

**GREEN CHIMNEYS SCHOOL
CURRICULUM GUIDE**

MIDDLE SCHOOL & HIGH SCHOOL

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REQUIREMENTS AND PROCEDURES

Introduction

Planning a program of study for each of the six years of junior high school and high school is one of many important decisions students must make. In this decision-making process, students are encouraged to use the advice and counsel of their parents, counselors and teachers at Green Chimneys.

Program Options

Each student and their parent(s) meet with a counselor in order to plan the high school program the student wishes to pursue. This conference provides an opportunity for the student and his parents to share with the counselor their educational goals and objectives. It also provides an opportunity for the student with the assistance of a counselor to review the student's academic history, standardized test results and the recommendations of the professional staff regarding an appropriate program of study. In each subsequent year, students and counselors will meet individually and in small groups to review and plan the next year's program. Parents are also expected to review their child's program.

<https://www.nysed.gov/standards-instruction/multiple-pathways>

Elective Subjects

Due to possible schedule conflicts, students may not always find it possible to elect a particular subject. Electives described in this publication are open to all students and will be taught providing conditions of enrollment, staff availability and other pertinent factors allow as determined by the building principal.

Earning Credits

A student's grade placement is determined by the number of units earned and by the highest grade level of English or social studies in which the student is enrolled. Assignment to 10th grade requires a student to have earned five (5) units of credit, exclusive of physical education, including one unit in English 9 or Social Studies 9. Assignment to grade 11 requires nine (9) units of credit, exclusive of physical education, and successful completion of either English 10 or Social Studies 10.

GRADUATION REQUIREMENTS

MIDDLE SCHOOL

SEVENTH GRADE

ELA 7
 ELA Lab 7
 Math 7
 Math Lab 7
 Science 7
 Social Studies 7
 Music Appreciation
 Technological Literacy
 Health
 Physical Education MS
 Art Appreciation (Art 7)

EIGHTH GRADE

ELA 8
 ELA Lab 8
 Math 8
 Math Lab 8
 Science 8
 Social Studies 8
 Music Appreciation
 Home and Careers
 Physical Education MS
 Art 8

HIGH SCHOOL

Local or Regents Diploma

<u>Required Courses</u>	<u>Credits</u>
English	4
Social Studies	4
Math (a)	3
Science (a)	3
LOTE	1(b)
Art/Music	1
Health	.5
Physical Education	2
Sequence/Electives	3.5
TOTAL	22

Regents w/Advanced Designation

<u>Required Courses</u>	<u>Credits</u>
English	4
Social Studies	4
Math	3
Science	3
LOTE (c)	3
Art/Music	1
Health	.5
Physical Education	2
Sequence/Electives	1.5
TOTAL	22

Regents Diploma

Required Exams

All exams require a score of 65 or above

English Comprehensive Exam

Regents Algebra 1 or Geometry Exam

Regents Global Studies Exam

Regents U.S. History Exam

Regents Science Exam

OR

4 required Exams and meet all the requirements for the CDOS Commencement Credential

Regents w/Advanced Designation

Required Exams

All exams require a score of 65 or above

English Comprehensive Exam

Regents Algebra 1
Regents Geometry Exam
Regents Algebra 2/Trigonometry Exam

Regents Global Studies Exam

Regents U.S. History Exam

2 Regents Science Exams

District LOTE Exams (c)

- a) An integrated course in mathematics/science/technology may be used to satisfy the requirement for third unit of credit in mathematics or science.
- b) The LOTE requirement maybe waived for some students as per their IEP. Students will still need to earn 22 credits for their diploma option.
- c) A student with a disability **who has been exempted from the LOTE requirements for graduation** need not earn a credit in a language other than English, but he or she must meet the total number of credits required for a diploma. The one (1) unit of credit in LOTE normally required for a diploma must be replaced by another high school elective credit. Students identified as having a disability **who are exempt from LOTE per their IEP** are not required to complete a sequence in the Arts or CTE in order to meet the sequence requirements for a Regents Diploma with Advanced Designation.

<https://www.nysed.gov/sites/default/files/programs/world-languages/lote-faq.pdf>

Local Diploma		
Credential Type	Available To	Requirements
Local Diploma	Students with disabilities with an Individualized Education Program (IEP) or Section 504 Accommodation Plan	<ul style="list-style-type: none"> • <u>Credit</u>: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 Language other than English LOTE*, 2 Physical Education, 3½ Electives <hr/> <ul style="list-style-type: none"> • <u>Assessment</u>: Low Pass Safety Net Option 1 5 required Regents exams with a score of 55 or better as follows: 1 Math, 1 Science, 1 ELA, 1 Social Studies and either 1 pathway assessment or meet all the requirements of the CDOS Commencement Credential. <p>https://www.nysed.gov/standards-instruction/diploma-requirements-section-1005</p> <p>OR</p> <p>Low Pass Safety Net and Appeal:</p> <ol style="list-style-type: none"> I. 3 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA and 1 Pathway Assessment; OR II. 2 Required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district as follows: 1 Math, 1 Science, 1 Social Studies, ELA and meet all the requirements of the CDOS Commencement Credential. <p>Note: Non Regents Pathway exams are not subject to the Appeal process.</p> <hr/> <ul style="list-style-type: none"> • <u>Compensatory Safety Net Option</u>: Scores between 45-54 on one or more of the five required Regents exams, other than the ELA or mathematics exam, but compensates the low score with a score of 65 or higher on another required Regents exam. <p>Note: a score of at least 55 (or an approved appeal 52-54) must be earned on both the ELA and mathematics exams. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.</p> <p>https://www.nysed.gov/sites/default/files/programs/standards-instruction/compensatory-option-checklist-for-eligibility.pdf</p>

Local Diploma		
Credential Type	Available To	Requirements
Local Diploma (through Appeal)	All Student Populations	<ul style="list-style-type: none"> <u>Credit</u>: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE*, 2 Physical Education, 3½ Electives.
		<p><u>Assessments</u>:</p> <ul style="list-style-type: none"> 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation section 100.5(d)(7) as follows: 1 Math, 1 Science, ELA, 1 Social Studies and 1 Pathway Assessment; OR 2 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA and meet the requirements for the CDOS Commencement Credential. <p>Note: Non Regents Pathway exams are not subject to the Appeal process.</p> <p>https://www.nysed.gov/standards-instruction/diploma-requirements-section-1005</p>
Local Diploma (through Superintendent’s Determination) Revised, Jan 2018	Students with disabilities with an IEP Does NOT INCLUDE students with a Section 504 Accommodation Plan	<ul style="list-style-type: none"> <u>Credit</u>: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 arts, 1 language other than English (LOTE)* 2 Physical Education, 3½ Electives. <u>Assessment</u>: A superintendent’s determination made upon a parent’s written request, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State’s learning standards through the assessment required for graduation. <p>To be eligible for the superintendent determination:</p> <ol style="list-style-type: none"> The student must have a current individualized education program (IEP) and be receiving special education programs and/or related services. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option.

Local Diploma		
Credential Type	Available To	Requirements
		<ol style="list-style-type: none"> 3. The student must have earned the required course credits and have passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents examination areas (English Language Arts (ELA), Mathematics, Social Studies and Science). 4. The student must have taken and received a minimum score of 55 on both the ELA and Mathematics Regents examinations or a successfully appealed a score between 52 and 54, except that on or after December 12, 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the English and/or Mathematics Regents examinations may be considered an eligible student for the Superintendent Determination option, provided that the student has completed the requirements for the New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential. 5. There must be evidence that the student participated in all Regents examinations required for graduation but has not passed one or more of these examinations. 6. In a subject area where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents examinations required for graduation (including ELA and/or mathematics if using the CDOS Commencement Credential to meet the eligibility condition(s) in #4), there must be evidence that the student has otherwise demonstrated graduation level proficiency in the subject area(s).
Local Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement	All Student Populations	<ul style="list-style-type: none"> • <u>Credit</u>: Completes all credit requirements as listed above for specific diploma types and completes an approved CTE program
		<ul style="list-style-type: none"> • <u>Assessment</u>: Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the technical assessment designated for the particular approved CTE program which the student has completed. <p>https://www.nysed.gov/standards-instruction/diploma-requirements-section-1005</p>

Non-diploma High School Exiting Credentials		
Credential Type	Available To	Requirements
Career Development and Occupational Studies (CDOS) Commencement Credential	Students with disabilities other than those who are assessed using the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> Competes a career plan; demonstrates attainment of the commencement level CDOS learning standards in the area of career exploration and development; integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in CTE coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; <p>OR</p>
		<ul style="list-style-type: none"> Student meets criteria for a national work readiness credential
Skills and Achievement Commencement	Credential Students with severe disabilities that are assessed using NYSAA	<p>All students with severe disabilities who attend school for not less than 12 years, excluding kindergarten exit with this credential which must be accompanied by documentation of the student's skills and strengths and level of independence in academic and career development and foundation skills needed for post-school living, learning and working.</p> <p>https://www.nysed.gov/special-education/skills-and-achievement-commencement-credential-students-severe-disabilities</p> <p>https://www.nysed.gov/standards-instruction/high-school-exiting-credentials-section-1006</p>

Additionally, a student may earn either a Regents Diploma by utilizing the 4+1 Pathway. These two options are as follows along with a description of the Career Development and Occupational Studies Commencement credentials:

4+1 Pathways		
Credential Type	Available To	Requirements
Regents Diploma: 4+1 Pathway		<p><u>4 Regents Exams</u></p> <ul style="list-style-type: none"> English Math Science Social Studies <p><u>Plus 1 more Regents exam in:</u></p> <ul style="list-style-type: none"> Math Science Social Studies OR CDOS Certificate <p><u>Assessment:</u> Exams are passed with a 65 or better</p>

4+1 Pathways		
Credential Type	Available To	Requirements
		Note: If 1 exam is 60-64, it can be appealed as long as the other 4 exams are 65 or better.
Local Diploma: 4+1 Pathway		<p><u>4 Regents Exams</u></p> <ul style="list-style-type: none"> • English • Math • Science • Social Studies <p><u>Plus 1 more Regents exam in:</u></p> <ul style="list-style-type: none"> • Math • Science • Social Studies OR • CDOS Certificate <p><u>Assessment:</u> Exams are scored as a 55 or better</p> <p>In addition to their diploma, students have the opportunity to earn a Career Development of Occupational Studies Commencement Credential or CDOS. This is a skills certificate in addition to the diploma and recognizes that the student is ready for entry-level employment. In some cases, this can be used as a stand-alone exiting credential, but it is not a diploma and the student has not graduated high school.</p> <p>The CDOS is a combination of:</p> <ul style="list-style-type: none"> • Completing a yearly career plan. • 216 hours of work based learning (including 80 hours of community service). • Commencement level attainment of the CDOS Learning Standards (basic employability skills). • Completion of an Employability Profile by a job site supervisor. <p>We ask the all High School students complete 20 hours of Community Service each year to promote a well-rounded student.</p> <p>Meetings will be held throughout the year to discuss individual academic paths, options, and career goals.</p>

The State of Connecticut graduation requirements are as follows:

Connecticut Graduation Requirements		
Credential Type	Available To	Requirements
		<p>According to State requirements for classes graduating in 2020 and beyond, students must complete 25 credits</p> <p>9 Humanities credits</p> <ul style="list-style-type: none"> • 4 credits of English • 3 credits of Social Studies (1 U.S. History) • 1 credit Fine Arts • 1 credit Humanities elective <p>8 STEM credits</p> <ul style="list-style-type: none"> • 4 credits of Math (algebra 1, geometry, algebra 2 or stats) • 3 credits of Science (life science and physical science) • 1 credit of Technology Education • 1 credit elective <p>3.5 Career and Life Skills credits</p> <ul style="list-style-type: none"> • 1 Physical Education • 0.5 Health • 2 Career and Life Skills <p>2 World Language credit 1 Mastery-based diploma assessment 3 open electives</p> <p>*Students must pass end of year exams in Algebra I, Geometry, Biology, U.S. History, and English 10 *Diploma assessment is designed to demonstrate performance based mastery (independent study, senior project, etc.)</p>

1. **English** – Four (4) units are required. An English Regents exam is required of all students for a diploma. The test is first administered in June of grade 11.
2. **Social Studies** – Four (4) units are required. Both the second year program in Global History and the third year program in US History and Government require passing the Regents exam. The fourth year must include a ½ unit in Government and a ½ unit in Economics.
3. **Mathematics** – Three (3) units are required. A Regents exam (Integrated Algebra) in mathematics is required for all students prior to graduation. At Green Chimneys, students take a fourth year of math with no Regents exam – this is Business Math to prepare them for practical applications.
4. **Science** – Three (3) units are required. A Regents exam in Science is required for all students prior to graduation.
5. **Health** – A ½ unit is required.
6. **Art and/or Music** – One (1) unit is required. Specific courses in art and music must fulfill this requirement. Alternative options may be selected.
7. **Foreign Language** – For an Advanced Regents diploma, the student needs to pass a minimum of three years of high school LOTE and the Regents exam in that language. A student with a disability **who has been exempted from the LOTE requirements for graduation** need not earn a credit in a language other than English, but he or she must meet the total number of credits required for a diploma. The one (1) unit of credit in LOTE normally required for a diploma must be replaced by another high school elective credit. Students identified as having a disability **who are exempt from LOTE per their IEP** are not required to complete a sequence in the Arts or CTE in order to meet the sequence requirements for a Regents Diploma with Advanced Designation.

<https://www.nysed.gov/sites/default/files/programs/world-languages/lotte-faq.pdf>

Students may also be exempt from the LOTE requirement as per their IEP. Students with a disability who are excused from LOTE requirement per their IEP need not complete a 5- unit sequence in the Arts or CTE in order to meet the requirements for the Regents Diploma with the Advanced Designation.

8. **Physical Education** – All students must complete physical education each semester they are in school. Four years (2 credits) of physical education are required for graduation. One-quarter unit of credit is earned each semester. Students must successfully pass eight semesters.

GRADE REPORTING

Reporting and Marking

All grades are numerical. The passing grade for all levels is 65 while the recommended grade for a student preparing for college is 75. A mark for the first semester is the result of averaging first and second quarter marks with the semester test, where applicable. A second semester mark is the result of averaging third and fourth quarter marks with the final examination, where applicable. The final average (FA) is found by averaging first and second semester averages. In effect, class work counts two-thirds of the final mark and examinations, one-third. The FA and Regents grade are recorded on a student's transcripts sent to colleges and employers. Report cards and IEP updates are mailed directly to parents and need not be returned.

Honor Rolls

Grade level high honor and honor rolls are established each marking period. To qualify for the high honor roll a student must have an average of 90 in all courses with no grade less than 75. To qualify for the honor roll a student must have average of 85 in all courses with no grade less than 75.

COURSE DESCRIPTIONS

01001	ELA I English/Language Arts I (9th grade): This course builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. This course introduces and defines various genres of literature, with writing exercises linked to reading selections.
01002	ELA II English/Language Arts II (10th grade): This course offers a balanced focus on composition and literature. Students will learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students will improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.
01003CC	ELA III English/Language Arts III (11th grade) Common Core courses provide instruction designed to prepare students for the Regents Exam in English Language Arts (Common Core).
01004	ELA IV English/Language Arts IV (12th grade): This course blends composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills.
02053	Algebra I—Part 1: The first part in a multi-part sequence of Algebra I. This course covers the same topics as the first semester of Algebra I, including the study of properties of rational numbers (i.e., number theory), ratio, proportion, and estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first degree equations and inequalities.
02054	Algebra I—Part 2: The second part in a multi-part sequence of Algebra I. This course generally covers the same topics as the second semester of Algebra I, including the study of properties of the real number system and operations, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, translating word problems into equations, operations with and factoring of polynomials, and solving simple quadratics. Students will take the Algebra 1 Regents exam in June.
02072CC	Geometry (Common Core): This course provides instruction designed to prepare students for the Regents Examination in Geometry and will cover topics such as logic and proof, congruent and similar figures properties of figures, transformations, and angle relationships. (Common Core).
02154	Business Math: This course reinforces general math skills, emphasize speed and accuracy in computations, and use these skills in a variety of business applications. Business Math reinforces general math topics (e.g., arithmetic, measurement, statistics, ratio and proportion, exponents, formulas, and simple equations) by applying these skills to business problems and situations; applications might include wages, hourly rates, payroll deductions, sales, receipts, accounts payable and receivable, financial reports, discounts, and interest.

03001	Earth Science: This course offers insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography.
03001L	Regents Earth Science Lab: This course provides hands-on experiments designed to supplement instruction in Earth Science courses. Students are required 1200 minutes of laboratory time in order to participate in the Earth Science Regents exam at the end of the year.
03003	Environmental Science: This course examines the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, the course will cover the following subjects: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources.
03051	Living Environment: Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. This course includes such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy. Students are prepared to take the Living Environment regents at the end of this course.
03051L	Regents Biology Lab: Biology Laboratory courses provide hands-on experiments designed to supplement instruction in Biology courses. Students complete a minimum of 1200 minutes of lab instruction in order to sit for the Living Environment Regents exam.
04051 and 04052	Global History and Geography 1 and 2: The global history and geography core curriculum is designed to focus on the five social studies standards, common themes that recur across time and place, and eight historical units. Each unit lists the content; concepts and themes, and connections teachers should use to organize classroom instruction and plan for assessment. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines.
04101	U.S. History: This course takes students on a journey through time, beginning in precolonial America and ending in in 21 st Century America. Students will read and discover facts about the dawn of America and its growth into a major super power and leader of the 20 th century into today. Students will witness the growth and development of the American tradition of Democracy and Capitalism and their rivals. Course culminates with the New York State U.S. History Regents exam in June, 2020.

04151	U.S. Government: This course is split into a half year of American Government and a half year of Economics. The first half consists of the basic concepts of American government, the American political process and the rights and responsibilities of citizenship.
04201	Economics: The second half consists of understanding major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. This course is designated to meet the state standards in social studies in the area of government and economics, is a required course for graduation from high school in New York State. Additional, this course also serves to create more informed citizens who are prepared to experience the challenges and joys that come from being an actively involved citizen.
08010	Aquatic/Water Sports: This course helps students develop skills useful or necessary in an aquatic environment. They may focus on swimming and competitive strokes, such as freestyle, breaststroke, butterfly, and so on or may involve team-oriented water sports, such as water polo and relay swimming.
08004	Outdoor Education: Recreation Sports courses provide students with knowledge, experience, and an opportunity to develop skills in more than one recreational sport or outdoor pursuit (such as adventure activities, croquet, Frisbee, wall climbing, bocce ball, fishing, hiking, cycling, and so on).
08001	Physical Education: Required by NYS, this course provides students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.
08051	Health Education 1 and 2: Topics covered include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The course also includes brief studies of environmental health, personal development, and community resources.
10003	Computer & Info Tech Part 1 and 2: Computer and Information Technology courses teach students to operate and use computer and information technology, emphasizing their role as tools to communicate more effectively, conduct research more efficiently, and increase productivity. Course content includes the legal and ethical issues involved with computer technology and use.
17006	Woodshop 9-12: Woodworking courses introduce students to the various kinds of woods used in industry and offer experience in using selected woodworking tools. Students design and construct one or more projects and may prepare a bill of materials. Correct and safe use of tools and equipment is emphasized. As students advance, they focus on learning the terminology necessary to use power tools successfully, developing skills to safely use these tools in the workshop and becoming familiar with various kinds of wood-finishing materials. Advanced students typically design a project; prepare bills of materials, construct, and finish proposed projects.

18101W	<p>Wildlife Science: In the unique setting of the Paul Kupchok Wildlife Rehabilitation Center students observe injured birds of prey, permanently injured falcons, hawks and owls that call the center home and are introduced to a large number of snakes, lizards, tortoises, small mammals and insects that are kept in the wildlife observation room. Biology, animal behavior and observation skills are keys to learning in this area. Working with wildlife requires healthy boundaries, self-control and a great deal of awareness. Preparing diets, feeding animals, cleaning, weighing and monitoring individuals are supplemented with observational studies and discussions. Concepts that are introduced include animal behavior, environmental conservation, animal adaptations and actual habitat study in the Great Swamp. Through developing a deeper understanding of the natural world, students develop critical thinking skills and explore their role as stewards.</p>
18101F	<p>Farm Science: Courses impart information about the care and management of companion and farm animals. These courses may cover animal nutrition, health, behavior, selection, reproduction, anatomy and physiology, facilities, product processing, research, qualitative and quantitative analyses as a basis for decision making, and marketing. Students may study a particular species, or they may learn how to care for and maintain livestock as a more inclusive study.</p>
18052	<p>General Horticulture: This program creates a comfortable environment for exploration; curiosity and enjoyment in an outdoor setting that is both suitable for learning about plants and gardening, to experience the seasons in the garden and to learn practical skills associated with horticulture. Students participate in seeding, planting, harvesting, weeding and composting, having opportunity to learn plant science and life cycle in experiential setting. During the cold time of year nature crafts, working with dried plant material and learning about exotic plants in the greenhouse deepen the lessons. In the process students build observation skills and discover where and how food is grown. Lessons take full advantage of “spur of the moment learning” depending on the season and weather, we transform the garden/greenhouse into an experiential classroom and teach how food is grown, how to enjoy use it and even how to prepare it.</p>
08013	<p>Horsemanship: Specific Sports Activities courses help students develop knowledge, experience, and skills in horseback riding. The goal of the horsemanship classes is to provide a safe and enriching environment which promotes personal growth and learning through horse care, riding and barn maintenance. Students learn about equine herd dynamics and horse behavior through observation and classroom activities. They are also taught basic horse health care through observation, grooming and feeding. Students work on motor skills and appropriate communication with their peers, instructor, volunteers and horse through skill based riding and ground activities. Through these activities they gain a sense of responsibility, self-awareness, confidence and respect which are skills they can take back to the classroom and apply in real life situations outside of the barn.</p>

05154	Studio Art 1 and 2: Visual Art—Comprehensive courses enable students to explore one or several art forms (e.g., drawing, painting, two- and three-dimensional design, and sculpture) and to create individual works of art. Initial courses emphasize observations, interpretation of the visual environment, visual communication, imagination, and symbolism. Courses cover the language, materials, media, and processes of a particular art form and the design elements used. Advanced courses encourage students to refine their skills while also developing their own artistic styles. Courses may also include the study of major artists, art movements, and styles. 9 th and 10 th grade
05113	Music Theory: Courses provide students with an understanding of the fundamentals of music and include one or more of the following topics: composition, arrangement, analysis, aural development, and sight reading.
16056	Baking: This elective course emphasizes skills specific to baking in Culinary Arts.
05155	Creative Art—Drawing/Painting: This elective course provides a foundation in drawing and painting using a variety of media and techniques, emphasizing observation and interpretation of the visual environment. Advanced students are encouraged to refine their creative process and develop their own artistic styles.
05107	Piano/Keyboarding: This elective course provides students with an introduction to and refines the fundamentals of music and keyboard techniques such as scales, chords, and melodic lines and then offer instruction in more advanced techniques. Formal and informal performances are typically included.
05108	Guitar: This elective course provides students with an introduction to and refines the fundamentals of music and guitar-playing techniques, such as strumming and chords, and then offer instruction in more advanced techniques. Formal and informal performances are typically included.
05111	Music Ensemble: This elective course helps students develop vocal techniques and refine their ability to sing parts in small ensembles. Course goals may include helping students develop their solo singing ability and emphasize one or several ensemble literature styles. These ensembles may include both instrumental and vocal music.

CAREER EDUCATION/SKILLS COURSES

2151 and 22151B	Career Exploration 9 & 10: Courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.
22153	Diversified Occupations: Courses help students enter the workforce through career exploration, job search and application, and the development of positive work attitudes and work-related skills. These courses typically cover such topics as career planning and selection, money management, communication skills, interpersonal business relationships and behaviors, and personal responsibility. Employment may be a required component of these courses, or students may be required to enroll concurrently in a work experience course.
22152	Employability Skills: Courses help students match their interests and aptitudes to career options with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning the skills needed to remain in and advance within the workplace. Course content may also include consumer education and personal money management topics.
1801	Small Animal Care: Courses focus on the care and management of small animals. Animal nutrition, health, behavior, reproduction and breeding, anatomy and physiology, use of qualitative and quantitative analyses for decision making, facilities, handling and training, and grooming are typical areas of study.