



Gowanda High School

Program Guide
for students and parents

2026-2027





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From the Principal's Desk

Dear Students and Parents,

January 2026

This program guidebook has been developed to provide transparency in the Gowanda High School pathways and programming for students and to assist both students and parents in making selections in their high school course of study.

In this handbook, you will find the graduation requirements by New York State as we know them today. I strongly encourage parents and guardians to fully participate in the planning process. Our counselors meet with every student during the school year to complete career inventories, update 4 years plans, and/or to check in on student academic needs. Our counselors are here to assist you and your scholars during this academic process. Please contact your scholar's counselor with any questions via phone or email.

As students and parents complete the course request process, please know the following:

- Not all courses will fit into a student's schedule depending on the student pathway or track
- Some courses will not be able to be offered due to staffing and scheduling and is dependent year to year
- Course requests are the first step in helping us create a schedule for next year. We use the request process to determine the number of sections of a particular course to offer.

As you may have heard, New York State is in the process of revising the requirements for diplomas. NY Inspires and the Portrait of a Graduate is the commitment of a NYS Education to support students' abilities to thrive in college, careers, and as engaged citizens in today's world. We believe this will impact students starting in the Class of 2029.

Lastly, if there is any information in this guidebook that you find is missing but would be helpful, please let me know. I believe that GHS is an excellent school that provides a variety of opportunities for students. My goal is to make our school programming as transparent as possible.

Sincerely,

Rebekah Newell

Mrs. Rebekah Newell
Gowanda High School



New York State PORTRAIT OF A GRADUATE



A New York State high school graduate who is **culturally responsive** builds strong, respectful relationships, valuing diverse perspectives as essential to a rigorous, inclusive learning community. New York State students who embody cultural responsiveness and academic readiness—demonstrating creativity, critical thinking, communication, reflection, and global awareness—will be prepared to learn, grow, innovate, and contribute meaningfully to society. These graduates will be equipped with the interpersonal and intellectual skills needed to thrive in an interconnected, ever-evolving world.



Academically Prepared

Demonstrates a strong foundation in the NYS learning standards and is equipped with the knowledge and skills necessary to achieve success in college, careers, civic engagement, service, and life.



Creative Innovator

Utilizes imagination, curiosity, and flexible thinking to solve problems creatively, and develop new ideas and products, while adapting to evolving circumstances and challenges.



Critical Thinker

Analyzes information thoughtfully, evaluates evidence critically, and identifies patterns and connections between different pieces of information (across multiple content areas) to address complex issues and navigate the world with insight.



Effective Communicator

Articulates ideas clearly and confidently through speaking, writing, and the use of different types of media for various purposes, while engaging with diverse audiences and actively listening to different perspectives.



Global Citizen

Acts responsibly and ethically within local, global, and digital communities, employing civic knowledge, skills, and mindsets to promote global sustainability and contribute positively to a culturally diverse, democratic society.



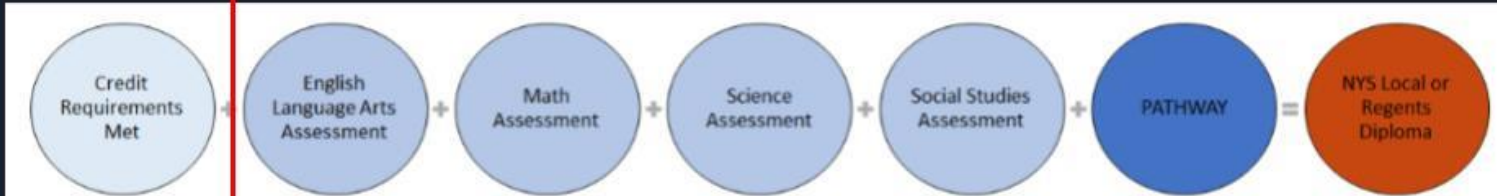
Reflective and Future Focused

Engages in self-reflection to identify strengths and areas for growth, sets meaningful goals, uses social awareness to maintain supportive relationships, and demonstrates responsible decision-making that prioritizes social, emotional, and mental well-being.

NYS GRADUATION REQUIREMENTS



What's Needed to Earn a Diploma



What's Needed to Earn a Diploma



	CREDITS NUMBER (or course)
English	4
Social Studies (see note #1)	
Distributed as follows:	
U.S. History (1)	
Global History and Geography (2)	4
Participation in Government (1/2)	
Economics (1/2)	
Science	
Distributed as follows:	
Life Science (1)	
Physical Science (1)	3
Life Science or Physical Science (1)	
Mathematics	3
Languages Other than English (LOTE) 1 ^(*)	1 ^(*)
Visual Art, Music, Dance, and/or Theater	1
Physical Education (participation each semester)	2
Health	0.5
Electives	3.5
Total	22

(*) Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

22 total credits

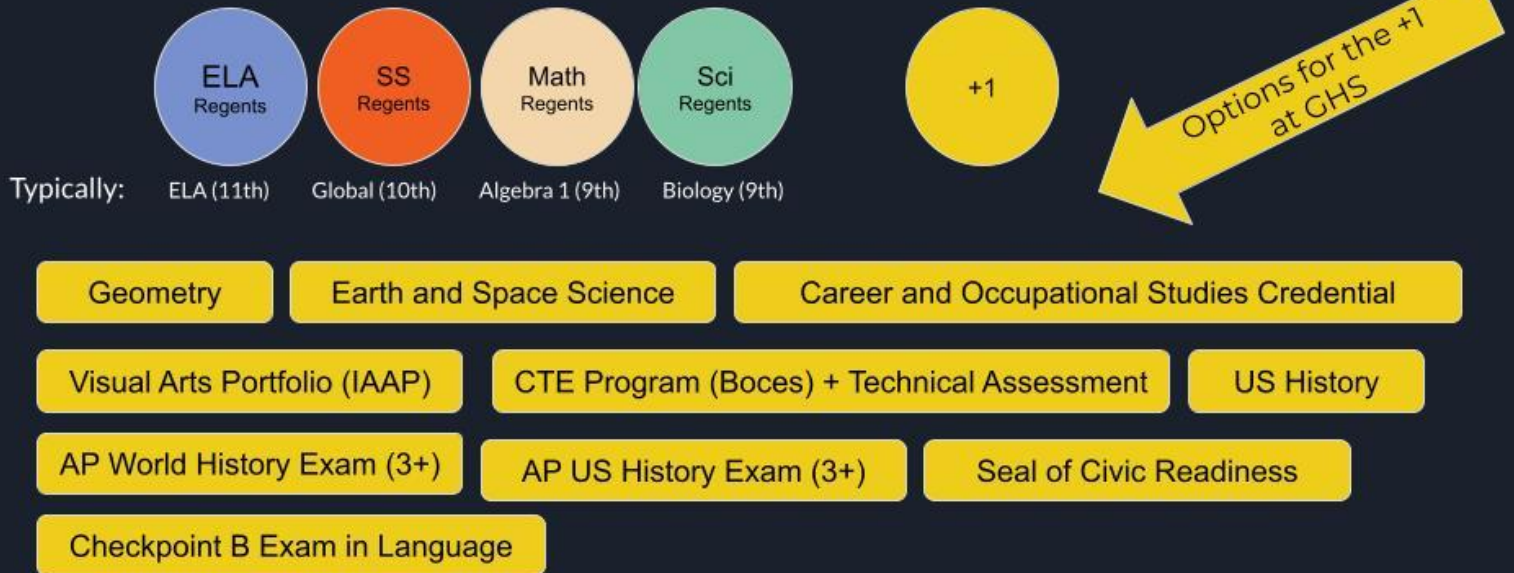
1 full year course =
1 credit

Final grade 65+ =
credit

NYS GRADUATION REQUIREMENTS



Minimum Assessment Requirements for Graduation (4+ 1 Pathway)



NYS GRADUATION REQUIREMENTS



Credit Requirements

(Apply to all diploma types: local, Regents, Regents with advanced designation)

Students need to complete the CREDIT requirements AND assessment requirements in order to be eligible to graduate.

	Minimum number of credits
English	4
Social Studies <i>Distributed as follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (½) Economics (½)	4
Science <i>Distributed as follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1)	3
Mathematics	3
World Languages	1(**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education (participation each semester)	2
Health	½
Electives	3 ½
Total	22

(**) Students with a disability may be excused from the requirement for 1 unit of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
REGENTS EXAM or passing score on a Department approved alternative	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65 ¹	1	1 Regents exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents exams with a score of 65 ¹ or above	1	2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65 ¹ or above	1	55 ^{**}	1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 ¹ or above, <u>OR</u> 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65 ¹ or above ¹
Math	1	65 ¹	1		1		1	55 ^{**}	1	
Science	1	65 ¹	1		1		1	55 ^{**}	1	
Social Studies	1	65 ¹	1		1		1	55 ^{**}	1	
Pathway (See note 1 on reverse side)	1 or CDOS	65 ¹ if Regents Exam	1 or CDOS		1 or CDOS		1 or CDOS	55 ^{**} if Regents Exam	1 or CDOS	
Compensatory Safety Net	Non-Applicable		Non-Applicable		Non-Applicable		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 ¹ or above on another required Regents exam including ELA and Mathematics.		Non-Applicable	

NYS DIPLOMA TYPES



All New York State students have access to the local diploma, the Regents diploma, and the Regents diploma with advanced designation. Any diploma type requires the successful completion of the appropriate 22 units of credits. The difference between diploma types lies in the number of assessments (regents) the student passed and the required passing score(s).

Reference the [Diploma/Credential Requirements](#) for more information.

Regents or Local Diploma at GHS

In addition to successful completion of the appropriate 22 units of credits, in order to earn Regents or local diploma, students must pass:

- 4 Regents exams one in each discipline (English language arts, mathematics, science, social studies); and
- + one pathway. Pathways offered at GHS include:
 - a. **Regents**: A 5th Regents exam (Geometry, Earth and Space Science, USH)
 - b. **Advanced Placement**: Score of 3+ on AP World History, AP US History
 - c. **Checkpoint B**: Successful Completion of Checkpoint B Exam in World Language
 - d. **Visual Arts (IAAP)** AP Studio Art: Score of 3 or Higher on 2D Design Portfolio, 3D Design Portfolio, or Drawing Design Portfolio
 - e. **Civics**: Complete requirements of the Seal of Civic Readiness
 - f. **CTE**: CTE Program (Including internship hours) AND culminating 3-part technical assessment
 - g. **CDOS**: Career Development and Occupational Studies: Career Plan, Portfolio of CDOS Learning Standards, 216+ CTE Coursework or Work based learning, Employability Profile

Regents Diploma with Advanced Designation

In addition to successful completion of the appropriate 22 units of credit, in order to earn a Regents diploma with advanced designation, students must pass two additional math assessments and one additional science assessment along with the required 4-5 assessments included in any of the pathways. This totals 7 Regents exams or [NYSED-Approved Regents Examination Alternatives](#) and one pathway.

Eligible students may meet the assessment requirements using Appeals, Safety Nets, and Superintendent Determination.

Students granted an exemption from any examination are not required to pass such specific examination to meet the assessment requirements for any diploma type (local, Regents, or Regents with advanced designation).

In addition, to earn the advanced designation, students must choose one of the three sequence options below:

- 2 additional credits in World Languages (for a total of 3 credits) and the locally developed Checkpoint B World Languages Exam
- 5-unit sequence in the Arts
- 5-unit sequence in CTE

SPECIAL ENDORSEMENTS FOR DIPLOMAS



Regents or Advanced Designation Regents	Honors Endorsement - Earn a computed average of 90+ on Regents exams (no rounding)
Applies to Regents Diploma with Advanced Designation Only	Mastery in Mathematics Endorsement - Student completed all the requirements for the Regents diploma with advanced designation; and - passed 3 Regents examinations in mathematics with a score of 85 or higher; or - passed 2 Regents examinations in mathematics with a score of 85 or higher and was granted an exemption on a third Regents examination in mathematics; or - passed 1 Regents examination in mathematics with an 85 or higher and earned a final course grade of 85 or higher in 2 additional mathematics courses culminating in a Regents examination for which an exemption was granted. Mastery in Science Endorsement - Student completed all the requirements for the Regents diploma with advanced designation; and - passed 3 Regents examinations in science with a score of 85 or higher; or - passed 2 Regents examinations in science with a score of 85 or higher and was granted an exemption on a third Regents examination in science; or - passed 1 Regents examination in science with an 85 or higher and earned a final course grade of 85 or higher in 2 additional science courses culminating in a Regents examination for which an exemption was granted.
Applies to All Diploma Types	Technical Endorsement - Complete CTE program and pass technical assessment
Applies to All Diploma Types	Seal of Civic Readiness - Earn 6 total points in Civic Knowledge and Civic Participation by following criteria outlined in the GHS Seal of Civic Readiness Guidebook
Applies to All Diploma Types	Career and Occupational Studies (CDOS) Certificate

WEIGHTED AVERAGES AND TOP 10



High School Weighted Grades

Courses will “count” differently toward a student’s grade point average (GPA), giving students in our most challenging courses additional points on the grade earned toward the GPA. It is important because as we expect our children to work harder, we also acknowledge the equity and motivation issues involved and hope that the weighted grades procedure will help with both.

- **College Level Courses:** JCC/AP/SUNY Fredonia 1.10 Weight
- **Honors Classes, Calculus, Physics, Chemistry, Algebra II** 1.05 Weight
- **All Other Courses** 1.00 Weight

***Please Note:** Students enrolled in Advanced Placement (AP) courses are expected to take the associated AP exam at the end of the course.

Top 10, Valedictorian & Salutatorian

Top 10 Graduates are determined at the end of the seventh semester with the students grade point averages being rounded to the nearest one hundredth. Students who same the same GPA will tie for class rank.

Valedictorian status is awarded to the student(s) earning the highest weighted grade point average in the graduating class.

Salutatorian status is awarded to student(s) earning the second highest weighted grade point average in the class. This ranking will be based on any and all credit bearing courses, including those courses which receive the weighted grade point factor.

Final Valedictorian(s) and Salutatorian(s) will be determined at the end of the seventh semester with the students’ grade point average being rounded to the nearest one hundredth.

MAJOR LIFE EVENT EXEMPTION



Beginning in 2024, students who have a major qualifying life event take place prior to a regents exam being administered may qualify for an exemption for that exam through an appeal and local committee review.

A major life event is any severe illness, severe medical condition, or life-altering incident that significantly impacts or prevents a student's participation in a required diploma assessment. Assessments include Regents Examinations, NYSED Approved Regents Examination Alternative, NYSED Approved Pathway Assessment, or LOTE Checkpoint Examination.

Examples of major life events include, but are not limited to, hospitalization, death of a parent or person parental relation, a destructive house fire, trauma of deportation/detainment threat, cancer treatment, or an accident causing serious injury.

To be eligible for an exemption

- student must be enrolled in the course or makeup program associated with the examination
- student must have met or exceeded the expected learning outcomes for the course
- the major life event significantly impacts or prevents the student from participating in a required diploma assessment

Process:

- Request is initiated by the student, parent/person in parental relation, school counselor, or teacher.
- Consent is given by parent/person in parental relation or student if student is 18 years of age or an emancipated minor.
- Review of final course grade indicates the student has passed the associated course.
- Documentation is presented to the Superintendent including request form and supporting documentation of course credit and major life event.
- Notification of Superintendent's decision.
- Retention of documentation of request and evidence in student's local permanent record.
- Copy of request with decision is provided to parent/person in parental relation or student if student is 18 years of age or an emancipated minor.

EARLY GRADUATION



In some cases, students may opt to graduate from high school earlier than their peers. The student's emotional, social, and academic needs must be ensured and accounted for in a broad context. This decision is not for everybody as this amounts to skipping a grade level and entering a career pathway and/or post-secondary institution earlier than their peers.

As a result, this decision is not light and needs the input of others. A student planning on graduating early should meet with his/her counselor to ensure all graduation requirements are met. If a student is planning on graduating one full year early, all paperwork must be submitted and approved by the administration by the end of August of the sophomore year.

Students planning to graduate at the end of their junior year, with less than 16 ½ credits, will retain all junior privileges, but will participate in commencement. Students with 16 ½ credits at the end of their junior year will receive senior status.

A student planning on graduating in January of the Senior Year, must have paperwork submitted and approved by administration by the end of August of the Junior year. It is the student's responsibility to maintain contact with the Junior/Senior class advisors and guidance to obtain graduation information. It is also expected that the student will graduate as intended.

SAMPLE 4 YEAR GHS PROGRAM & TIMELINE



Grade 9

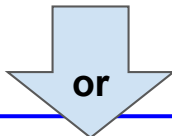
English 9
Biology & Lab
Global Studies 9
Algebra 1
Art or Music
PE
World Language or Elective
Elective

Grade 10

English 10
Earth and Space Science & lab
Global Studies 10
Geometry
PE
Health
Elective
Elective

Grade 11

English 11
Chemistry & lab or Forensics/Natural
Disasters
U.S. History
Algebra 2 or Tech Math
PE
Elective
Elective
Elective

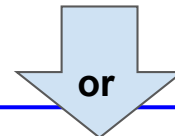


Grade 11

English 11
U.S. History
PE
BOCES Vocational Program

Grade 12

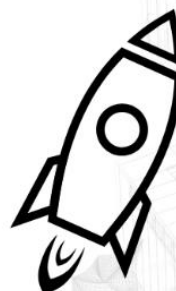
English 12
Physics & lab or Forensics/Natural Disasters
Government
Economics
Pre Calculus or Tech Math or Personal Finance
PE
Elective
Elective
Elective



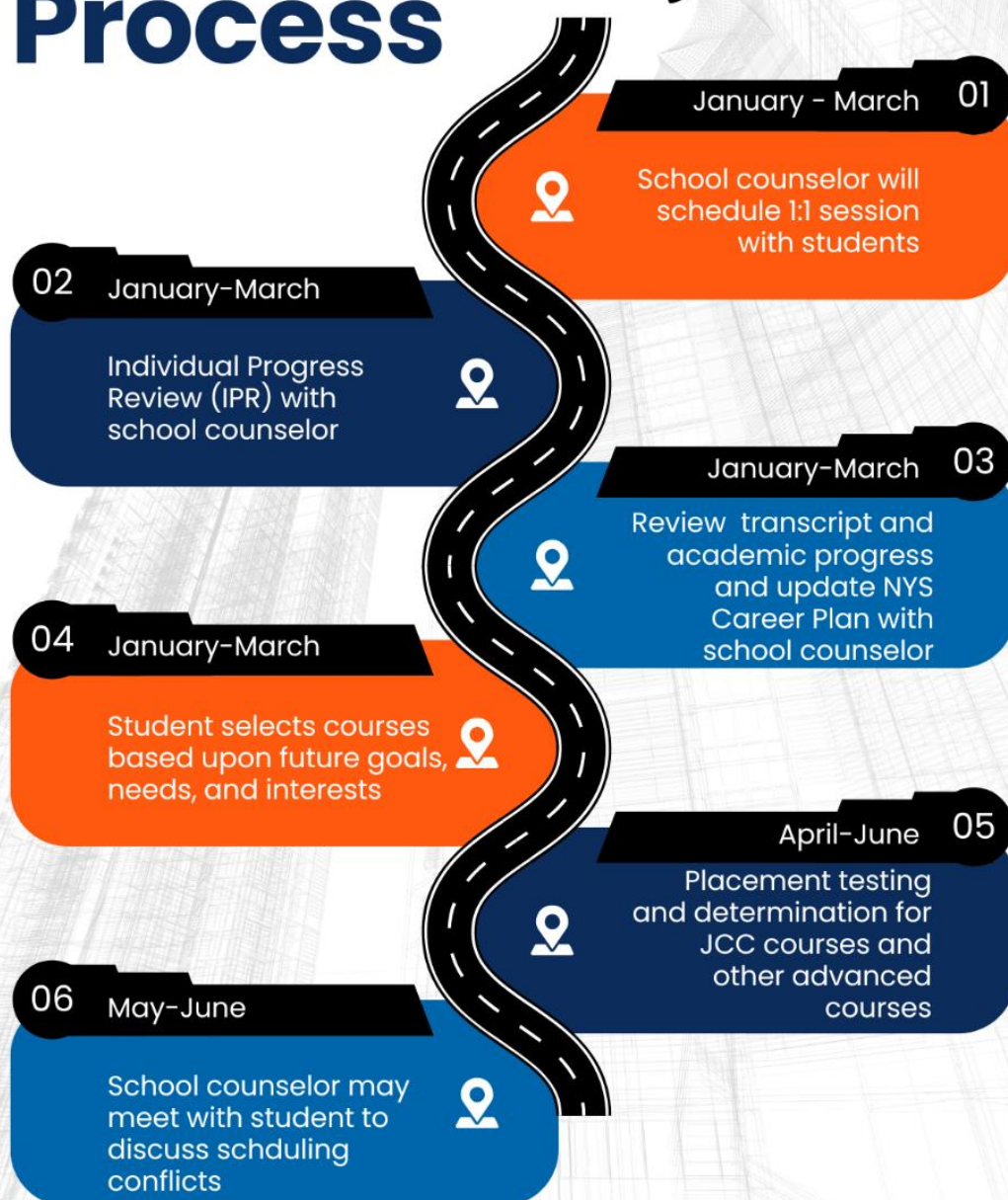
Grade 12

Government
Economics
PE
BOCES Vocational Program

Course Selection Process



● ●
Gowanda
High
School



FRESHMEN COURSE REQUESTS 2026-27

LAST NAME: _____ FIRST NAME: _____

All subjects carry (1) unit for credit except those with an asterisk (*) are 1/2 credit. It is required that each student carry a minimum of 6 1/2 units for credit to make satisfactory progress towards completion of graduation requirements. It is up to each student to make sure that he/she has requested all courses necessary for graduation



ENGLISH

- () 1120 English 9
- () 1125 English 9 Honors
- () 1150 English 9/10 SE
(self-contained)

MATHEMATICS

- () 3222 Algebra 1
- () 3310 Geometry
- () 3200 Algebra
(self-contained)

SCIENCE

- () 4227 Biology & Lab
- () 5510 General Science
(self-contained)
- () 4120 Earth Science
- () 4121 Earth Science lab

SOCIAL STUDIES

- () 2120 Global 9
- () 2100 Advanced World History 9
- () 2150 World History 9/10 SE
(self-contained)

TECHNOLOGY

- () 7448 Design & Drawing
Productions

BUSINESS

- () 9006 Yearbook
- () 9145 Media Communications

ART

- () 6110 Art 1 - Studio

LANGUAGE

- () 5121 Spanish 1
- () 5221 Spanish 2
- () 5520 Seneca 1
- () 5521 Seneca 2

MUSIC

- () 6545 Chorus
- () 6544 Band

PHYSICAL EDUCATION MISC.

- () 9971 PE 9-10*
- () 9900 Adp. P. E.*
- () 9010 Resource Room
- () 9001 Structured Study H
- () 9000 LPP
- () 9005 AASP/JOM
- () 10 Algebra 1 AIS
- () 19 English 9 AIS
- () 24 Biology AIS
- () 11 Geometry AIS
- () 12 Earth Sci. AIS

OTHER ELECTIVES:

- () 2527 Sci Fi Fantasy Film 1*
- () 2528 Sci Fi Fantasy Film 2*
- () 7575 Thrifting & Community Service*
- () 2625 Pop Culture 1*
- () 2626 Pop Culture 2*
- () 2600 American Change Movements

HEALTH

- () 75 Health*

Student Signature: _____ Date: _____

LAST NAME: _____ FIRST NAME: _____ GRADE: _____

All subjects carry (1) credit except those with an asterisk (*) are 1/2 credit. It is required that each student carry a minimum of 6 1/2 credits to make satisfactory progress towards completion of graduation requirements. It is up to each student to make sure that he/she has requested all courses necessary for graduation and diploma type.

ENGLISH

- () 1120 English 9
 () 1125 English 9 Honors
 () 1220 English 10
 () 1225 English 10 Honors
 () 1320 English 11
 () 2728 Reflections & Realities*
 () 2727 True Crime*
 () 2726 American Melting Pot*
 () 2724 Public Speaking*

MATH

- () 3222 Algebra 1
 () 3310 Geometry
 () 3444 Algebra 2
 () 3450 Personal Finance
 () 3520 Tech Math
 () 3525 Sports Statistics
 () 3526 Consumer Finance

SCIENCE

- () 4227 Biology & lab
 () 4750 Earth Space Sciences
 () 4755 Earth Space Sci Lab
 () 4320 Chemistry
 () 4321 Chem. Lab
 () 4420 Physics
 () 4421 Physics Lab
 () 4730 Natural Disasters
 () 4715 Functional Anatomy
 () 4325 Environmental Science

SOCIAL STUDIES

- () 2120 Global 9
 () 2100 Advanced World History 9
 () 2220 Global 10
 () 2155 AP World History: Modern
 () 2320 U.S. History
 () 2151 AP U.S. History
 () 2443 Economics*
 () 2444 Government*
 () 2222 AP U.S. Government & Politics
 () 2510 Iroquois Study 1*
 () 2511 Iroquois Study 2*

JCC COURSES

- () ART1590 Ceramics I*
 () ART1510 Drawing I*
 () ART1670 Photography*
 () ART 1530 2-D Design & Color*
 () ART 1730 Intro to Computer Art/Design*
 () CHE 1500 Intro to Chemistry
 () 1500 JCC Chemistry Lab
 () CSC1570 Program. Concepts & App.*
 () CSC1590 Computer Programming*
 () ENG1510 English Composition I
 () ENG1530 College Composition II*
 () ENG1540 Intro to Literary Studies*
 () MAT1600 Pre-Calculus
 () MAT1710 Calc. & Analytic Geometry I
 () MAT1540 Elementary Statistics
 () MUS1570 Music Theory
 () PHE1620 Fitness Concepts & Applications

GENERAL ELECTIVES

- () 9100 Model Office*
 () 2527 Sci fi Fantasy Film 1*
 () 2528 Sci fi Fantasy Film 2*
 () 9006 Yearbook
 () 2601 Intro. to Psychology
 () 1627 Creative Writing*
 () 2600 American Change Movements
 () 9980 Conditioning*
 () 9973 Analyzing Fitness*
 () 4500 Game Design Theory*
 () 2625 Pop Culture 1*
 () 2626 Pop Culture 2*
 () 7575 Thrifting & Community Service*

LANGUAGE

- () 5121 Spanish 1
 () 5221 Spanish 2
 () 5321 Spanish 3
 () 5520 Seneca 1
 () 5521 Seneca 2
 () 5522 Seneca 3
 () 5523 Seneca 4

**TECHNOLOGY**

- () 7448 Design & Drawing Productions
 () 7100 Industrial Technology*
 () 7246 Technical Drawing*
 () 7446 Architectural Design*
 () 7200 Construction Systems*
 () 7449 CADD1*
 () 7445 CADD2*
 () 7400 Advanced CADD
 () 7500 Creativity & Innovation

MUSIC

- () 6544 Band
 () 6545 Chorus
 () 6540 Modern Band*
 () 6541 Musicianship 101

BOCES - LoGuidice

- () 9260 Auto Body I
 () 9261 Auto Body II
 () 9262 Auto Technology I
 () 9263 Auto Technology II
 () 9304 Construction Tech. I
 () 9305 Construction Tech. II
 () 9362 Conservation I
 () 9363 Conservation II
 () 9360 Cosmetology I
 () 9361 Cosmetology II
 () 9821 Criminal Justice I
 () 9820 Criminal Justice II
 () 9447 Culinary I
 () 9448 Culinary II
 () 9550 Exercise Science I
 () 9551 Exercise Science II
 () 9609 Health Career I
 () 9612 Health Career II
 () 9710 Small Animal Science I
 () 9711 Small Animal Science II
 () 9813 Welding I
 () 9814 Welding II

BOCES

- () 9131 Int. Occ-BOCES
 () 9135 Occ. Opt. BOCES
 () 1422 CTE English
 () 3002 CTE Math
 () 4002 CTE Science
 () 9133 BOCES PE

HEALTH

- () 75 Health*

PHYSICAL EDUCATION

- () 9971 PE 9-10*
 () 9972 PE 11-12*
 () 9900 Adaptive PE*

BUSINESS

- () 9145 Media Communications
 () 9199 Entrepreneurship/School Store
 () 9130 Business & Tribal Law

ART

- () 7448 Design & Drawing Productions
 () 6110 Art 1 Studio
 () 7459 Art 2: Sculpture
 () 7455 Art 2
 () 6680 Art 3 Portfolio
 () 6666 AP Studio Art: Drawing Portfolio
 () 6675 AP Studio Art: 2-D Design Portfolio
 () 6670 AP Studio Art: 3-D Design Portfolio
 () 6700 Keep Calm and Make Art*
 () 6610 Beading*
 () 6605 Moccasin Making*
 () 6600 Hodinohšyonih Sculpture*

MISC.

- () 9005 AASP/JOM
 () 9000 LPP
 () 100 Early Release
 () 10 Algebra 1 AIS
 () 11 Geometry AIS
 () 13 Algebra 2 AIS
 () 19 Eng. 9 AIS
 () 21 Eng. 11 AIS
 () 12 Earth Sci. AIS
 () 24 Biology AIS
 () 25 Chemistry AIS
 () 5000 GEEP 9
 () 5001 GEEP 10

BOCES - Carrier Center

- () 8200 Heating/AC/Refrig I
 () 8201 Heating/AC/Refrig II
 () 8300 Information Tech/Computer Systems I
 () 8301 Information Tech/Computer Systems II
 () 8100 Career & Technical Explorations

SPECIAL ED.

- () 9010 Resource Room
 () 5510 General Science
 () 4228 Biology SE & lab
 () 3200 Algebra 15:1
 () 2325 US History SE
 () 1150 English 9/10 SE
 () 1104 English 11/12 SE
 () 2150 World History 9/10 SE

Student Signature: _____ Date: _____

VISUAL ARTS PROGRAM



Art 1: Studio Art

Recommended Grades: 9,10

Prerequisites: None

Length: Full Year

Credit: 1.0

Art 1 is designed to provide a foundation and satisfies the **ARTS GRADUATION REQUIREMENT**. Emphasis is placed on understanding the Elements of Art and Principles of Design as a basis for composition. Students will explore a variety of artists, art processes and materials such as drawing, painting, printmaking, two & three-dimensional design. Student artwork will reflect aesthetics as well as cultural and historical contexts. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experience.

Throughout the year, students develop a portfolio of their work that is the basis of their final evaluation in May or June.

Keep Calm & Make Art!

Recommended Grades: 10, 11, and 12

Prerequisites: None

Length: Full Year

Credit: 1.0

Life is stressful. Building a creative practice is a great tool to help you manage your stress and have fun at the same time. This course is designed to help individuals find a creative outlet that could build into a lifelong stress management practice. We will explore various creative practices, make cool stuff, as well as talk about and practice research-based stress management techniques. Swap a study hall for some creative fun. We also learn from Dr. Lori Santos about the science of Happiness.

Stress-free grading: You choose your grade for the course by choosing the assignments you complete.

If one or more of these statements is true about you - this is the course for you!

"I want to make stuff without set rules" "I want to take a stress-free class!" "I can't draw, but I like art."

Art 2: Sculpture

Recommended Grades: 10, 11, and 12

Prerequisites: grade 10

Length: Full Year

Credit: 1.0

In this sculpture course, students will bring ideas to life in three dimensions using a wide range of materials and techniques. Through hands-on projects, students will learn how artists use form, balance, proportion, scale, movement, texture, and space to create engaging sculptures. The class encourages experimentation, creativity, and thoughtful design while building skills in safe tool use, construction, mixed media, and visual storytelling. Through guided projects, critiques, and reflective documentation, students develop creative problem-solving skills, visual literacy, craftsmanship, and conceptual thinking while learning to communicate ideas in three dimensions. Note: If you hope to work predominantly in clay take the ceramics course.

VISUAL ARTS PROGRAM



Art 2: Ceramics 1

Recommended Grades: 10, 11, and 12

Length: Half Year

Prerequisites: Successful completion of Art 1

Credit: 0.5

You will spend the class both hand building and throwing clay on the potter's wheel. The mentor artists for this course are Lorinda John and Peter Jones and we also analyze the work of other local sculptures to guide and inspire your designs including dream catchers, symbolic sculptures.



New Indian by Peter Jones

Art 2: Moccasin Making

Recommended Grades: 10, 11, and 12

Length: Half Year

Prerequisites: Successful completion of Art 1

Credit: 0.5

You will spend the class making custom fit moccasins as well as designing and making bead and ribbon work to decorate your moccasins. The mentor artist for this course is Samantha Jacobs and we also analyze the work of other local makers to guide and inspire your designs.



Moccasins by Samantha Jacobs

Art 2: Beading

Recommended Grades: 10, 11, and 12

Length: Half Year

Prerequisites: Successful completion of Art 1

Credit: 0.5

You will spend the class designing and making beadwork. You will make beaded cords, medallions, and earrings. You can even design and make your own cuffs, cowls, graduation caps, etc.

You can repeat this course up to three times to spend more time working on your pieces.



Medallion by Jacky Snyder

Art 2: 2D Art & Design: Ideas, Composition & Color

Recommended Grades: 10, 11, and 12

Prerequisites: Successful completion of any Art 1 course

Credit: 1.0

Length: Full Year

A self-paced course that provides all the foundational skills students will need to continue on to any of the JCC courses or just to expand their art skill if JCC credit isn't for you. Emphasis is placed on experiences with designing your own artworks, building an understanding of how to use color and various art materials including drawing, painting, photography, digital art, and mixed media. Students are given open-ended problems to solve creatively while exploring various art materials and ways of making.

Throughout the year, students develop a portfolio of their work that is the basis of their evaluation in May or June. The portfolio also serves as an entry portfolio for the Advanced arts courses (JCC & Advanced Placement).

VISUAL ARTS PROGRAM



EARN COLLEGE CREDIT

JCC 2D Design and Color ART 1530

Recommended Grades: 10, 11, 12



Prerequisites: one semester of Art 2: 2D Art & Design

Credit: .5

After completing a semester of Art 2, eligible students have to option to transition into the JCC Design course (ART 1530). In addition to strengthening the composition and color skills and conventions students have been building all year, students have the additional opportunity to earn college credit for the work they are completing in the class. This course is highly recommended for student considering pursuing further college credit in Art 4: Advanced Placement Studio Art: 2D Art & Design Portfolio or for students who would like to focus on exploring and understanding color. A working understanding of color theory and composition is a beneficial skill for interior and graphic design, marketing, web design, nursing, fashion design.



EARN COLLEGE CREDIT

JCC Drawing ART 1510

Recommended Grades: 10, 11, 12



Prerequisites: one semester of any Art 2 course

Credit: .5

After completing a semester of Art 2, eligible students have to option to transition into the JCC Drawing course (ART 1510). In addition to strengthening the foundational drawing skills and conventions students have been building all year, students have the additional opportunity to earn college credit for the work they are completing in the Drawing class. This course is highly recommended for student considering pursuing further college credit in Art 4: Advanced Placement Studio Art: Drawing Portfolio or for students who would like to focus on improving their technical drawing skills. Technical drawing is a beneficial skill for design, engineering, drafting, and a prerequisite for most College arts programs.



VISUAL ARTS PROGRAM



EARN COLLEGE CREDIT

JCC Digital Photography I (ART 1670)

Recommended Grades: 10, 11, 12



Prerequisites: one semester of Art 2: 2D Art & Design

Credit: .5

ART 1670 Digital Photography I Students in this fine arts and media arts studio course will establish a foundation in digital photography techniques, digital darkroom use, and management, output, and presentation techniques. Students will create images using digital cameras, enhance and manipulate images in the computer, manage and archive digital image files, and assemble a portfolio. Prerequisite/ Corequisite: ENG 1510. J occasionally.



EARN COLLEGE CREDIT

JCC Ceramics (ART 1590)

Recommended Grades: 10, 11, 12



Prerequisites: Successful completion of Ceramics 1

Credit: 0.5

A second year course that provides an opportunity for students to expand on the 3-D Design concepts introduced in Art 1. A comprehensive introduction to ceramics where students will explore the use and history of clay to construct, pinch, coil, slab, sculpture and wheel thrown pottery, both in functional and decorative uses. Design, decoration and documentation will play an important role in this course. Students will gain a working knowledge of fundamental and advanced studio work in clay preparation, hand-building, throwing, mold making, slip casting, glaze preparation, decorating techniques, and firing techniques. Throughout the year, students develop a portfolio of their work that is the basis of their evaluation in May or June. The portfolio also serves as an entry portfolio for the AP Ceramics course, 2-D Design, and 3-D Design if the student elects to take an AP course in the following year.



VISUAL ARTS PROGRAM



Art 3: Portfolio Development

Recommended Grades: 11, 12

Prerequisites: Successful completion of any Art 2 course

Length: Full Year

Credit: 1.0

In this course, all students will focus on portfolio development as they continue to build skills in producing high quality works of art. Emphasis is placed on creating more complex visual statements. A wide range of materials and processes will be further explored, and students will have the opportunity to focus on a chosen subject or medium. In order to be successful in this course, students must be self-motivated, disciplined, focused and passionate about what they are doing. Students should strive to grow and improve, developing new and unusual concepts that inspire creativity in themselves and the group. Students need to have a passion for art and a strong work ethic.

This course is designed for three groups of students:

Student interested in the Art Pathway to Graduation (IAAP) you will work with other artists and the teacher to develop a direction for your artmaking.

For juniors or seniors who have completed any Art 2 course but do not wish to take the AP exam, Portfolio Development allows students to work in a wide variety of materials based on interest and personal goals.. Student will focus on building a portfolio of artwork that serves their own interests or the field they plan to enter after high school.

For juniors interested in college credit: who have completed any Art 2 course and are considering taking one of the three Advanced Placement Arts course offered at GHS, this course is designed to prepare students for the requirements of the Art 4: Advanced Placement Studio Art Portfolio (exam).

EARN COLLEGE CREDIT



Art 4: Advanced Placement Studio Art: 2-D ART & DESIGN Portfolio

Recommended Grades: 11, 12

Prerequisites: Successful completion of any Art 2 course

Length: Full Year

Credit: 1.0

The 2-D Art & Design Portfolio allows students to work in a wide variety of materials from photography to printmaking, abstract collage to paper sculpture. This course is for those juniors and seniors who have completed any Art 2 courses. Students will build on the skills developed in Art 2 to complete a portfolio of no less than 24 pieces (work from Art 2 courses may be included). AP Studio Art courses are not based on a written exam; instead, students submit portfolios to the College Board for evaluation in May. Student who do not necessarily possess the strong drawing skills required for the AP Studio Art: Drawing Portfolio but are passionate about creativity and art are likely to thrive in the 2-D Design course. In order to be successful in this college-paced course, students must be self-motivated, disciplined, focused and passionate about what they are doing. Students should strive to grow and improve, developing new and unusual concepts that inspire creativity in themselves and the group. Students need to have a passion for art and a strong work ethic. This course is the equivalent to a one-semester college course in art, and culminates in the CEEB (College Entrance Examinations Board) Advanced Placement Examination. Depending on student's performance on this exam and on college's policies, advanced placement college credit may be received. There is a fee for the AP exam to be paid in the fall.

VISUAL ARTS PROGRAM



EARN COLLEGE CREDIT



Art 4: Advanced Placement Studio Art: DRAWING Portfolio

Recommended Grades: 11, 12

Prerequisites: Successful completion of any Art 2 course
(Art 2: Drawing & Painting is recommended)

Credit: 1.0

This course is for those juniors and seniors who have completed any Art 2 course. Students will build on the skills developed in Art 2 to complete a portfolio of no less than 24 pieces (work from Art 2 courses may be included). AP Studio Art courses are not based on a written exam; instead, students submit portfolios to the College Board for evaluation in May. In order to be successful in this college-paced course, students must be self-motivated, disciplined, focused and passionate about what they are doing. Students should strive to grow and improve, developing new and unusual concepts that inspire creativity in themselves and the group. Students need to have a passion for art and a strong work ethic. This course is the equivalent to a one-semester college course in art, and culminates in the CEEB (College Entrance Examinations Board) Advanced Placement Examination. Depending on student's performance on this exam and on college's policies, advanced placement college credit may be received. There is a fee for the AP exam to be paid in the fall.

EARN COLLEGE CREDIT



Art 4: Advanced Placement Studio Art: 3-D ART & DESIGN Portfolio

Recommended Grades: 11, 12

Prerequisites: Successful completion of any Art 2 course
(Art 2: JCC Ceramics is recommended)

JCC Ceramics

Length: Full Year

Credit: 1.0

The 3-D Art & Design Portfolio allows students to expand their sculpture skills developed in Art 2: JCC Ceramics. Students will build on the skills developed in Art 2 to complete a portfolio of no less than 20 pieces (work from Art 2: Ceramics may be included). AP Studio Art courses are not based on a written exam; instead, students submit portfolios to the College Board for evaluation in May.

In order to be successful in this college-paced course, students must be self-motivated, disciplined, focused and passionate about what they are doing. Students should strive to grow and improve, developing new and unusual concepts that inspire creativity in themselves and the group. Students need to have a passion for art and a strong work ethic.

This course is the equivalent to a one-semester college course in art, and culminates in the CEEB (College Entrance Examinations Board) Advanced Placement Examination. Depending on student's performance on this exam and on college's policies, advanced placement college credit may be received. There is a fee for the AP exam to be paid in the fall.

BUSINESS MANAGEMENT PROGRAM



Entrepreneurship/School Store

Recommended Grades: 10, 11, 12

Length: Full Year

Prerequisite: None

Credit: 1.0

This course provides students with the skills needed to be successful in a constantly changing workplace. Students study entrepreneurship as a career choice, learning how to start, own and manage a business. Topics covered include marketing, economics, competition, communication, and ethical and legal issues. Students develop an understanding of the importance of entrepreneurship and small business to the economy. Students are involved in a variety of activities including listening to guest speakers, doing research, examining the Internet and developing a basic business plan.

Yearbook

Recommended Grades: 9,10,11,12

Length: Full

Year

Prerequisites: None

Credit: 1.0

Interested students will be required to submit an application and interview with yearbook advisor and principal. This course is designed to create, publish and distribute the school's yearbook. Students in this course are required to learn basic elements of design, layout, journalism, and photography; become familiar with the Adobe InDesign CS program and Photoshop programs; learn techniques of selling ads, and then sell ads in the business community and to senior parents; create layouts and complete pages of the yearbook; and distribute the yearbook to the school population. Outside class time is required for members of the yearbook staff, and all staff members must recognize they represent Gowanda High School, the Yearbook Staff, and the Yearbook Advisor. Students must sign a contract stipulating they will act appropriately and commit their time to the creation of the Yearbook.

Personal Finance

Recommended Grades: 10, 11, and 12

Length: Full

Year

Prerequisites: None

Credit: 1.0

This course is a business course related to the mathematics learning standard, designed to meet the third unit of a Math sequence and/or be included in a Business sequence. This course is designed to prepare students for both college level business programs and to understand the complex financial world they will encounter during their lives. Topics covered include car insurance, credit cards, opening a bank account, filing a tax return, cost of college, payroll, interest, budgeting, depreciation, credit, investing and currency.

Model Office

Recommended Grades: 11, 12

Length: Full

Year

Prerequisites: None

Credit: .5 or 1.0

BUSINESS MANAGEMENT PROGRAM



Business and Tribal Law

Recommended Grades: 9, 10, 11 and, 12

Year

Prerequisites: None

Credit: 1.0

Length: Full

The course will look at the basic business structure in the United States, and owning and operating a business. The focus for the course will be understanding Native American Law, the structure, business ownership on the reservation, and how it compares with or differs from Federal/State Law. Laws governing the relationship between the Indian tribes, the states and the United States. Topics include the history of federal Indian law and policy; the federal-tribal relationship; tribal sovereignty, federal supremacy and states' rights; taxation and regulation of reservation economic development, including environmental regulation and regulation of Indian gaming; Indian religion and culture; water rights; fishing and hunting rights.

Class speakers will include: tribal leaders and business owners. A virtual field trip to the casino will be planned to help students understand the business model, structure, culture, and legal issues they face.

Media Communications

Recommended Grades:, 10, 11 and, 12

Year

Prerequisites: None

Credit: 1.0

Length: Full

This course is designed for students interested in directing, video recording and producing projects within an array of genres. Students will be in charge of directing the high school morning announcements each day and will work in small groups as well as individually to plan/design commercials, interviews, sports recaps, and features etc.

ENGLISH LANGUAGE ARTS PROGRAM



English 9

Recommended Grades: 9

Length: Full Year

Prerequisites: None

Credit: 1.0

The goal of English 9 is to provide the basis for a firm foundation in English. Short stories, poetry, novels, essays, and plays will be read for comprehension, analysis, and recognition of literary techniques. Different types of writing will be experienced in preparation for the Common Core Regents exam in eleventh grade. A formal study of grammar and vocabulary will be included in order to improve writing.

English 9 Honors

Recommended Grades: 9

Length: Full Year

Prerequisites: 85% overall English average in ELA 8
and teacher recommendation

Credit: 1.0

English 9 Honors is a course to prepare students for JCC Courses in grades 11 and 12. This class focuses on deepening reading and writing skills through challenging literature and writing assignments. Students are recommended by their 8th grade teacher and must have a 93% English 8 average.

English 10

Recommended Grades: 10

Length: Full

Year

Prerequisites: Successful completion of English 9

Credit: 1.0

In English 10, students study grammar, essay, speech, world literature, vocabulary, and the novel. Various types of essay and organizational techniques for writing are used. The curriculum emphasizes academic vocabulary, informational as well as literary texts and focus on text based responses. The course includes writing and reading workshops where students establish individualized goals and map out ways to reach them. This course also serves as preparation for the NYS Regents.

English 10 Honors

Recommended Grades: 10

Length: Full

Year

Prerequisites: 90% class average in English 9
85% in English 9 Honors

Credit: 1.0

The goal of English 10 Honors is a course to prepare students for JCC Courses in grades 11 and 12 and and Mastery level on the ELA Regents exam. Students study novels, speeches and poetry. Students that are successful in English 9 Honors will be placed in English 10 Honors upon recommendation of the instructor. Students who do not meet the grade requirements can appeal placement in the course.

ENGLISH LANGUAGE ARTS PROGRAM



English 11



Recommended Grades: 11

Year

Prerequisites: Successful completion of English 10

Length: Full

Credit: 1.0

The goal of English 11 is to improve the students' ability to closely read all types of texts and write precisely in order to meet several different prompts using textual evidence. Using literature as a tool, the course provides activities in expository and analytical writing. Oral presentations, discussions and research paper writing are also experienced as the class prepares to take the New York State English Regents. Passing this assessment is a requirement for all students graduating from high school in New York. Projects within the course are tailored to meet the needs of individuals as much as possible, while achieving the high standards of the State in English Language Arts.

EARN COLLEGE CREDIT

JCC English Composition 1 – 1510 English Composition 1 – ENG 1510



Recommended Grades: 11

Prerequisites: meet JCC placement exam requirements

Length: Full Year

Credit: 1 local, JCC Credit: 3.0

This class will allow students to obtain more college credit. This is a rigorous college level course in which students will learn to write precise, clear, substantive essays. Students will work with multi-page papers, including a research paper, as well as organization and mechanics of writing. Emphasis will be placed on critical thinking, reading, and writing. Appropriate upper level literature will also be explored in the areas of poetry, novels, and plays. Successful completion of this course fulfills the minimum requirements for admission to English Composition II (1530) in their senior year. JCC credits for this particular course may not transfer to other educational institutions other than JCC.

Students must maintain an 85 average to stay in the course. **THIS COURSE IS OFTEN A PREREQUISITE TO OTHER JCC COURSES.**

ENGLISH LANGUAGE ARTS PROGRAM



SENIOR ENGLISH - HALF CREDITS (PICK TWO)

Senior English: American Melting Pot - Lit Through a Diverse Lense

Recommended Grades: 12

Half Year

Prerequisites: Successful completion of English 11

Length:

Credit: .5

Let's start with the American Dream: what is it? Does it exist? Is it easily attainable? Now consider the perspective of diverse voices. In this course, we will explore American literature through the voices of African-American, Hispanic-American, Asian-American, Jewish-American, Indian-American, Native American, and Muslim-American authors. This course dives into the unique literary styles and cultural influences of "hyphenated Americans," examining how their stories reflect, challenge, and reshare the idea of the American Dream. Students will compare the diverse lived worlds of these communities, questioning whether there is a singular American experience or a mosaic of overlapping identities.

Senior English: Public Speaking

Recommended Grades: 12

Half Year

Prerequisites: Successful completion of English 11

Length:

Credit: .5

Want to get better at speaking up in class, impressing future employers, or even just being more confident when talking to others? This course is all about helping you communicate like a pro. Whether it's delivering a convincing speech, thinking on your feet in a debate, or giving a creative presentation, you'll learn how to make your message clear, impactful, and engaging.

Senior English: True Crime

Recommended Grades: 12

Half Year

Prerequisites: Successful completion of English 11

Length:

Credit: .5

You will explore true crime through literature, journalism, podcasts, documentaries, and film. You will start by considering the question, "Why are we fascinated with crime stories?" There is a lot to unpack here as we explore the methods used in true crime storytelling and how that affects our interpretation of the events. Along the way, we will critically examine our justice system and societal structures, and thoughtfully discuss media bias, and the representation of victims and perpetrators. You will hone your critical thinking and communication skills as you explore one of the public's most talked about topics.

Senior English: Reflections and Realities

Recommended Grades: 12

Half Year

Prerequisites: Successful completion of English 11

Length:

Credit: .5

In this course, you will reflect on your high school experiences while exploring the art of personal storytelling. Through memoirs, essays, poetry, and creative projects, you will craft narratives that capture your unique journey and perspective. If you think about it, stories are one of the most significant ways we connect with other people. This course will give you the chance to tell your own story; an opportunity that will teach you about yourself and how you relate to others. Together, we will explore the ideas of identity, growth, and transition. By the end of the class, you will have a polished portfolio of personal writing that



EARN COLLEGE CREDIT

JCC College Composition - ENG 1530

Recommended Grades: 12

Prerequisites: Successful completion of ENG 1510
or meet JCC placement exam

Length: Half Year

Credit: .5 Local

JCC Credit: 3.0

In lieu of English 12, this is a college-level class that entails a rigorous schedule of writing persuasively and analyzing Literature. They will develop critical thinking and writing skills required in higher education, employment, and life. Students will also learn to conduct research and write a research paper. This course may be taught in one semester with English 1540 the following semester.

If a student earns below a 65% the first quarter, the student will be dismissed from the course and must withdrawal from JCC. If a student does not sign up for JCC 1530 during the regular course request time period, he/she cannot add the class during the months



EARN COLLEGE CREDIT

JCC Intro. to Literary Studies– ENG 1540

Recommended Grades: 12

Prerequisites: Successful completion of ENG 1530

Length: Half Year

Credit: .5 Local

JCC Credit: 3.0

In lieu of English 12, this is a college-level Literature course. Students will learn to write precise, clear, substantial, and logical essays about fiction, poetry, and drama. Analyzing and discussing various genres of Literature. Research will always be the basis for analysis in this class.



WORLD LANGUAGES PROGRAM



Spanish 1

Recommended Grades: 9,10,11,12

Prerequisites: none

Credit: 1.0

¡Hola!

Spanish 1 presents the beginning level of the language for students at the high school level. It is taught as a review course, offering students who weren't successful in the State proficiency, or have not previously studied a language, a chance to prepare for Spanish 2 and earn 1 year required unit of a second language.

Spanish 2

Recommended Grades: 9, 10

Year

Prerequisites: Successful completion of Spanish 7/8
and Spanish Proficiency, or Spanish 1

Length: Full

Credit: 1.0

Additional verb tenses and more difficult grammatical structures are learned. Emphasis is placed on composition and conversation where the student is able to demonstrate his knowledge of vocabulary and grammar. Students are given many opportunities to practice their listening, writing, speaking and reading skills.

Spanish 3

Recommended Grades: 10, 11

Year

Prerequisites: Successful completion of Spanish 2

Length: Full

Credit: 1.0

Reading and listening comprehension and oral and written dialogue are emphasized at this level. Additional vocabulary and verb tenses with emphasis on word derivation are studied along with grammatical structure and syntax principles. The student of Spanish 3 is able to speak the language with some accuracy as well as understand it. This course is designed to prepare the student for the exam in June..

WORLD LANGUAGES PROGRAM



Seneca Language 1

Recommended Grades: 9,10,11,12

Length: Full Year

Prerequisites: none

Credit: 1.0

It is the intent of this course to provide a good foundation for understanding and application of the Seneca Language. The course begins with a study of the phonetic system used in writing the Seneca Language. Seneca 1 is both a continuation of vocabulary and skills taught in the 8th grade and also a beginning program for students who have had little or no background in Seneca. This course is comprehensive throughout the year and covers a 15-topic area range as set forth by the NYS Native American Syllabus. The course is not limited to Native American students. It is also intended to promote a better understanding of Seneca culture through language and its connection with Seneca contemporary and traditional community lifestyles. As with all Seneca language courses, the course requires a firm commitment of the student to achieve a level of language skills to proceed into the next levels of study.

Seneca Language 2

Recommended Grades: 9, 10

Length: Full

Year

Prerequisites: Successful completion of Seneca 7/8

Credit: 1.0

and Proficiency, or Seneca 1

Seneca Language 2 continues on with the philosophy of Course 1. Students will be exposed to additional conversations of higher levels of difficulty. Greater emphasis will be placed on grammatical changes and listening activities. At the end of this unit, students are expected to understand contextual content of conversations between fluent Seneca's. At least one field trip and, possibly, one guest speaker during the year are offered in an attempt to further the student's understanding of the Seneca language in traditional/contemporary lifestyles.

Seneca Language 3

Recommended Grades: 10, 11

Length: Full

Year

Prerequisites: Successful completion of Seneca 2

Credit: 1.0

Seneca Language 3 offers a continuation of exposure to conversations and stories in related areas to enhance language skills learned in Seneca 1 and 2, and to prepare students for continued study in Seneca 4 and Seneca 5 and/or at a college level study of Seneca. Emphasis is placed on the written word and the grammatical structure of Seneca word order. The course utilizes a modified phonetic system for spelling and reading. A field trip and guest speaker are also incorporated into this course to enhance the student's knowledge of Seneca culture, history and the importance of language. At the end of this course of study, the students are expected to understand and reply to statements or questions posed by a fluent Seneca speaker. Regents credit is available upon passing the Seneca 3 Regional exam and earning a passing average in the course.

Seneca Language 4

Recommended Grades: 11, 12

Length: Full

Year

Prerequisites: Successful completion of Seneca 3

Credit: 1.0

Seneca Language 4 is a yearlong course that will be a continuation of Seneca Language 3. Emphasis will be placed on communication through speaking and writing in an interpersonal setting and situation, demonstrating the ability to present information in the Seneca language to an audience, and demonstrating understanding of information that is presented orally or

PHYSICAL EDUCATION AND HEALTH



Health

Recommended Grades: 9,10,11,12

Length: Half Year

Prerequisites: none

Credit: .5

The overall goal of the Health Education Program is to enrich and improve personal and community health. New York State law requires that a continuous Health Education program be established from kindergarten through high school with a one-half unit course at the Middle School level and a one-half unit course at the Senior High level.

The complete high school Health Education program:

- I. Intro to Health
- II. Mental Health
- III. Family Life
- IV. Drugs
- V. Physical Activity and Nutrition
- VI. First Aid and Safety

Physical Education

Required Grades: 9,10,11,12

Length: Full

Year

Prerequisites: None

Credit: .5

Physical Education is a method and program of instruction and participation, which cover all forms of physical activity within the class, intramurals and interscholastic sports areas.

All students are required to be enrolled in Physical Education. Each student will take PE every other day of instruction per week throughout the year. Each year of Physical Education carries 1/2 unit of credit.

The goals of the Physical Education department are to help students realize the importance of fitness and to give them a working knowledge of how to achieve it, to allow students to see and take part in events requiring teamwork, sportsmanship, leadership and self-control in a friendly atmosphere, and to observe and practice good health habits.

The Physical Education curriculum is made up of a selection of the following team, individual and lifelong activities: soccer, touch football, flicker football, tennis, badminton, pickleball, swimming, volleyball, weight training, basketball, aerobics and dance, Frisbee golf, floor hockey, softball, archery, nitro ball and the New York State physical fitness test, adventure games (rock wall, team handball, and ultimate Frisbee).

* *Adaptive Physical Education is available to any student who qualifies.

PHYSICAL EDUCATION AND HEALTH



Teen Mental Health

Recommended Grades: 9,10,11,12

Prerequisites: Health

Credit: .5

Length: Half Year

Many teens experience a difficult time during their school years. Emotional & mental health refers to understanding emotions, learning how to process and express feelings in a healthy way, and having the coping skills to deal with stress and the demands of life.

With a focus on wellness, including both physical and psychological, this course will highlight causes and strategies, and will provide helpful resources. We will explore topics such as how to maintain a healthy lifestyle, strategies for coping with stress and anxiety, and dealing with depression and other mental health illnesses.

Adulting 101: Essential Life Skills for Teens

Recommended Grades: 9,10,11,12

Prerequisites: Health

Credit: .5

Length: Half Year

Adulting is an informal term to describe behavior that is seen as responsible and grown-up. Learning life skills doesn't just build independence, it also builds social-emotional learning (SEL) skills that teens need such as self-awareness, social awareness, self-management, responsible decision-making and the tools to build relationships.

This course is designed for students to learn how to live in the real world and function as an adult. Many life skills such as how to find a job, stay organized, manage time, effectively communicate, budget/manage money, become a self-starter, manage a home (clean, grocery shop, cook, do laundry), safe driving (including auto maintenance and navigation), problem solving, and personal healthcare are necessary, especially when college is the bridge to adulthood. This course will explore the many dimensions of how to successfully become an adult.

Real World Health

Recommended Grades: 10,11,12

Half Year

Prerequisites: Health

Credit: .5

Length:

This course designed to help empower students to become advocates for their own health and develop ways to create change to make our world a better place. Opportunities will be provided for students to acquire knowledge, skills, and attitudes necessary for life-long, health-enhancing behaviors as they navigate the real world beyond high school. Areas of focus will include, but are not limited to, personal and community health, mental health and counseling, mental and behavioral health disorders, current events in health, international health and culture, and critical issues in health.

PHYSICAL EDUCATION AND HEALTH



Conditioning

Recommended Grades: 11,12

Year

Prerequisites: Health

Credit: .5

Length: Full

This course is designed for those students serious about developing a personalized workout program. Students will spend the entire year in the weight-room, classroom, or outdoors performing various strength and cardiovascular workouts. Students will be expected to keep logs of activity, do a written project, and take written tests on information learned.

This class should not be considered as a class for athletes only. Any student who has a desire to improve their personal level of conditioning can benefit from this class. Examples of student needs could be: a student looking for a sensible program of proper nutrition and exercise to reduce body fat percentage, a student who wishes to increase their body mass in a safe and effective manner, and an athlete who wishes to maximize their physical strength and cardiovascular endurance, or any student who wishes to improve their overall level of fitness.

EARN COLLEGE CREDIT



JCC Fitness Concepts/Applications - PHE 1620

Recommended Grades: 11 & 12

Local

Prerequisites: 85 or higher in general PE

3.0

Length: Half Year

Credit: .25

JCC Credit:

Course Description: Students will apply fundamental concepts of health-focused fitness, which include: flexibility, muscular strength, muscular endurance, cardiovascular health, and body composition. Students will learn how to incorporate and benefit from proper warm ups, cool downs, weight training, plyometrics, HIIT and SARQ training, lower back care, injury prevention, relaxation techniques, and nutrition in their personal workout routines. Upon completion of the course, students will be able to create a personalized fitness program designed specifically for them, based on body typology, muscle fibers, resting heart rate and body composition.

Analyzing Fitness

Recommended Grades: 11 & 12

Full Year

Prerequisites: 85 or higher in general PE

Length:

Credit: .25

This course is designed to provide students with an opportunity to examine the relationship of individuals to fitness.

Physical, mental, emotional, and social health/fitness provide a framework for comparison and contrast of fitness concerns.

MATHEMATICS PROGRAM



Algebra 1

Recommended Grades: 9 or Accelerated 8

Prerequisites: Math 8

Credit: 1.0

Length: Full Year

This course is the first mathematics course in the high school. The focus of this course is the Algebra 1 State Standards. Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business, social science, fine arts, and technology. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings.

(**Note to student: If earn a 1 or 2 on the 8th grade final assessment and with teacher recommendation, you will be placed in an additional Algebra AIS for support).

Each student will need to have a graphing calculator (TI-84) for class work, homework, quizzes, and test. Students will be taught to use a graphing calculator as an integral part of the course.



Geometry

Recommended Grades: 9 & 10

Prerequisites: Successful completion of Algebra I

Credit: 1.0

Length: Full Year

This is the second course in mathematics for high school students. They will have the opportunity to make conjectures about geometric situations and prove in a variety of ways that their conclusion follows logically from their hypothesis. Students will justify geometric relationships and properties of geometric figures. It is intended that students will use the traditional tools more efficiently and accurately. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics—something that sets it apart from the other sciences.

Algebra 2

Recommended Grades: 10, 11 & 12

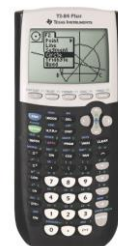
Year

Prerequisites: Successful completion of Geometry

Credit: 1.0

Length: Full

This is the third and final course in the regent's sequence in Mathematics. It is a continuation and extension of the two courses that preceded it. While developing the algebraic techniques that will be required of those students who continue their study of mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential and logarithmic. Data analysis, analysis of regression, and associated correlation coefficients will be determined and interpreted. Arithmetic and geometric sequences and series will be examined. Binomial experiments and normal distribution will be analyzed. Right triangle trigonometry will include circular functions. Problem situations using trigonometric equations and identities will also be studied. A graphing calculator (TI-84 or 84+) is an integral part of the course.



i a

MATHEMATICS PROGRAM



Tech Math

Recommended Grades: 10, 11, 12

Prerequisites: Successful completion of Algebra I

Credit: 1.0
Length: Full Year

This course is designed to provide a third year of mathematics and is consistent with the higher learning standards established for New York State. The course will present intermediate algebra, geometry, and trigonometry concepts in a concrete way demonstrating the relevance of material to the workplace and personal productivity. Mathematical concepts will be explored in a thematic setting so that the students will gain experiences applying math to real life work-related problems. Hands-on activities that promote problem solving, teamwork and collaboration will be emphasized.

Sports Statistics

Recommended Grades: 10, 11, 12

Prerequisites: Successful completion of Algebra I

Credit: 1.0
Length: Full Year

This course uses the exciting world of sports to teach everyday math, financial literacy, and data tracking. Students will explore how professional teams, fantasy leagues, and local businesses use numbers to make decisions. The curriculum focuses on hands-on projects, career exploration, and personal budgeting rather than traditional exams.

Consumer Finance

Recommended Grades: 10, 11, 12

Prerequisites: Successful completion of Algebra I

Credit: 1.0
Length: Full Year

This course is a highly practical, interactive course designed specifically for high school students who want to become savvy shoppers and financially independent adults. Instead of memorizing abstract formulas, you will learn the exact strategies needed to navigate everyday adult decisions, protect your hard-earned money, and build long-term wealth. Transform your financial future by mastering the real-world skills needed to navigate adult life with confidence.

Personal Finance

Recommended Grades: 10, 11, and 12

Year

Prerequisites: None

Credit: 1.0

Length: Full

This course is a business course related to the mathematics learning standard, designed to meet the third unit of a Math sequence and/or be included in a Business sequence. This course is designed to prepare students for both college level business programs and to understand the complex financial world they will encounter during their lives. Topics covered include car insurance, credit cards, opening a bank account, filing a tax return, cost of college, payroll, interest, budgeting, depreciation, credit, investing and currency.



EARN COLLEGE CREDIT



Problem Solving With Mathematics - MAT 1500

Recommended Grades: 11, 12

Prerequisites: Pass Geometry requirements Credit: 1.0 local, JCC

Length: Full Year

Credit: 3.0 Meet JCC Placement exam

Students will develop problem solving skills through a detailed study of topics such as financial mathematics, linear and exponential modeling, and geometry, in concert with specific problem solving strategies such as drawing diagrams, making systematic lists, looking for patterns, identifying sub-problems, and working backwards. Solution presentations and communication are emphasized. This course can be used as a third unit of mathematics.

EARN COLLEGE CREDIT



Elementary Statistics - MAT 1540

Recommended Grades: 11, 12

Prerequisites: Pass Algebra 2 requirements Credit: 1.0 local, JCC

Length: Full Year

Credit: 3.0 Meet JCC Placement exam

Students will be introduced to a formal study of statistics as it applies in real world occupations, and everyday life. The study of statistics helps students to become better consumers, better informed on health issues, more aware of world issues, and much more. Topics are of both descriptive and inferential statistics, and include measures of central tendency and spread, graphical analysis of data, probability, random sampling, correlation and regression, hypothesis testing and confidence intervals. Computer applications will be used in computations with commonly found software (Minitab on Windows computers is the current requirement). This course can be used as fourth unit of mathematics.



EARN COLLEGE CREDIT

Pre-Calculus - MAT 1600

Recommended Grades: 11, 12

Prerequisites: Successful completion of Algebra 2

Length: Full Year

Credit: 1.0, JCC Credit 4



(**Note to Student: If you do not pass Algebra 2 or the exam with a score of 70 or better, in June, you will not meet the prerequisites for this class, and you will be automatically dropped from this class.)

This full year elective course is designed as an introductory pre-requisite course to Calculus for students who are planning to pursue a career in a field related to engineering, business management, economics, or the physical, life, or social sciences. Students will learn topics necessary for studying calculus and discrete mathematics. Algebra topics include rational and polynomial functions.

Trigonometry topics include graphs, identities, half and double-angle formulas, and inverse trig functions. Other topics include exponential and logarithmic functions, and an introduction to limits and derivatives of those functions.

EARN COLLEGE CREDIT

Calculus and Analytic Geometry I - MAT 1710

Recommended Grades: 12

Prerequisites: JCC Precalculus (MAT 1600)

Meet JCC Placement exam requirements



Length: Full Year

Credit: 1.0 local, JCC Credit: 4.0

Students will study the fundamental concepts of calculus. Topics include an introduction to analytic geometry, functions, limits and continuity, and derivatives and integrals and their applications. An approved graphing calculator is required. A computer algebra system such as DERIVE or TI-NSpire CAS is incorporated into the course.



EARN COLLEGE CREDIT

Calculus and Analytic Geometry II - MAT 1720

Recommended Grades: 12

Prerequisites: MAT 1710

local, JCC Credit: 4.0

Meet JCC Placement exam requirements



Length: Half Year

Credit: .5

Students will further their study of calculus. Topics include applications of the definite integral such as volume, surface area and arc lengths, logarithmic and exponential functions, trigonometric and hyperbolic functions, techniques of integration, polar coordinates, parametric equations, improper integrals, and sequences and series including power series and Taylor series. An approved graphing calculator is required. A computer algebra system such as DERIVE or TI-NSpire CAS is incorporated into the course.



EARN COLLEGE CREDIT



Programming Concepts and Applications - CSC 1570

Recommended Grades: 10

Pre-/Co requisites: Algebra I Credit: .5 local, JCC requirements

Length: Half Year

Credit: 3.0 Meet JCC Placement exam

This is a first course in computer science that introduces problem solving as an organized step-by-step process using the computer as a tool. In the first semester, you will learn basic computer literacy and be introduced to the problem analysis – coding - execution cycle, algorithm development and structured programming using the Java programming language. Basic elements of Java, such as data types, objects, classes and methods are introduced. Debugging and acceptable documentation standards are investigated. In the second semester, additional new programming skills are developed, and these are applied to more advanced programs. Input/output and some basic Graphical User Interface (GUI) components are introduced. Predefined classes and methods are explored. Control structures, including selection and repetition, are the main focus of this semester, and they are explored in detail.

EARN COLLEGE CREDIT



Computer Programming - CSC 1590

Recommended Grades: 11, 12

Prerequisites: CSC 1570
4.0

Length: Half Year

Cre lit:

Meet JCC Placement exam requirements Co-requisite: Algebra 2 or Permission of Instructor **

** If you fail to meet the JCC pre/co-requisites, you may take this course with the permission of the instructor for local credit only. You will not receive JCC credit.

This is an advanced course in computer science, algorithm development and object-oriented design, which uses the Java programming language. In the first semester, basic programming techniques including debugging and documentation are reviewed and extended.

Additional topics in control structures, arrays and Graphical User Interface (GUI) components are introduced. In the second semester, advanced features of computer programming are explored. Object-oriented design, user-defined methods and user-defined classes are examined. Applications of arrays that include searching and sorting of data are investigated; exception and event handling and advanced Graphical User Interface (GUI) components and graphics are explored.

MUSIC PROGRAM



Senior High Band

Recommended Grades: 9,10,11,12

Prerequisites: MS Band

Credit: 1.0

Length: Full Year

Senior High Band is an elective program that includes one major performing ensemble and other small ensembles as an extracurricular activity available only to students enrolled in the band program.

The primary musical goal of our program is the development in each student of an understanding and an esthetic appreciation of all types of music, thus preparing the future adult to be a more intelligent and discriminating listener. Students also learn discipline through music studies and gain the ability to work well within a group. These musical attributes lead to success in the workplace and are looked favorably upon by employers and colleges. Our secondary music goal is the development of individual proficiency on an instrument.

Each student receives a forty-minute lesson each week and receives a weekly grade based on performance and progress.

Senior Band members participate in the following events: three major concerts each year, pep band performances at all home football games, and two parades. Select students participate in Conference and Area All State Festivals sponsored by NYSSMA and All-County Festivals; County and NYSSMA Solo and Ensemble Festivals.

Chorus

Recommended Grades: 9,10,11,12

Prerequisites: Audition

Credit: 1

Length: Full Year

Mixed Chorus enhances the musical, creative and expressive qualities of ALL students throughout the district community. This class provides musical opportunities for every student to learn the fundamental skills of singing, reading music, and active listening while experiencing the interrelated nature of music with other cultures and content areas. Music students demonstrate success in other academic areas, the work place, and are often preferred by collegiate recruiters. This ensemble meets every other day with the Chamber Choir. Each student receives a forty-minute musicianship skills class (group lesson) each week.

Chorus members participate in the following events: three major concerts each year (Winter Concert, Cabaret Night, and Spring Concert). Members are required to attend and participate in all required performances. Opportunities are available for select students to participate in Conference, Area All State, and All-County Festivals; County, NYSSMA Solo, and Ensemble Festivals.

General Music

Recommended Grades: 9,10,11,12

Prerequisites: None

Credit: 1

Length: Full Year

MUSIC PROGRAM



Chamber Choir

Recommended Grades: 10, 11, and 12

Year

Prerequisites: Individual audition only

Length: Full

Credit: 0.5

Chamber Choir is Gowanda's honor choir. It is a yearlong, upper-level performing ensemble that offers opportunities to experienced music students who are accomplished in vocal performance. Students must serve one year in Mixed Chorus before becoming eligible to audition (this requirement may be waived for GHS Band members in grades 10-12 at the discretion of the director).

Students will continue to develop a deeper understanding of musicianship skills, and mastery of vocal techniques (as an individual as well as in an ensemble) while serving as role models throughout the district and community. Students learn discipline through choral studies that are the foundation for successful collaboration in all areas of life. These musical skill sets lead to success in other academic areas, the work place, and are looked favorably upon by employers and colleges.

Each student receives a forty-minute musicianship skills class (group lesson) each week.

Members of Chamber Choir participate in the following events: three major concerts each year (Winter Concert, Cabaret Night, and Spring Concert). Members are required to attend and participate in all required performances. Opportunities are available for select students to participate in Conference, Area All State, and All-County Festivals; County, NYSSMA Solo, and Ensemble Festivals.

EARN COLLEGE CREDIT

JCC Music Theory- I MUS 1570

Recommended Grades: 11 and 12

Full Year

Prerequisites: 2 years of High School Band and/or Chorus



th:

JCC Credit: 3.0

This course includes the following activities:

Analyzing music

Performance through singing, keyboard (playing the piano) and other mediums

Composing original music

Course content – staves, clefs, scales, key signatures, modes, meters, transposition, intervals, triads, chords, 2 voice composition, melody, notation and scoring, cadences, formation of non-harmonic tones, ornaments, modulation, and musical terminology.

JCC Music Theory I is a required course for students interested in pursuing music at the college level.

SCIENCE PROGRAM



Biology

Recommended Grades: 9 & 10

Year

Prerequisites: None

Credit: 1.0

Length: Full

Biology follows the New York State Regents Syllabus. Biology covers the seven core topics that the Regents course covers, plus all of the Lab. Skills, which are included in the Regents exam. All topics are covered in classroom activities and reinforced in the laboratory experience. (1200 min.) . This course culminates with the Regents Examination. It is intended that this course 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.



State Laboratory Requirement for Biology:

The State Education Department of New York requires all students to successfully complete 1200 minutes of laboratory work in conjunction with the Biology class. The complete written record of the work produced by the students is a prerequisite that must be achieved prior to any student taking the Biology Regents examination. Failure to complete 1200 minutes of satisfactory lab work results in automatic course failure. Each student's work will be kept on file in the school for at least one year after successfully passing the Regents examination. This record of student laboratory work is subject to review by the State Education Department of New York at any time during the year following the confirmation of the completion of the lab requirement.

Earth and Space Sciences

Recommended Grades: 9 & 10

Year

Prerequisites: None

Credit: 1.0

Length: Full

This is an interdisciplinary course designed to challenge the cognitive abilities of all students. The curriculum of the course is designed by the State Education Department of New York and will introduce students to the natural processes of the Earth and the Universe. Topics to be explored include, but are not limited to, geology, meteorology, astronomy, oceanography, and environmental issues related to the aforementioned topics.



State Laboratory Requirement for Earth Science:

The State Education Department of New York requires all students to successfully complete 1200 minutes of laboratory work in conjunction with the Earth Science class. The complete written record of the work produced by the students is a prerequisite that must be achieved prior to any student taking the Earth Science Regents examination. Failure to complete 1200 minutes of satisfactory lab work results in automatic course failure. Each student's work will be kept on file in the school for at least one year after successfully passing the Regents examination. This record of student laboratory work is subject to review by the State Education Department of New York at any time during the year following the confirmation of the completion of the lab requirement.

SCIENCE PROGRAM



Chemistry

Recommended Grades: 10,11, 12

Year

Length: Full

Prerequisites: Successful completion of Algebra & Geometry

Credit: 1.0

Physical Setting/Chemistry is a full year course that has been approved by the New York State Board of Regents. Students who successfully complete this course will earn one unit of credit that may be applied toward meeting the requirements for a Regents or Advanced Regents diploma. Some syllabus concepts do require mathematical calculations, such as the use of simple algebra to set up and solve proportions. Therefore, Algebra and Geometry should be considered a prerequisite for this course. Topics covered in class are presented using a variety of instructional materials. Foremost of these is the use of demonstrations and computer simulations. Videotapes, films, and magazine articles are also utilized to show students real life applications of the concepts covered in class.



State Laboratory Requirement for Chemistry:

The course consists of daily class periods and laboratory sessions every other day, concluding with a State-constructed Regents examination at the end of the year. Students must provide satisfactory written evidence of 1200 minutes of hands-on laboratory experience before being permitted to take the Regents exam.

EARN COLLEGE CREDIT

CHE 1500 Intro to Chemistry

Recommended Grades: 11 & 12

Length: Full Year

Prerequisites: Meet JCC placement exam requirement

Credit: 1.0, JCC Credit 3.0



Students will investigate fundamental concepts of chemistry from a theoretical approach using basic scientific tools of measurement and problem solving. Topics include atomic structure, nomenclature, bonding, periodic behavior, chemical equations, acids and bases, gases, liquids, solids, and properties of solutions.



Physics

Recommended Grades: 11, 12

Length: Full Year

Prerequisites: Successful completion of Geometry & Algebra 2

Credit: 1.0

Physics is a senior level full-year course that concludes with the New York State Regents examination. It is largely theoretical in nature and is an academically demanding course intended primarily for the college bound student.

Physics is an applied mathematics science, which deals extensively with word problems that are solved by the use of trigonometry, geometry, and advanced algebra techniques.



State Laboratory Requirement for Physics:

The laboratory sessions apply the theoretical knowledge of the classroom to practical situations. The students are taught to be efficient users of calculators and computers as tools of a scientist. Labs are of different types depending on the topic and the availability of equipment. Thought problems, computer simulations, demonstrations, classic experiments, discussions, career choices, writing assignments, and current event analysis are some of the many different approaches to labs.



Natural Disasters

Recommended Grades: 10, 11, and 12
Year

Length: Full

Prerequisites: Successful completion of Biology

Credit: 1.0

Learn about hurricanes, tornadoes, earthquakes, volcanoes, flooding, and wildfires. What causes these devastating events? How do we interact with and are affected by natural disasters? How can we predict and prepare for their arrival to keep loss at a minimum? What are potential local disasters that may impact our community?

Environmental Science

Recommended Grades: 10, 11, and 12
Year

Length: Full

Prerequisites: Successful completion of Biology

Credit: 1.0

Functional Anatomy of the Limbs

Recommended Grades: 11, and 12
Year

Length: Full

Prerequisites: Successful completion of Biology

Credit: 1.0

The purpose of this course is to provide detailed information on the anatomy and function of the shoulder, arm, forearm, hand, hips, leg, and foot. Using models, specimens, and their own bodies, students will learn basic osteology (parts of bones) and the origin insertion, action, and innervation of the muscles of the limbs. This course is designed for the motivated students who are interested in becoming a medical doctor, nurse, sports medicine person, occupational therapist, physical therapist, personal trainer, physical education teacher, anthropologist, forensic pathologist or for the student who is just interested in body conditioning.

SOCIAL STUDIES PROGRAM



Global 9

Recommended Grades: 9

Length: Full Year

Prerequisites: None

Credit: 1.0

Global History and Geography 9 is a survey of Europe, the Arab World, Africa, India, China, Japan and Southeast Asia. The primary purpose of the study is to acquaint students with some of the variety of cultures found in the world and to understand and appreciate these cultures through an investigation of the historical, religious, social, economic and political institutions of the people. This course will be taught chronologically. It will start with Paleolithic man and continue through the Industrial Revolution in England.

Advanced World History 9

Recommended Grades: 9

Length: Full Year

Prerequisites: Based on 90% or above in 8th grade plus teacher recommendation.

Credit: 1.0

Advanced World History 9 is the first year of a two year course, designed to challenge the best students at Gowanda High School. This course follows the first half of the AP World History course, preparing students to complete the AP exam in May of their Sophomore year. Please see AP World History description for more course information.

Global 10

Recommended Grades: 10

Length: Full

Year

Prerequisites: Successful completion of Global 9

Credit: 1.0

EARN COLLEGE CREDIT

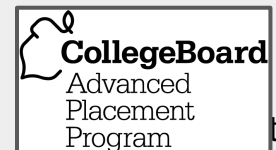
AP World History 10



Recommended Grades: 10

Full Year

Prerequisites: Successful completion of AWH 9



th:

Credit: 1.0

AP World History is designed to be the equivalent of a two semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

SOCIAL STUDIES PROGRAM



U.S. History



Recommended Grades: 11

Year

Prerequisites: Successful completion of Global History 9 & 10

Credit: 1.0

Length: Full

U.S. History offers a one-year chronological course in United States history. Following an overview of U.S. general history, emphasis will be on the United States as an industrial nation, developing constitutional and legal issues and U.S. involvement on the international scene. The student will be required to pass a New York State Regents exam.

EARN COLLEGE CREDIT



AP U.S. History

Recommended Grades: 11

Full Year

Prerequisites: Successful completion of Global Regents examination.

Length:

Credit: 1.0

The advanced placement course in American History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in American History. Students should learn to assess historical materials, their relevance to a given interpretive problem, their eligibility, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. As much as possible, the AP course is taught by college format, emphasizing lectures and essay examinations.

The advanced placement course is designed to give students grounding in the chronology of American History and in the major interpretive questions that derive from the study of selected themes. The approach is to conduct a survey course in which a textbook, with numerous supplementary readings in the form of documents, essays, and books on special themes, provides chronological and thematic coverage. The objective of the course is to prepare students to take the AP examination in American History that is given in early May and the Regents exam in June.

Sci Fi/Fantasy Film

Recommended Grades: 9,10,11,12

Prerequisites: None

Credit: .5

Length: Full Year

This course explores the rich and imaginative world of science fiction and fantasy films, examining various subgenres, themes, tropes and archetypes common to the genre. Films will include, thematic narratives such as time travel, artificial intelligence, robots, cyborgs, sword & sorcery, fantasy, high fantasy, kaiju, aliens, space travel, space opera, space invaders, dystopian future, post-apocalyptic future, monsters, dinosaurs, witches, zombies, vampires, werewolves, Marvel/DC Universe, mythology, etc.. Through the analysis of iconic films, students will gain insights into the cultural, social, and technological contexts that shape these imaginative narratives. This course will promote student engagement in Cultural Exploration, Critical Thinking Skills, Literary and Cinematic Appreciation, Imagination and Creativity, Ethical and Philosophical Discussions, Interdisciplinary Learning, Media Literacy, and Cultural Impact.



EARN COLLEGE CREDIT

AP Microeconomics

Recommended Grades: 12

Full Year

Prerequisites: None

Credit: 1.0



This course is a full year. We will cover the information over the 30-week time frame in preparation for the AP final exam. Your official test date will be in May, and the work will be completed as scheduled. We will cover the material in 28 weeks or so and then leave 2 two weeks for test preparation before the AP Exam. Your score on the AP exam determines your eligibility for college credit. The exam is scored on a scale from 1 to 5. Test scores of 3, 4, and 5 are awarded college-level credit. The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

EARN COLLEGE CREDIT

AP United States Government and Politics

Recommended Grades: 12

Full Year

Prerequisites: Successful completion of AP US History



Credit: .5

This course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses. Students must take the AP final exam in May and a passing grade will earn college credit at most colleges and universities.

SOCIAL STUDIES PROGRAM



Participation in Government

Recommended Grades: 12

Half Year

Prerequisites: None

Credit: .5

Length:

This course will emphasize the interaction between citizens and government at the local, state and federal levels. Avenues for student participation will be explored leading to eventual understanding and opportunities for political involvement in the adult world.

Economics

Recommended Grades: 12

Half Year

Prerequisites: None

Credit: .5

Length:

Focusing on basic concepts in economics and economic decision-making, the course is intended to provide the tools and understanding needed to function effectively and intelligently as citizens and participants in the economy of the United States and the World.

Iroquois Studies 1

Recommended Grades: 12

Half Year

Prerequisites: Successful completion of Global History,
& U.S. History

Length:

Credit: .5

This course is taken as an alternate option to Government and Economics.

Iroquois Study 1 is an in-depth study of the Iroquois Confederacy, its' history, cultural values, and its interactions with the origins of the early tribes and how they established the "Great Law", the cornerstone of the Iroquois Confederacy. In addition, the students will study the technological innovations, lifestyles, agricultural practices, and customs of the "League of Nations". The course will end focusing on the early exchanges between the Iroquois Confederacy and the European explorers and settlers.

Iroquois Studies 2

Recommended Grades: 12

Half Year

Prerequisites: Successful completion of Iroquois Studies 1

Length:

Credit: .5

Course 2 is a continuation of Iroquois Studies 1. Although Course 1 is not a prerequisite, the foundations of the Iroquois Confederacy play an integral role with all the interactions, agreements, and treaties with the expanding European nations. The students will do an in-depth study into the changes and losses of the Iroquois Confederacy as it maintains its contributions and will highlight the early years of the United States of America. The course will also examine western Indian nations as they come into contact with the western movement of settlers. Educational Policies such as the boarding school era will be studied, as well as current event issues such as the Kinzua Dam and Salamanca lease negotiations.



Introduction to Psychology

Recommended Grades:

Length: Half Year

Prerequisites: None

Credit: .5

This course focuses on the basic principles of psychology by examining many topics including but not limited to: psychoanalysis, behaviorism, memory and cognition, learning, intelligence and testing, personalities, social psychology and sensation and perception. The course is assessed through several research projects, regular tests and class participation. This course would be useful for students interested in business and education.

American Change Movements

Recommended Grades: 10, 11, 12

Length: Full

Year

Prerequisites: None

Credit: 1

In American Change Movements, students will take a closer look at social and political change movements throughout American history and uncover how ordinary Americans dramatically changed everyday life in the process. Students will use video, text, and audio sources to discover how America's beliefs, ideas, and way of life have changed since the country was founded in the 1770s.

Pop Culture 1 & 2

Recommended Grades: 9, 10, 11, 12

Length:

Half Year

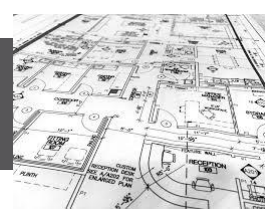
Prerequisites: None

Credit: .5

Pop Culture 1 will use film, literature, music, art, history, fashion, and other facets of contemporary culture to allow students a deeper examination of American society. The main focus of the course will be on the 1950s through the 1980s. We will begin with early television, the baby boomers and conformity of the 1950s, the counterculture and racial tensions of the 1960s, the disco and Vietnam era of the 1970s, and end with the growing materialism and the reign of Reagan of the 1980s. Join us for such thrilling topics as "I Love Lucy," "All in the Family," Beatles week, and, of course, copious studying of the early life of Billy Joel.

Pop Culture 2 will use film, literature, music, art, history, fashion, and other facets of contemporary culture to allow students a deeper examination of American society. The course will briefly start in the 1970s but the main focus will be the 1980s through the 2010s. We will begin with the growing materialism and the reign of Reagan of the 1980s, the dynamic diversity of the 1990s, the post 9/11 period in the 2000s, and end with the beginnings of social media domination of the 2010s. Join us for such thrilling topics as Billy Joel's solidification as a super star (with the minimum expectation of one Billy Joel week), the battle of the Boy Bands, Britney Spears, and the tales of the early days of Facebook.

TECHNOLOGY



Technical Drawing

Recommended Grades: 10,11,12

Prerequisites: None

Credit: .5

Length: Half Year

Technical Drawing is a foundation course designed to teach students the various aspects of Technical Drawing. Architects, Interior Designers, Engineers, Contractors and Inventors just to name a few, all use, and need to understand Technical Drawing(s) in some way. Everything in this world that people use has had a drawing associated with it in some way. The student's time will be spent creating Technical Drawings.

Industrial Technology Education

Recommended Grades: 10,11,12

Prerequisites: None

Credit: .5

Length: Half Year

Industrial Technology Education (ITE) is devoted to the awareness of technology as it applies to the workplace of the 21st century. This is accomplished by experimenting and examining areas of technology such as Communications, Manufacturing, Transportation and Construction.

Students will have lessons on various topics of Technology, some of which may include ie: Bridges, Mechanisms, Hovercraft, Aerodynamics. Students will then be required to design and build a project based on that topic, such as a bridge to test in a Stress Tester, a Balsa Wood Glider designed on the computer and cut out on the Laser, a Hovercraft using foam trays and a Mousetrap Car. Depending on the pace of the class the number of topics and/or projects will be adjusted.

This is a "Systems Course", which is required by New York State Regents in order to graduate with an Industrial Technology sequence or Vocational Education.

Design & Drawing for Production

Recommended Grades: 9, 10, 11, 12

Year

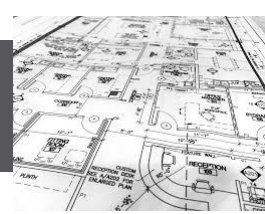
Prerequisites: None

Credit: 1.0

Length: Full

Design and Drawing for Production is a course of study that encourages the student to use a common graphic language to describe forms used by man to provide for his basic needs. In order to accomplish this goal, each student will develop skills in technical drawing, design process, research and related technical skills. Additional activities include construction of models and prototypes for evaluation by the instructor and other student designers. It should be noted the Design and Drawing for Production unit could be used to fulfill the art/music requirement.

TECHNOLOGY



Architectural Design

Recommended Grades: 10, 11, and 12

Prerequisites: Successful completion of Tech Drawing

Credit: .5

Length: Half Year

Architectural Design takes the student through the process of designing a house, thus giving the student a practical knowledge of how a house is designed and built. The student uses drafting skills in the preparation of floor plans, wall section details, elevations and career exploration related to architecture and civil engineering.

Construction Systems

Recommended Grades: 10, 11, 12

Prerequisites: Successful completion of
Tech Drawing & Architecture

Length: Half Year

Credit: .5

Construction Systems is the study of the many techniques and skills involved in constructing a residential building. The student examines the design methods, materials, building techniques, and careers associated with the residential construction industry. Most of the student time is devoted to building a scale model of a residential home. Topics covered will be: Soils and Bearing Surfaces, Footings and Footing Layout, Foundation types and construction, Floor Systems, Wall Systems, Ceilings and Roof Structures. Each topic will be discussed in class and in some cases supplemented with a video. Once the topic has been covered, the student will then build the system discussed according to the type of house they have chosen to build.

Computer Assisted Drafting 1

Recommended Grades: 11, 12

Prerequisites: Successful completion of Tech Drawing

Credit: .5

Length: Half Year

CAD-2D is an elective course of study that is available to all students and can be applied to a technology or drafting sequence. CAD exposes the student to CAD terminology, components, applications, design functions and careers. Emphasis will be placed on the use of a CAD system (Autocad 2002) for design applications. Students will acquire technical drawing skills and an understanding of industrial standards and codes, and they will recognize the current standards for generating hard copy. This course focuses on developing two-dimensional drawing skills.

Computer Assisted Drafting 2

Recommended Grades: 11, 12

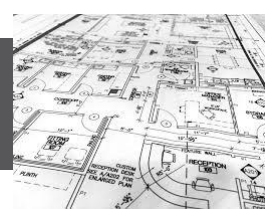
Prerequisites: Successful completion of CAD 1

Credit: .5

Length: Half Year

CAD - 3D focuses on using the software program Solidworks. This program is a commonly used Industry program. Students will draw and create 3D drawings of some of the objects they drew in CAD - 2D. Students will then use the 3D printer to actually print those shapes and create the 3D model from plastic. Once familiar with the basics of the program students may be required to design something of their own choosing and create it using the 3D printer.

TECHNOLOGY



Creativity and Innovation

Recommended Grades: 11, 12

Prerequisites: None

Credit: 1.0

Class size limit: 10

Length: Full Year

This course will be a workshop based course that will appeal to a wide range of students. This class will work well with the “multiple pathways to graduation” proposed by New York State by providing a new, hands on elective for the students. Students will create projects of their own design. Students will learn how to use various power tools and the safety involved with those tools. Besides using traditional power tools which will help students with their college and career readiness, students will also incorporate the use of technology equipment such as the Laser Engraver and Heat Sublimation Press. Students who do not demonstrate proper safety procedures and possibly pose a safety hazard to others will be removed from the course at the certified teacher’s discretion. Once familiar with the tools, various projects can be designed and constructed by the students using the combination of traditional and new technology equipment. The types of projects that can be built depend on the student’s imagination. However, some examples could be a grandfather clock with laser etched glass door and a small curio cabinet with sublimated ceramic tile inserts. Craftsmanship will be stressed during this course so students can be proud of the projects they created.

The NYS Math, Science and Technology (MST) standards consistently use phrases such as “design and construct” and “design and build”. The new STEM initiative challenges students to use their minds to solve problems and creative ways. The class will have a blend of traditional and high-tech tools and equipment which expand the students’ knowledge from 8th to 10th grade while offering a new “hands-on” elective.

GENERAL ELECTIVES



The Thrifty Panther: Thrifting & Community Service

Recommended Grades: 9,10,11,12

Prerequisites: none, max 10 students

Length: Full Year

Credit: .5

Join The Thrifty Panther team and help run our school's very own free thrift shop! In this hands-on elective, students will collect, organize, and display donated items for all students to use. You'll learn about sustainability, repurposing, and the power of sharing while building organization, teamwork, and leadership skills. This class focuses on giving back to the school community, reducing waste, and using creativity to make a positive impact.

P.A.W.S.

Recommended Grades: 9,10,11,12

Length: Full Year

Credit: .5

PAWS (*Pets and Wildlife for Students*) is an enrichment elective dedicated to animal education with a focus on the ethical treatment of animals. Students will learn and discuss topics such as animal rights issues, cruelty-free cosmetic products, responsible pet ownership including the benefits of spaying and neutering, the impact of pets on mental health, the importance of fostering and adoption, the effect that culture and lifestyle choices can have on animals, and more!

There will be a strong emphasis on advocacy while promoting positive animal welfare, which will empower students to create a kinder world for all animals to thrive. As a class, we will create ways to educate our school and community about the treatment of pets and wildlife, and encourage students to volunteer their service to animals. Throughout this course, students will make a strong effort to work closely with local shelters, rescues, wildlife rehabilitation centers, and animal rights organizations such as PETA and the ASPCA, which will allow them to help transform the world into a safer, more compassionate place for countless animals.



Gowanda Central School is pleased to announce that JCC courses are taught at Gowanda High School. To participate in these courses, students going in the 11th and 12th grade must meet a minimum score on the JCC placement exam and meet all pre/co- requisites as reviewed by JCC. Students will earn credit from GCS as well as credit hours from JCC to be posted on a JCC official transcript. There is no tuition cost to the student.

The complete list of JCC College Courses that Gowanda High School has offered:

ENGLISH

English Composition 1 - ENG 1510
College Composition - ENG 1530
Intro. to Literary Studies - ENG 1540

MATHEMATICS

Elementary Statistics - MAT 1540
Problem Solving with Mathematics - MAT 1500
Pre-Calculus - MAT 1600
Calculus and Analytic Geometry I - MAT 1710
Calculus and Analytic Geometry II - MAT 1720

COMPUTER SCIENCE

Programming Concepts and Applications - CSC 1570
Computer Programming - CSC 1590

PSYCHOLOGY

General Psychology I - PSY 1510
Stress & Coping - PSY 1550

ART

Ceramics - ART 1590
Drawing - ART 1510
Digital Photography I - ART 1670
2-D Design & Color - ART 1530
Intro to Computer Art/Design - ART 1730

MUSIC

Music Theory I - MUS 1570
Music Appreciation - MUS 1510

SCIENCE

Intro to Chemistry - CHE 1500

PHYSICAL EDUCATION

Fitness Concepts/Applications - PHE 1620

EDUCATION

Foundations of Education - EDU 1510

ADVANCED PLACEMENT

Additionally, we offer the following
Advanced Placement Courses through
Collegeboard. Successful completion of the
AP test may result in college credit
equivalency.

AP World History Modern
AP US History
AP US Government and Politics
AP Microeconomics
AP 2-D Art & Design Portfolio
AP 3-D Art & Design Portfolio

These courses are NOT JCC Courses. There
is a fee to take the AP exam. Ask your
counselor for more information!



Did you know? In order to teach a JCC course, your teacher is highly trained in this subject area and is considered an adjunct professor! It is a rigorous process to apply and be qualified to teach these courses!

CAREER AND TECHNICAL EDUCATION (CTE)



Due to the high demand for CTE programs, and the limited space available, the district will consider a student's grades, attendance, and behavior prior to placement in a CTE program.

CLICK to
view MORE
about
Boces
Programs

Agricultural & Natural Resource Management Careers

Conservation/Natural Resource Management

This program is designed to provide students with basic knowledge and hands-on skills leading to employment and educational opportunities in the areas of conservation, landscape management, equipment operation, and a variety of other outdoor careers. General areas of study include wildlife studies, forestry, landscape and greenhouse operations, plant and soil sciences, and equipment operation and maintenance. (2-year program)

Greenhouse Management
Land and forest Management
Logger
Landscape
Parks and Recreations



Small Animal Science

This technical course teaches specialized and advanced skills in areas of veterinary assistance, the care and handling of animals in a laboratory or veterinary setting, dog grooming, kennel or pet shop management. Students interested in pre-veterinary medicine or veterinary science should consider this program. (2-year program)

Veterinary assistant
Veterinary technician
Lab technician
Pet therapy assistant
Dog groomer,
Animal trainer
Animal caretaker



Automotive Technology Careers

Automotive Body Repair

In the Auto Body Repair program students develop skills in straightening of plastics, aluminum, steel and other composite fiberglass materials, aligning, replacing, filling, welding, cutting, painting, buffing, and sectioning. This is a challenging and rewarding program for students who enjoy working with their hands. Students learn to operate the basic and specialized tools and equipment used in the varied Auto Body Repair facilities. (2-year program)

Auto Body repair
Frame specialist
Cost estimator
Reconditioning specialist
Shop owner
Parts specialist



Automotive Technology

This is a technical occupation in great demand. The program follows the challenging ASE guided diagnosis and repair curriculum with hands-on experience on modern automobiles covering the most common high tech systems. Successful students will complete an internship at a dealership during their senior year and may receive Advance Placement SUNY college credit. (2-year program) (NATEF & AYES National Certifications available at LoGuidice)

Auto dealerships
Auto parts stores
Auto repair shows
Military
Civil Service



CAREER AND TECHNICAL EDUCATION (CTE)



CLICK to
view MORE
about
Boces
Programs

Construction Technology Careers

Construction Technology

Areas included in this program are rough and finished carpentry, masonry, plumbing, heating, and electrical. Students acquire skills for entry-level work or post-secondary education. Students also receive instruction in construction procedures, such as the use of power and specialized tools and equipment, footings and foundations, framing, roofing, siding, stair construction, interior and exterior finishing, blueprint reading and estimating. Given experience in each trade area, students can make an educated career choice based on personal interests and abilities. (2-year program)

Construction Worker
Roofing/Siding
Interior Design
Plumber/electrician
Architect
Construction Engineer
Public Works Employee



Heating, Air Conditioning & Refrigeration

Instruction in the principles and fundamentals of heating, air conditioning, and refrigeration is applied to fabrication, installation and troubleshooting situations for these various systems. Students learn how to work with electrical testing equipment, plastic, steel and copper pipe and tubing, sheet metal, hand tools, and specialized tools of the trade. (2-year program)

HVAC
Building maintenance
Truck refrigeration specialist
Applications engineer
Draftsperson
Air balancer



Manufacturing Technology Careers

Welding and Metal Fabrication

Students in the Welding and Metal Fabrication program develop entry-level skills for employment in the welding/metal fabrication industry. Upon completion of the two-year program involving basic and advanced training, students will have the ability to meet/pass an entry-level certification in any of the following processes: shielded metal arc welding, gas tungsten arc welding, gas metal arc welding, oxygen/fuel welding, and plasma arc cutting. Students will be instructed on blueprint reading and layout skills including valuable experience in the use of equipment and materials to create a variety of projects. Seniors will participate in an internship. (2-year program)

Welding Technician
Cutter, solderer, brazer
Sheet metal worker
Pipefitter
Underwater welder
Materials Engineer
Welding Inspector



CAREER AND TECHNICAL EDUCATION (CTE)



Service Careers

CLICK to
view MORE
about
Boces
Programs

Cosmetology

This program offers both theory and practical experience necessary to be employed as an entry-level Cosmetologist. Safety, professional image, decontamination, anatomy, haircutting, perms, chemical hair relaxing, hair coloring, braiding, nail and skin care, makeup, and salon management are topics covered in the curriculum. Second year students participate in a clinic open to the public. Students completing the two year program are prepared for the New York State Licensing Exam, which requires 1000 practicum hours. Upon licensing, students are certified to work in the areas of hair care, nails and aesthetics. (2-year program)

Cosmetologist
Hairstylist/.barber
Nail technician
Color technician
Salon owner
Makeup artist
Fashion Model



Culinary Arts*

The essential components of the food service industry are presented. These include: menu planning, food preparation, cutting techniques, conversion of recipes, equipment identification, baking, cost analysis, ice carving, dining room service, as well as banquet and buffet skills. Culinary principles with emphasis on soups, sauces, and stocks are thoroughly practiced. Areas of study from the hospitality industry include: hotel and food service purchasing, skills required for successful employment at inns, resorts, and on cruise ships. In addition, training in sanitation, hazard analysis critical control points (HACCP) principles, and kitchen safety are offered. Students are prepared for future employment and/or enrollment at post-secondary schools specializing in the culinary industry. (2-year program) *ACF (American Culinary Federation) Certification available at the LoGuidice Educational Center.

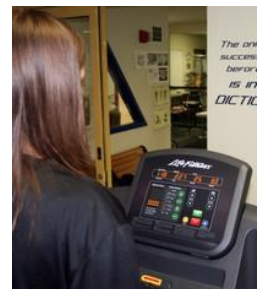
Executive chef
Pastry chef
Dietician
Restaurant manager
Food stylist
Business owner



Sports Conditioning & Exercise Science

Sports Conditioning & Exercise Science introduces students to anatomy, fitness and flexibility, nutrition and weight management, safety, injuries, and injury prevention, cardiorespiratory endurance, exercise and training physiology, medical terminology, applied kinesiology, and other topics. Resistance training and cardiorespiratory training programs and progressions are explored. Students are given instruction which could lead to their certification in CPR, AED, and First Aid. Students also learn about motivational and teaching techniques, health/sports psychology, the American Council on Exercise (ACE) Integrated Fitness Training Model, special populations, supplements, and more. Students are responsible for exercise clothing, footwear and certification examination fees.

Personal trainer
Athletic/Sports trainer
Health club team member
Group Exercise Instructor
PE/Health Teacher
Health Sales



Service Careers

Criminal Justice/Crime Scene Investigation - Forensics

Students in this program are provided a general background in the history of Criminal Justice. Students receive instruction pertaining to legal terminology and practical application of communication skills necessary for a career in law enforcement. The security occupations studied include: private, federal, state, and local agencies. Students are provided an in-depth approach to the study of criminal justice issues through case law, as it applies to constitutional issues, law enforcement, courts, and corrections. Students also participate in mock trials and related scenarios.

Students are provided CPR/First Aid training and receive certification for the New York State Eight-Hour Security Guard Program. Participation in an internship with a criminal justice agency is also a requirement.
(2-year program)

Police and corrections officer
Private security
Customs/Border Patrol
Investigator
Legal Secretary
Paralegal
Military



Health Services Careers

Health Careers

The Health Careers program will enable the student to acquire the skills and knowledge necessary to pursue a full range of career opportunities in the Healthcare Industry. This course focuses on a strong academic foundation, communication, employability skills, legal responsibilities, ethics, safety practices, health maintenance practices, and technical skills. Students will study basic anatomy and physiology, diseases/ disorders, medical terminology, nutrition, geriatric, child development, infection control, and pharmacology.

Students learn to assist with routine patient care, perform basic nursing procedures, and function as part of a healthcare team. The Health Careers curriculum is designed to give students instruction that may lead to New York State Nurse Aide and CPR certifications as well as meeting the high school Health Education requirement. Internships at participating health care facilities and post-secondary institutions will expose students to a full range of opportunities in the healthcare industry.

Licensed practical nurse
RN
Nurse assistant
Radiology technician
Medical assistant
Dental assistant
Lab assistant
Respiratory therapist



Information Technology Careers

Computer Industry Professional Certifications

First year students will focus on instruction in computer hardware and operating systems. Students will receive training in Computer Science theory and introductory level computer networking. Second year curriculum focuses on preparing students for careers in the information technology industry. Upon completion of the two year program, students will prepare to take the industry recognized COMPTIA A+ and Net+ exams. Additionally, all students prepare for the four major Microsoft Office User Specialization (MOUS) competency tests in Word, Excel, PowerPoint and Access. (2-year program)

Help desk
Information systems operator
Network technician
Civil Service
PC Support Specialist
Security/systems analyst



Approximate Costs of Materials for CTE Programs

CARRIER EDUCATIONAL CENTER:

PROGRAM	ITEMS REQUIRED / RECOMMENDED	
APPROX. COST		
HVAC	Work boots / work shoes (Steel Toe) Work pants, Black or Blue, Leather work gloves, Clear Safety Glasses (OSHA Approved), Spiral notebook, pens / pencils	\$100
	Class Logo Polo Shirt (Optional)	\$15
	Sectional 608 Federal Certification Exam for	\$25
	Refrigerant Recovery (Recommended, but optional)	
Information / Technology	Course Materials fee for Microsoft, PC repair Certification and TestOut curriculum	\$50
	1 pair of headphones or earbuds, Pens/Pencils	\$15



Approximate Costs of Materials for CTE Programs

LOGUIDICE EDUCATIONAL CENTER:

<u>PROGRAM</u>	<u>APPROX. COST</u>	<u>ITEMS REQUIRED / RECOMMENDED</u>
Automotive Body Repair \$165 with tabs, pencils, USB flash drive,		Work boots, work pants, combination lock, plastic sleeves, mechanics gloves, class work shirt, kit: respirators & safety glasses 3 ring binder, dividers
Automotive Technology I & II	\$135	Work boots, black work pants, combination lock, plastic sleeves, pencils & pens, 3" 3-ring binder, USB flash drive, mechanics gloves, safety glasses, technician's polo shirt
Conservation I & II \$100		Steel toe work boots, work clothes, gloves, pens, pencils, 2-3" ring binder, USB flash drive, mechanics gloves, safety glasses, clipboard Field guide for tree identification (The Sibley Guide to Trees by David Allen Sibley)
Construction Tech I & II	\$225	Safety glasses, leather/nylon nail apron or tool belt, hammer, work boots, 25' tape, speed square, pens, pencils, combination lock, torpedo level, chalk box - strait line, notebook, plastic sheet protectors, 3" 3-ring binder, work pants, construction t-shirt & hoodie
Cosmetology I	\$280	Highlighters, pens & pencils, USB flash drive, 2" 3-ring binder, plastic sheet protectors, bowls, gallon zip lock bags, black sneakers, black pants text book/2 mannequin head
Cosmetology II	\$95	Highlighters, pens & pencils, 2" 3-ring binder, gallon zip lock bags, mannequin heads
Criminal Justice I & II	\$250	2" 3-ring binder, pens, loose leaf lined paper, plastic sheet protectors, highlighters, black shoes/boots, earbuds, USB flash drive, uniform for Juniors only
Culinary Arts I & II	\$75	Plastic sheet protectors, chef coats, chef pants & chef hat



Approximate Costs of Materials for CTE Programs

LOGUIDICE EDUCATIONAL CENTER:

PROGRAM	ITEMS REQUIRED / RECOMMENDED	
	APPROX. COST	
Health Careers I & II \$190	3" 3-ring binder, dividers, white or black shoes, navy blue scrubs, white shirts, colored markers & pencils, scissors, glue stick, sheet protectors, USB drive, watch, notebook paper, HOSA membership fee, supply fee, physical exam, immunizations	
Small Animal Science I & II	Large 3-ring binder, notebook, basic calculator, sheet protectors, Pens & pencils, scrub pants & tops, tetanus vaccine	\$60
Sports Conditioning I & II	Sneakers, sweatpants/shorts, earbuds, sheet protectors, 2" 3-ring binder, notebook, highlighters, black polo shirt, 3x5 index cards, physical exam	\$77
Welding I & II	Notebook, pens & pencils, highlighters, work boots, tape measure, metal scribe, flash drive, copier paper, sheet protectors, welding gloves safety glasses	\$100



WANT TO PLAY COLLEGE SPORTS?

Creating an account is the first step to becoming an NCAA student athlete.

<https://web3.ncaa.org/ecwr3/>

Register: The **NCAA** recommends that **student-athletes register** during their junior year in **high school**.

Here is a link to the NCAA for college-bound student-athletes preparing to enroll in a Division I or Division II school. Those students need to register with NCAA to ensure they have met amateurism standards and are academically prepared for college coursework.

[Future | NCAA.org - The Official Site of the NCAA](https://www.ncaa.org/)

Guide for the College-Bound Student-Athlete

Special Note: A student that plans to play a sport at Division III schools does not need to register with NCAA.



Eligibility
Center



NCAA Approved Courses

English

College Composition I	College
Composition II	
Creative Writing	Intro.
To Literary Studies	
English 9 R	
English 9/H	
English 10 R	
English 10/H	

Social Studies

Reflections & Realities	
Journalism	
Public Speaking	
American Melting Pot	True
Crime	
Advanced World History 9	Global
Studies 9	
Global 9/H	
AP World History	
AP World History - Modern	
Economics	
General Psychology	Global
Studies 10	
Global 10/H	
Iroquois Study 1 & 2	



Mathematics

- Algebra 1
- Algebra 2 & Trigonometry
- Calculus
- Elementary Statistics
- Geometry
- Statistics

JCC

Natural/Physical Science

- Anatomy & Physiology
- Chemistry R
- & Space Science
- Environmental Science
- Intro to Chemistry
- Introduction to Astronomy
- Logic & Debate

- Astronomy
- Earth
- Forensics
- Biology & lab
- Physics

Additional Core Courses

- Seneca 1
- Spanish 1
- Seneca 2
- Spanish 2
- Seneca 3
- Spanish 3
- Seneca 4

Erie 2-Chautauqua-Cattaraugus BOCES offers a Pathway to Early College High School. This multi-year program prepares students for careers in advanced manufacturing. The WNY STEM College and Career P-TECH Academy welcomed its fourth group of incoming freshman this fall and the WNY Careers in Advanced Manufacturing Academy opened its doors to students in the fall of 2018.

This is a multi-year commitment for students and their school districts, as students remain enrolled in their home districts for the four years of high school, plus up to two additional years for the completion of the associate's degree. Students completing the program will earn a NYS Regents Diploma from their home district at the same time they gain valuable work experience and training through the completion of an associate's degree.

These programs offer project-based, differentiated learning cultures with specialized educators working in tandem with higher education, business partners and component school districts. A cornerstone of these programs are additional hours of instructional time designed to introduce students to industries in the region, project-based learning, career exploration and industry terminology, standards and employment soft skills.

High-rigor STEM curriculum is taught in a connected, collaborative environment, integrated with hands-on learning using state-of-the-art manufacturing equipment. Students participate in job-shadowing and internship experiences and utilize 1:1 technology integrated in their educational program.

Considerations for Enrollment

- Currently enrolled as an eighth-grade student
- Good academic standing
- Demonstrated interest in STEM and P-TECH career pathways
- Letter of recommendation from a current teacher
- Completion of the application by family and local school district
- Note: Discipline record subject to review

WNY STEM Academy Pathways
Welding **or** Mechanical Technology

CAM Academy Pathways
Electrical Construction & Maintenance
or Computer Information Systems

Ideal Candidates for P-TECH Programs

- Interest in the real world applications of math and science
- Ability to respectfully communicate and work with others
- Motivated to learn in a challenging work environment
- Interest in using technology to solve challenging problems, research and acquire new information
- Eagerness to learn in a non-traditional classroom environment
- Desire to learn the professional skills critical for success in the workplace
- Willingness to work for a college education

Ask for an application today!

You are still a GOWANDA student and can participate in SPORTS!

3-1-3 FREDONIA COLLEGE PROGRAM



The 3-1-3 program at the State University of New York College at Fredonia is a time-shortened, combined high school and college course of study which can lead to a B.A. or B.S. degree in three years after high school graduation. This is possible because the college gives credit for the successful completion of selected high school courses and the high school allows successfully completed college English and social science courses to count toward the high school diploma. Therefore, the name 3-1-3 means three years of high school, three years of college and one transitional year during which the student is enrolled simultaneously at his/her high school and at the college.



**For more information
about this program:
[CLICK HERE](#)**

Who Should Consider Applying?

The 3-1-3 program is for the interested, committed and motivated students. Certainly, academic ability is needed, but 3-1-3 is not a program for only the most academically gifted. A wide variety of students have used the 3-1-3 year as a beginning to a successful college experience.

Admissions Requirements

3-1-3 students are selected by SUNY College at Fredonia admission staff on the same basis as regularly admitted freshmen. The mean for these freshmen includes an average of 89 percent in an academically competitive program and scores of 1,120 on the SAT and/or ACT exams. PSAT scores will be utilized if students have not completed an SAT or ACT exam at the time of application. Students at or above these standards could consider themselves very strong candidates for admission to 3-1-3. Students somewhat below might also qualify for admission with strong recommendations and supplemental records. Important additional factors in 3-1-3 admission are very good attendance records through high school and positive, specific recommendations from the high school guidance department.

Balancing Two Identities

Many, if not most, 3-1-3 students are very active in their home schools. Every year a large percentage of the scholarship winners, newspaper editors, class presidents, valedictorians and sport stars mentioned in local papers include 3-1-3 as one of their activities. The 3-1-3 director visits each participating school in the spring to schedule college classes with the incoming 3-1-3 students and their guidance counselor so that students are able to stay involved in those high school activities meaningful to them.

A number of 3-1-3 students choose to become active on campus also. 3-1-3 students have written for the college newspaper and literary magazine, participated in theatrical productions, become members of the many college clubs and had on-campus jobs. In fact, most students find the variety of choices available to be one of the attractions of the program. Though the ability to set priorities and keep to schedules is important for success in 3-1-3, students are able to choose for themselves the extent to which they want to stay involved with high school or identify with the college.

