 1 of 4 Credits of Social Studies required for either a NYS Regents Diploma or an Advanced Regents Diploma. Grade 11 begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States

in an increasingly globalized and interconnected world. The culminating assessment is the United States History and Government Regents exam.

AP World History: Modern 1 Credit

Prerequisites: Students will need to have earned a 90% or better overall course average in Global 9, received a recommendation from the Global 9 teacher attesting to the ability to perform in a college-level course, and successfully completed a designated summer assignment prior to the beginning of the course in September.

Fulfills 1 of 4 Credits of Social Studies required for either a NYS Regents Diploma or an Advanced Regents Diploma (in lieu of Global Studies 10) This course is an introductory college-level modern world history course where students investigate significant events, individuals, developments and processes from 1200 to present day. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. In addition to the AP exam in World History administered in May, students are also responsible for passing the New York State Global Studies & Geography Regents in June.

AP U.S. History 1 Credit

Prerequisites: Students will need to have earned a 90% or better overall course average in Global 10, received a recommendation from the Global 10 teacher attesting to the ability to perform in a college-level course, and successfully completed a designated summer assignment prior to the beginning of the course in September.

Fulfills 1 of 4 Credits of Social Studies required for either a NYS Regents Diploma or an Advanced Regents Diploma (in lieu of U.S. History and Government 11). This course in American History is designed to prepare the self-motivated student in the subject matter and also for college-level work in any Humanities course. Emphasis is placed on critical analysis in both thought and writing. Students in this course take the AP exam in May and the New York State Regents Exam in United States History and Government in June.

Social Studies 12: Political and Economic Systems 1 Credit

The study of economics and government in Grade 12 aims to provide students with the knowledge and skills to function as informed citizens in our society and the world. There is a required 25 hour community service component of the course.

History of Sport (Distance Learning Class) 1 Credit

This elective will examine the development of sport(s) in America as well as throughout world history. Our historical study will focus on helping students gain a better understanding of the inner relationship that sport has on social, economic, cultural and political forces that are at work in the United States as well as the world. We will examine the historical context as well as the significance of gender, race, ethnicity and social class. We will do our historical investigation through readings, primary sources, audio and visual materials as well as class discussions and guests. We will unlock the mystery "hold" that sport has on the American public through our analysis and discussion.

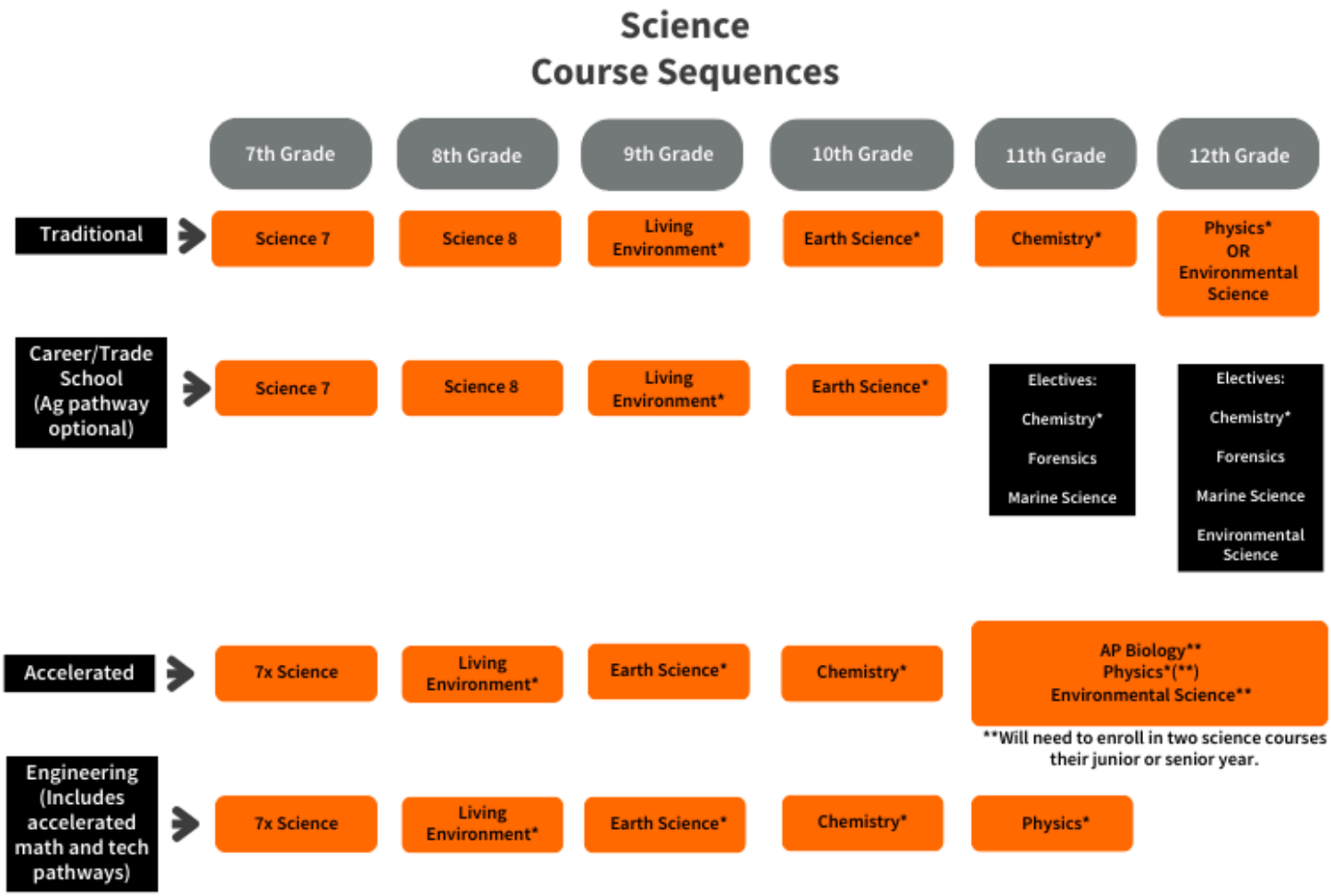
Academic Intervention Services (AIS) in Social Studies

This course is designed to support students struggling in this academic domain. A class is available for 7th and 8th graders and another is designed for grades 9-12. Eligibility is based on under-performance on a state assessment and/or teacher recommendation.

Science & Agriculture Department

For an Advanced Regents Diploma:
3 credits of science | Exams: 2 science NYS regents exams

For a Regents Diploma:
3 credits of science | Exams: 1 science NYS regents exam



An * indicates the student must take a regents exam in June.

7th Grade Physical Science 1 Credit (Middle School Science Credit)

Prerequisite: 6th Grade Earth and Space Science

Science 7 is an introductory course based on the New York State Science Learning Standards which pertain to the sciences of Chemistry and Physics. Students will participate in activities that challenge them to investigate problems and find a solution supported by data and evidence as well as interpret and communicate scientific information. This class is one portion of a multi-year course that will culminate with the 8th Grade Intermediate Level Science Test.

7x Science 1 Credit (Middle School Science Credit)

Prerequisite: Recommendation from 6th grade teacher or test into the course; Must maintain an average of 85% or better on tests and overall

7x Science is a one year course designed to prepare students for an accelerated science pathway, meaning that students learn content that is normally covered over two years in 7th Grade Physical Science and 8th Grade Life Science. This and other accelerated science pathways provide unique challenges to students and open up options for them to take extra science (or other classes) later in their high school career. One semester covers physics and chemistry, while the other semester covers life science, starting with biochemistry and cells before working up to body systems and ecology. To enroll, students must be recommended for the course by their 6th grade teacher or test into the program. After enrolling in the course, students are expected to maintain an average of an 85% or better (mastery) on tests and overall, or they will be transferred to 7th Grade Physical Science so that they can strengthen their scientific foundation before entering high school.

8th Grade Life Science 1 Credit

Prerequisite: 7th Grade Physical Science

Grade 8 Life Science is an intermediate level science course that focuses on introducing students to the study of living organisms, starting at the cellular level and working all the way up to the complex interactions between organisms at a global scale. Along the way, students will work to improve upon the skills they learned in 7th Grade Physical Science, as they use the scientific method to explore each topic we learn, and ultimately the world around them. This course is the second portion of a two year course that will culminate with the 8th Grade Intermediate Level Science Test. The performance (lab practical) section of the test will be held at the end of May, and the written portion of the test will be given during the first week of June.

Regents Living Environment w/ Lab 1 Credit

Prerequisite: Successful completion of the 8th grade Intermediate Level Science Test or teacher recommendation. Meets first of 2 required Regents Science Credits

Living Environment is the scientific study of exploration of the diverse world of living organisms. Some of the topics studied throughout the year include: scientific method, biochemistry, cells, cellular transport and energetics, heredity, evolution, ecology, human impacts on the environment and some of the human body systems. Biology studies some of the most important topics that affect human life and the environment we live in. During this class we will gain knowledge about ourselves, the millions of other organisms we share planet earth with, and the effects we have on each other. Students are required to successfully complete 20 hours of laboratory experiences with satisfactory written reports in order to sit for the Regents exam.

Regents Earth Science w/ Lab **1 Credit**

Prerequisite: Successful completion of Living Environment

Earth Science explores the physical, historical and theoretical components responsible for our world as it exists today, and in the future. Astronomy, geology, geography, oceanography, paleontology and meteorology are studied in the course. Social issues such as air and water pollution and natural resources are highlighted. Students are required to perform 1,200 minutes of laboratory experience and supply sufficient documentation pertaining to the lab. The New York State Regents in Earth Science is given as a culminating assessment. A lab practical will also be administered in class during the 2 week window leading up to the Regents.

Regents Chemistry w/ Lab **1 Credit**

Prerequisites:

1. ***successful completion of both the Algebra & Geometry Regents***
2. ***currently taking Algebra 2/ Trigonometry***
3. ***successful completion of both Living Environment & Earth Science Regents***

Sometimes called 'the central science', chemistry bridges the physical and life sciences. Chemistry is the study of matter, energy, and the interactions between them. Chemistry focuses on the properties of substances and includes the following topics: atomic structure, periodic law, bonding and reactions, acid base and kinetic molecular theory, as well as organic and nuclear chemistry. Mathematics is an essential tool for the study of chemistry.

Applied Living Environment w/ Lab **1 Credit**

This course effectively enhances and streamlines the traditional Living Environment curriculum with a more focused approach to the core concepts of biology. This will develop the students' scientific skills and knowledge to better prepare them for the NYS Living Environment regents exam administered in June.
As a prerequisite for taking the exam, students will successfully complete 1200 laboratory minutes (including the four (4) NYS mandated laboratory experiences)

Students are selected for participation in this class by their eighth grade science teacher and their school counselor.

Regents Physics w/ Lab **1 Credit**

Regents Science credit
Prerequisites: Students should have already completed Algebra 2/Trigonometry, and should be currently enrolled in Pre-Calculus or Calculus. Exceptions can be made with permission from the instructor for accelerated students with strong math skills who have not yet been able to take the required math courses.

The primary focus of Regents Physics at Cambridge Central School is problem solving. We will spend a large amount of time at the beginning of the year reviewing the requisite skills that you have learned in other classes, not only in science, but also in math, art, technology, and English (don't worry, we'll review history and foreign languages too!). For the remainder of the year, you will apply these skills to solve many types of problems in all areas of physics, from classical mechanics to modern physics.

AP and/or UHS Biology w/ Lab **1 Credit**

Prerequisite: Completion of Living Environment AND Chemistry Regents with 85% or higher, or permission from the instructor.

Successful completion of this course can provide 4-8 college credit hours.

This course is equivalent to an introductory biology course, typically taken during freshman year of college. The course curriculum integrates topics such as ecology, biochemistry, cells, bioenergetics, genetics, biotechnology and evolution to enhance understanding of how living systems interact, function and change through time. Science practices (through extensive lab experience) are heavily emphasized. Interested students should realize that this course is rigorous and requires attention to details. Students have several options when taking this course:

1. Sign up for the course as Bio 111, (General Biology I) at SUNY Adirondack. Students who receive a C or better receive 4 hours of college credit at SUNY Adirondack.
2. Sign up for the course as AP Biology and take the exam in May. AP students receive 1.1 x grade applicable to class rank at CCS. Depending on a student's AP Exam score and the college they will be attending, they may receive up to 8 credits (the equivalent of a full year of Biology).

3. Sign up for both UHS and AP Biology simultaneously so that students are guaranteed the grade you receive in the class through SUNY Adirondack's UHS program, and if you do well on the AP exam, you could receive additional credits.

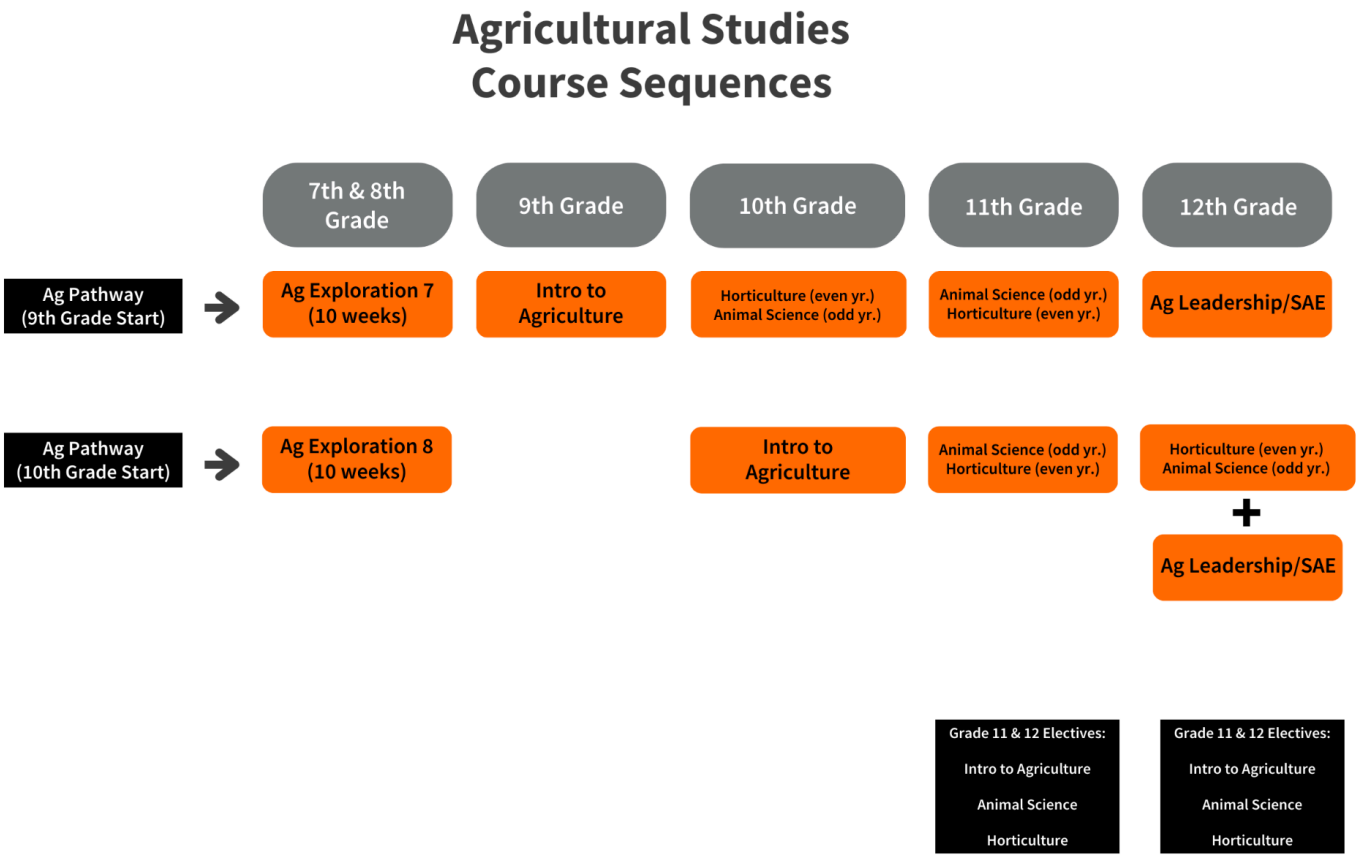
UHS Environmental Science w/ Lab **1 Credit**

Prerequisite: Successful completion of Biology, Earth Science and Chemistry.

The goal of this course is to provide students with the scientific principles, concepts, and methods required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the UHS Environmental Science course: science is a process, energy conversions underlie all ecological processes, the Earth itself is one interconnected system, humans alter natural systems, environmental problems have a cultural and social context, and human survival depends on developing practices that will achieve sustainable systems. This course is designed to be the equivalent of an introductory science college course in environmental science. Students may also choose the option to receive 4 academic college credits for successful completion of the course which is accredited by SUNY Adirondack.

Forensics **1 Credit**

Forensics is a course that provides students with a foundation in the application of scientific techniques used in connection with criminal studies of the law. Laboratory experiences help to provide the students with a basis for problem-solving techniques used in the investigation of crime scenes. Forensic science is a course that encompasses many scientific disciplines such as biology, anatomy, chemistry, physics, and earth science. Topics covered in the Forensics curriculum include crime scene investigation, evidence collection, fingerprinting, hair analysis, fiber analysis, blood analysis, serology, DNA analysis, document analysis, forensic pathology, forensic anthropology, forensic odontology, forensic toxicology, forensic entomology, and forensic psychology.



Agriculture 7

This course is an introductory course designed to expose middle school students to farm to table learning. Students will gain knowledge in ag in the past, plant science, natural resources, FFA/Leadership, and food science. All 5 of these topics will be covered within a 10-week period, allowing for 2 weeks of material in each topic. Students will "grow" their own food during this course, take care of it for 10 weeks, and enjoy their garden grown food during the last week of class.

Agriculture 8

This course is an introductory course designed to expose middle school students to agriculture. Students will gain knowledge in FFA/Leadership, Animal Science, Ag Engineering, Ag Business, and Ag in my future. All 5 of these topics will be covered within a 10-week period, allowing for 2 weeks of material in each topic. This course will wrap up the middle school curriculum and students will have a better knowledge of all areas of agriculture by the end of this course.

Intro to Agriculture **1 Credit**

Introduction to Agriculture, Food and Natural Resources (AFNR) introduces students to the range of agricultural opportunities and the pathways of study they may pursue. Students use this course's introductory skills and knowledge throughout the curriculum. While surveying the opportunities available in agriculture and natural resources, students learn to solve problems, research, analyze data, work in teams, and take responsibility for their work, actions, and learning. Students investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

Horticulture **1 Credit**

Prerequisite: Successful completion of Introduction to Agriculture

Students will experience various Horticulture concepts through exciting "hand-on" activities, projects, and problems. Student experiences will include the study of Vegetable Production, Landscape Design, Floriculture, Greenhouse management, Fruit Production, Nursery Production, etc. Students will discover the value of plant production and its impact on the individual, the local, and the global economy. Students will work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers, and plant research specialists, face in their respective careers. This class is for second year Ag students only.

Animal Science **1 Credit**

Prerequisite: Successful completion of Introduction to Agriculture

The course exposes students to agriculture, animal science, and related career options. Students participating in this course will have experiences in various animal science concepts with exciting hands-on activities, projects, and problems. Students' experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. This class is for second year Ag students only. Intro to Ag must be taken before this class.

Ag Leadership/SAE (Supervised Agricultural Experience) **1 Credit**

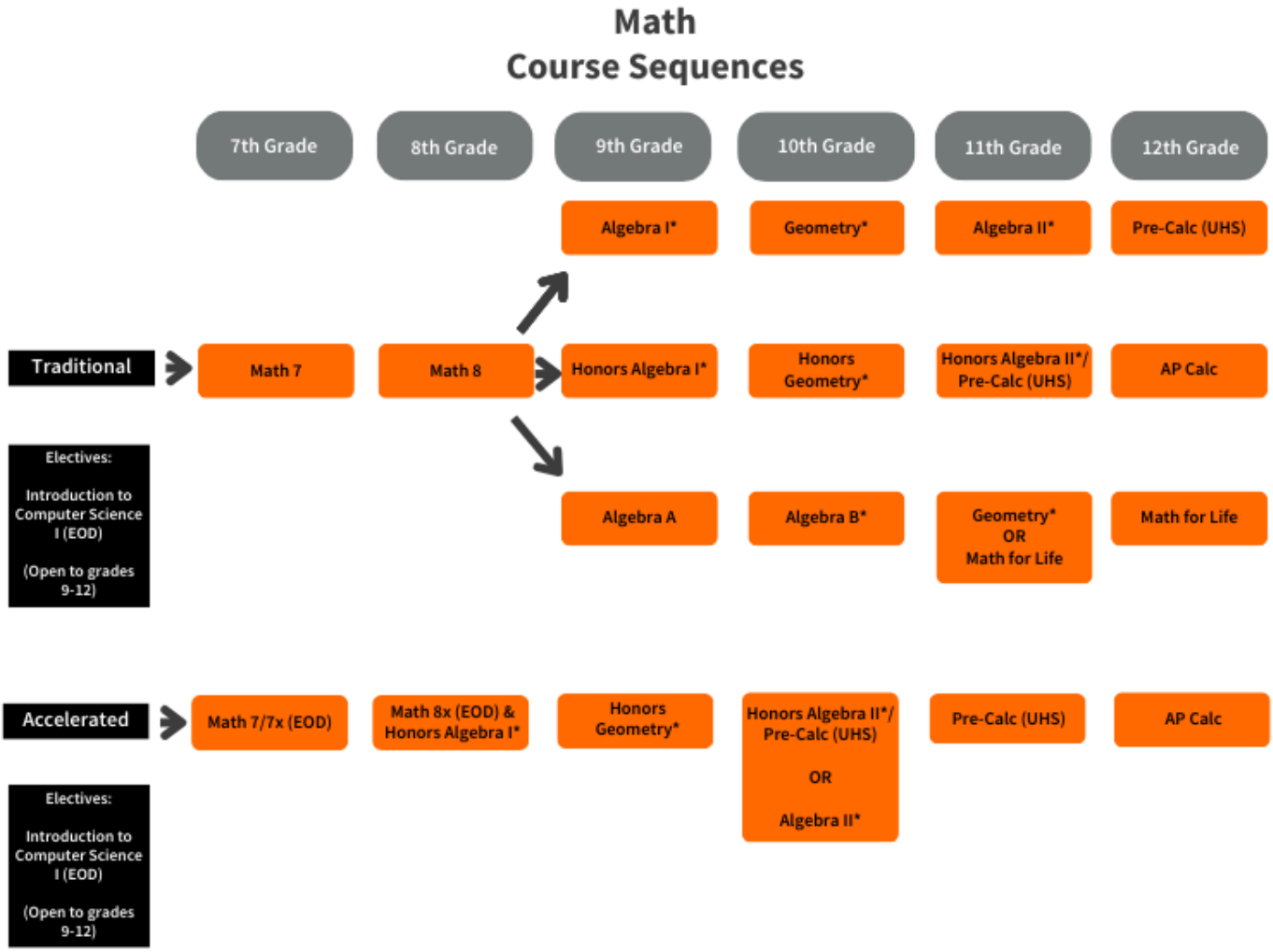
Prerequisite: Successful completion of Intro to Agriculture, Horticulture and Animal Science.
Can be doubled up with either Horticulture or Animal Science with instructor approval.
Students are introduced to leadership skills and the role of the FFA in developing active citizens in the agriculture industry. Students explore the wide variety of career options in agriculture and identify the knowledge, skills, education, and training necessary for success within these fields. Students will each participate in SAE scholarships, grants and awards during this class. This class is designed for students who are heavily involved in FFA.

Math Department

For an Advanced Regents Diploma:
3 credits of math | Exams: 3 math Regents exams (Algebra, Geometry, Algebra II)

For a Regents Diploma:
3 credits of math | Exams: 1 math Regents exam

An * indicates the student must take a regents exam in June.



Math 7

Basic computational skills learned in grades K-6, will be reinforced. Students in this course will focus on the concepts of proportionality, percents, integers, rational numbers, algebraic expressions, and equations. Students will also be exposed to beginning probability, statistics and basic geometry. Students enrolled in this course will take the Next Generation Assessment in mathematics for grade 7.

Math 7x

Students must maintain an 85 average

This is an every other day course where students will learn the 1st half of the Math 8 curriculum. This is a course for students who excel in mathematics and are motivated to work hard, as material will be presented at a fast pace and will require students to think more deeply and critically than the traditional Math 8 course. Students enrolled in Math 7x will take this course in addition to their regular Math 7 course.

Students will be chosen for this course based on an Algebra Prognosis test, their work in 6th grade, and teacher recommendation. Students must maintain an 85 average in both this course and their Math 7 course to remain in the accelerated program.

Math 8

Students in this course will build upon their prior algebraic work from Math 7 as they expand their knowledge of 1st degree equations. Students will study functions and 2 variable equations. They will work more with geometry, learning about right triangles/ Pythagorean's theorem, as well as transformations on and off the coordinate plane. There are also a variety of number theory topics in the course including, exponent rules, scientific notation, and square roots. Students enrolled in this course will take the Next Generation Assessment in Mathematics for grade 8.

Math 8x

Prerequisite: Students must maintain an 85 average in both this course and their Algebra I course to remain in the accelerated program. Math 7x serves as a prerequisite for this course.

This course is an every other day course where students learn the second half of the Math 8 curriculum. This is a course for students who excel in mathematics and are motivated to work hard, as material will be presented at a fast pace and will require students to think more deeply and critically than the traditional Math 8 course. Students enrolled in Math 8x will take this course in addition to Algebra I.

Algebra I **1 Credit**

Prerequisite: Overall average of 80 or higher in Math 8 or teacher recommendation.

Students will continue to work with algebraic expressions and equations, functions, and two variable equations. Other major topics include quadratic functions, Radicals, Statistics. The Next Generation Algebra 1 Regents will be administered in June. A TI-83 plus or TI-84 plus graphing calculator is required for this course and will be provided by the teacher.

Algebra A **1 Credit**

Prerequisite: Overall average of below an 80% in Math 8 or teacher recommendation.

This course is the first half of a 2-year plan to take the regents. It will allow time to master major basic skills needed to be successful in Algebra B. A local final exam will be given in June. Calculators (TI-84 Plus CE) will be provided.

Algebra B **1 Credit**

Prerequisite: Algebra A

This course builds on the skills from Algebra A, and adds more rigorous topics to prepare for the Next Generation Algebra 1 Regents administered in June. Calculators (TI-84 Plus CE) will be provided.

Honors Algebra **1 Credit**

Prerequisite: 95 overall average for Math 8, a score of 540+ in i-Ready, a score of 3+ on the Math 7 New York State assessment.

Honors Algebra is a course designed for students who have a strong aptitude in mathematics as well as a strong work ethic. This course will cover the New York State Algebra curriculum while allowing students to explore the topics of a deeper level, better preparing them for their upper level mathematics courses. Please be aware that students MUST maintain an average of 85% or higher to remain in Honors Algebra. The Next Generation Algebra 1 Regents will be administered in June. A TI-83 plus or Ti-84 plus graphing calculator is required for this course and will be provided by the teacher.

Honors Geometry **1 Credit**

Prerequisite: Overall average of 80 in Honors Algebra

Honors Geometry is a course designed for students who have a strong aptitude in mathematics as well as a strong work ethic. This course will cover the New York State Geometry curriculum while allowing students to explore the topics of a deeper level, better preparing them for their upper level mathematics courses. Please

be aware that students MUST maintain an average of 85% or higher to remain in Honors Geometry. The Common Core Geometry Regents will be administered in June. A TI-83 plus or Ti-84 plus graphing calculator is required for this course and will be provided by the teacher.

Algebra II w/ Lab **1 Credit**

Prerequisite: Overall average of 80 or higher in Geometry or teacher recommendation.

This course will expand on the work that students did in Algebra I. The main topics in this course include polynomial operations, radicals and complex numbers, exponential and logarithmic functions, trigonometry, statistics, and probability. The Common Core Algebra II Exam will be given in June.

Geometry (Common Core) **1 Credit**

Prerequisite: Overall average of 80 or higher in Algebra I or Algebra IB or teacher recommendation

Students in this course will study geometric proofs and constructions. They will also study circles, transformations, 3-dimensional figures, right triangle trigonometry, and similar/ congruent figures. The Common Core Geometry Assessment will be given in June. A TI-83 plus or TI-84 plus graphing calculator is required for this course.

Math for Life **1 Credit**

This course is designed to help students gain financial awareness that will benefit them after high school, throughout their career, and in retirement. Guest speakers, videos and class discussion will prepare students for projects on behavioral finance, investments, banking, credit, jobs, cars, housing, budgeting and more.

Pre-Calculus **1 Credit**

This class is designed to prepare students for calculus and advanced studies in math at the high school or college level. Students study linear algebra, advanced trigonometry, manipulation of matrices, series and sequences, proof by induction, limits and derivatives. A TI-83 plus or TI-84 plus graphing calculator will be provided if needed. Students are eligible to receive 3 college credits upon the successful completion of the course.

AP Calculus AB **1 Credit**

AP Calculus AB is an advanced placement course from which students may receive college credit. The topics of study are based on the College Board syllabus. A TI-83 plus or TI- 84 plus graphing calculator will be provided if needed.

Introduction to Computer Science I (EOD) .5 Credit

Prerequisite: Successful completion of Algebra I

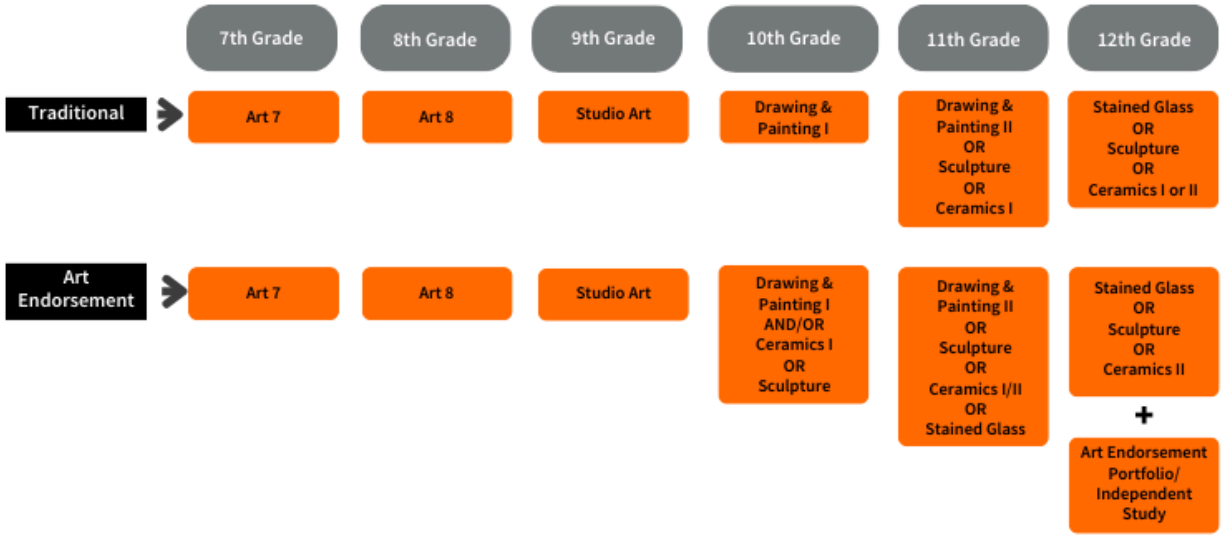
This course is offered to introduce students to the field of Computer Science. Students will learn foundational concepts in Computer science and apply these to solve real world problems. Students will explore topics such as logic, programming, data analysis, and how technology impacts our world.

Academic Intervention Services (AIS) in Math

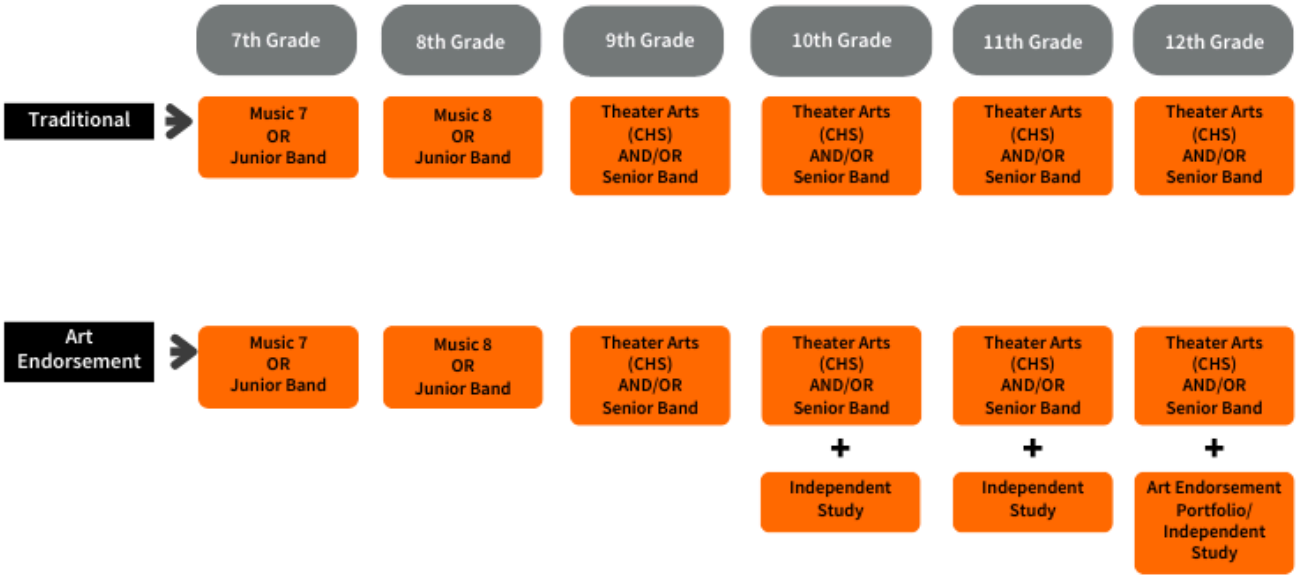
This class is designed to support students who have underperformed on a state assessment in math. Students are scheduled for this class based on their previous state assessment scores.

The Arts Department

Visual Arts Course Sequences



Performing Arts Course Sequences



Students are required to take at least one credit of art, music or technology during high school.

Music 7

Students will experience a wide variety of musical genres through appreciation, theory and history, and musical experimentation. Students will learn to critique music and understand the social, political, and ethical issues it represents while being able to explain and identify the relationship of music to dance, theater, the visual arts, and other disciplines. Students will be guided through their skill development on various instruments and using technology.

Junior Band 7

Band students will be exposed to various musical styles and genres, including jazz and contemporary band literature and works of major composers from various periods. Musical skills such as sight reading, dynamics, intonation and blend, form, and style will be developed in a weekly lesson as well as in the ensemble rehearsal. Students will perform major scales and chromatic. Participation in all lessons, concerts, and parades is mandatory.

Art 7

This 10-week course is a required class for 7th grade students. Students will create a portfolio of original artwork, exploring the elements of art and principles of design. Students will learn about art-related terminology, express critical judgments, problem solve, and develop art appreciation that they will carry with them as they move toward high school.

Music 8

Students will experience a wide variety of musical genres through appreciation, theory and history, and musical experimentation. Students will learn to critique music and understand the social, political, and ethical issues it represents while being able to explain and identify the relationship of music to dance, theater, the visual arts, and other disciplines. Students will be guided through their skill development on various instruments and using technology.

Junior Band 8

Band students will be exposed to a wide variety of musical styles and genres including jazz and contemporary band literature and works of major composers from various time periods. Musical skills such as sight reading, dynamics, intonation and blend, form and style will be developed in a weekly lesson as well as in the ensemble rehearsal. Students will perform major scales and chromatic. Participation in all lessons, concerts and parades is mandatory.

Art 8

This is a required class for 8th grade students. Students will create a portfolio of original artwork, exploring the elements and principles of art. Students will learn about art-related terminology, express critical judgments, and develop art appreciation.

Studio in Art **1 Credit**

Studio in Art is open to students in grades 9-12. Serving as a comprehensive foundation for all secondary art, the course develops basic design principles and elements. These skills and understandings form the basis for drawing, painting, printing, collage, sculpture pottery, and art appreciation. Students will develop the ability to critically evaluate their own artwork and gain an awareness of art history.

Sculpture **1 Credit**

Upon successful completion of Studio in Art, 10th, 11th and 12th grade students may elect to take this course. Sculpture students will explore the basic theories of form and space. Projects will include the use of wood, plaster, clay, wire, paper, cardboard, stone, metal and found objects. Students will learn about traditional and modern approaches to solving three-dimensional problems.

Ceramics **1 Credit**

Upon successful completion of Studio Art, 10th, 11th, and 12th grade students may elect to take this course. This course introduces hand built and wheel thrown pottery techniques. It familiarizes the student with the fundamentals of pottery and ceramic design. The history of clay, kiln firing, glazing, and decoration will also be covered.

Drawing and Painting **1 Credit**

This class is open to 11th and 12th grade students who are interested in exploring two dimensional expressions. Students will develop basic craftsmanship, composition and application of color. Students will gain experience with different media, including watercolor, pastels, felt tips, acrylics, and mixed media.

Stained Glass Design **1 Credit**

This class is open to 11th and 12th grade advanced art students who are interested in working with cutting and creating glass works. Upon successful completion of Studio Art as well as one additional art class, students will be eligible to take this course.

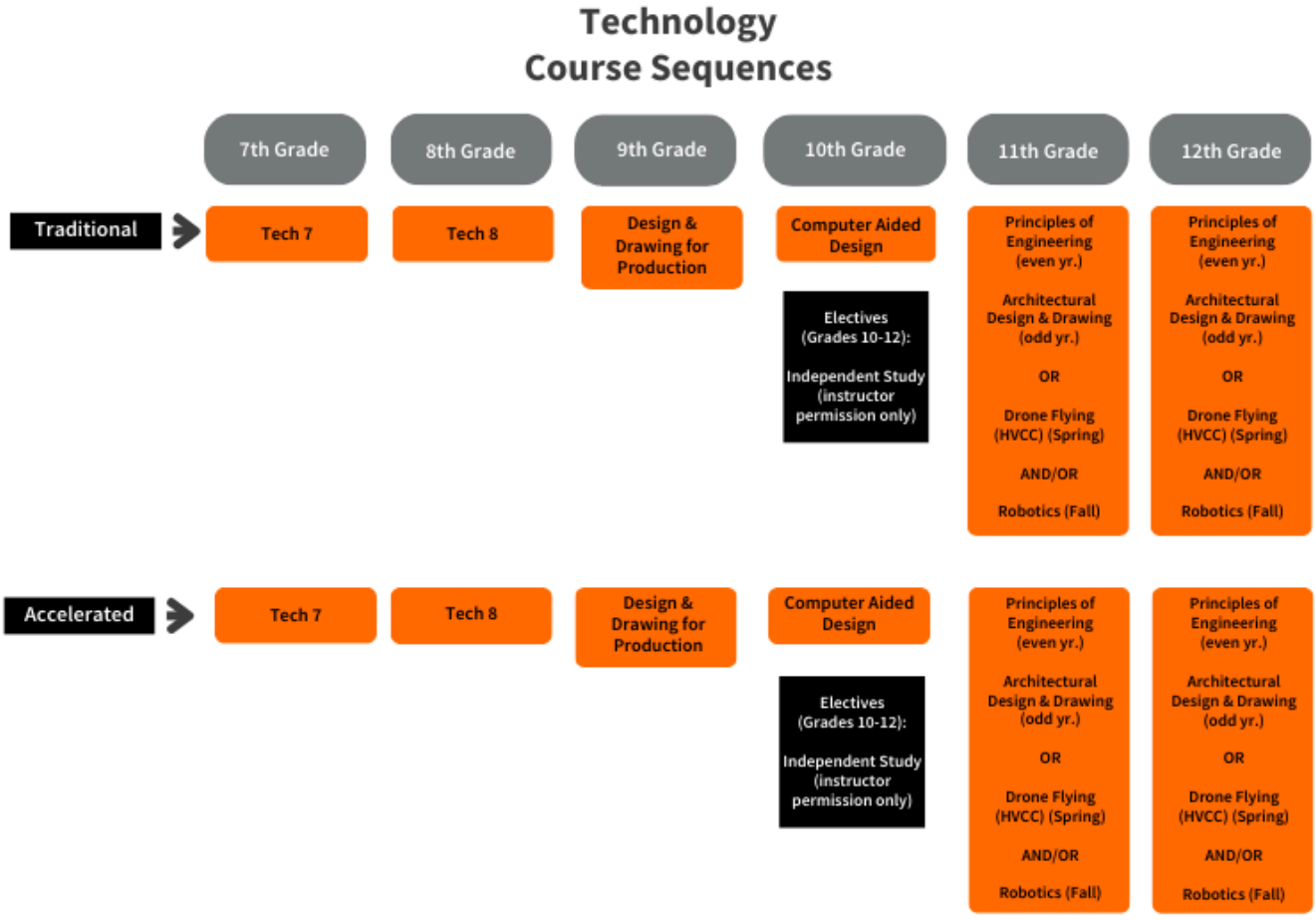
Senior Band for Grades 9-12 **1 Credit**

Band students are exposed to a wide variety of musical styles and genres. Musical skills such as sight reading, dynamic intonation, blend form and style will be developed. Participation in concerts, parades and lessons are mandatory.

Theater Arts **1 Credit**

Welcome to Theater Arts at Cambridge Central School, where creativity takes center stage! This dynamic and flexible course offers students a comprehensive exploration of the theatrical arts, encompassing acting, set design, light design, audio, set construction, stage management, stage combat, wardrobe, and other crucial elements of theater production. Our approach is grounded in democratic principles and pedagogy, ensuring that students play an active and constructive role in shaping the course content based on their interests and the needs of our current musical or production.

Technology Department



Technology 7

This course examines the progression of technology from the primitive time of the Stone Age to the present Digital Age, covering a history of invention and innovations. Students will study computer history and incorporate modern computer use with Google Drive, working with documents, spreadsheets, presentations, forms, and drawings. The students will explore designing, blueprints, communication technologies, manufacturing, construction, architecture, energy, transportation, medical and future technology. This introductory course in technology education provides an overview of the curriculum and many hands-on projects.

Technology 8

This course examines the progression of technology from the primitive time of the Stone Age to the present Digital Age, covering a history of invention and innovations. Students will study computer history and incorporate modern computer use with Google Drive, working with documents, spreadsheets, presentations, forms, and drawings. The students will explore designing, blueprints, communication technologies, manufacturing, construction, architecture, energy, transportation, medical and future technology. This introductory course in technology education provides an overview of the curriculum and many hands-on projects.

Career Exploration **1 Credit**

This class is open to all 9th and 10th graders but is required for all occupational education students. This class will provide opportunities for students to research career possibilities that coincide with their skills and interests. Resume preparation and interview techniques are also part of this course.

Drawing and Design for Production (DDP) **1 Credit**

This course emphasizes product design and problem solving via hand sketching, drafting, the creation of physical models, unit analysis, and 3D computer modeling. A full range of design methods and criteria are covered with an emphasis on the design cycle, design guidelines and creativity. Students develop solutions to various design and product problems while focusing on sustainable development and competing as a designer in a global economy. Students will complete individual and team projects.

Computer Aided Design (CAD) **1 Credit**

Prerequisite: Design and Drawing for Production (DDP) or permission of the instructor

This course is designed for students who wish to pursue an in-depth study of technical design and computer modeling. The integration of advanced 2D and 3D design and CAD drawing techniques will be studied. An

emphasis on creating construction documents, precision 3D models and renderings will be an integral part of this course.

Architectural Computer Aided Design and Drawing (ARCH) 1 Credit

Prerequisites: Design and Drawing for Production (DDP) and Computer Aided Design (CAD)

This course is designed for students who wish to study the design and drawing of residential structures. Content will include architectural history, design theory, famous buildings and architects, sketching techniques, dimensioning, building codes, Leadership in Energy and Environmental Design (LEED) certification, sustainable development, construction documents, HVAC systems, photo-realistic rendering and photo simulations, and presentation graphics. Design calculations, project specifications, construction documents and state of the art modeling and rendering along with project presentations will be an integral part of the course.

Principles of Engineering (POE) 1 Credit

Prerequisites: Design and Drawing for Production (DDP) and Computer Aided Design (CAD)

This course provides an overview of various engineering fields including electrical, environmental, civil, mechanical, and computer engineering. Through theory, problem solving using algebra, geometry and trigonometry along with practical hands-on experiences, students will work on a wide range of design problems and solutions using state of the art tools such as 3D computer modeling and visualization, 3D printing, strength of materials testing, computer programming, prototype building, and precision measurement. Students will also address the ongoing social, environmental and political consequences of technology. Field trips to tech valley companies and college campuses will be scheduled as time and interest permit.

Robotics and Automation (Robotics) 1 Credit

Prerequisites: Design and Drawing for Production (DDP) and Computer Aided Design (CAD)

This course provides an overview of the field of robotics and automation. Using hands-on resources, students will build, program and test various robotic and automation systems. Students will use state of the art tools such as 3D computer modeling and visualization, 3D printing, mechatronics, computer programming, prototype building in the construction and testing of their robot. Students will also address the ongoing social, environmental and political consequences of automation, artificial intelligence, and robotic technology. Field trips to tech valley companies and college campuses will be scheduled as time and interest permit.

Drone Flying I **1 Credit**

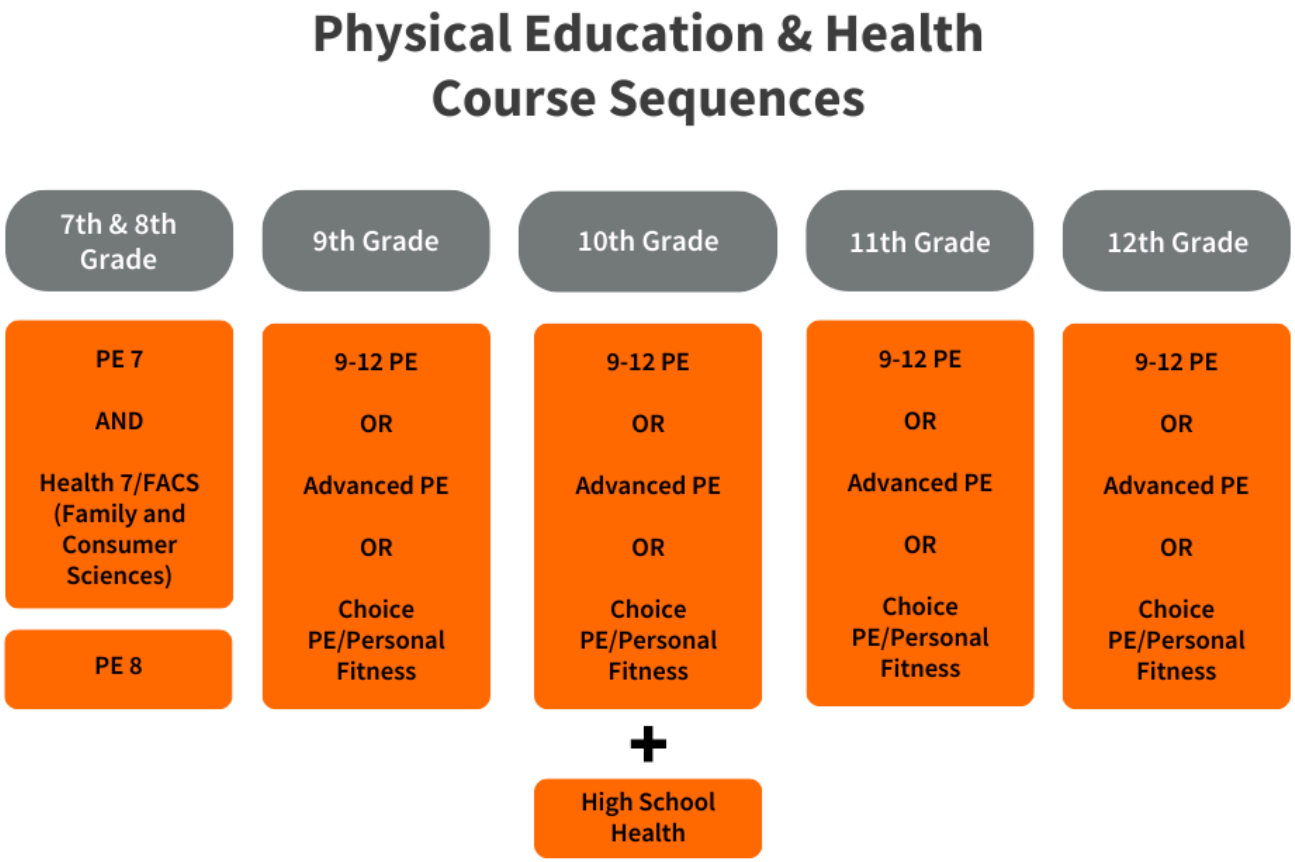
This course will introduce students to safe piloting of drones. Best practices of operation as well as current laws concerning drone flight will be covered. Students will receive classroom instruction as well as hands-on experience in piloting drones. The actual certification will be optional and off campus.

Introduction to Computer Science I (EOD) **.5 Credit**

Prerequisite: Successful completion of Algebra I

This course is offered to introduce students to the field of Computer Science. Students will learn foundational concepts in Computer science and apply these to solve real world problems. Students will explore topics such as logic, programming, data analysis, and how technology impacts our world.

Physical Education and Health Department



Physical Education 7

This physical education class meets every other day for four quarters. The focus is on fitness and team activities in which students will learn the rules and skills of all types of sports. Students will be assessed on their physical fitness, participation in daily activities, and their preparation for class. This course is designed to promote fitness and wellness necessary to achieving a healthy lifestyle.

Health 7/FACS (Family and Consumer Sciences)

A course designed to help middle-level students live in a society of constant change and to improve their quality of life by preparing them to meet their present and future responsibilities as family members and community members, consumers, home managers, and wage earners. The goal is to educate early adolescents to think constructively, make sound decisions, solve problems, and manage resources.

Physical Education 8

This physical education class meets every other day for four quarters. The focus is on fitness and team activities in which students will learn the rules and skills of all types of sports. Students will be assessed on their physical fitness, participation in daily activities, and their preparation for class. This course is designed to promote fitness and wellness necessary to achieving a healthy lifestyle.

Physical Education for Grades 9-12 .5 Credit

Students in grades 9-12 will participate in many activities, both team and individual geared towards promoting a healthy lifestyle. Students will be assessed on their individual preparation, physical fitness, and participation daily. All activities are designed to enhance mental, emotional, and physical growth throughout the high school experience.

Advanced Physical Education .5 Credit

Prerequisite: Students must have a 90 or above in previous year PE class (or instructor approval)

Students will be required to complete workouts in a variety of modalities. Every student will have an individually designed workout that allows them to greatly improve in practically every aspect of fitness. Workouts will focus on strength, cardiovascular endurance, flexibility and agility.

Choice/Personal Fitness .5 Credit

The goal of this course is to encourage enjoyment when considering a fitness activity. This course offers a variety of activities that help improve student personal fitness. Oftentimes, the activities offered are similar to regular Physical Education class, but on a much less competitive level. When space allows, we offer yoga,

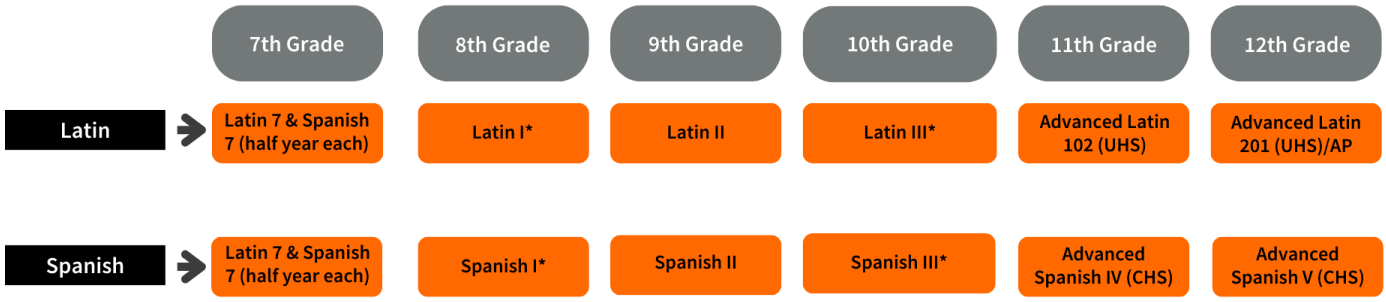
aerobics class, and other fitness related elements. Students input is encouraged when developing this course.

High School Health **.5 Credit**

This project-based class follows the guidelines of the New York State Learning Standards and is required for graduation. This course will provide students with the opportunity to explore various topics related to health and wellness.

World Languages Department

An * indicates the student must take a local proficiency exam in June.



All students are required to take at least one year of a language other than English (LOTE) in high school. Students working toward their Advanced Regents Diploma will need three years of a language and a passing final exam score at the end of their third year or a five unit technology or art sequence.

Latin 7/Spanish 7 (Half year each)

Students will be exposed to basic language skills and cultural understandings of each language. Through active participation in the course, students will gain vocabulary skills, grammar skills, and historical and artistic appreciation of the culture associated with each language presented. At the end of this course, students will select their language of preference for further study in 8th grade and beyond.

Latin 1

Students will continue to build on the skills and concepts presented in their previous studies. Students will continue to develop a more comprehensive vocabulary base and grammatical foundation. Students will take a locally developed proficiency exam in Latin in June. Successful completion of this exam is required for graduation from high school. This class includes both students who are starting the language from the very beginning as well as those who have completed one semester in 7th grade.

Spanish 1

Students will continue to build on the skills and concepts presented in their previous studies. Students will continue to develop a more comprehensive vocabulary base and grammatical foundation. Students will take a locally developed proficiency exam in Spanish in June. Successful completion of this exam is required for graduation from high school. This class includes both students who are starting the language from the very beginning as well as those who have completed one semester in 7th grade.

Latin II **1 Credit**

Latin 2 students will continue to develop their reading, listening, speaking and writing skills and learn more vocabulary and respective English derivatives. Throughout the Latin sequence, cultural understanding and language learning are intertwined. Students must pass the Latin I Proficiency exam and Latin I before entering Latin II.

Latin III **1 Credit**

A broader and deeper knowledge and Latin vocabulary, culture, and language structure will be the focus of this course. Students will take a culminating final exam in Latin in June.

Advanced Latin **1 Credit**

Advanced Latin Poetry is offered in alternating years with Latin IV Prose. Students who sign up for the University in the High School Program through the University at Albany and successfully complete one of these courses earn four credit hours of college credit; students who take both earn a total of seven college credits. Also, those who enroll in both Advanced Latin Poetry and Advanced Latin Prose will be prepared to take the AP Latin exam in their second year of the class.

AP Latin **1 Credit**

Students enrolled in the second year of Advanced Latin will have the opportunity to take the AP Latin exam in May of their senior year.

Spanish II **1 Credit**

Spanish II students will continue to develop listening, reading, speaking and writing skills through thematic units. The acquisition of target language communication, vocabulary, grammatical concepts and cultural learning will continue throughout the Spanish sequence. Students must pass the Spanish I Proficiency exam and Spanish I before entering Spanish II.

Spanish III **1 Credit**

Students in Spanish 3 will take a culminating final exam in Spanish in June. The class will continue to build vocabulary, grammatical and cultural skills and understandings. Students will be expected to demonstrate their speaking, reading, writing and listening skills consistently throughout the course.

Advanced Spanish IV **1 Credit (3 college credit hours)**

Students will continue to build their Spanish skills through conversational, vocabulary, grammatical, cultural and literary study. Students will be expected to demonstrate their learning through speaking, listening, reading and writing at an advanced level. Students successfully completing/passing this course will earn three college credits from SUNY Adirondack (for a reduced fee).

Advanced Spanish V **1 Credit**

This is an advanced conversational course that will build upon previous Spanish language skills and courses, and pursue specific interests of the class through many cultural opportunities.

Distance Learning/Miscellaneous

All Cambridge students will have access to various distance learning classes each school year. The variety of classes is dependent upon courses available through the distance learning network from other schools each year. Due to the limited availability in some courses, enrollment is based on grade level seniority.

AP Psychology **1 Credit**

The purpose of this course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The course content will be integrated with case studies, experimentation and student research. This course culminates in an advanced placement examination in psychology which enables students to receive college credit for high performance on the test.

Intro to Agricultural Business **1 Credit**

A broad introduction to the function and structure of US agribusiness from macro and micro perspectives with close examination of the relationship between production agriculture and agribusiness. Topics of discussion will include the size and importance of agribusiness, forms of business, planning and organizing an agribusiness, financial management and accounting and agribusiness input and supply sectors.

Marine Science **1 Credit**

This class is about the ocean and ocean life. Students will explore the history of the ocean, marine environments, bacteria, algae, marine plants, marine invertebrates, marine worms, fishes, marine reptiles, birds and mammals. This course includes hands-on projects, computer-based projects as well as traditional lecture-based instruction. Students will also participate in virtual field trips.

Intro to Veterinary Science **1 Credit**

This course is designed to provide students with the insight needed to make a decision to further their education in veterinary medicine. The course will focus on various aspects of veterinary medicine including: comparative anatomy, safe handling and restraint, clinical exams and diagnosis, hospital procedures, lab techniques, surgery, veterinary tools and terminology, disease prevention and treatment and parasitology. Students will become familiar with companion, production, exotic and laboratory animals and the practical applications of this course.

Student Aide **.5 or 1 Credit (or community service hours)**

Students will have the opportunity to work with a sponsor teacher within Cambridge Central School. It is the student's responsibility to report to their sponsor teacher on the days that they agree upon. Open to 11th and 12th graders, this experience is intended to encourage students to give back as well as serve as a positive role model to the younger elementary students they work with.

Career and Technical Education (BOCES)

Auto Body Repair

This is a two-year program based on automotive service excellence task lists for painting and refinishing and non-structural analysis and damage repair. Includes safety, use of computers, tools and technology, body alignment, dent removal, welding, painting, refinishing, trim, glass work and shop operations. Students use a state-of-the-art paint booth and work on vehicles owned by real customers.

Automotive Technology

This two-year program is based on automotive service excellence task lists for brakes; electrical and electronic systems; engine performance; steering and suspension. It includes the latest technology to build diagnostic and repair skills. Students work with computers and high-tech equipment and repair vehicles owned by real customers.

Conservation

This is a two-year program that teaches management of natural resources. It emphasizes safety and the operation, maintenance and repair of equipment used to manage natural resources. Students learn surveying, tree and lumber grading, leaf and tree identification, soil sampling and orienteering. Participants spend more than 50 percent of their time outdoors and in “land labs,” which are projects that put theory into practice.

Construction Trades

This is a two-year program based on the National Center for Construction Education and Research (NCCER) ContrenTM Learning Series. It includes standardized construction, maintenance and pipeline curricula for more than 40 crafts. Students learn all aspects of residential construction, from safety and materials to blueprints and project management.

Cosmetology

This two-year, 1,000-hour program prepares students for current and emerging careers in natural hair styling, esthetics, nail specialty and cosmetology. The program combines crucial elements of art, science, technical skills, interpersonal skills and entrepreneurship. Students participate in actual operation of a full-service salon, catering to real customers to gain management and customer service skills.

Criminal Justice Studies

This two-year program is based on the education and training objectives set forth by the International Foundation for Protection Officers (IFPO). The program promotes philosophy of prevention rather than apprehension. It covers: terrorism, VIP protection, homeland security, emergency planning, disaster control, crowd control, law, crisis intervention, public relations and professional ethics. Students participate in mock trials, crime scene investigations, forensics, budget development and writing police reports.

Culinary Arts and Hospitality

This program implements the ProStart® Program, a two-year industry-based program that prepares students for careers in restaurant and food service careers. Curriculum includes: kitchen basics, preparing and serving safe food, nutrition, breakfast foods, sandwiches, salads, fruits and vegetables, potatoes and grains, desserts, meat, poultry, seafood, stocks, soups and sauces. This program incorporates skills in business math; standardized accounting practices; purchasing/inventory; customer relations and food service, lodging, tourism and retail industries. Students participate in front and back of the house operations, menu planning, food and cost control and hospitality marketing.

Early Childhood Education

This program focuses on developing skills in early childcare and education professionals. It provides the opportunity to work with three and four year olds in a preschool. Students learn to establish and maintain a safe, healthy learning environment while nurturing the physical, intellectual, social and emotional development of the young child. Participants also learn to provide guidance and promote positive and productive relationships with families. This two-year program is based on Child Development Associate (CDA) competencies and requirements.

Graphic and Visual Communications

Students use state-of-the-art computer and digital equipment to create websites, brochures and videos. Instruction includes the basics of layout and design for all mediums (television, print, Internet), digital photography and illustration, audio and video editing and animation. This two-year program provides comprehensive instruction in such applications as QuarkXpress, Photoshop and Illustrator. Students also gain the necessary skills for building, maintaining and growing client relationships.

Heating, Ventilation, AC and Refrigeration

This two-year program is aligned with current HVAC excellence modules relevant for this geographic area and industry needs and trends. Students learn skills necessary for installation, service and repair of heating,

air conditioning and refrigeration systems in residential and commercial applications. It integrates shop operations, job planning and estimating, customer service and ethics, while emphasizing Environmental Protection Agency (EPA) regulations.

Heavy Equipment Maintenance & Operation

Students learn to operate, maintain, diagnose and repair construction-related equipment, such as backhoes, bulldozers, bucket loaders, excavators, dump trucks and hydraulic systems. Curriculum includes safety, diesel engine theory, diesel engine overhaul and hydraulic systems. This two-year program is based on the National Center for Construction Education and Research (NCCER) ContrenTM Learning Series for Heavy Equipment Operations.

Horse Care

This program includes training of standardbred horses for racing, using all related tack and equipment. It encompasses equine systems and physiology, nutrition, health, disease, emergency medical care and stable management. Students learn about bloodlines, breeding, purchasing, selling, daily care of horses, safety, handling of horses and breaking yearlings. Participants spend a majority of their time at the Saratoga Equine Sports Center. This two-year program is aligned with the U.S. Trotting Association (USTA) requirements for basic licensing as a trainer/driver.

Horticulture and Landscaping

This is a two-year program that integrates contemporary knowledge, skills and trends in horticulture, landscape design, greenhouse production, floral design, retail sales, merchandising and shop management. Curriculum covers botany, soil science, plant propagation and integrated pest management. Students design landscaping for some of the area's finest gardens and see their vision grow from start to finish. Education centers operate student-run greenhouses and on-site floral shops.

Health Occupations

This two-year program offers the nurse assisting curriculum in year one and health occupations (including medical assisting) in year two. Nurse Assisting covers skills in basic nurse assisting, medical terminology, safety, body mechanics, symptoms of health and disease, infection and control, patient care, holistic health, consumer rights, ethical and legal issues and communications. Health Occupations covers medical office management, office communication, organization, records management, patient database management and performance of some patient care. Students are in clinical settings at hospitals, nursing homes, physicians' offices, clinics, insurance companies and community agencies.

Information Technologies/CISCO

This two-year program teaches the skills necessary to design, install and maintain computer networks. It covers a broad range of topics, from understanding network topologies to writing scripts for router configurations (the devices that route information flow through the World Wide Web). Curriculum includes basic electricity and electronics, network and telecom installation, computer operation and repair, operating systems, Local Area Network (LAN) management, hardware, wiring and computer security. A variety of internships are available.

New Visions Engineering

This program is an academically rigorous one-year program for college-bound high school seniors who plan to major in an engineering discipline. New Visions engineering students receive instruction in AP Calculus, AP Physics and various engineering principles. Students explore the world of engineering through hands-on projects that integrate academics and engineering concepts. Job shadowing opportunities and site visits are coordinated throughout the school year enabling the students to see first hand the activities and responsibilities related to various engineering disciplines.

New Visions Health Careers & Exploration

This is a one-year program in which students learn and work in a hospital setting with a wide range of healthcare professionals, including physicians, nurses and physical therapists. Students receive classroom instruction two days per week and attend clinical rotations in different health professions three days per week. The program is located in Wesley Health Care Center and Glens Falls Hospital; rotations occur at these facilities and at private practices and clinics throughout the Saratoga and Glens Falls areas.

See the WSWHE BOCES Career and Technical Education program guide for details on requirements and credit.