

**TRI-VALLEY  
SECONDARY SCHOOL**



**Course Catalog  
2026- 2027**

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# Graduation Requirements

Regents Diploma Required Courses		Advanced Designation Regents Diploma Required Courses	
English	4	English	4
Social Studies	4	Social Studies	4
Math **	3	Math	3
Science **	3	Science	3
Language other than English*	1	Language other than English <sup>§</sup>	3
Art/Music	1	Art/Music	1
Health	½	Health	½
Physical Education	2	Physical Education	2
Electives	3.5+	Sequences/Electives	1.5+
<b>Total</b>	<b>22.0+</b>	<b>Total</b>	<b>22.0+</b>

\* Students are required to have completed one unit of credit in foreign language by the end of their freshman year or pass the New York State Proficiency Exam

\*\* An integrated course in mathematics/science/technology may be used as the third required unit of credit in mathematics or science

Regents' Diploma Required Exams	Advanced Regents' Diploma Required Exams
CC English Language Arts Regents'	CC English Language Arts Regents'
CC Algebra I Regents'	CC Algebra, CC Geometry, CC Algebra II Regents'
Global Studies Regents'	Global Studies Exam Regents' Exam
U.S. History Regents'	U.S. History Regents'
1 Science Regents' – either Living Environment, Earth Science, Physics or Chemistry	Two Science Regents' – from Living Environment, Earth Science, Physics or Chemistry
	Regents Foreign Language <sup>§</sup>

<sup>§</sup> Students acquiring 5 units of credit in Art, Music, Business, Technology, Family Consumer Science or Vocational Education may be exempt.

## Minimum Regents Exams Scores Required for a Traditional Regents Diploma

Number of Regents to be Taken	Minimum Score Needed on all
5	65%

New York State now provides additional pathways for students to earn their NYS Regents Diploma or a local diploma. “Multiple pathways recognize the importance of engaging students in rigorous and relevant academic programs.” In general, students must pass 4 required Regents exams plus 1 pathway specific assessment. For more information, please speak with your guidance Counselor or visit:

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diplomarequirementsfinal011019.pdf>  
and/or <http://www.nysed.gov/curriculum-instruction/multiple-pathways>

For diploma options and safety nets for students with disabilities, please contact your child's guidance counselor

## 2026-2027 - Honors Courses,

### Honors – English and Social Studies – Grades 9 & 10

Multiple measures are used to determine eligibility and participation in the program. In considering each student, we want to have a comprehensive picture of his/her abilities, knowledge, and potential for success within this rigorous and demanding academic program. The following measures will be taken into consideration when determining acceptance into the honors program:

1. **Academic:** The student must show a record of consistent academic growth and achievement **commencing in the fall of grade 7 through spring of grade 8.**
  - a. **Classroom Grades:** Throughout the 8th-grade year, students must maintain a grade in ELA and Social Studies of 92% or higher grade average and an average of 92% or higher on unit assessments and mid-term and final exams.
2. **Attendance:** Attendance is a critical factor due to the pace of instruction and curricular demands. Students must maintain a 95% or higher attendance rate (9 or fewer absences per year). If a student does not meet the 95% attendance rate, absences must be documented as legal. The nature and pattern of absences will be taken into account, as well as looking at the student's 7th and 8th-grade attendance record.
3. **Discipline:** A review of the student's discipline history will be taken into account, especially where discipline interferes with classroom instruction and learning.
4. **Teacher Recommendations:** The teacher will make a recommendation for each student to participate in the honors program. In addition to the above criteria, the teacher will take the following into account for each student in making a recommendation:
  - a. Response to classroom instruction and demonstrated proficiency/mastery of related skills and knowledge.
  - b. Social-Emotional maturity: ability to handle classroom demands, academic rigors, and academic requirements of the honors program. This includes the student's work ethic, level of independence, and completion of work, including homework, outside of the classroom/school day.
5. **Essay:** Students interested in entering the Honors English or Social Studies program will be required to write an entrance essay based on a historical prompt. The essay will be completed in school during the

spring semester of 8th-grade. The essay will be graded using the [NYS rubric](#). Students must score at least a 3 or a 4 on the essay.

6. **Committee Interview:** Students interested in entering the Honors English and/or Social Studies program will be required to attend an interview with a committee of English and Social Studies teachers. The student will be asked questions about their interest and motivation in entering the Honors program.
7. **Summer Assignment:** Students will complete a summer assignment that involves reading, writing, and using ELA and/or Social Studies skills. Specific directions for the assignment will be explained at the end of the school year.
8. **Final Determination:** Upon the teacher/team making a recommendation, ultimately, the parent(s) and student make the determination of whether the student will participate in the honors program for English and/or Social Studies.
9. **Parental/Guardian Appeal:** Absent a teacher/team recommendation for a student's participation in the honors program, the parent(s) may appeal the decision to the Secondary Principal. The Secondary Principal and/or the Assistant Superintendent for Instruction and Curriculum will meet with the teacher/team to gain understanding and insight into their determination. The Principal and/or Assistant Superintendent for Curriculum and Instruction will meet with the parent(s) and the student for further consideration. An interview with the student, related to academic readiness and the academic rigors and demands of the honors program, will be conducted to assess the student's willingness, aptitude, and abilities to meet the challenges of the program. The Principal will make the final determination.

## **Criteria for Continuation during Grade 9**

Students must meet the following criteria during Grade 9 to remain in the honors program.

- a. Attendance is a critical factor due to the pace of instruction and curricular demands. Students must maintain a 95% or higher period (English or Social Studies) attendance rate. If a student does not meet the 95% period attendance rate, absences must be documented as legal. The nature and pattern of absences will be taken into account, as well as looking at the student's overall daily attendance rate and 8th-grade attendance record.
- b. Students must maintain a 92% average in both English and Social Studies at each marking period.
- c. Students must achieve a 90% on a mid-year benchmark assessment.

## **Options for Students Not Meeting Criteria within Grade 9**

- a. Students whose average is less than 92% in a single quarter for either English or Social Studies will be on “probation” for the honors program. If the student’s average continues to be less than 92% in the following quarter, the student may be transferred to the regular Grade 9 English and Social Studies classes at the end of the second consecutive quarter with an average of less than 92%. If the lower grades first occur during the 3rd quarter, the student may remain in the class for the remainder of the year. Students’ participation in Honors classes, as a 10th-grade student, will be further considered.
- b. Students achieving 85% to 91% on the mid-year benchmark assessment may stay in the honors program, in agreement with the parent(s)/guardian, for the remainder of the year. However, they will not automatically continue with the honors program in 10th-grade.
- c. Students achieving less than 85% on the mid-year benchmark assessment will either be transferred to a regular grade 9 class at mid-year or may stay in in the honors program, in agreement with the parent(s)/guardian, for the remainder of the year with the understanding that they may not continue with the honors program in 10th-grade.

## **Criteria for Continuation with Honors Program in Grade 10**

Students must meet the following criteria in Grade 9 to continue in the honors program in Grade 10.

- a. Attendance is a critical factor due to the pace of instruction and curricular demands. Students must maintain a 95% or higher period (English and/or Social Studies ) attendance rate (9 or fewer absences per year). If a student does not meet the 95% period attendance rate, absences must be documented as excused. The nature and pattern of absences will be taken into account, as well as looking at the student’s overall daily attendance rate and 9th-grade attendance record.
- b. The student’s Spring MAP English Growth RIT score at the end of grade 9 must be at or above the 70th percentile and within the average RIT band range for 9th-grade spring results. (See MAP Growth norms tables).
- c. Students will complete a summer assignment that involves reading, writing, and using ELA and/or Social Studies skills. Specific directions for the assignment will be explained at the end of the school year.
- d. Students interested in entering the Honors English and/or Social Studies program who are not enrolled in 9th-grade honors may request to be promoted to 10th-grade honors based on their grades, a letter of interest, and a teacher recommendation. More details will be discussed with individual students.

## **Criteria for Continuation during Grade 10**

Students must meet the following criteria during Grade 10 to remain in English 10H and Global History and Geography IIIH in Grade 10.

- a. Attendance is a critical factor due to the pace of instruction and curricular demands. Students must maintain a 95% or higher period (English and/or Social Studies) attendance rate. If a student does not meet the 95% period attendance rate, absences must be documented as legal. The nature and pattern of absences will be taken into account, as well as looking at the student's overall daily attendance rate and 9th-grade attendance record.
- b. Students must maintain a 92% average in either English or Social Studies at each marking period. Students whose average is less than 92% in a single quarter for either English or Social Studies will be on "probation" for the honors program. If the student's average is less than 92% in the following quarter, the student may be transferred to the regular Grade 10 English and/or Social Studies classes.
- c. Students must achieve a 90% on a mid-year benchmark assessment.

## **Options for Students Not Meeting Criteria within Grade 10**

- a. Students whose average is less than 92% in a single quarter for either English and/or Social Studies will be on "probation" for the honors program. If the student's average continues to be less than 92% in the following quarter, the student may be transferred to the regular Grade 10 English and/or Social Studies classes at the end of the second quarter.
- b. Students achieving 85% to 91% on the mid-year benchmark assessment may, in agreement with the parent(s)/guardian, stay in the honors program.
- c. Students achieving less than 85% on the mid-year benchmark assessment will either be transferred to a regular grade 10 class at mid-year or may in agreement with the parent(s)/guardian, stay in the class.

# Agriculture

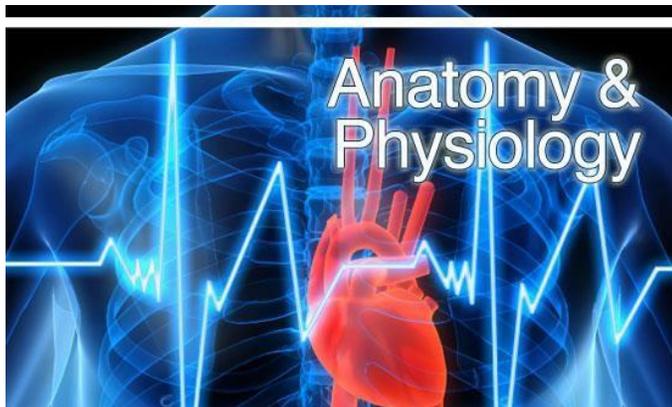
## **Anatomy and Physiology**

**Credit – 1**

**Prerequisite – Living Environment (highly recommended)**

**Grade Level 10-12**

Interested in a career in nursing, veterinary science, physical therapy, or dealing with medicine and the human body? If so, this is the course for you. A variety of living species are examined in this course, focusing on the most common animals seen within a veterinary practice. This course also delves into human anatomy and physiology. Explore the wonders of the body; see how and why it works. Perform hands-on activities working with the musculoskeletal system, tissues, the cardiovascular system, senses, nervous system, respiration, reproduction and more. This is a hands-on, lab based class, so get ready to learn by doing.



## **Animal Science I –**

**Credit – ½**

### **Domestic & Wildlife Animal Science**

**Grade Level 9 – 12**

Animals serve three major purposes – food, work and entertainment. Explore these areas in Animal Science I. Eat steak as we learn the importance of the beef industry. Discover alternative agriculture as we study honey, caviar, and other products. Sample cheeses - as we learn about the processes behind animal agriculture products. Students will learn about the diverse areas of livestock production and companion, pleasure, draft, service and wildlife animals. Experience the world of animal science in this class!

General areas of study include:

1. Anatomy and Physiology
2. Reproduction and Behavior

3. Nutrition
4. Health
5. Animal Growth and Development
6. Issues of Animal Welfare
7. Consumer Concerns

***Please do not take this course if you are allergic to animals or are unwilling to handle animals.***

## **Animal Science II - Small Animal**      **Credit – ½** **Grade Level 9 – 12**

Ever see a mouse go through a maze? Do you know why a chinchilla cannot get wet and bathes in dust? Animal Science II explores small animals and other pocket pets in greater depth. During this class, students will work with classroom pets and outside animals on topics of health requirements, care, handling, breeding and sales. Also included in the course will be:

1. Additional Small Animal Care
2. Animal Welfare and Well Being
3. Retail Marketing of Small Animals
4. Animal Behavior and Training

***Please do not take this class if you are allergic to animals or are unwilling to handle animals.***

## **Environmental Science**

**Credit – 1**

**Grade Level 9 - 12**

This course introduces and heightens students' awareness of their environment. Students will participate in a number of indoor and outdoor activities that will emphasize environmental issues and management techniques. The course exposes students to careers and educational opportunities related to the environment and natural resources.

General areas of study include:

1. Importance of the Environment and Natural Resources
2. Science and Technology in the Environment
3. Using Natural Resources
4. Disposing of Wastes and Recycling
5. Living in Harmony with the Environment
6. Future Opportunities in Environmental Science and Technology.

**Floral Design I**  
**Grade Level 9 - 12**

**Credit – ½**

This class is hands on, lab based and career driven in a field that is wide open to men and women. If you like working with your hands, enjoy art, and want to learn about the floral design industry, this is the course for you! This course will introduce students to the world of floral design through hands on creations and real world experience. Floral arts will be studied and different arrangements will be made using a variety of fresh, dried and silk flowers. This course is a perfect choice for anyone who enjoys working with his or her hands, or anyone interested in a future within the floral industry.

General areas of study include:

1. Floral History
2. Plant Science
3. Elements and Principles of Design
4. Floral Arrangements
5. Floral Industry in the United States and the World.

**Floral Design II**  
**Prerequisite - Floral Design I**

**Credit – ½**

This class is an extension of Floral Design I. In the course students will learn the growing of floral design plants, care and handling of those plants, construction of container gardens and much more. This class is the science behind floral design and looks at both how the plants get to the florist and long term responsibilities of florists. Actual growing of plant materials will be involved, and students will be responsible for a long-term floral design project.

**Food Science and Technology**  
**Grade Level 9 – 12**

**Credit – ½**

Food science is an up-in-coming career area and during this course students will have an opportunity to make food and consume food! This class will include the study of carbohydrates, proteins, lipids, vitamins, and water in food. Examinations of foodborne microbes, enzymology, biotechnology, nutrition, and current concepts in food safety. We will study flavor chemistry, food product creation including the processes of creaming (ice cream), dehydration (jerky, fruit leather), pasta cutting, baking techniques and more.

Students will use their senses and have the opportunity to learn about food from production to consumption. Remember, you should be willing to taste what you produce in class, in order to determine if it is a quality product.

Topics of study include – principles of food technology, food safety and sanitation, food microbiology, issues in meat and food science, food science research, fruit and vegetable processing, food chemistry and more.

**Plant Science**  
**Grade Level 9 - 12**

**Credit – 1**

Plant Science introduces students to the plant science section of the agriculture industry. Students will learn principles of plant anatomy and physiology, the role of nutrition, deficiencies, and growing environment on plant production. Additional topics included are soil management, selecting seeds and crops, insects and diseases, irrigation, plant identification, and business management.

**Youth Leadership Development**  
**Grade Level 9 - 12**

**Credit – ½**

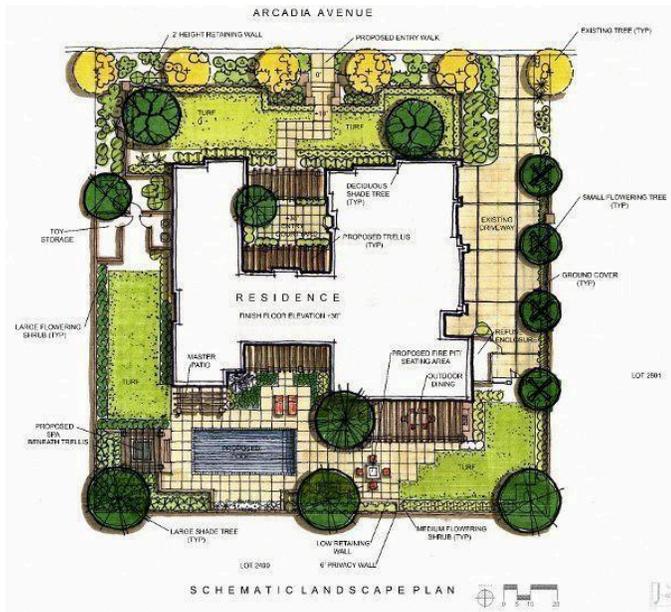
This course examines aspects of positive youth development with an emphasis on how to apply them to “real world” issues facing young people. Through hands-on activities, students explore the theories and practices from a historical and 21<sup>st</sup> century perspective. While acknowledging the history of youth development, students explore personal growth, learn to build resilience, perform leadership development task, concentrate on academic success, public policy, financial literacy, and discuss current social changes that impact positive youth development. Students will perform community service as well. You do not need to be an FFA member to take this class.

This course meets every other day for the full year.

**Landscape Design  
Grade Level 9 – 12**

**Credit - 1**

Students will experience many hands-on experiences during this course. It provides students with an introduction to the fundamentals of landscape design, installation, and management. Instruction and evaluations are based on hands-on labs, where attendance and participation are essential for success.



**Greenhouse-Nursery Management  
Grade Level 9 -12**

**Credit – 1**

Students will experience many hands-on activities through propagating, testing seeds for germination, transplanting, caring for plants in the greenhouse and community gardens, and researching careers in the green industry. Students will learn skills needed to work in a greenhouse and garden center.

**Agricultural Business Foundations  
Grade Level 9 - 12**

**Credit – ½**

“Agricultural Business Foundations introduces students to business management in agriculture. Mathematics, reading, and writing components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout subsequent CASE courses. Throughout this course are practical and engaging activities, projects, and problems to develop and improve business and employability skills. Additionally, students investigate and develop viable business plans in order to solve local problems. The business plan ideas are communicated to student peers and members of the professional community.” CASE

# Art



To meet graduation requirements, all students are required to earn 1 unit of credit in art or music.

## **Studio Art** **Credit – ½** **Grade Level 9 - 12 (HS1)**

This foundation course is designed to introduce the fundamentals of artistic expression using a broad range of art media. The focus of this comprehensive course is the study of how artists use composition and how they convey ideas through application of a variety of media. Students practice applying the elements of art and principles of design to produce meaningful art.

## **Intro to Digital Art** **Credit – ½** **Grade Level 9 - 12 (HS1)**

This foundation course introduces students to digital media applications such as Adobe Photoshop, Adobe Illustrator, and TinkerCad. Students will work in both 2D and 3D formats. Assignments will include digital drawing and painting, 2D and 3D design projects, and photo manipulation.

## **Digital Photography** **Credit – ½** **Grade Level 9 - 12 (HS1)**

Digital Photography introduces students to fundamental concepts and practices of digital photography. The curriculum covers the mechanical and digital functioning of DSLR cameras, digital file formats, composition, lighting, digital editing, printing, and digital presentation.

## **Advanced Digital Photography** **Credit – ½** **Grade Level 10-12 (HS2)**

A focus on independent self directed projects that further develop photography skills.  
(Prerequisite- Digital Photography)

## **Graphic Design (HS2)** **Credit – ½**

### **Prerequisite: Studio Art (traditional & digital)**

An advanced art course covering the terminology, hardware, and software used in digital art production. Students will create both pixel and vector based projects. The curriculum will cover graphic design, product design, publication design, advertising, and digital photo manipulation.

## **Digital Illustration** **Credit - ½** **Grade Level 9 - 12 (HS)**

Ready to bring your stories to life? In Digital Illustration, you'll dive deep into the world of digital art, mastering the tools and techniques to create stunning visual narratives. Forget just drawing – you'll be crafting worlds, designing characters, and telling stories through your art! We'll use industry-standard software like Adobe Photoshop and Illustrator to unlock your creative potential. This isn't just about learning software; it's about finding your unique artistic voice and developing a style that's all your own. You'll learn advanced digital painting and drawing techniques, transforming your ideas into vibrant, compelling illustrations. Get ready to share your work, receive constructive feedback in fun classroom critiques, and watch your skills skyrocket. If you're passionate about art and storytelling, this is your chance to shine!  
(Prerequisite- Intro to Digital Art)

## **Studio in Ceramics** **Credit - ½** **Grade Level 9 - 12 (HS1)**

This course includes the study and creation of both functional and nonfunctional pottery. Students become familiar with all phases of clay, handbuilding techniques: pinch pot, coil, and slab construction, glaze application and independent design planning.

## **Advanced Ceramics** **Credit – ½** **Grade Level 10-12 (HS2)**

A focus on independent self directed projects that further develop ceramics skills.  
(Prerequisite- Studio in Ceramics)

## **Cartooning (HS2)** **Credit – ½**

### **Prerequisite: Studio Art (traditional & digital)**

Cartooning is an advanced art class that introduces professional techniques used when creating sequential art for comic strips, and comic books (manga). Students will examine all aspects of the cartooning process including concept and character development, script writing, layout & design principles, penciling, inking, digital coloring, and lettering.

**Set Painting and Mural Design (HS2) Credit - 1**

**Prerequisite: Studio Art**

Set Painting and Mural Design will introduce students to large scale painting techniques. Students will design murals and will work in collaboration with the Theatre Technology class and Theater Club producing sets and backdrops for school plays and musicals.

**Animation (HS2) Credit – 1**

**Prerequisite: Studio Art (traditional & digital)**

Students will study the 12 principles of animation and create animated graphics, cartoons, and infographics.

**Production Studio AM- Period 1 (HS2) Credit – 1**

Introduces students to broadcast production equipment and technology, as well as editing and production practices for distributing visual media both live and pre-recorded. Students will help set up and work within a working broadcast studio. Projects may include Youtube streaming, podcasting, and broadcasting video for school-related activities including morning announcements.

Students must be in Homeroom with Mr. McAssey rm. 102

**Production Studio PM- Period 9 (HS2) Credit – 1**

Introduces students to broadcast production equipment and technology, as well as editing and production practices for distributing visual media both live and pre-recorded. Students will help set up and work within a working broadcast studio. Projects may include Youtube streaming, podcasting, and broadcasting video for school-related activities including morning announcements.

Students must be in Homeroom with Mr. McAssey rm. 102

**Studio in Drawing Credit –½**

**Prerequisite: Studio Art (HS2)**

Students will explore a variety of drawing techniques, styles, and media as they create unified artistic compositions.

**Studio in Painting Credit – ½**

**Prerequisite: Studio Art (HS2)**

Students will explore a variety of painting techniques, styles, and media as they create unified artistic compositions.

**Independent Study in Art (HS3) Credit - ½ or 1**

**Prerequisite: Two art credits (one HS1 & one HS2) & teacher approval**

Independent Study in Art enables students to explore a particular art form or topic. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills.

**Portfolio Development**

**(HS3)**

**Credit - ½ or 1**

**Prerequisite: Two art credits (one HS1 & one HS2) & teacher approval**

This course helps prepare students who are applying to art college. They will receive the time, guidance and individual support needed to create portfolios needed for the college submissions process.

# Business & Computers

## **Entrepreneurship** **Credit – ½** **Prerequisite: Computer Applications**

This course is an introduction to basic entrepreneurship concepts and skills needed to start and run your own business. Students will spend time learning about marketing, budgeting, economics, product design, inventory, and insurance, specifically how they relate to entrepreneurship, and where they fit into starting their own business. Students will learn terminology and concepts and use what they have learned throughout the course to complete projects that will help them learn what it takes to start and maintain their own successful business.

## **Computer Applications** **Credit – ½**

This course gives students an introduction to word processing and foundational skills across different standard computer applications. It also exposes students to technology used to facilitate classroom projects and prepare for college and careers. Through practice, students will enhance their employability and technical skills through the use of Microsoft Office (Word, Excel, PowerPoint, and Publisher) as well as online/web based programs. Proper research techniques using the Internet will also be emphasized with a focus on digital citizenship.

## **High School Accounting** **Credit – 1** **Prerequisite: Passed the Algebra Regents**

This course provides an introduction to accounting including the classification and recording of business transactions, the preparation and evaluation of financial statements, and the application of generally accepted accounting principles. The course will incorporate appropriate technology to include spreadsheets in the instructional process. This course may satisfy one unit of math credit.

## **Personal Finance** **Credit - ½**

This half-unit course provides students the opportunity to explore different aspects of keeping accurate personal financial records over time and how to use these records to make informed decisions about their financial capabilities and future. We will cover topics such as checking, employment, budgeting, credit, saving and investing, and insurance. We will also spend some time exploring college and career possibilities for students based on their interests as well as the job search process which includes creating a resume and cover letter, and proper interviewing skills.

## **Principles of Marketing (3 college credits)** **Credit – ½** **Prerequisite: Completion of 10<sup>th</sup> Grade**

This course is an introduction to the complex marketing process, its functions, institutions and activities. Students complete a comprehensive survey of the marketing mix, consumer behavior, channels of distribution, marketing methods, policies, and organization. This college level course is offered to our students in conjunction with Sullivan County Community College. Students will receive 3 college credits as well as high school credit for this course.

## **Business Math (3 college credits)** **Credit – ½** **Prerequisite: Passed the Algebra Regents & Completion of 10th Grade**

This course covers mathematics used in everyday business and accounting. Among the topics included are: fractions and decimals, the use of algebraic equations, percentages and their applications, sales and trade discounts, markup, payroll, checking accounts, simple and compound interest, discounting of notes, present value, taxes, and business statistics. This college level course is offered to our students in conjunction with Sullivan County Community College.

**Business Law (3 college credits) Credit – ½**  
**Prerequisite: Completion of 10<sup>th</sup> Grade**

The first part of this course concerns the legal environment within which business must function. Students explore the structure of existing US laws and court systems and the legal processes by which laws are made and applied to actual controversies. The balance of the course is devoted to the subject of contract law and covers aspects of the rights and responsibilities of the parties to a contract. This college level course is offered to our students in conjunction with Sullivan County Community College. Students will receive 3 college credits as well as high school credit.



**College Accounting (3 college credits) Credit – ½**  
**Prerequisites: High School Accounting and/or**  
**Algebra 2 & Completion of 10<sup>th</sup> Grade**

This course covers the role of accounting in the decision-making process and the application of current generally accepted accounting principles for measuring and communicating financial data about a business enterprise to external parties. This college level course is offered to our students in conjunction with Sullivan County Community College. Students will receive 3 college credits as well as high school credit for this course. This course also satisfies one unit of math credit

# English Language Arts

## English 9

Credit – 1

This course is required of all 9th grade students who are not enrolled in Honors English 9. English 9 provides a comprehensive overview of the major literary genres and focuses on the development of essay writing skills. Grammar, mechanics, usage, and composition skills are reinforced through various writing assignments. Literature study in the various genres and the completion of a research paper written in MLA format is a requirement. This course addresses the NYS Standards for Reading, Writing, Speaking, & Listening. Text analysis is a strategic focus in 9<sup>th</sup> grade.

## English 9 Honors

Credit - 1

**Prerequisite: Meet Honors Requirements**

The Honors English class covers the same material as the Regents level classes with an emphasis on creative and critical thinking skills and advanced reading and writing techniques. Students will have more in-depth questions and analysis of literature. Students improve their language abilities through the writing process in conjunction with analysis and response to appropriate literary selections. Completion of a research paper written in MLA format is a requirement. This course addresses the NYS Standards for Reading, Writing, Speaking, & Listening. Text analysis is a strategic focus in 9<sup>th</sup> grade.

## English 10

Credit – 1

This course provides students with the opportunity to study works of literature that enhance their appreciation of world issues both past and present. At times topics will align with topics covered in Global Studies 10, furthering students' understanding of their place in a global society. Students will continue to refine writing (including grammar and mechanics) abilities through response and analysis of the literature studied in this course. A research paper written in MLA format is required. This course addresses the NYS Common Core Standards for Reading, Writing, Speaking, & Listening. Supporting claims with relevant evidence and clear reasoning is a strategic focus in 10<sup>th</sup> grade.

**English 10 Honors****Credit - 1****Prerequisite: Meet Honors requirements**

Like the regents level course, English 10 Honors provides students the opportunity to study works of literature that enhance their appreciation of world issues both past and present. The course is writing intensive and relies on active class discussion. At times content will align with topics covered in Global Studies 10, furthering students' understanding of their place in a global society. This course challenges critical minds, encouraging students to ask sophisticated questions and seek answers using research methods. This course is aligned to the NYS Common Core Standards for English/Language Arts. The focus of this course will include analyzing and evaluating texts and argument. It will also focus on conducting research and evaluating sources on various subjects. It will also include writings and presentations of knowledge with a focus on audience, purpose, and task using multimedia formats. Note taking skills, time management, and study strategies will be developed using collaborative discussions and critical listening. An emphasis will be put on the conventions of language, including vocabulary acquisition and use of the preparation of the SAT. Supporting claims with relevant evidence and clear reasoning is a strategic focus in 10<sup>th</sup> grade.

**English 11****Credit – 1**

English 11 is a Regents level class in which students study the literature of the United States from the country's inception to the present day. All students enrolled in the class must take and pass the New York State English Regents in June. Much emphasis is placed on students mastering the reading, writing and listening skills they have worked with throughout their English education. Students will critically analyze major literary works as well as delve into rhetorical analysis. A research paper written in MLA format is required for the completion of this course. This course addresses the NYS Common Core Standards for Reading, Writing, Speaking, & Listening. The reiteration of key concepts and textual and rhetorical analysis are a strategic focus in 11<sup>th</sup> grade.

**English 11 Honors****Credit - 1****Prerequisite: Meet Honors requirements**

This course offers the serious student a sophisticated approach to the reading of literary material and the analytical writing process. It is designed to prepare students for College English. Students will critically analyze major literary works such as: *The Scarlet Letter*, *The Great Gatsby*, *In Cold Blood*, *Our Town*, *The Crucible*, *Death of a Salesman*, and *King Lear*. In addition, students will examine other genres, such as poetry, the short story and the literary essay. The goal of this course is to challenge enthusiastic and accomplished students and provide them the opportunity to master the skills of critical interpretation and rhetorical analysis. In addition, students will hone their research skills by completing one research project, which will be presented in both written and oral form. All students enrolled in the class will take and pass the New York State English CC Regents in January. This course addresses the NYS Common Core Standards for Reading, Writing, Speaking, and Listening. The reiteration of key concepts and textual and rhetorical analysis are a strategic focus in 11<sup>th</sup> grade.

**Fundamentals of Speech CC**  
**(3 College Credits)**  
**Grade Level 11 - 12**

**Credit - ½**

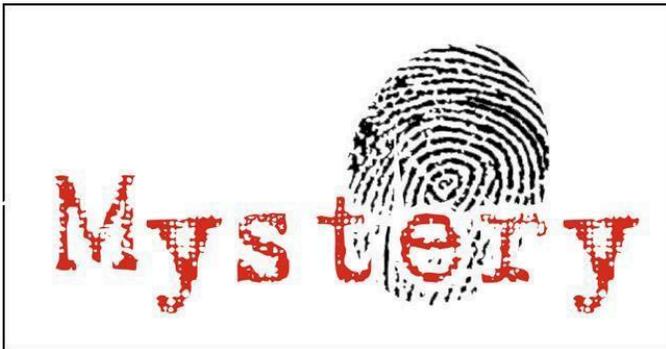
This is a ½ year course, designed to develop and enhance the student's ability to prepare, interpret, and deliver information orally to an audience utilizing a range of styles and techniques.

General areas of study include:

1. Speaking to Inform
2. Speaking to Persuade
3. Speaking on Special Occasions

**Mystery, Suspense and Crime Fiction Credit - ½**  
**Prerequisite: Grade Level 11 - 12**

In this course, students will be looking at three basic forms of crime literature: detective, mystery, and true crime. Students will distinguish the qualities of classic detective and mystery fiction by analyzing its origin within the Gothic Literary Movement and its evolution through The Golden Age of Detective Fiction. The latter half of the course will focus on creative nonfiction and investigative journalism. The reading list includes: *The Murders in the Rue Morgue* (1841) by Edgar Allan Poe, “The Cask of Amontillado” (1846) by Edgar Allan Poe, *And Then There Were None* (1939) by Agatha Christie, *The Devil in the White City* (2003) by Erik Larson, and *Serial the Podcast* (2014) hosted by journalist Sarah Koenig.



**ENG 1001: English Composition I**                      **Credit - ½**  
**(3 College Credits)**  
**Prerequisite: English 11**  
**Fall Semester**

This course teaches students strategies of critical academic writing in various genres, including analysis, argument, and researched writing. The course challenges students to understand that effective communication requires people to be aware of the complex factors that shape every rhetorical context, including issues of power, history, difference, and community; and that writing as a process involves reflection and revision. Students write formal papers for each major unit, in addition to various informal writing assignments and a culminating portfolio. This is a college course offered through Sullivan County Community College, and students will receive a Sullivan County Community College transcript.

**Star Wars 101: Exploring Star Wars as Modern American Mythology**                      **Credit - 1/2**

This course explores the themes, characters, and narratives of the *Star Wars* franchise through the lens of mythology, history, and literature. Students will engage with Joseph Campbell's "Hero's Journey" concept, analyze the first three *Star Wars* movies and their novelizations, and create original characters within the *Star Wars* universe. The course will emphasize critical thinking, symbolism, and connections to current events.

**Psychology in Literature and Film**      **Credit – ½**  
**Prerequisite: English 10**

Psychology in Literature and Film is a course that allows students to study a variety of different mental illnesses and ways to look at mental health through fictional characters as well as nonfiction accounts. Mental illnesses that may be discussed are depression, anxiety, eating disorders, OCD, psychopathy, bipolar disorder, and schizophrenia. Students will also learn the history of early treatment of mental illnesses as well as current treatments and how they can affect mental health overall. Through novels, memoirs, film and more, students will learn about the complexities of the human mind and examine topics of psychology from a literary perspective

**Mythology in the Modern World**                      **Credit - 1/2**

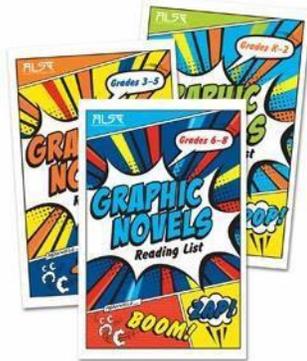
This course explores myths, legends, and folklore from diverse cultures, examining their relevance in today's society and their influence on modern storytelling, particularly in film and literature. We will delve into the rise of superheroes as a form of modern mythology, drawing parallels with ancient myths and exploring their cultural significance. Comic books are modern mythology, in that they are modern man's method of explaining the world around them through the fantastical.

## Graphic Novels

**Prerequisite: English 10**

**Credit – ½**

This course will combine literary, artistic, and historical approaches to analyzing an important and rapidly growing form of literature: the graphic novel. Graphic novels are works of literature presented in comic book format and published as a book. Studying the depth and artistry of graphic novels reinforces the literary analysis skills students are developing and offers a different perspective about what it means to be a reader and writer.



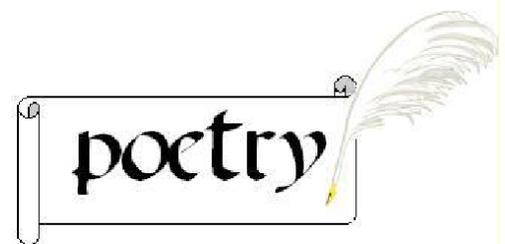
## Poetry

**Prerequisite: English 10**

**Credit – ½**

While lost in thought beneath old oak trees  
If thou doest think of poetry,  
Then surely, friend, you'll be remiss,  
If poetry's class you miss.  
Ashbury, Dickinson, Millay and Hughes  
Are a handful of whose poetic views  
We shall examine in the half-year course  
Before, muse invoked as art, perforce  
Flows to pen from heart, thence finger,  
Whereon our paper, our art will linger  
And warm the hearts of friend and foe  
For, to the world, poetry you'll bestow.

- Students will read and understand the various forms and will be able to demonstrate their knowledge through writing.
- Students will understand the various forms and structures of poetry – including rhyme, meter, verses, stanzas, free form, etc. – and will be able to demonstrate their understanding through writing.
- Students will know the difference between classical and modern poetry as well as how poetry relates to current popular music and artistic expression.
- Students will be proficient in analyzing and interpreting poetry by looking at imagery, figurative language and author's purpose.
- Students will participate in a "Poetry Event" in which they will read or recite original creations.





## **Foods & Nutrition II**

Sequence-FCS Credit - ½ (20 weeks)

**Prerequisite:** Foods & Nutrition 1, preferred

Students learn to plan, prepare, and serve delicious and nutritious meals. They improve their kitchen techniques, learn new skills, and examine current issues affecting food and health.

## **International Foods**

Sequence-FCS Credit - ½

**Prerequisite:** Foods & Nutrition 1, preferred

The purpose of this course is to study various countries from around the world and allow students to explore how the culture and traditions of these countries relate to their food choices. In addition to learning the background information, the students must also identify and prepare foods from these countries.



## **Gourmet Foods**

Sequence-FCS Credit - ½ (20 weeks)

**Prerequisite:** Foods & Nutrition 1, preferred

Gourmet foods will identify, explain, and apply advanced culinary skills while learning to use special

equipment and explore food styling. This course will also work on improving preparation and presentation techniques.

## **Fashion Creations 1 \***

Sequence-FCS Credit - ½

**Prerequisite:** Grade Level 9 - 12

Students will learn the basic sewing machine techniques. Students will use their own creative ideas plus class ideas to recycle items into a new use and design.

Students will learn more about the clothes we wear. They will understand how clothes are created, manufactured, and sold. They will improve your ability to choose and care for their wardrobe and learn to operate a sewing machine.

**\* This course is accepted by NYSED for Art credit.**

## **Fashion Creations II \***

Sequence-FCS Credit - ½

**Prerequisite:** Fashion Creation I, preferred

Fashion Creations is a laboratory production course offering students the opportunity to expand their skills in clothing construction. Projects may include handling special fabrics, lining a garment, making a design adaptation to a commercial pattern, and altering, repairing or adapting clothing.

**\* This course is accepted by NYSED for Art credit.**

# Health Education

## Health

Credit: ½

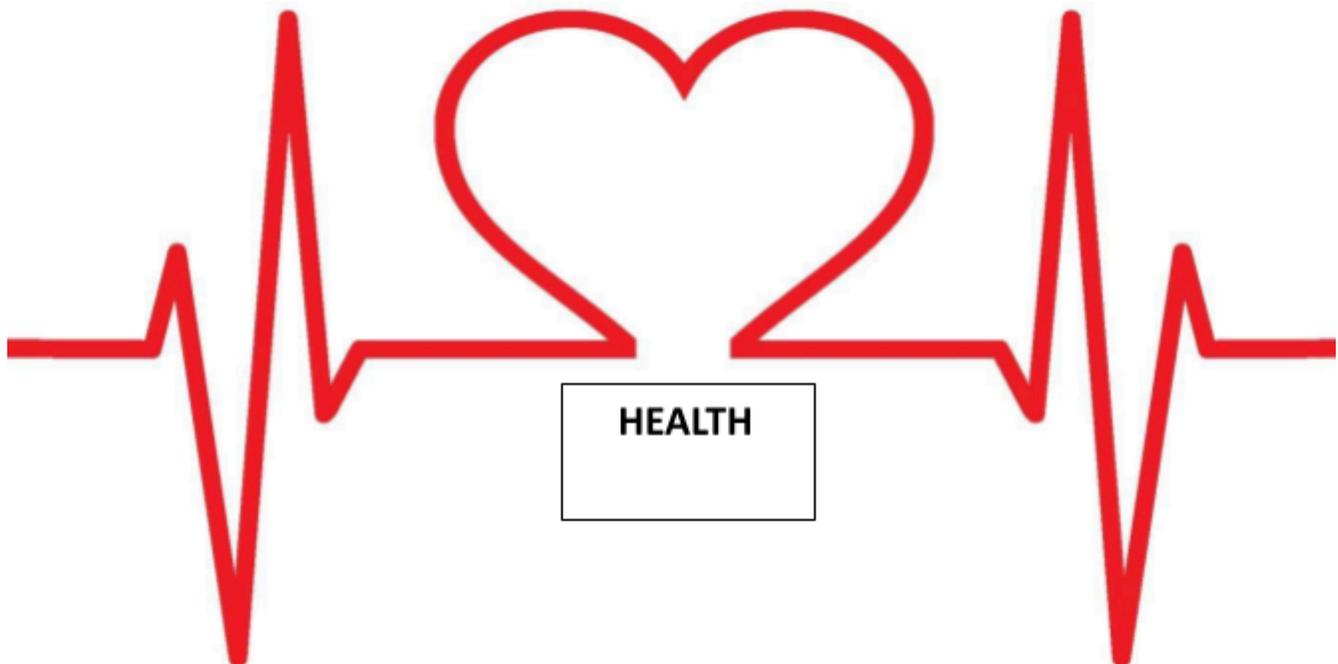
**Prerequisite:** Completion of 9<sup>th</sup> grade

This course satisfies the State Education Department's requirement for high school health education. All students must successfully complete health in order to graduate.

Areas of study include:

- Growth and Development
- Nutrition and Physical Activity
- Drugs, Alcohol, and Tobacco
- Communicable and Chronic Diseases
- Mental and Emotional Health
- A Healthy Foundation

Guest presenters, displays, and an assortment of audiovisual materials are used to supplement the information found in the textbook. Students are encouraged to utilize health-related materials from community sources and the media.



# Language Other Than English

## Spanish 1

Credit - 1

In the 8<sup>th</sup> grade, the students will begin their study of Spanish. It is a one-year program. At the end of 8<sup>th</sup> grade, students will take the Spanish proficiency-level Checkpoint A exam. Students passing the course and the exam will receive one high school credit in Spanish. A minimum of 80% in the course and on the exam is recommended for students to continue to Spanish 2.

## Spanish Exploratory

Credit - 1

Prerequisite: This course is open to high school students that did not meet the requirements for Spanish language credit in the 8th grade.

Description: Spanish language secondary students will become immersed in Spanish culture capsules as they travel through the Spanish-Speaking world. Students will learn about customs, traditions, holidays, music, dance, regional dialects, and art of the 21 Spanish speaking countries around the world. This is a basic level full year course.

- Grade: 9 – 12
- Prerequisites: For students who fail Spanish 1 course or the local exam in middle school.
- Length: 40 weeks
- Final Evaluation: Cumulative Test and/or Project

## Spanish 2

Credit - 1

**Prerequisite:** Successful completion of Spanish 1 (80% in course and exam or teacher recommendation)

This course is a continuation of the Spanish 1 program. Speaking, listening, reading, and writing skills will be more advanced. More complex grammatical structures will be introduced. Cultural lessons from Spanish-speaking countries will also be taught. A final exam will be given at the end of the year.

A minimum of 80% in the course and on the exam is recommended for students to continue to Spanish 3.

## Spanish 3

Credit - 1

**Prerequisite:** Successful completion of Spanish 2 (80% in course and exam or teacher recommendation)

This course is a continuation of the Spanish 2 program. It prepares students for the Regents-level Spanish Checkpoint B exam by emphasizing interpersonal and presentational skills and reading, listening, speaking, writing, vocabulary, and grammar skills.

\*May not be taken for credit by native or heritage speakers of Spanish.

## Spanish 4-CC: (3 College Credits) Credit - 1

**Prerequisite:** 85% and above in course and exam as well as teacher recommendation.

This course focuses on the active development of student communication skills (listening, speaking, reading, and writing) and the cultural study of the Spanish-speaking world. More advanced grammar will be taught. Course includes compositions and presentations in the target language. Students are expected to participate in all class activities. Spanish is the language of instruction.

## Spanish 5-CC: (3 College Credits) Credit - 1

**Prerequisite:** Successful completion of Spanish 4 CC 85% or above in course and final project as well as teacher recommendation.

This course focuses on perfecting the ability to communicate in Spanish by helping to master several important language functions. These skills will help the student to write in the language, participate in conversations, ask and answer questions and handle a variety of topics and social situations. Most of the sources for study will be for native speakers, by native speakers. Class time will be devoted primarily to speaking, listening, discussing readings and other aspects of the cultures of the Spanish-speaking world, as well as preparation for students' New York State Seal of Biliteracy projects and presentations. Emphasis is on active student participation. Spanish is the language of instruction.



# Library Media Center

While “Library” may not be a required course, none-the-less, it provides students with the skills necessary to be successful in high school, college and beyond. The primary role of the library media center is to support the curriculum of Tri-Valley Secondary School (grades 7-12). Students in grades 7 & 8 are required to take Library and Informational skills, taught by our School Librarian. For all students, library information skills are introduced or reinforced through collaboration with classroom teachers and assignments. Throughout the school year, students are taught in groups or individually, how to quickly and accurately locate information in the library. This includes developing an organized research strategy, finding print and video resources using the online public access catalog (OPAC), performing searches for magazine and newspaper articles using print and electronic periodical indexes, accessing databases, utilizing the reference collection, and conducting fruitful Internet searches. Resources not available in our library can be acquired from neighboring libraries through interlibrary loan as well as learning to use open source materials from a variety of library and organizational sources.

The Library has a growing collection of adult and young adult fiction for students to enjoy. Reading is a fundamental skill that transcends all curriculum. All students are encouraged to read for pleasure. Our fiction collection is now categorized by genre, making it even easier to find books.

ENL Library

**The goal of our library program is to ensure that students become life-long readers and users of libraries and proficient in using inquiry skills, information literacy and accessing critical information to support learning!**

Inquiry... Discovery... Open Source... Public Domain...  
Books... Copyright... Research...databases...Ereaders...  
Knowledge Organization... Citing Sources...love of reading...



# Mathematics

## Algebra R

Credit - 1

This course will cover the following topics:

1. Functions
2. Linear Equations/Inequalities and Systems of Linear Equations/Inequalities
3. Exponents and Exponential Functions
4. Data Analysis
5. Radicals and Rational Exponents
6. Polynomials and Factoring
7. Solving Quadratic Equations
8. Graphing Quadratic Functions
9. Special Functions

This class ends with the Common Core Algebra Regents exam which is currently required for graduation.

## Career Math

Credit- 1

**Prerequisite:** Students must have passed Algebra 1 and the Algebra 1 Regents exam.

This course is designed for the non-college bound junior student to meet the requirement for a third credit of math. Juniors or seniors may choose to take this class as an extra math elective credit. The curriculum will include topics that students will encounter as part of their world as adults. Personal finance topics that were introduced in Career and Finance Management will be expanded upon and additional topics such as taxes, credit cards, bank loans, investments and interest will be addressed. Geometry topics such as area, volume, surface area that are used and applied in real-life situations will also be taught. This course will engage students in authentic, real-world learning through application of mathematics principles.

## Geometry

Credit – 1

**Prerequisite:** Algebra 1 and passing the Algebra 1 Regents exam

This course will cover the following major topics:

1. Circle Geometry
2. Coordinate Geometry
3. Transformational Geometry
4. Constructions
5. Geometric Solids - Volume
6. Triangle Theorems
7. Quadrilateral Theorems
8. Euclidean Triangle Proofs
9. Right Triangles Trigonometry

This is a one year course for the student who has passed the Algebra I Regents exam. The topics include fundamentals of congruence, analytic proof and constructions and connecting Algebra and Geometry through coordinates and circles, with and without coordinates. The course ends with the Common Core Geometry Regents Exam.

## Applied Geometry

Credit – 1

**Prerequisite:** Algebra 1

This course will cover many concepts from the regents geometry class, but with a focus on real world applications. This curriculum will include topics such as two and three dimensional figures, area, perimeter, volume, transformational geometry, and coordinate geometry. This course will include hands- on projects where students will get to build models using geometric properties. This course will engage students who prefer a hands-on approach when learning mathematical properties.

**Algebra II (4 college credits)****Credit – 1****Prerequisite:** Geometry, pass CC Geometry Regents Exam

General topics of study include:

1. Sequences and Series
2. Operations with polynomials
3. Polynomial Functions – their properties, graphs and practical applications
4. Exponents Functions and Practical Applications
5. Logarithms and practical applications
6. Statistics and Probability
7. Rational Expressions
8. Trigonometric Functions – their properties and graphs
9. Techniques for Solving Trigonometric Equations and Identities

This class ends with the Common Core Algebra II Regents exam.

**Pre-Calculus CC (4 college credits)****Credit -****1 Prerequisite:** 80% or better on Alg. 2 Regents

This course is a college level course, offered in conjunction with Sullivan County Community College, designed to prepare students for the study of higher level mathematics. Concepts and skills necessary for entrance into Calculus I are studied. **Technical writing skills are introduced and extensively developed.**

General topics of study include:

1. Polynomial Functions and their Graphs
2. Rational Functions
3. Exponential and Logarithmic Functions
4. Trigonometric Functions
5. Practical Applications of Functions
6. Series, Sequences, Induction
7. Limits and Area under a Curve
8. Probability
9. Matrices
10. Polar Coordinates

**Calculus CC (4 college credits) credit - 1**

**Prerequisite:** Pre-calculus (80% or better average),  
Teacher Recommendation

This course is a college level course, offered in conjunction with Sullivan County Community College. Technical writing skills continue to be developed and strengthened.

General topics of study include:

1. The Cartesian Plane and Functions
2. Limits and Their Properties
3. Differentiation
4. Applications of Differentiation
5. Integration
6. Applications of Integration

# Music

**Symphonic Band** Credit – ½ **Prerequisite:**  
Participation in 7<sup>th</sup> /8<sup>th</sup> grade band &/or at conductor's discretion.

This is a performance class studying a broad spectrum of music for wind and percussion instruments. Students perform in concerts and must attend a weekly group lesson. Other ensemble opportunities for band members include: Jazz Band, Pep Band, Theatre Orchestra (Musical), Woodwind Ensembles, and Brass Ensembles. Students will have the opportunity to attend NYSSMA Solo Festival, and County and Area-All- State Music Festivals. Participation in all public performances is a requirement of this course.



## Concert Choir

Credit – ½

This is a performance class studying a variety of music including popular music, folk songs, and standards from various historical periods. Students perform in three or four major concerts each year and must attend a weekly group lesson. During the year, singers will develop music reading skills, improve vocal production and singing diction, and explore artistic means of self-expression. Students will have the opportunity to participate in select chorus, a musical theatre production, All-County and Area All State Festivals, and NYSSMA Solo Festival. Participation in all public performances is a requirement of this course. This course is open to all high school students who are interested in further development of their singing voices.

# Physical Education

**Students must earn 2 credits of Physical Education during High School.** Physical Education must be taken annually with a half credit earned when taken every other day. New York State requires 5<sup>th</sup> year seniors to take physical education. Potential concepts and genres of activity include but are not limited to - cooperative games, team sports, individual sports, personal fitness, and lifetime activities. The goal of Physical Education is for each student to meet the following New York State Standards by commencement.

## Sports Performance Physical Education

Students must earn two credits of Physical Education during High School. Physical Education must be taken annually with a half credit earned when taken every other day.

### Class Objectives

As a result of this class, you will be able to:

1. Perform specific exercises & drills to improve skill-related components of physical fitness including: power, speed, agility, coordination, balance, and reaction time while utilizing proper form.
2. Demonstrate proper communication and spotting techniques for all exercises & drills to improve the skill-related components of physical fitness in order to improve sport performance.
3. Develop a personalized and appropriate strength and/or conditioning program to improve the skill related components of physical fitness in order to improve sport performance.
4. Engage in specific activities to improve the skill related components of physical fitness in order to improve sports performance.
5. Chart personal workouts to monitor progress.
6. Demonstrate proper weight room & cardio room etiquette in regard to care and proper use of equipment.
7. Value and respect the role of physical training to improve sport performance.

### Learning Outcomes

At the conclusion of this course students will be able to:

1. Demonstrate an understanding of the proper techniques and cognitive cues in regard to performing exercises & drills to improve skill-related components of physical fitness including: power, speed, agility, coordination, balance and reaction time while utilizing proper technique.
2. Exhibit improved skill-related components of physical fitness.
3. Have knowledge of a variety of ways to lead a physically active lifestyle regardless of access fitness facilities or specific equipment.
4. Know and understand the implications and benefits of regularly performing exercises & drills to improve skill-related components of fitness and sport performance.
5. Demonstrate the ability to properly communicate and spot all exercises & drills.

### Projects/Assignments:

Projects and/or written assignments may be assigned by Mr. Closs periodically throughout the year. A daily training log will be kept to chart progress through the course.

### Grading and Procedures:

This course will follow the Tri-Valley Physical Education Department procedures & guidelines.

## **GET FIT**

Students may elect to take Get Fit to meet Physical Education requirements during High School.

### **Class Objectives**

As a result of this class, you will be able to:

1. Perform specific “core lifts” while utilizing proper form.
2. Demonstrate proper communication and spotting techniques for all core lifts.
3. Develop a personalized and appropriate strength and/or conditioning program.
4. Engage in specific activities for building both muscular strength and cardiovascular endurance.
5. Chart your workouts to monitor progress.
6. Demonstrate proper Weight Room etiquette in regard to care and proper use of equipment.
7. Value and respect the role that exercise and physical activity play in a healthy and happy lifestyle.

### **Learning Outcomes**

At the conclusion of the course students will:

1. Demonstrate an understanding of the proper techniques and cognitive cues in regard to specific lifts.
2. Exhibit improved muscular strength and endurance.
3. Exhibit improved cardiovascular fitness.
4. Have knowledge of a variety of ways to lead a physically active lifestyle regardless of access fitness facilities or specific equipment.
5. Know and understand the implications and benefits of regular physical activity and exercise.
6. Demonstrate the ability to “spot” a partner when utilizing free weights

\*\*Students in grades 10-12 may earn credit for Physical Education through participation in three sports during the school year. Permission for PE Sport must be obtained in writing from the Physical Education Department, Guidance Counselor, and parent. Students must remain academically eligible to remain in sports and earn credit.

# Science

Students must pass at least one Regents' Science exam and earn three science credits (at least one life science and one physical science) to fulfill NYS graduation requirements.

## **Living Environment**

**Credit – 1**

Regents Biology will provide students with an awareness of the natural world, basic scientific concepts, stimulation of inductive reasoning, and a basic understanding of biological processes and generalizations. This course can be used in a three course science sequence.

General areas of study include:

1. Unity and Diversity Among Living Things
2. Maintenance in Living Things
3. Human Physiology
4. Reproduction and Development
5. Heredity
6. Evolution
7. Ecology

## **Earth Science**

**Credit – 1**

Earth Science provides students with knowledge of the physical Earth. A lab period will be used to investigate the course topics. A lab performance test at the end of the course is part of the Regents' Exam grade. State mandated lab requirements must be met before the Regents' exam may be taken.

General areas of study include:

1. Rocks and Minerals
2. Earth Processes
3. Earth History
4. Weather
5. Astronomy

## **Chemistry**

**Credit – 1**

**Prerequisite:** Algebra Regents

Regents chemistry may be used as a course in a three course science sequence and includes lab requirements to be completed prior to taking the Chemistry Regents' exam.

General areas of study include:

1. Matter and Energy
2. Phases of Matter
3. Formulas and Equations
4. Atomic Structure and Bonding
5. Solutions
6. Kinetics and Equilibrium
7. Acids, Bases and Salts
8. Organic and Nuclear Chemistry

## **Physics**

**Credit – 1**

**Prerequisite:** Geometry Regents

Regents Physics can be one course in a three course Regents sequence in science. State mandated lab requirements must be met before the Regents' exam may be taken.

General areas of study include:

1. Mechanics
2. Energy
3. Electricity and Magnetism
4. Light and Sound Waves
5. Modern Physics
6. Solid State Physics

## **Advanced Physics, Chemistry & 1 Electronics**

**Credit -**

**Prerequisite:** Alg. II Regents, Physics or Chemistry

If you want to become a(n): Engineer, Doctor, Veterinarian, Physical Therapist, Nurse, Scientist, or major in Physics, Chemistry, or Biology, or become a Science or Math Teacher - this course is a must!

Regents Chemistry and Regents Physics are good foundation classes, are not rigorous enough. This

honors-level class contains the rigor to prepare you for college level physics and chemistry.

Topics of study for physics: vector analysis, mechanics, oscillatory motion, strength of materials, fluid mechanics, rotational kinematics, electricity and magnetism. A significant portion of physics is calculus-based problem solving, which, if you don't have a calculus background, you will be taught.

Topics of study in chemistry: atomic structure, stoichiometry, gases, solutions, chemical equilibrium, kinetics, thermodynamics, oxidation-reduction and electrochemistry, acids and bases.

In the middle of the school year, one month is also focused on building approximately 25 electronics experiments, along with an introduction to robotics.

## Forensics

Credit - 1

**Prerequisite: 2 Science credits**

This course focuses on the application of science to the criminal and civil laws that are enforced by police agencies in the criminal justice system. The course will study evidence of cases and the techniques used to collect and analyze the evidence. Group work will emphasize these techniques to solve fictional cases and to look at famous past non-fictional cases.



*{Usually offered on opposite years with Marine Science}*

### **Topics of Study: Forensics**

- History of Forensic Science
- Trace Evidence- Hairs and Fibers
- Trace Evidence- Metals, Paint, and Soil
- The Crime Scene
- Physical Evidence
- Forensic Aspects of Fire Investigation
- Forensic Investigation of Explosions
- Properties of Matter and the Analysis of Glass
- Fingerprints
- Drugs
- Firearms, Tool marks, and Impressions
- Forensic Toxicology
- Document Examination
- The Microscope
- Computer Forensics
- Forensic Serology
- Forensic Science and the Internet
- DNA
- Careers in Forensic Science

## Astronomy

Credit-1

**Prerequisite:** Successful completion of Earth Science

Astronomy is the study of the motions and properties of objects in space. In this course we will study Earth's place in outer space, the other celestial bodies of our solar system and beyond, and distances in space. We will also study the history of the NASA space program and learn about instruments used in the exploration of outer space.



## Marine Science:

Credit-1

**Prerequisites: 2 Science credits**



*{Usually offered on opposite years with Forensics}*

This course is a study of the history and science of Marine Biology and Oceanography. Marine Biology will focus on the living organisms in and around the oceans, while Oceanography will focus on the non-living portion in and around the ocean such as waves, tides, geologic structures and the properties of seawater.

### **Topics of Study Include:**

- Unit 1- Importance of Ocean Exploration (History)
- Unit 2- The Foundation of Life in the Ocean (Origins of Life, Energy, Marine Organisms)
- Unit 3- A Water World (Chemistry and Physics of Water)
- Unit 4- The Motion of the Ocean (Waves, Tides, Currents)
- Unit 5- Voyage to the Bottom of the Sea (Plate Tectonics, Sediments, Coastlines)
- Unit 6- The Present and Future of the Marine Environment (Marine Ecosystems, Resources, Pollution)

# Social Studies

## Global History & Geography 9

Credit – 1

This is the first of a two year global studies course. Students will study the historic and cultural development of each world region from the beginning of civilization chronologically to the Industrial Revolution.

General areas of study include:

1. Development of Civilization
2. Belief Systems
3. Classical Civilizations
4. Early Transregional Networks
5. Middle Ages
6. Ottoman Empire & Ming Dynasty
7. Africa & the Americas
8. Renaissance to Enlightenment
9. Transatlantic Interactions & Disruptions



## Global History & Geography 10

Credit – 1

This course is the second half of the Global History course. Students study information from 1750 to present day world issues. At the end of this course, students will take an all-encompassing regents exam covering 10<sup>th</sup> grade material, as required by NY State.

Areas of study include:

1. Early Modern Era
2. Enlightenment, Revolution, & Nationalism
3. Industrial Revolution
4. Imperialism & Colonization
5. World Wars
6. Cold War
7. Decolonization & Nationalism
8. Cultural Traditions & Modernizations
9. Globalization & Changing Environment
10. Human Rights Violations

## Global History 9 & 10 Honors

Credit – 1

**Prerequisite:** Meet honors requirements.

Global History 9 & 10 Honors is for students who wish to excel in this subject. Honors will cover information taught in the Regents, with an emphasis on analytical reading and writing. The course will examine complex and challenging interpretations of world history. Coursework includes independent reading, student presentations and commentary on relevant world issues.

## U.S. History & Government

Credit – 1

This course covers the United States history and government with an emphasis on the post-Civil War years. Students will take the comprehensive social studies regents at the end of the year.

General areas of study include:

1. Colonial Foundations
2. American Revolution
3. Building a Nation
4. Sectionalism, Civil War, and Reconstruction
5. Gilded Age and the Progressive Era
6. Rise of American Power
7. Prosperity and Depression
8. WWII
9. Cold War
10. Domestic Change

## U.S. History & Government

Credit – 1

(6 college credits)

**Prerequisite:** Teacher Recommendation, 90% or higher in previous Social Studies and English grades.

The college level American History course will examine the history of the United States from 1776 - present. The course is demanding as it is reading and writing intensive. Students who successfully complete the course will earn 3 college credits for each semester.

General areas of study include:

1. The Revolutionary Era
2. The Constitutional and U.S. Government
3. The Early Republic and Manifest Destiny
4. Civil War and Reconstruction
5. Industrialization, Reform, and the U.S. as a World Power
6. Roosevelt to Roosevelt (WWI and the 1920's)
7. Crash and Burn (The Great Depression and WWII)
8. Cold War and Civil Rights
9. The 1960's
10. Contemporary America - Watergate to Present

## Economics

**Prerequisite:** U.S. History & Government

**Credit-** ½



This course explores the issue of scarcity and current economic problems on the national and micro-economic level. An emphasis is placed on understanding the practical and applied aspects of economics.

General areas of study include:

1. Theories of Supply and Demand
2. Comparative Economic Systems-3 Economic Questions
3. Factors of Production
4. Investments – Stock Market
5. Business Organizations
6. Government Spending
7. Banking
8. Consumer economics
9. Taxation

## Local History

**3 College Credits**

**Grade Level 11 – 12**

**Credit ½**

This course offers an in-depth exploration of the rich local history of the Tri-Valley Central School District and the broader Sullivan County, NY region. Students will examine the area's historical development, from its early Indigenous inhabitants and European settlement to its role in the Catskills resort era and modern transformations. Through primary sources, guest speakers, and field trips to local historical sites, students will gain a deeper understanding of the people, industries, and events that shaped the region. Topics will include early agriculture, the D&H Canal, the impact of the railroad, the rise and decline of the Borscht Belt resorts, the Woodstock Festival, the importance of the Catskill Watershed, and the evolving role of the community in state and national history. This course fosters appreciation for local heritage while equipping students with research and critical-thinking skills applicable to broader historical inquiry.

## American Government

**Prerequisite:** US History & Government

**Credit – ½**

The main objective of this course is to assure media and political literacy. Students should be able to evaluate and comprehend virtually any media presentation involving the political process. This course is reading and writing intensive and the students will be expected to come to class prepared to participate by watching the news and/or reading the paper or internet. As participation is a fundamental part of government, this course requires the students to write two persuasive essays and to present a speech based upon one of these essays. Students are encouraged to attend a board meeting or a town meeting in order to get the feel of government in action.

General areas of study include:

1. Origins of American Government, Political Parties and Behavior
2. The Legislative Branch
3. The Executive Branch
4. The Judicial Branch

## American Government CC

(3 college credits – Currently not offered)

**Prerequisite:** US History & Government

**Credit – ½**

The main objective of this course is to assure media and political literacy. Students should be able to evaluate and comprehend virtually any media presentation involving the political process. This course is reading and writing intensive and the students will be expected to come to class prepared to participate by watching the news and/or reading the paper or internet. Individual participation is a fundamental part of government, students will be **required** to attend at least **ONE** board meeting, make an oral presentation, perform community service and write a persuasive essay.

General areas of study include:

1. Political Parties and Behavior
2. Congress
3. The Executive Branch
4. The Supreme Court

**American History Through Film****3 College Credits****Credit ½****Grade Level 11 - 12**

This course examines American history through film. Students explore key periods in recent American history and then watch popular films from each era, whereupon they critically analyze how American cultural and social conflicts are portrayed and resolved in popular films and how motion pictures create a window into American culture and society. Students also examine the history of the American film industry.

**US History and the Paranormal****3 College Credits****Credit ½****Grade Level 11 – 12**

Students study the connection between United States History and a wide range of beliefs – commonly referred to as paranormal – that do not fit within accepted scientific, cultural, or social boundaries. Students analyze how these phenomena can be understood within the context of changes in American society. Examples may include: the Salem Witch Trials and demographic changes in the Colonies; Spiritualism and gender roles in Antebellum society; séances, scientific advances, and the industrial revolution; and UFOs, xenophobia, and the Cold War.

**History of Women in America****3 College Credits****Credit ½****Grade Level 11-12**

Students examine the chronology of American history from colonial times through the 1980s with an emphasis on women's perspectives and diverse women's experiences. Students also explore general experiences of women in America including their civic engagement, fight for equal rights, political, social, and familial relationships.

**Psychology****Credit – ½****3 College Credits****Grade Level 11 - 12**

This course serves as a general introduction to the scientific study of psychology. General principles of human behavior and mental processes, as revealed through various psychological scientific methods of inquiry, are explored. This basic introduction to psychological research allows students to critically evaluate the topics found within the broad discipline of psychology. Topics in this introductory survey include biological foundations of behavior, sensation and perception, learning, motivation, cognition, human development, abnormal behavior, personality theory, and social and health issues as studied by psychologists.

**World History Through Film****3 College Credits****Grade Level 11-12**

This course uses film as a medium to explore significant events, movements, and figures in world history. Students will focus on themes such as Imperialism, Totalitarian Dictators, World War II, the Cold War, Decolonization, and Human Rights Violations. Students will engage critically with films that dramatize key moments and historical conflicts. By analyzing the portrayal of historical events through cinematic techniques, narrative structure, and character development, students will develop a deeper understanding of history and its representation in media. Students will demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability.

**Civics and Social Justice**  
**Grade Level 11 – 12**

**Credit – 1**

In unison with the NYS Education Department, this course seeks to provide students with the knowledge and skills to make a difference in their communities. The NYS Education Department defines Civic readiness as “the ability to make a positive difference in their communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.” This course will include:

- Collaborative projects and presentations
- Guest community speakers
- Class debates
- A culminating service project for which there will be a community showcase presentation



# Production & Technology

## Materials & Processes

Credit - 1

Prerequisites: None

This is a 1 credit course in basic woodworking. First and foremost the students will learn about wood science as it relates to the woodworking industry. After, they will be introduced to hand tools and machinery, then the safety of each. Safety is a huge part of woodshop success and will be taught extensively throughout the year. Students will learn many basic woodworking techniques including but not limited to milling, reading and following plans, sanding, finishing and assembly. Grading of projects will be based upon quality not quantity.

## Power & Energy

Credit - 1

This course is designed to introduce students to different types of energy such as renewable and non-renewable sources. The course will touch upon the supply and demand of the nation's resources, and what society can do to help lower our carbon footprint. Emphasis will be placed upon solar energy as an alternative. Students will be required to build and analyze solar cars, wind turbines, solar collectors and more.

## Aerospace

Credit - 1

This course focuses on the various aspects of rocket theory and flight theory including the history of each. They will be challenged with flight simulators, custom built gliders and rockets as well as an electric powered plane that they will fly. Students will identify, understand and implement flight controls and surfaces, learn basic vocabulary, identify and classify various aircraft's and their components, learn and apply Newton's third law, Pascal's law, and Bernoulli's principle, and much more. The course will also touch upon drones. Students will learn about drones in our national airspace as well as how they work. Students will become proficient in flying and maintaining our drone fleet.

## Design and Drawing for Production

Credit - 1

Prerequisite: None

This is a course in visual problem solving and design. Emphasis will be placed on designing solutions to realistic problems and the development of creative design skills.

This course will provide students with technical drawing experiences in the following areas:

1. Orthographic Projection
2. Pictorial Drawing
3. Sectional Views
4. Auxiliary Views
5. Transitions/Developments
6. Revolution Drawings
7. Screen Printing
8. Laser Engraving and Cutting
9. 3D printing

\* This course is accepted by NYSED for Art credit.



## **Architectural Design**

**Credit - 1**

Sequence – Technology

**Prerequisite:** Design & Drawing, Instructor's Approval

This course that focuses on drafting as it relates to building construction. Students will learn to draw a complete set of house plans for a single family residence. General areas of study include residential drawings, home design, room design, basic construction techniques, buying a home and model building. Students will be introduced to CorelCad in order to design will current technology. This is a course in drafting as it relates to building construction. Students will learn to draw a complete set of house plans for a single family residence.

General areas of study include:

1. Residential drawings
2. Home design
3. Room design
4. Basic construction techniques
5. Buying a home
6. Presentation models

## **Advanced Woodworking**

**Credit - 1**

**Prerequisites:** Materials & Processes, Teacher Recommendation.

This advanced course in woodworking gives students the opportunity to further refine their machine tool skills, and craftsmanship in the production of cabinets and furniture projects.

Students who exhibit a high level of skill and consistent work ethic in materials and processes will be recommended for this class.

General areas of study will include the following:

1. Shop and Machine Safety
2. Joinery
3. Tool And Machine Maintenance
4. Cabinet Construction
5. Furniture Construction
6. Design
7. Wood Turning



# Electives:

## **Career Readiness Program: (CDOS): Credit: 1**

Not sure what path you want to take after high school? Know your path, but want to get experience now and solidify your plans? Join this project-based course designed to equip students with the essential skills and experiences needed for a successful transition into their post-secondary careers whether it is college, trade school, or the workforce. This hands-on course goes beyond traditional career counseling, immersing students in real-world experiences through career exploration, in-depth research, and practical internships (on-campus, virtual, and throughout the community). Students will develop critical career readiness skills, build professional networks, and gain valuable insights into diverse career pathways.

## **Meditation and Manifestation: Credit: 1 Students in Grades 9 - 12**

In this course, students will explore the important concepts of meditation, self-awareness, and social-emotional learning. Meditation is a practice that allows us to calm our minds, focus our thoughts, and connect with ourselves on a deeper level.

Self-awareness is another key component of this course. It involves understanding our thoughts, feelings, and behaviors, which can lead to better decision-making and healthier relationships. By the end of this journey, students will have valuable tools to support their emotional well-being and navigate challenges of life.

## **(M&M)<sup>2</sup>: Manifestation and Meditation 2: Credit: 1 Students in Grades 10-12 who previously passed**

(M&M)<sup>2</sup> is the sequel course to Meditation and Manifestation (M&M). Students must first pass M&M in order to be recommended for (M&M)<sup>2</sup>. (M&M)<sup>2</sup> will take all of what is covered in M&M and expand the depth and breadth of the topics. Furthermore, class discussions will focus more on individual self-reflection and growth. Students will be doing more data keeping regarding their own growth and using that data to self-reflect and make personal progress.



# Vocational Technology

In cooperation with Sullivan County BOCES, each occupational course represents 3 credits per year toward an individual student's graduation requirements. Students will attend their vocational program at SCBOCES for a half day. Students must be a junior or senior in order to attend. Most programs span two years. Occupational students will be required to provide and/or purchase personal equipment such as: uniforms, cosmetology kits, locks, coveralls, work shoes, safety glasses, electrician's kits, and a spelling dictionary. Upon completion, a student has several options. Vocational students can choose to enter the workforce or enroll in a post-secondary institution continuing their training. Students are encouraged to consider all programs regardless of gender.

<p><b>Animal Science 1 or 2 Year Program</b></p> <p>The Animal Science Program would prepare students for career options and/or college admissions in the large and small animal science majors. The program would provide instruction and work experience related to the students' interests. Through hands-on experience the students would be trained in livestock production, animal care, and business aspects of the industry. The Animal Science Program would include but not be limited to the study of horses, dairy, beef, swine, poultry, and small animals.</p>	<p><b>Early Childhood Education 1 or 2 Year Program</b></p> <p>General areas of study include:</p> <ol style="list-style-type: none"> <li>1. Managerial, curricular and developmental theory</li> <li>2. Special education</li> <li>3. Education law and regulations</li> <li>4. Behavior management</li> <li>5. This program provides an in-depth study of early childhood education. Students will work extensively with children, develop programs, and participate in internships.</li> </ol>
<p><b>Auto Body 1 or 2 Year Program</b></p> <p>Students become skilled in the use of hand, power and special auto body tools and equipment. Students will receive practical experience in minor and major collision repairs including:</p> <ol style="list-style-type: none"> <li>1. Panel Replacement</li> <li>2. Body Alignments</li> <li>3. Paint Preparation</li> <li>4. Frame Repairs</li> <li>5. Use of the Mig Welder and Oxy-Acetylene Torch</li> </ol>	<p><b>Health Occupations I 1 or 2 Year Program</b></p> <p>Prepares students with basic health theory &amp; clinical skills in the healthcare professions. Acquaints students with a variety of health occupation careers. Receive CPR certification and optional first aid certification.</p>
<p><b>Automotive Technology 1 or 2 Year Program</b></p> <p>General areas of study include:</p> <ol style="list-style-type: none"> <li>1. Lubrication Systems</li> <li>2. Brake System</li> <li>3. Front-End Alignment</li> <li>4. Fuel and Ignition Systems</li> <li>5. Engine Tune-Up</li> <li>6. Minor Transmission Repair Work</li> </ol>	<p><b>Health Occupation II 1 or 2 Year Program</b></p> <p>Students will receive training to obtain NYS Nurse Aide Certification. Hands-on clinical experience pertaining to the duties of a nursing assistant in New York State. Study of basic anatomy, nutrition, and other fundamental healthcare theory.</p>

<p><b>Broadcasting/Music Production 1 or 2 Year Program</b></p> <p>This program provides students with hands-on training to learn industry basics, including how to operate and maintain audio equipment used in the field.</p> <p>Audio production</p> <ol style="list-style-type: none"> <li>1. terminology</li> <li>2. techniques</li> <li>3. use of instruments</li> <li>4. microphones</li> <li>5. digital audio workstations</li> </ol> <p>Topics: history of broadcasting, laws &amp; regulations, ethics, news/PSA announcements, weather/traffic announcements, music, sports, different broadcasting styles to name just a few</p>	<p><b>Hospitality and Tourism 1 or 2 Year Program</b></p> <p>This program is for college bound high school students who plan to major in a Hospitality and Tourism related field at a two-year or four-year college. Students will have the opportunity to work with and observe industry professionals in action. In addition to classroom work the students will go on-site to various hospitality establishments.</p> <p>Topics of study: intro to the hospitality &amp; tourism industry, intro to leadership &amp; management, hospitality management, lodging ownership and management, managing food &amp; beverage operations, recreations &amp; leisure to name just a few.</p>
<p><b>Commercial Drone Aviation 1 or 2 Year Program</b></p> <p>This program prepares students to enter an expanding industry. Drone Pilot curriculum takes high school juniors and seniors from being a drone novice to FAA Certified Commercial Unmanned Aerial Vehicle pilots. Topics of study: intro to small unmanned aircraft systems, preparation for FAA Remote Pilot Knowledge Exam, hands-on DJI Phantom training, training on Drone-based Photo and Video production, using Autonomous Flight and real-world applications and training on Data Collection and Pix4Dmapper.</p>	<p><b>Innovative Design Program</b></p> <p>For students who are looking to enter the digital manufacturing and gaming industries to become architects, designers, builders, gamers, landscapers, makers and engineers. Using modeling software and working with the latest technology, students will learn how to explore ideas, create plans and bring their ideas and drawings from two dimensional documents to 3D models.</p> <p>Areas of Study include:</p> <ol style="list-style-type: none"> <li>1. Sketchup</li> <li>2. Game Design</li> <li>3. Project Design</li> <li>4. Auto Design</li> <li>5. Building and Landscape Design</li> <li>6. 3D Printing</li> </ol>
<p><b>Construction Technology 1 or 2 Year Program</b></p> <p>This program offers basic building practices in the fields of carpentry, plumbing and electric. Green building, industry innovation and safe setup and operation of portable power tools, in addition to shop equipment.</p>	<p>● <b>New Vision Health</b></p> <p>New Vision Health is an academically rigorous program for college bound high school seniors who plan to major in a health related field at a two-year or four-year college program. Some of the college degrees pursued by New Vision Health students include Alternative Medicine, Anesthesiology, Biology, Chemistry, Counseling, Dental, Dietary, Exercise Physiology, Health Care Administration, Lab Technician, Nursing, Pathology, Pharmacy, Physician Assistant, Pre-Med, Psychology, Radiology, Sports Medicine, Therapy &amp; Rehabilitation, and Veterinary Science.</p> <p>This program affords students the opportunity to work with and observe health professionals in action. In</p>

	<p>addition to classroom work, students participate in competency based internships that allow them to observe healthcare workers in a variety of settings. Students also learn critical thinking, problem-solving, teamwork, and communication skills important in the health professions. This educational experience provides students with the necessary information to make a career choice.</p>
<p><b>Precision Machinery Technology</b></p> <p>This program prepares students with the skills and experience to enter a variety of machining fields. Students will learn to safely set up and operate machine shop equipment. Equipment such as lathes, mills, drill presses, grinders. Also students will learn computer software programs to design and create parts and products.</p>	<p><b>Natural Resources 1 or 2 Year Program</b></p> <p>This program provides basic knowledge and skills in the areas of equipment operation and maintenance and a variety of allied outdoor careers. Students will work outdoors throughout the school year.</p> <p>Topics of study include:</p> <ol style="list-style-type: none"> <li>1. Heavy equipment operations</li> <li>2. Forestry and logging</li> <li>3. Site engineering</li> <li>4. Equipment service &amp; repair</li> <li>5. Landscaping and conservation practices</li> </ol>
<p><b>Cosmetology I &amp; II 1 or 2 Year Program</b></p> <p>A background in cosmetology theory and practical work is provided for each student. Chemistry, anatomy, and physiology are included as part of this two year program. Students are required to complete 1,000 hours of instruction to be eligible to take the NYS License Exam, which consists of practical and written components. Students completing this course will have a variety of exciting career opportunities.</p>	<p>● <b>Allied Health Occupations</b></p> <p>The Allied Health Program is an exploration program for high school seniors that provides students who are exploring health career options, as well as students who are focused on a particular health career area, with the opportunity to gain basic knowledge essential to all healthcare workers in their jobs.</p> <p>Through project-based learning, students will have the opportunity to concentrate their studies on a specific field or career area if they choose. Clinical rotations/ internships allow students to observe health professionals at work in a variety of settings. In addition, students will learn critical thinking, problem-solving, teamwork, and communication skills important in post- secondary education in the health professions.</p> <p>Students may choose from Basic Allied Health or Advanced Allied Health.</p>
<p><b>Culinary Arts &amp; Sciences I &amp; II 1 or 2 Year Program</b></p> <p>This program includes instruction in the preparation and serving of food and practical application in numerous cooking skills. Students will learn the importance of</p>	<p><b>Public Safety Services 1 or 2 Year Program</b></p> <p>This program combines criminal justice theory with practical training and experience. Students are prepared for careers as police officers, correctional officers,</p>

quality customer service. Second year students will learn more about cuisines of the world and operate Serendipity, a restaurant on Main Street, Liberty.

General areas of study include:

1. Safe Food Handling and Sanitation
2. Basic Nutrition
3. Menu Planning
4. Preparation and Serving of Quantity Foods
5. Short-Order Cooking
6. Purchasing, Pricing, and Cost Control of Food
7. Dining Room Management

security officers, and other public service occupations.

General areas of study include:

1. Law
2. Crime Prevention
3. Police Science
4. Radio Communication
5. Patrol Methods