

# Canajoharie High School



## Course Selection Guide

*2011-2012*

Each spring, students in Canajoharie High School begin the process of planning their academic programs for the next year. The *Canajoharie High School Course Selection Guide* serves as a roadmap to that process. This book offers an overview of our school's academic policies and descriptions of our courses.

Canajoharie High School offers a wide variety of courses in many academic areas. I believe you will be impressed upon your review of these offerings. If you have any questions about our courses, please call or stop into the School Counseling Office.

We encourage parents to discuss their children's academic programs with them regularly. All families are welcome to meet with their child's school counselor to examine their child's academic progress and to plan for the year ahead. Call 673-6336 to make an appointment for such a meeting.

Sincerely,

Douglas Morrissey  
Director, School Counseling Office

#### **NOTE ON AVAILABLE COURSES**

Most courses listed in the document are available to students every year. However, elective courses are offered on a rotating basis. Courses in Art, Business, Family and Consumer Science, and Technology may not always be offered. Speak with course teachers or the school counseling office for more information on available courses.

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## ACCELERATED COURSE WORK RATIONALE

### **A common set of beliefs:**

Acceleration is necessary so that students who clearly operate at an intellectual level beyond that of their peers are challenged and are kept learning at their capacity. Accelerated students (including SUNY/AP) also display a heightened interest in and enthusiasm for school.

Accelerated courses are meant to cause students to stretch, reach and persevere to succeed. Accelerated courses include and require library research, critical analysis, and thoughtful interpretation of data.

Accelerated courses are developed locally by district teachers to meet the needs of talented students. An accelerated class parallels the curriculum offered in the corresponding regular class, but may cover additional topics or some topics in greater depth requiring higher levels of abstract thinking and personal intellectual investment.

Students have the opportunity to challenge themselves in a more demanding class. Accelerated classes expose students to information and develop skills that they might not otherwise encounter or develop in high school.

Students who pass advanced placement exams or who earn a grade of “B” or better in a SUNY University in the High School class may earn advanced standing or college credit when they enroll in a university. Students who take more challenging programs in high school are more readily accepted into a larger number of colleges. Students who are granted credit in college in high school may find themselves in courses too challenging unless their high school work builds a firm foundation of skills and information.

### **Criteria for accelerated courses:**

Students considering taking an accelerated course should be willing to:

- Demonstrate superior academic skills above his/her current placement
- Demonstrate a high degree of social/emotional maturity; for example, eager to participate in class, work with other students on joint projects, and work independently.
- Demonstrate a high degree of persistence/motivation; for example, pursuing topics and themes beyond classroom assignments and tasks.
- Demonstrate superior intellectual abilities/talents, producing written products reflecting thought, care, and attention to detail
- Demonstrate competent writing abilities
- Willingness to do more difficult and advanced work.

Accelerated classes may require outside preparation above and beyond that of regular level courses, including summer reading and/or projects. Each course may require an unusual amount of time to be devoted to home study. Students may be required to complete a summer project. Each accelerated class has its own prerequisites and criteria for enrollment.

Students considering accelerated coursework should consider the following:

- AP and honors classes have a significantly heavier workload and may increase student stress and minimize time for other activities. In addition, it may be difficult to earn high grades since grades may reflect the competitive performance of outstanding students all placed in a single classroom.

- Taking multiple accelerated classes at the same time while engaging in extracurricular activities and/or employment in a part-time job might not be feasible.
- Teachers in honors classes are expected to be demanding and challenging, it is further expected that all work, regardless of the academic area, will demonstrate and utilize advanced writing skills. It is assumed that students entering the honors program possess these skills.
- Students are expected to meet deadlines, type formal assignments, maintain good attendance, and actively and thoughtfully participate in class.

### **ADVANCED PLACEMENT AND OTHER COLLEGE LEVEL COURSES**

Canajoharie High School offers a wide range of Advanced Placement (AP) and other college-level courses (A-level). Advanced Placement is a program administered by the College Board. Individual colleges, based on a student's performance on a year-end test, grant college credit for these courses. The University at Albany administers the University in High School program. Fulton-Montgomery Community College administers the college in high school program. College credit in these courses is awarded by U Albany based on a student's final average in the class. This credit often transfers to colleges other than U Albany but there is no guarantee that every college will accept the credit. Canajoharie High School is not involved in any way with the issuance of college credit. Students must arrange for the College Board or U Albany to notify their college of any credit they have received.

Students taking A-level courses wishing to apply additional weighting to those courses for class rank purposes must take either the AP exam or University in High School credit. Students failing to do one of these will not be awarded additional weighting for the course.

### **ATTENDANCE AND COURSE CREDIT**

Students who are deemed by the school nurse as being excused for an absence will have the opportunity to make up any missed lessons, tests, science labs, or activities. Teachers are expected to provide make-up assistance during non-teaching times. For absences of a prolonged nature known in advance students should speak with their teachers to receive all missed work. For absences caused by suspension, teachers are expected to provide the School Counseling Office with any assignments or lesson materials that would assist the students in maintaining academic performance.

Students who are deemed by the school nurse as being unexcused for an absence will have the opportunity to make up any lessons, tests, science labs, or activities missed. However, these make-up activities will occur at the convenience of the teachers and will be offered on a limited time basis. Students who are deemed to have been truant will not be afforded the opportunity to make up any missed lessons, tests, science labs, or activities unless that opportunity is deemed to be warranted by the principal.

## CLASS RANK AND COURSE WEIGHTING POLICY

Class rank is computed by comparing your weighted average to that of your classmates through the first 7 semesters of high school. The weighting formula will ensure that those students who take the most courses, the most Regents-level and advance courses, and who score well in those courses will be ranked at the top of their class.

The Canajoharie High School weighting factor policy is designed to guarantee that those who graduate in the top portion of their class have done three things:

1. Taken the maximum number of available courses during their four years of high school
2. Consistently performed well in the courses they have taken, and
3. Selected the most academically challenging courses

The levels and weights to be used in this weighting policy are as follows:

<b>LEVEL</b>	<b>WEIGHT</b>
Advanced Courses (A)	200% over final mark
Regular level courses (R)	150% over final mark
General level courses (G)	final mark

In making the computation to determine class rank after seven (7) semesters, a weighted average based on the number of credits taken will be combined with a weighted average based on an optimum number of credits (19). Copies of the formula used to determine class rank are available in the School Counseling Office.

## EARLY GRADUATION

Students normally require eight semesters of course work in grades 9-12 in order to fulfill the requirements for a diploma. It is the philosophy of the school district to expect all students to use the full eight semesters as an opportunity to enroll in electives beyond the graduation requirements.

However, there are circumstances in which students might benefit from early graduation. In order for a student to earn a diploma from Canajoharie Central School in less than eight semesters, it is necessary for him or her to enroll in one or more senior level courses during what would normally be considered his or her junior year. This acceleration of course work can only be approved under circumstances that include, but are not limited to:

1. The demonstrated inability of the student to function effectively in an institutional setting as evidenced by the accumulation over a period of years of a disciplinary record of consistently negative behavior, or
2. A personal crisis of such magnitude that an accelerated pace of instruction would increase the likelihood of the student's successful completion of the high school degree requirements; or
3. Consistent performance above and beyond expectations during the freshman and sophomore years as evidenced by the maintenance of a 92% or better average. In this last circumstance, the student allowed to enroll in junior and senior courses simultaneously should be removed from the senior courses should that student's average fall below the 92% average at any point.

Students wishing to earn a Canajoharie Central School diploma on an early graduation basis

should apply to the high school principal in the following manner:

1. The application must be received by the high school principal on or before June 15th of the year prior to the expected date of early graduation.
2. The application must include a note of permission from parent(s) or guardian(s).
3. The high school principal will respond to the application in writing within ten working days from receipt of the application.

The decision of the high school principal may be appealed by the student and/or his/her parent(s) or guardian(s) to the Superintendent of Schools. Appeals must be submitted in writing within ten (10) working days of the receipt of the high school principal's written decision.

## GRADUATION REQUIREMENTS

Graduation from Canajoharie High School requires students to complete a rigorous series of courses and to pass a variety of exams. These requirements are set forth by the New York State Education Department with additions made by the school district. While every effort is made to ensure students graduate from high school in the traditional four years, Canajoharie High School takes no responsibility for ensuring this happens. If students fail to complete required courses or fail particular Regents exams, and do not attend summer school to make up the necessary work, graduation in four years is nearly impossible. Students **must** take care to complete every requirement.

### Required Exams By Diploma Type

As required by the New York State Education Department, students must pass a variety of Regents Examinations prior to graduation. The passing grade on each of these exams is 65.

<b>Regents Diploma</b>	<b>Regents Diploma: Advanced Designation</b>
English Language Arts	English Language Arts
Integrated Algebra	Integrated Algebra, Geometry, and Algebra 2/Trigonometry
Global History and Geography	Global Studies
US History	US History
One Science	Two Sciences
	Foreign Language (except if exempt, as noted above)

**Required Courses and Minimum Number of Credits**

<b>Course Name</b>	<b>Regents Diploma</b>	<b>Regents Diploma with Advanced Designation</b>
English	4	4
Social Studies	4	4
Math	3	3
Science	3	3
Foreign Language	1	3*
Art/Music	1	1
Physical Education**	2	2
Health	.5	.5
Computer Applications	.5	.5
Electives	3.5	1.5
Total	22.5	22.5

\* Students acquiring a 5-unit sequence in Art, Business, Home Economics, Technology, or Occupational Education may be exempt.

\*\* Physical Education must be taken every year a student is enrolled in high school. Students receive .5 credits each year they pass Physical Education.

**INDEPENDENT STUDY**

Independent study courses are a rare event that might be authorized for elective courses only. Independent studies will not be approved for courses scheduled during the school day, such as Health. In addition, they must meet current course/hour supervised time requirements that have been established for regular courses. In no event, may a student be allowed to participate in independent study without the approval of the principal.

**MINIMUM COURSE REQUIREMENTS FOR STUDENTS**

All students must take a minimum of six (6) courses plus physical education. Seniors that request early dismissal must take at least three (3) courses plus physical education.

**REPORT CARDS**

Report cards are issued every 10 weeks (4 times a year). Progress reports will be sent home at the 5-week midpoint of the marking period.

Numerical grades are used. The following grades represent accepted achievement levels:

- 65                      Passing
- 85-89                 Honorable Mention
- 90 and above        Principal's List

An incomplete (I) is not given unless circumstances beyond your control, as determined by the principal, warrant an extension of time to make up work. An “F” represents a grade below a 50.

### **STUDY HALLS**

When not scheduled for a class, you will be assigned to a study hall. The study hall will provide an environment in which you may study without unnecessary distractions. You may also use this period to work in the library, the computer lab, or other approved places with permission. The following procedures should be observed in all study halls:

- Bring books, pencils, paper, and other materials so that you have 40 minutes of uninterrupted work when you arrive. If you have no homework, bring a book to read. You may not return to your locker.
- If you need to spend time in the library, computer lab, another accepted work area, or visit your school counselor, obtain a pass from the teacher supervising those areas before going to study hall. (This is not an acceptable excuse for being late to study hall.)
- No students will be allowed to leave study hall before all are seated and quiet and attendance is taken.
- There should be no talking without permission.
- Lavatory privileges are granted to only one student at a time for no more than 5 minutes.
- Games are not allowed.

### **SWITCHING TEACHERS**

If a student asks to change from one teacher to another in the same course during the year, generally the request will be rejected. However, the student's parents may arrange an interview with the teacher to discuss the issue leading to the request. If, as a result of this conference, the parents wish to pursue a change then a conference between the parents, the school counselor and the principal will be arranged. After the conference is completed the administration will then make a decision concerning the change.

### **TAKING COURSES AT TWO LEVELS**

Students are allowed to take courses at two different grade levels (such as English 2 and English 3) only if they have previously failed the lower level course. Students failing either of the two courses they are taking when mid-term grades are released will be removed from the higher-level course.

Students who fail a course must repeat the course for a full year. However, if the student is a senior who is taking courses at two levels, the student may be granted full credit at the end of the first semester if the student earns an average of 70% or better based upon an average of grades earned during the third and fourth quarter of the previous year, the first and second quarter of the current year, and the final average from the previous year.

## ART EDUCATION

**All art education courses are weighted 100% of final mark.**

Students pursuing a Regents Diploma with Advanced Designation may substitute a five-unit sequence in Art Education for the three-unit sequence in Languages other than English. A typical five unit sequences is completed as follows:

Studio in Art	1 unit
Studio in Drawing and Painting I	½ unit
Studio in Drawing and Painting II	½ unit
Technical Drawing	1 unit
Studio in Graphic Design (Printmaking) I	½ unit
Studio in Sculpture I	½ unit
Studio in Advertising Design I	½ unit
Studio in Ceramics	½ unit

Other options are available. See your counselor for details.

**STUDIO IN ART** - One (1) year; One (1) credit

This is a basic introduction to techniques and materials used by the artist. The course is designed to build the skill and knowledge for students interested in pursuing further art studies. This course offers students the opportunity to express their thoughts and feelings through a wide variety of studio experiences in the visual arts.

**STUDIO IN DRAWING AND PAINTING 1** - Half (1/2) year; Half (1/2) credit

**Prerequisite:** Studio in Art

This is an advanced half (1/2) year course for grades 10, 11 or 12. Students are introduced to a wide variety of drawing and painting medias; for example pastel, charcoal, pencil, ink, watercolor and acrylic paint. Techniques of expression in these medias are explored through the study of drawing and painting from Cave Art to Modern Art. Subject matter will include still life, landscape, and self-portrait.

**STUDIO IN DRAWING AND PAINTING 2** - Half (1/2) year; Half (1/2) credit

**Prerequisite:** Studio in Art

This is an advanced half (1/2) year course for grades 10, 11 or 12. For course description see Studio in Drawing and Painting 1.

**STUDIO IN GRAPHIC ARTS (PRINTMAKING) 1** - Half (1/2) year; Half (1/2) credit

**Prerequisite:** Studio in Art

This is an advanced half (1/2) year course for grades 10, 11 or 12. Printing processes are explored. Students work with various tools, materials and equipment. Printing processes to be

explored are: screen printing, multi-color block printing, mono-printing, stenciling and drypoint engraving.

**STUDIO IN SCULPTURE 1** - Half (1/2) year; Half (1/2) credit

**Prerequisite:** Studio in Art

This is an advanced half-year course designed as an introduction to three-dimensional design. Sculptural processes will be explored and will include working with cloth mache', wire, clay, found objects and mixed media. This course will help develop the ability to analyze and understand three-dimensional space.

**STUDIO IN ADVERTISING DESIGN 1** - Half (1/2) year; Half (1/2) credit

**Prerequisite:** Studio in Art

This is an advanced half (1/2) year course designed to provide opportunities for students to develop skills and knowledge in the area of advertising design. The course includes the development of advertising, its function, and production processes. It also includes some computer design and layout using Adobe Page Maker and Adobe Photo Shop. Experiences similar to those found in advertising agencies and design firms are simulated in the classroom including manual layout and computer-assisted design. Projects include poster design, CD cover design, package design, and Japanese book design.

**ARCHITECTURAL DESIGN AND DRAWING 1** - Half (1/2) year; Half (1/2) credit

**Prerequisite:** Studio Art, Interior Design, Technical Drawing

This course is a half (1/2) year elective for grades 10, 11 or 12. The course explores architecture as a visual language. Students are required to apply drafting and drawing techniques as a way of expressing their ideas. Students study the history of architecture, develop an appreciation for the aesthetics of architecture and learn how to follow a design process. Students develop floor plans, elevations views, pictorial drawings, sectional views and detail drawings of their ideas. Students are also given opportunities to build three (3)-dimensional models of their solutions to design problems.

**ARCHITECTURAL DESIGN AND DRAWING 2 (LANDSCAPE DESIGN)** -Half (1/2) year;  
Half (1/2) credit

**Prerequisite:** Studio Art, Technical Drawing

In this course students focus on developing landscape designs for floor plans plus continue to develop three-dimensional models of their design solutions.

**STUDIO IN CERAMICS** – Half (1/2) year; Half (1/2) credit

**Prerequisite:** Studio in Art

This course is designed for the student who is interested in working in clay. It includes the use of the potter's wheel, the creation of ceramic sculpture, the use of glazes, as well as a study of the history of ceramics and the contemporary uses of clay.

**DIGITAL PHOTOGRAPHY** – Half (1/2) year; Half (1/2) credit

**Prerequisite:** Studio in Art

This class starts with an appreciation of photography, including the history of photography and famous photographers. Students will learn about digital cameras such as f-stops, shutter speeds, and the rule of thirds. Different types of cameras will be discussed as well as scanners, storage devices and printing techniques. Time will also be spent using Adobe Photoshop to enhance and manipulate photos. Students will have an opportunity to improve their photography skills using creative and effective techniques. All students must have their own digital camera.

**BUSINESS EDUCATION**

**Weighting factor for all Business Education courses - 100% final mark**

Business Marketing Education “CORE” courses

Five (5) - Unit sequence to be used in place of a language

Accounting I	1 Unit	
Accounting II	1 Unit	
Applied Math for Business	1 Unit	*Also used as 3 <sup>rd</sup> year of math
Business Law	1 Unit	
Computer Applications I	1/2 Unit	*Required for Graduation
Career and Financial Management	1/2 Unit	
Marketing	1 Unit	
Business and Office Administration	1/2 Unit	
Computer Applications II	1/2 Unit	
Career Exploration Internship Program (CEIP)	1/2 Unit	
Desktop Publishing I	1/2 Unit	
Desktop Publishing II	1/2 Unit	
Web Page Design	1/2 Unit	

**CAREER AND FINANCIAL MANAGEMENT** – Half (1/2) year; Half (1/2) credit

This half-unit course is required as part of every career and technical education (CTE) program. Its purpose is to provide each student with the opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed for success in the workplace and to begin to become financially literate.

**COMPUTER APPLICATIONS I** - Half (1/2) year; Half (1/2) credit

**GRADUATION REQUIREMENT**

This one-semester course is a graduation requirement and is designed for basic keyboarding development. Emphasis is on operating techniques basic to ‘touch’ method. At the completion of this course, each student is expected to be able to key paragraph copy at a minimum of 20

words per minute on a three-minute timed writing using MicroType Multimedia software. MS Word is used to complete daily application work such as letters, memos, tables and reports.

**COMPUTER APPLICATIONS II** - Half (1/2) year; Half (1/2) credit

**Prerequisite: Computer Applications I**

Computer Applications II builds upon prior instruction and seeks to develop occupational competencies. The purpose of this course is to provide each student with essential computer application knowledge required in the business world, college, and personal use as well. MS Office is used to cover the following units of instruction: Word, Excel, Access. Upon completion of this course, each student is expected to key paragraph copy at a minimum of 35 words per minute on a five-minute timed writing.

**DESKTOP PUBLISHING I** – Half (1/2) year; Half (1/2) credit

**Prerequisite: Computer Applications I**

This course is designed for the creative heart. Students will learn various layout and graphic print media techniques widely used in the business industry. Each student takes on the role of a desktop publisher for a pizza restaurant and is required to create various restaurant-related documents in a timely fashion. Examples of such documents are: letterhead, grand opening sign, hours of operation window display, personal business cards, tri-fold flyer, gift certificate, coupons, discount/punch cards, takeout menus, bumper stickers, refrigerator magnets, etc. In addition, members of this class are responsible for all phases of publishing a high school newsletter.

**WEB PAGE DESIGN** – Half (1/2) year; Half (1/2) credit

**Prerequisite: Computer Applications I**

Web technology is the ultimate computing environment, and this introductory course has been designed for students who have an artistic or creative nature and are interested in Web Design. You will build not only your own web pages but also contribute to the school's web page. This course provides an excellent introduction to the existing field of web design technology. We'll begin by learning how to program in HTML and continue with the more sophisticated FrontPage software so you can create good-looking, interesting Web-sites that incorporate more complex elements.

**ACCOUNTING I** - One (1) year; One (1) credit

A course designed to provide students with a basic understanding of double entry accounting. The course covers the entire accounting cycle used in service and merchandising businesses. Students will be introduced to automated accounting through hands-on use of computers and general ledger software. In addition, each unit includes a computer technology simulation project.

**ACCOUNTING II** - One (1) year; One (1) credit

**Prerequisite: Accounting I**

A course designed for students who expect to pursue a career in accounting or business management. Any student who aspires to business ownership or management or to accounting

responsibilities in a major business organization will profit from this advanced instruction. Computer-assisted simulation is used to provide an ideal learning environment in which to apply accounting and marketing principles.

**APPLIED MATHEMATICS FOR BUSINESS** – One (1) year; One (1) credit

This full-year math course is dedicated to instructing each student on how to apply math to their everyday lives. Concepts are covered in a step-by-step approach in order to build student confidence. Topics of instruction include financing your first car, obtaining insurance for your car, home, life, health, and dental needs, payroll & your taxes, banking, loans, cash & credit purchases, stocks & bonds, inventory, renter's insurance, obtaining a home mortgage, and travel time zones and currency exchange rates just to name a few. In addition, each unit of study includes a computer technology simulation project.

**BUSINESS LAW** - One (1) year; One (1) credit

A one-year course that studies the applications of business law as they affect the individual. It addresses general problems in the areas of criminal and juvenile justice; torts; and consumer, family and individual rights law. The course is designed to provide the student with an understanding of their legal rights and responsibilities, a knowledge of everyday legal problems, and the ability to analyze, evaluate and in some situations, resolve legal disputes.

**MARKETING** - One (1) year; One (1) credit

A one-year course that revolves around the basic marketing functions of financing, risk management, selling, promotion, pricing, purchasing, marketing information management, product/service/idea planning, and distribution. Additional student responsibilities in the course include scheduling, managing, ordering and promoting the school store.

**BUSINESS AND OFFICE ADMINISTRATION** - Half (1/2) year; Half (1/2) credit

**Prerequisite:** Computer Applications I (Computer Applications II a plus)

Students engage in realistic activities by role-playing as employees of a corporation. This course integrates administrative, written communication and technological skills required to take the student into the 21<sup>st</sup> century. Students work with internet, e-mail, electronic scheduling, presentation graphics and other computerized activities utilizing word processing, spreadsheet, database and desktop publishing software.

**CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP)** - Half (1/2) year; Half (1/2) credit

**Prerequisites:** Computer Applications I & Accounting I

The Career Exploration Internship Program (CEIP) is a full-year non-paid internship experience for highly *motivated* and *mature* seniors who meet all academic requirements. CEIP provides a link between school and possible career options. The program may provide hands-on experience in a variety of career choices. CEIP students will become aware of what it is really like to work in one or more careers. Students will learn what skills and education will be needed for specific careers and will observe positive adult roles models. Students will gain an understanding of the importance of positive work ethics, timeliness and good study habits. In addition, students will

have an opportunity to improve their teamwork and human relations skills. Recommendations for employment and/or college often result from these internships.

***Students enrolled in CEIP must meet the following criteria:***

1. Candidates must have transportation to off-site internship assignments.
2. Candidates should have no more than five referrals for violation of the school code of conduct in the year prior to the CEIP experience. Appeals may be considered on an individual basis.
3. Candidates should have no more than 20 absences and/or tardies from school in the year prior to the CEIP experience. Consideration will be given to students with extraordinary circumstances.

### **PHYSICAL EDUCATION / DRIVER EDUCATION / HEALTH**

**DRIVER EDUCATION** - (OFFERED DURING SUMMER ONLY) Half (1/2) credit

Weighting factor - 100% final mark

**Prerequisite:** 16 years of age

The course is broken down into two sections: the car groups and the classroom. In the classroom the students will be required to gain the knowledge, general principles and procedures needed to become a defensive driver. During the in-car sessions, the student learn parking skills, three-point turns, left and right turns, winter driving, country driving, highway driving and driving within village, town and city limits. They also learn the rules of the road, NYS traffic laws and the mental make-up of good and bad risk drivers and disabilities.

**HEALTH** - Half (1/2) year; Half (1/2) credit

Weighting factor - 100% final mark

#### **GRADUATION REQUIREMENT**

Health education is a state required course. It is designed to present materials leading to a better understanding of personal health problems on a mature level.

**PHYSICAL EDUCATION** - Full (1) year; Half (1/2) credit

Weighting factor - 100% final mark

State Education law mandates that a student participate in Physical Education on a regular basis each year that he is enrolled in school. Physical Education classes include both team and individual sports. Some of the activities offered include tennis, badminton, dance, soccer, fitness center, volleyball and flag football.

**OUTDOOR ACTIVITIES AND PURSUITS** - Full (1) year; Half (1/2) credit

Weighting factor - 100% final mark

The purpose of this class is to pursue activities dealing with adventure and the outdoors. Activities will include a variety of initiative, cooperative and problem solving skills as well as physical activity. In particular such activities as survival and camping techniques. This course meets the states physical education requirement.

**FITNESS AND CONDITIONING** - Full (1) year: Half (1/2) credit  
Weighting factor - 100% final mark

This physical education elective is focused on developing students' personal wellness and physical fitness. Students enrolled in this class work with the instructor to develop a fitness plan tailored to their own goals. Students are assessed based upon their progress toward meeting those goals. The class is held in the high school fitness center.

**ENGLISH LANGUAGE ARTS**

The English program at Canajoharie High School reflects our belief that all students can learn and participate in the literate community. During the four years here, students learn to read, write, speak, and listen for social interaction, personal response, information and understanding, and critical analysis--goals defined by the New York State Learning Standards.

**Weighting Factor:**

Regents Skills	100%
Regents Preparation	150%
Regents Honors	200%

Courses for the first three years of high school, English I, II, and III, are organized into three levels: Regents Skills, Regents Preparation, and Regents Honors. Placement is decided recommendation of 8<sup>th</sup> grade teachers. Regents Skills classes will meet for one hour each day.

Students in all classes will prepare for the English Language Arts Regents Examination, given at the end of English III. At each level, Students will complete a large number of projects for informational, critical, literary, and social purposes. There will be equal practice in reading, writing, speaking and listening for all students.

At each level, students will complete a number of "rehearsal" tasks, practice assessments modeled on the actual Regents Assessment Tasks.

The following courses have prerequisites:

Regents 1A	above-average verbal abilities
Regents 2A	completion of summer reading/writing project
Regents 3A	completion of summer writing project
AP English	completion of summer writing project

**ENGLISH 12** – One (1) Year; One (1) Credit

Students in this course will read works such as *Beowulf* and *The Things They Carried*. Students will complete a large number of projects for informational, literary, critical and social purposes. In order to complete these projects students will be reading, writing, speaking and listening. All students complete a large scale research project and presenting their findings in a properly documented paper and PowerPoint presentation.

**AP ENGLISH** - One (1) year; One (1) credit

**Prerequisites:** English 10A or 11A, Summer Writing Project

**Final Exams:** National AP exam & local

In AP English you will be a part of a community of readers and writers, of and about stories, poems, articles, novels, and plays. You'll work on your own, in small groups, and with the whole class in developing interpretations of literary works. We will use a variety of approaches to literary criticism--psychological, sociological, affective, formalist, and more-and from them you will fashion your own approach.

Your writings will include interpretations, stories, responses to texts, poems, dialogues, sketches, projections, and responses to exam questions. As a speaker, you will be presenting your ideas in discussion every day. Other activities will include reading works aloud, presenting interpretations, role playing, debating, and working in a writing group.

Besides earning high school credit, you can earn advanced college placement or credit by achieving a high enough score on the National Advanced Placement Exam in Literature and Composition, a three-hour test given in May.

**FAMILY AND CONSUMER SCIENCES**

**Weighting factor for all Family and Consumer Science courses - 100% final mark**

Students pursuing a Regents Diploma with Advanced Designation may substitute a five-unit sequence in Family and Consumer Science Education for the three-unit sequence in Languages other than English. A typical five unit sequences is completed as follows:

**Required Courses:**

Careers and Financial Management	½ unit
Food and Nutrition	½ unit
Human Development	½ unit
Clothing and Textiles	½ unit
Housing and Environment	½ unit
<b>Electives</b>	
Chosen from list below	2 ½ units

**CAREERS AND FINANCIAL MANAGEMENT** – Half (1/2) year; Half (1/2) credit

This half-unit course is required as part of every career and technical education (CTE) program. Its purpose is to provide each student with the opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed for success in the workplace and to begin to become financially literate.

**FOOD AND NUTRITION** - Half (1/2) year; Half (1/2) credit

This course is a required part of all Food and Nutrition cluster, Human Service and Family Studies cluster, and Home and Personal Management cluster sequences. Content includes nutrition awareness, meal management, food purchasing and preparation, meal service, and related career exploration.

**FOOD PREPARATION AND NUTRITION** - Half (1/2) year; Half (1/2) credit

A 1/2 unit course, which continues the concepts presented in the Food and Nutrition Core. Laboratory experiences reinforce the concepts of a healthy diet and the preparation of nutritious food products.

**INTERNATIONAL FOOD** - Half (1/2) year; Half (1/2) credit

A course in which students explore a variety of culture-specific foods and preparation techniques, to gain an understanding of cultural differences and the interdependence of world regions and nations. Current and projected foods careers will be explored.

**FOOD SCIENCE** – Full (1) year; One (1) Credit

Food Science is a one-unit course designed to meet the needs of students fulfilling the required third unit of science for diploma credit.

Food Science is a hands on course. It is the study of the nature of food and the principles of its production, processing, preservation and packaging. You will need to be familiar with concepts from the traditional science courses – biology, chemistry and physics. You need to be acquainted with nutrition and food preparation skills. You need to be informed about health topics, such as physical fitness and the functions of body systems. An understanding of basic algebra concepts will help you complete many food science experiments. You will also use technical writing skills to list procedures and record observations.

**GOURMET FOOD** - Half (1/2) year; Half (1/2) credit

This course teaches advanced food preparation techniques, the importance of food appearance and presentation, and the use of specialized equipment. Careers in food photography, food journalism, and food styling are explored.

**HUMAN DEVELOPMENT** - Half (1/2) year; Half (1/2) credit

This course is a required part of all Human Services and Family Studies, Food and Nutrition, and Home and Personal Management sequences. Content focuses on the adolescent and how each relates in others--peers, young children, adults--and on related career opportunities.

**PARENTING** - Half (1/2) year; Half (1/2) credit

This course is centered on the vast number of choices individuals make in relation to parenting. The economic, social, educational, and physical conditions which influence parenting are identified, and their implications explored. Skills in working with children of all ages will be discussed and applied in laboratory or community situations.

**CHILD DEVELOPMENT** - Half (1/2) year; Half (1/2) credit

A course in which the physical, emotional, intellectual, and social development of the infant, toddler, preschool and school age child, and child having special needs, are studied. Daily care, guidance, discipline, and other parenting, care giving, and social responsibilities are studied and skills practiced in a variety of situations.

**CLOTHING AND TEXTILES** - Half (1/2) year; Half (1/2) credit

This course is a required part of all Textile and Design and Home and Personal Management cluster sequences. Content includes the cultural and historical aspects of textiles and clothing, personal appearance, the design, construction, and selection of clothing, and related career opportunities.

**HOUSING AND ENVIRONMENT** - Half (1/2) year; Half (1/2) credit

This course is a required part of all Textiles and Design and Home and Personal Management cluster sequences. Content is designed to provide a foundation for management of housing information as it relates to individual inhabitants. Functional aspects of home and community living, and career possibilities, are included.

**INTERIOR DESIGN** - Half (1/2) unit; Half (1/2) credit

This course provides the opportunity to apply the principles of design to interior planning. Content includes projects involving problem solving, decision making, and management of time, energy, and interior space. A client or situation approach will relate course activities to career opportunities.

**CLOTHING PRODUCTION** - Half (1/2) year; Half (1/2) credit

This laboratory course provides an opportunity to expand acquired skills in clothing production. Content includes projects, which develop abilities to handle special fabrics, line a garment, adapt the designs in a commercial pattern, and repair and resettle ready-to-wear or outmoded clothing by specialized techniques.

**PSYCHOLOGY** – Full Year: One (1) Credit

The content of the psychology course will be presented in 5 content areas:

1. Methods Domain

To included: Introduction and Research Methods which define the science of psychology, History, Methods for examining behavior and mental processes and a review of scientific careers available in psychology.

2. Biopsychological Domain  
To include: How to brain processes information; Sensation and Perception; Motivation and Emotion; Stress, Coping and Health
3. Cognitive Domain  
To include: Learning; Memory; Thinking and Language; States of Consciousness
4. Developmental Domain  
To include: Lifespan development; Nature and Nurture influences
5. Sociocultural Domain  
To include: Individual differences; Personality and assessment; Psychological disorders; Treatment of psychological disorders; Social and cultural dimensions of behavior.

### **LANGUAGES OTHER THAN ENGLISH**

**Weighting factor for all Language other than English courses - 150% final mark**

#### **LANGUAGE REQUIREMENT FOR GRADUATION**

All students, excluding those exempted by the Committee on Special Education, must satisfactorily complete at least one credit (one year) of instruction in a language other than English to receive a high school diploma. Students passing foreign language in 8<sup>th</sup> grade and passing the 8<sup>th</sup> grade Foreign Language Proficiency Test receive this credit. Students who fail either the class or the test or both must take and pass a year of foreign language in 9<sup>th</sup> grade. Students pursuing the Regents Diploma with Advanced Designation must complete a three-unit sequence in a Foreign Language, unless they opt for a five-unit sequence in Art, Business, Family and Consumer Science, or Technology Education.

#### **SPANISH I - One (1) year; One (1) credit**

This course is an introduction to the Spanish language. Vocabulary, such as weather, months, seasons, alphabet, time, greetings, and feelings are introduced. There is an introduction of verbs. Grammar and syntax are stressed. Cultural materials on holidays are included involving cultural exchanges and an international fair.

#### **SPANISH II - One (1) year; One (1) credit**

This course is a continuation of Spanish I. There is more work involving grammatical principles. Further learning of verbs tenses involving the language is included. Increased vocabulary centering on stores, transportation and occupations is learned. Many oral exercises are conducted, including role-plays that are video taped.

#### **SPANISH III - One (1) year; One (1) credit**

This course prepares the student for the Regents Exam in June. Reading and listening comprehension are focused on as well as writing skills. Much time is devoted to vocabulary development through such activities as role-plays, skits, and debates involving topics of interest.

**SPANISH IV - One (1) year; One (1) credit**

Spanish IV concentrates on the acquisition of written and oral skills through the reading of culturally based materials. The course emphasizes the study of the regions of Spain, Latin American and South American countries, concentrating on geography, history and art. Extension of Spanish grammar and improvement of oral expression are emphasized, as well as individualized.

**AP SPANISH- One (1) year, One (1) credit**

AP Spanish concentrates on Spanish literature and culture. Units on poetry, short stories, and a novel, integrated with grammar units from textbooks will be completed, as well as projects on various Spanish-speaking countries, fine arts, food and movies. Oral presentation and expression are emphasized in preparation for college. Students in this class are expected to take the AP Spanish Language Exam.

**FRENCH I - One (1) year; One (1) credit**

This course emphasizes speaking, the acquisition of basic vocabulary, elements of French culture, history and simple grammar. Topics studied include: Greetings and salutations, weather, telling time, clothing, foods, the family, the calendar, transportation, and useful expressions for communicating in a French speaking country. Students relate these topics culturally to France, Quebec, Francophone nations of Africa, and comparatively to our own culture and society.

**FRENCH II - One (1) year; One (1) credit**

An in-depth continuing study of the French language, this year emphasizing grammar, learning further past and future tenses, reviewing and extending the present tense. Increased vocabulary centering on transportation, such as Le Metro and French train system, stores and shopping are emphasized. Following the seasons, holidays, and current events, we study the culture and history especially of France, but also touching upon Quebec, Martinique and Guadeloupe and French Africa. Many oral exercises are used, including role-plays.

**FRENCH III - One (1) year; One (1) credit**

This course focuses on preparation for the Regents in June, by alternating textbook activities with oral and reading comprehension. French III stresses the acquisition of vocabulary and reading comprehension and grammar skills through reading, writing, speaking, and listening. The cultural study centers on French art, music, and history, as well as more concentrated study of Francophone Africa. Two short research papers promote further individual study. A computer-based unit is based on the study of vocabulary for sports, food, the city, the house and vacations.

**FRENCH IV - One (1) year; One (1) credit**

French IV is a course that delves more deeply into the cultural aspects of language learning, with a concentration on French provinces, other French-speaking countries of the world, history and art. These aspects are studied through cultural and literary readings. Also emphasized is improving grammar through writing, and oral expression. Individual research projects give students an opportunity to study a topic of personal interest. Students will be able to use French

as a vehicle to discuss and analyze literature critically. Current events every Friday promote spontaneous discussions in French. Literature for this class includes *Le Petit Prince* and short stories by Guy de Maupassant.

**AP FRENCH - One (1) year; One (1) credit**

AP French is a preparatory class for college French. The main text used is *Tresors du Temps*, which provides a basis for concentrated grammar and further contextual thematic vocabulary. Emphasis is placed upon classic French literature, history, culture, food and the fine arts. Projects are completed on subjects such as: French provinces, the Internet, French Art, World War II, French Royalty, and theater and movies of France. The novel for this class is *Pierre et Jean* by Guy de Maupassant. At this level students will be able to express higher levels of thinking and analysis in French. Students in this class are expected to take the AP French Language Exam.

**MATHEMATICS EDUCATION**

**Advanced Regents Diploma:**

**Course Selections for Advanced Regents Diploma**

<u>Year #1:</u>	<u>Year #2:</u>	<u>Year #3:</u>	<u>Year #4</u>	<u>Year #5</u>
Math 8A	Math 10A	Math 11A	Precalculus	AP Calculus
Math 9R	Math 10R	Math 11R	Math 12R	
Math 9H	Math 10H	Math 11H		

**PLUS** Regents in Algebra I, Geometry, and Algebra II and Trigonometry exams Passed.

**Regents Diploma:**

**Course Selections for Regents Diploma (3 year requirement ):**

<u>Year #1:</u>	<u>Year #2:</u>	<u>Year #3:</u>
Math 9R	Math 10R	Math 11R
Math 9H	Math 10 H	Math 11H
Math 9 Skills	Math 10 Skills	Math Elective

**3 Years of Math PLUS Regents in Algebra I Exam Passed**

**Any student not passing the Algebra I exam will be required to be in an appropriate math course until the Algebra I requirement has been met.**

**Advanced Level:**

**NOTE:**

**Math 9A taken in 8th grade will be weighted 200% of final mark toward Rank in Class.**

**MATH 10A** - One (1) year; One (1) credit

Weighting factor - 200% final mark

**Prerequisite:** Successful completion of Algebra I (8<sup>th</sup> grade)

This course is offered to those ninth grade students who successfully completed Algebra I as eighth graders. The subject matter, although similar to Math 10R, is more in depth. The course deals with the interrelationship of logic, algebra, geometry and probability with particular attention to problem solving skills and concepts. The expectation here is that those students enrolled in this course will have a five year sequence in Math at the end of their high school career with the completion of AP Calculus. The Geometry Regents will be administered to these students in June.

**MATH 11A** - One (1) year: One (1) credit

Weighting factor - 200% final mark

**Prerequisite:** Successful completion of Math 10A

Math 11 A is the third course in this mathematics sequence. This is a more rigorous course than Math 11 R. Students will not only be preparing for the New York State Regents Exam, but will also be building a foundation to eventually take Pre-Calculus and AP Calculus. The main focus of Math 11A is algebra and trigonometry. Other topics include transformation geometry, complex numbers, functions, logarithms, probability, statistics, polar coordinates, sequences and series. Algebra II/Trigonometry Regents will be administered to these students in June.

**Pre-Calculus**- One (1) year: One (1) credit

Weighting factor - 200% final mark

**Prerequisite:** Successful completion of Math 11A

Pre-Calculus is the 4<sup>th</sup> course in this mathematics sequence. This is a more rigorous course than Math 12R. This course is designed for students that intend to take AP Calculus as seniors. The topics include advanced algebra and trigonometry, logarithmic and exponential functions, analytical trigonometry, polynomial functions, conics, matrices and determinants, sequences, series, and an introduction to calculus.

**AP CALCULUS** - One (1) year: One (1) credit

Weighting factor - 200% final mark

**Prerequisite:** Successful completion of Pre-calculus

This course is intended for students who have a thorough knowledge of college preparatory mathematics including algebra, axiomatic geometry, trigonometry, and analytic geometry. The course consists of a full academic year's work in calculus and related topics comparable to courses in colleges and universities. It is expected that students who take the course are mature self-motivated students who will seek college credit and/or placement. The main topics covered are elementary functions, differential calculus and integral calculus. The AP Test in Calculus will be given in May.

## Regents Level:

**MATH 9R** - One (1) year; One (1) credit

Weighting factor - 150% final mark

**Prerequisite:** Pre-Algebra and Recommendation of Teacher

This course is intended for students who wish to obtain a minimum of a Regents diploma but may wish to attain an Advanced Regents diploma. The curriculum is state mandated. Daily assignments are given. Both individual and group work is expected of each student. This course is the beginning of a three-course sequence in which several areas of mathematics, including algebra, geometry, probability, statistics, logic, analytic geometry and transformation geometry are studied. All topics are related to the Algebra I Regents exam.

**MATH 10R** - One (1) year; One (1) credit

Weighting factor - 150% final mark

**Prerequisite:** Successful completion of Math 9 R

The course content is a blend of algebra and geometry with a focus on geometric relationships. The student is exposed to a large body of geometry, such as, indirect and direct proofs in logic, Euclidean geometry, transformational geometry, coordinate geometry and constructions. Math 10R is concerned with “proof” through direct and indirect use of logic and traditional deductive reasoning of geometry. All topics are related to the Geometry Regents in June.

**MATH 11R** - One (1) year; One (1) credit

Weighting factor - 150% final mark

**Prerequisite:** Successful completion of Math 10 R

Math 11R is the third course in the high school regents mathematics sequence. Students are expected to have a working knowledge of the topics from Math 9 R and Math 10 R. A more in depth study of these topics will be undertaken. The main focus of Math 11 R is advanced algebra and trigonometry.

**MATH 12** – One (1) year; One (1) credit

Weighting factor - 150% final mark

**Prerequisite:** Successful completion of Math 11 R

Math 12 is an elective math course for seniors. It includes pre-calculus topics and statistical analysis. It is expected that students will gain a deeper knowledge of mathematics that will help them to be successful in college mathematics courses.

## H Level:

**MATH 9 H** - One (1) year; One (1) credit

Weighting factor - 150% final mark

This course is an alternate course in Mathematics for those students who are not ready for the faster pace of Math 9R. It is the first year of a three-year block of "H" courses, which lead to the completion of the Algebra material and the passing of the Algebra I Regents exam. Approximately two - thirds of the Algebra I content is covered.

**MATH 10 H** - One (1) year; One (1) credit

Weighting factor - 150% final mark

This course is the sequel to Math 9H. It is the second year of a three-year block of "H" courses, which lead to the completion of the Algebra I material and the passing of the Algebra I Regents exam. Approximately one-third of the Algebra I content plus review for the test is covered. The prerequisite to entering this course is successful completion of the Math 9H course. Students are expected to take and pass the Algebra I assessment in January. Second semester begins the Geometry course.

**MATH 11 H** - One (1) year; One (1) credit

**Weighting factor - 150% final mark**

This course is the sequel to Math 10H. It is the third year of a three-year block of "H" courses, which lead to the completion of the Geometry material, the passing of the Geometry Regents exam and the completion of 3 years of high school mathematics. The content of the course will follow the Geometry curriculum (see Math 10R), but may be adapted to meet the needs of the students. The students will take the Geometry Regents Exam in June.

**Skills Level:**

**Math 9 Skills** : One (1) year; One (1) credit

Weighting factor - 100% final mark

This is a math course that concentrates on the topics and concepts that are addressed in the Algebra I Exam to be given at the end of the 2<sup>nd</sup> year of this math sequence. The course is geared for those students that need more time to master these topics and concepts, therefore, **it will meet 7 periods every 5 days**. A student is *elected* to this class based on his/her standardized tests in Middle School AND by teacher recommendation.

**Math 10 Skills** :- One (1) year; One (1) credit

Weighting factor - 100% final mark

This is the sequel to Math 9 Skills. It continues with the Algebra topics that will be addressed on the Algebra I Exam. The prerequisite to entering this course is successful completion of Math 9 Skills. **This course will meet 7 periods every 5 days**. The Algebra I Exam will be given in June.

**MUSIC EDUCATION**

**SENIOR ORCHESTRA AND BAND** - One (1) year; Half (1/2) credit

Weighting factor - 100% final mark

Students learn to play a band and/or orchestral instrument in small group lessons and in individual practice. Students rehearse together to prepare music for performances. All range of music is performed including lighter selections, show music, contemporary works and classic.

**GEORGE VOSBURGH MEMORIAL HANDBELL CHOIR - One (1) year; Half (1/2 credit)**

Weighting factor - 100% final mark

Students learn to play handbells and to perform as part of a handbell choir. Music is prepared for public performance in rehearsals. This group performs many times throughout the year and has performed on radio and TV. Policy regarding membership in the bell choir is as follows:

1. Current members continue as members each year unless they desire to discontinue or are asked to drop by the director.
2. Open positions will be filled using the following priorities:
  - a. Participation in band, orchestra, and/or chorus
  - b. Past participation in a handbell choir
  - c. Preference to be given to upper classmen
3. Membership in the group is subject to prior approval of the director.

**CHOIR - One (1) year; Half (1/2) credit**

Weighting factor - 100% final mark

Students work on individual music reading and singing skills through sectional and group rehearsal of choral music. Throughout the year students will prepare choral music for concert performance. Musical styles include lighter selections, pop, show music, jazz, folk, patriotic, spirituals, sacred, and classical choral literature. Opportunities for students may include solo or small group work required by various choral pieces.

**MUSIC THEORY - One (1) year; One (1) credit**

Weighting factor - 100% final mark

Students in grades 9 - 12 study the internal working and construction of music from the basics to beginning composition.

**JAZZ ENSEMBLE – One (1) Year: Half (1/2) credit**

Weighting factor = 100% final mark

Due to the more demanding music, students must have the director's permission to join the Jazz Ensemble. Students will explore music in various styles such as Jazz, Rock, Latin and Swing and be introduced to basics of jazz improvisation. Performances will include three school concerts and various community appearances. The Jazz Ensemble will participate in jazz festivals at various events and locations every other year. Students will be evaluated on their participation, achievement, and musical ability.

## **SCIENCE EDUCATION**

**Earth Science taken in 8th grade will be weighted 200% of final mark.**

### **REGENTS EARTH SCIENCE - One (1) year; One (1) credit**

Weighting factor - 150% final mark

The scope of Regents Earth Science encompasses the structure and composition of the earth, the processes that act on it, and its history. Through field and laboratory studies, students will investigate the nature and origin of landforms, rocks, minerals, and phenomena associated with volcanism. Students will also study energy resources, conservation of ground water, waste disposal, earthquakes, weather and climate, and outer space.

### **REGENTS LIVING ENVIRONMENT/BIOLOGY - One (1) year; One (1) credit**

Weighting factor - 150% final mark (Biology R)

200% final mark (Biology A)

This life science program involves the student in the study of unity and diversity in living things, the transmission of inherited traits, human physiology, the maintenance of plant and animal structure and function, reproduction and development, ecology, and the origin of life.

Laboratory investigations, computer and library research projects, and classroom discussion emphasize an informal atmosphere in this study of life.

### **INTEGRATED SCIENCE- One (1) year; one (1) credit**

Weighting factor - 100% final mark

Integrated science is a blending of chemical, earth, environmental, life, and physical science that will give students the foundations to use inquiry and laboratory-based skills in future science classes. Students explore topics ranging from how Newton's laws of motion relate to flight to how the human ear responds to sound waves.

### **BIOLOGY SKILLS - One (1) year; One (1) credit**

Weighting factor - 100% final mark

This life science program involves the student in the study of unity and diversity in animals and humans, the transmission of inherited traits, human physiology, the maintenance of animal structure and function, reproduction and development, ecology, and the origin of life.

Laboratory investigations, computer and library research projects, and classroom discussion emphasize an informal atmosphere in this study of life.

### **REGENTS CHEMISTRY - One (1) year; One (1) credit**

Weighting factor - 150% final mark (Chemistry R)

200% final mark (Chemistry A)

Chemistry is the study of the composition, structure, and properties of the materials which make up our environment, the changes which take place in them, and the energy accompanying these changes. It is a modern course dealing with principles that are basic to an understanding of things we encounter in our world.

**REGENTS PHYSICS - One (1) year; One (1) credit**

Weighting factor - 150% final mark

Physics examines the fundamental theories, laws and principles in the universe. It focuses on the mathematical relationships of matter and energy. For example: how objects move, how energy is transferred from place to place, all the different forms of energy in our world and usefulness.

**GEOLOGY- One (1) year; One (1) credit**

Weighting factor- 150% final mark

**Prerequisite:** Students must have achieved a minimum average of 85% on the Earth Science Regents.

College level introductory physical geology course. Students can earn three college credits through Fulton Montgomery Community College upon successful completion of the course. Students explore the workings of our dynamic planet through units on plate tectonics, earthquakes, volcanoes, rock and mineral formation, weathering and erosion, paleontology, hydrogeology and others in an attempt to understand the fundamental principles of geology at work on our planet.

**AP BIOLOGY - One (1) year; One (1) credit**

Weighting factor - 200% final mark

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course. The prerequisite for this course is the successful completion of high school Earth Science, Biology, and Chemistry. The AP Biology program aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The emphasis is placed on such topics as molecules and cells, genetics and evolution, and organisms and populations. College level textbooks, laboratory and computer investigations library research projects and classroom discussions focus the students' attention on the objectives of this program.

**FORENSIC SCIENCE - One (1) year; One (1) credit**

Weighting factor - 100% final mark

**Prerequisite:** Successful completion of Earth Science and Living Environment/Biology

This course illustrates how the field of forensic science fits into the larger framework of the criminal justice system and provides an introduction to the major types of physical evidence commonly found at crime scenes. Centered on discovery and investigative learning activities this course teaches and utilizes basic skills necessary to process and analyze physical evidence. Major topics include: fingerprint, hair, fibers, toxicology, blood, DNA, soil, glass, documents, handwriting, human remains, forensic autopsies, arson and ballistics. After study and practice of each major topic individually, the final portion of the school year is spent applying the forensic methods and techniques to analyze case information and conduct numerous tests on gathered evidence in order to draw conclusions and prepare case reports.

**SOCIAL STUDIES EDUCATION**

**GLOBAL STUDIES 1 - One (1) year; One (1) credit**

In keeping with changing New York State syllabus and guidelines the Global Studies Course will be taught in a chronological sequence. The ninth grade course will cover prehistory through the Industrial Revolution. Material learned during this class will include in the New York State Global Studies Regents Exam given at the end of the student's tenth grade year.

**GLOBAL STUDIES 2 - One (1) year; One (1) credit**

This course will build upon the ninth grade Global Studies course covering the period from the Industrial Revolution to the Present. Students will be required to take and pass the New York State Global Studies Regents Examination.

**US HISTORY AND GOVERNMENT - One (1) year: One (1) Credit**

This course will cover the entire history of the United States with a special emphasis on the period from Reconstruction to the present. This course will also cover the American governmental system including the Constitution, Bill of Rights and enduring Constitutional issues. Students will be required to take and pass the New York State Regents Examination in US History and Government

**ECONOMICS - Half (1/2) year; Half (1/2) credit**

This course is designed to expose the student to the factors and forces, which affect the individual, local, national and international economics. The objective of the course is to show the interrelationship between the many components of a national economy and the difficulty in trying to control such a complex and specialized system.

Some of the concepts covered in this course will include; economic systems, supply and demand, business organizations, labor unions, government's role in the economy, taxes, business cycles, stock market, economic indicators, money and banking and the international economy.

**GOVERNMENT- Half (1/2) year; Half (1/2) credit**

This course is designed to expose students to the functions of American Government. The course will help students better understand the complexity of governmental systems while exploring the many controversial issues which confront the United States today. Essay writing will be a major focus of this course.

**ADVANCED PLACEMENT AMERICAN HISTORY - One (1) year; One (1) credit**

AP American History is an in-depth study of the history of the United States. The National AP test is administered at the completion of the program. Students achieving above a certain score may receive college credit for the course.

**ADVANCED PLACEMENT GOVERNMENT/ECONOMICS - One (1) year; One (1)**

**credit**

AP Government and Economics satisfies the requirement for senior social studies while preparing students for the AP Exam in United States Government and Politics. One semester is dedicated to Economics and one to instruction in the AP material. This course includes both the study of general concepts used to interpret US politics and the analysis of specific examples.

**TECHNOLOGY EDUCATION**

**Weighting factor for all Technology course - 100% final mark**

Students pursuing a Regents Diploma with Advanced Designation may substitute a five-unit sequence in Technology Education for the three-unit sequence in Languages other than English.

**DESIGN AND DRAWING FOR PRODUCTION – One (1) year; One (1) credit**

Drawing and Design for Production (DDP) is broken down into units that start with the basics of drawing, the different types of drawing techniques, and the ability to learn how to read and understand technical drawings. Students learn to draw with traditional drawing tools by completing numerous drawings throughout the school year. For each unit, students pick one drawing and use a lab machine to complete a model of that drawing, enabling them to see how a product is constructed after a drawing.

**ENERGY & POWER - Half (1/2) year; Half (1/2) credit**

This course is designed to give students an understanding of Energy Systems used in society in the past, present, and future. Unit one will cover the different forms of energy, the conversion techniques used to make energy more useable, the availability of each major sector; residential, commercial, industrial, and transportation. Unit two will cover the major sources of energy, its problems, and the issues surrounding its use. Unit three will cover the conversion processes that make energy available in more useable forms. Unit four is the last unit, which provides opportunities for the students to make decisions about the most effective use of energy in each sector.

**MATERIALS PROCESSING AND MECHANICAL ENGINEERING - Half (1/2) year; Half (1/2) credit**

Materials Processing is a course that is broken down into four general units, which will all be intermixed throughout the semester. Unit one will deal with metal fabrication and processing. In this unit students will deal with the basic concepts of band metal, sheet metal processing and design. Unit two will be called wood product processing. Students will be working with wood and processing it into a useful project. Unit three will be plastics. In this unit students will be exploring the different aspects of plastics forming and processing such as, acrylic work, plasticizing, injection molding, plastic casting and forming, and plastic welding. Unit four will be a unit dealing with welding. The students will experience the welding areas of gas, mig, and arc welding.

**RESIDENTIAL STRUCTURES ENGINEERING - Half (1/2) year; Half (1/2) credit**

Residential Structures is a course, which is broken down into 4 units all of which are sections of building a house. Unit one is called layout and foundations. In this unit students will learn the aspects of site preparation, different types of foundations, and what is needed to put in a foundation. Unit two deals with what materials you need to build a deck. Unit three deals with walls. In this unit students will learn what the parts are in framing a wall, the two distance studs are put, and the materials needed to frame up walls. Unit four is the roof section. In this unit students will learn the different types of roofs, two different framing styles, and how to figure the pitch and materials needed for a roof. Upon completion of this course students will have a general understanding of how to frame a building, as well as a basic knowledge of enclosing a structure and installing the utilities of a residential home.

**PRODUCTION SYSTEMS - Half (1/2) year; Half (1/2) credit**

Production Systems is a twenty-week course, which is broken down in two units. Unit one is Mass Production. In this unit students will develop, design, produce and market a product. They will receive instruction in product development, designing a project, producing a project, and finally marketing a project.

Unit two is labeled as Construction. In this unit students will develop a basic understanding of general construction technology. However, this unit will not be dealing with specifically building construction.

**COMMUNICATION SYSTEMS - Half (1/2) year; Half (1/2) credit**

This course is designed to give students a basic understanding of what communications is and some of the systems used in society today. Communication systems is broken down into two basic units the first unit is audio/audio visual systems, which students learn about how communication is performed through the use of video and sound. The second unit is called graphic communication. In this course, the student gets and understanding of how communication is used through the use of different forms of graphics.

**TRANSPORTATION SYSTEMS - Half (1/2) year; Half (1/2) credit**

This course is designed for students to achieve a basic understanding of marine/water transportation systems, aerospace/flight transportation systems, and land transportation systems. This course is designed to give a basic knowledge of how machines in each of these areas work. Products completed in this course would include working on internal combustion engines, model planes to understand the principles of flight, and boat designs.

**TECHNICAL DRAWING - One (1) year; One (1) credit**

Technical Drawing is a basic or first year course of Mechanical Drawing. Students gain an understanding of basic tools, lettering techniques, basic one view drawings, two view drawings, and multi-view drawings, isometric, oblique drawings, perspective drawings, sectional drawings, and auxiliary view drawings. Students completing this course with an 80% or higher final average are eligible for college credit through an articulation agreement with SUNY Delhi.

**COMPUTER AIDED DESIGN - One (1) year; One (1) credit**

**Prerequisite:** Technical Drawing or Drawing & Design for Production

Computer Aided Design is a course, which will take the principles of the course Technical Drawing, and apply them to computer. The first few weeks will be devoted to getting familiar with drawing on the computer, mainly the CAD program Key Creator. Once the basic objectives of learning the program have been mastered, students will apply their knowledge by completing a series of working drawings on the computer. The information and knowledge obtained after completion of this course could be applied for background knowledge for careers in design and architecture.

**STAGE, DESIGN, AND CONSTRUCTION - Half (1/2) year; Half (1/2) Credit**

In Stage, Design, And Construction students will learn about design principles. They will also learn how to use creative thinking in developing stage sets for the plays as well as new products they will create for activities throughout the class. Students will also learn about pioneers in the design world, and try to gain a better knowledge of why these people had a dramatic impact on society today. Two of these pioneers that will be topics of discussion will be Buckminster Fuller and Frank Lloyd Wright.

**APPLIED PHYSICS IN ENGINEERING – One (1) year; One (1) Credit**

Applied Physics in Engineering is a course that is designed to follow the World of Technology Curriculum, and it is designed to utilize physical principles and apply them to real life applications. Physical concepts such as hydraulics and pneumatic systems, solar engineering concepts, which utilize the laws of physics will be studied. Because we will be following the World of Technology Curriculum, this will serve as a science or technology elective, and it may be used to fulfill a student's third year science requirement.

## **HFM BOCES CAREER AND TECHNICAL EDUCATION CENTER**

The purpose of Career and Technical Education is to provide learning experiences in which all students become aware of a broad spectrum of careers and develop skills that are adaptable to personal and career goals. Career and Technical Education offers students the opportunity to develop the skills necessary for employment in specific career areas thereby preparing students for life as productive members of society.

All students are encouraged to attend the Career and Technical Education Center in 11<sup>th</sup> and 12<sup>th</sup> grades. To attend any of these programs, students must be on track to graduate in 4 years. All courses expected to be completed through 10<sup>th</sup> grade must be complete.

Weighting Factor: 100% final mark

Career and Technical Education course offerings:

- AUTOMOTIVE BODY REPAIR
- AUTOMOTIVE TECHNOLOGY
- CAREERS IN EDUCATION
- COMPUTER INFORMATION TECHNOLOGY AND NETWORKING
- CONSTRUCTION TECHNOLOGY
- COSMETOLOGY
- CRIMINAL JUSTICE
- CULINARY ARTS
- DIGITAL MULTIMEDIA
- ENGINEERING TECHNOLOGY
- ENVIRONMENTAL CONSERVATION
- EQUINE SCIENCE
- FOUNDATIONS OF FOOD SERVICE
- MEDICAL ASSISTING
- NEW VISIONS: HEALTH CAREERS
- NURSE ASSISTING
- PRACTICAL NURSING
- VEHICLE REPAIR AND MAINTAINANCE

### **AUTO BODY REPAIR - 2 Year Program; Three (3) units each year**

Students repair and refinish damaged vehicles. They also learn how to calculate repair costs, establish estimates, and use high-tech welding methods. Plastic repair and painting techniques are emphasized.

### **AUTO TECHNOLOGY- 2 Year Program; Three (3) units each year**

Through our A.S.E. certified and nationally recognized program, students learn theory and gain practical hands-on experience to prepare for a smooth transition into the work force, further automotive career training, or a technical military career. The program offers: high-tech diagnostic equipment, modern demonstration vehicles, work-study programs, preparation for

New York State inspection licensing, internships, auto manufacturer training, adult retraining, regional automotive competition winners, live demonstrations from associated industries and support from an active Automotive Advisory Committee. (Articulation offered with Fulton-Montgomery Community College.)

### **CAREERS IN EDUCATION - 2 Year Program; Three (3) units each year**

This two-year program is intended to provide high school juniors with a beneficial transition from high school to college-level programs, leading to licensing/certification in the field of education. These occupations/certification areas include: teacher assistant; teacher; guidance counselor; occupational, speech, or physical therapist; school psychologist or social worker; and school administrator.

### **COMPUTER INFORMATION TECHNOLOGY AND NETWORKING 2 Year Program; Three (3) units each year**

The Computer Information Technology & Networking program includes two courses: IT Essentials taught in the junior year, and CISCO Certified Network Associate (CCNA) taught in the senior year. Both courses have the senior option, meaning either course can be taken separately by students in their senior year.

### **CONSTRUCTION TECHNOLOGY - 2 Year Program; Three (3) units each year**

Instruction includes fundamentals of plans and specifications, site preparations, and concrete: including common mixing, reinforcement, forms, placement, and finishing. Other masonry units utilize mortars, laying brick and block to a line, block corners, and chimneys. Carpentry skills are taught through units on estimating, power and specialized tools, floor and sill as well as wall and partition framing, fastening devices, anchors, insulations, roofs, welding and cutting.

Additional course study for finish carpentry may be explored and includes rigging, solar applications, interior finishes and trim, stairs, blueprints, flooring, cabinets and cabinet making, and entrepreneurship.

In the advanced block brick masonry course of study students are exposed to piers and pilasters, anchors and reinforcements, control joints, lintels and sills, insulation, solar applications, bonding and layout brick, brick steps, arches, flashing and waterproofing, fireplace construction, glazed tile, glass block, and brick paving.

Students prepare for jobs in construction, including bricklaying, masonry, carpentry, framing, electrical, sheet rocking, and roofing. (Articulation offered with Fulton-Montgomery Community College and SUNY Delhi)

### **COSMETOLOGY - 2 Year Program; Three (3) units each year**

The aim of the two-year course in Cosmetology is to prepare the individual to enter into and progress in the cosmetology field in a gainful manner. The cosmetologist studies the care of the hair, nail and skin.

Students will develop proficiency in shampooing, curling, tinting and styling hair by practicing on other students, parents or friends. Upon satisfactory completion of the **1,000** hours minimum curriculum requirements, the students are eligible to take the New York State License

Examination. Twenty-eight states recognize the New York State Cosmetology license. A cosmetology kit and a uniform are required.

**CRIMINAL JUSTICE – 2 Year Program; Three (3) units each year**

Students prepare for entry into college criminal justice or security management programs as well as career opportunities in law enforcement, public/private security and the correction fields. To enroll, students must have excellent school attendance and good grades. Students also must have visited the HFM Career & Technical Center Criminal Justice program, must never have been arrested, and must be recommended by a high school guidance counselor or principal.

**Note:** Students who successfully complete this program may be eligible for advanced credits in criminal justice from Fulton-Montgomery Community College, Herkimer County Community College, Schenectady County Community College or Hudson Valley Community College.

**CULINARY ARTS - 2 Year Program; Three (3) units each year**

Culinary Arts is a fast growing industry with excellent employment potential for people who are willing to work hard. There are thousands of job openings annually and many possibilities for advancement. The morning session covers principles of quantity food service and preparation of entrées, salads, soups and sauces, sandwiches and desserts. Instruction is also offered in sanitation, storeroom management and breakfast cookery. Participants gain hands-on experience through the daily production of breakfast and lunch for students, faculty and staff at the BOCES Center.

The afternoon session allows students to operate a café restaurant where they learn customer service, grade management, cake decorating, cake and pastry baking, meat and poultry preparation and career skills.

**DIGITAL MULTIMEDIA - 2 Year Program; Three (3) units each year**

This program represents a challenging and fast-paced industry, with a wide variety of new employment positions available each year. Students learn the principles of graphic production including: layout/design, typography, digital and film photography, electronic image editing, electronic/desktop publishing/advertising, basic news gathering, multimedia design/production, basic 3D rendering, process camera techniques, basic photo offset processes, video camera/production/editing, basic sound mixing/editing. Macintosh and Windows platforms are used.

Also included are: basic word processing, Adobe PageMaker, Illustrator, PhotoShop, Premiere, MS PowerPoint, Meta Creations Painter, Curious Labs 3D Poser, Macromedia Director, Flash and Freehand. A textbook and workbook are provided. Good attendance and personal responsibility in class are emphasized, adding the development of a professional attitude to the knowledge and skills gained in class.

**ENVIRONMENTAL CONSERVATION - 2 Year Program; Three (3) units each year**

Environmental Conservation is designed to emphasize heavy equipment operation and maintenance, forestry, and soil conservation. Students will be involved in forestry management

operations as well as the operation of chainsaws, bulldozers, backhoes and other equipment in a wide variety of projects. Basic mechanical skills such as electricity, carpentry, plumbing, fiberglass repair, and masonry are introduced. An emphasis is also placed on the repair, maintenance, and use of small gasoline engines.

### **ENGINEERING TECHNOLOGY - 2 Year Program; Three (3) units each year**

This program focuses on technology exploration in the first year and electrical/electronic technology in the second year. Instruction occurs on the FMCC campus. Successful students can earn up to 15 college credits from FMCC.

### **EQUINE SCIENCE - 2 Year Program; Three (3) units each year**

**Program Objective:** Equine Science is a two-year program intended to prepare student for work in the Equine Industry. Students will be instructed in all aspects of horse care and training. In addition to the academic component of the program, students will have the opportunity for plenty of hands-on experience to prepare them for employment or further education.

**First Year Curriculum Includes:** General stable procedures, basic harnessing, and jogging, basic horse science, anatomy and physiology, horse health and disease, nutrition, equine equipment, lameness, shoeing, reproduction, horse psychology, riding seats, equitation and agricultural modules.

**Second Year Curriculum Includes:** Implementation of first year knowledge in the areas of Training and upper levels of riding, breaking and training, show and race rules and regulations, occupation information, resume writing and interviewing, topic related oral presentations, general review of first year program.

\* Students will accomplish training assignments according to their particular level of riding or driving. Notebooks are to be kept and will be periodically reviewed by the instructor as to monitor the progress of training.

### **FOUNDATIONS OF FOOD SERVICE – 2 year Program; Three (3) units each year**

Students in this program will learn basic, entry-level skills ideal for fast food, institutional and supermarket setting. Curriculum will include: good work habits, personal hygiene, professional sanitation techniques and basic food service. Students will learn to follow recipes – from reading a recipe to gathering ingredients and equipment, to baking and Cleaning up. Participants will learn safety and proper usage of equipment hand tools and knives.

### **MEDICAL ASSISTING – 2 Year Program; Three (3) units each year**

This two-year program offers the student academic and clinical experience in the critical areas of administrative and clinical medical assisting. The course is designed to present skills from most basic to more complex, and prepares students for entry level employment as a Medical Assistant.

Students acquire a specialized body of knowledge, skills and attitudes that allow them to perform administrative and clinical procedures in a variety of healthcare settings. Since Anatomy and

Physiology is emphasized throughout the course, a student may be granted a third year science credit from their home school.

The course is based on the American Association of Medical Assisting (AAMA) role delineation components. Upon successful completion, a student will be able to demonstrate the skills, knowledge, and attitude to obtain employment in the field of Medical Assisting.

### **NEW VISIONS HEALTH CAREERS - 1 Year Program (Seniors Only); Four (4) units**

The New Visions: Health Careers program is an immersion based approach to education. This concept allows the students of the HFM BOCES Career and Technical Center to explore a variety of health care careers, while integrating their academics of twelfth grade social studies and three college level English credits. The classroom is on-site at Nathan Littauer Hospital. This facility allows the students to participate in rotations in numerous hospital departments and work side by side with a variety of health care professionals.

To participate in this program the student must be a senior who has:

- demonstrated an interest in the health care field
- maturity and the ability to work both independently and in teams
- met graduation requirements up to the point they begin participation in the program
- completed three years of math
- completed three years of science
- been recommended by a high school guidance counselor and two teachers
- completed an application form and interview

### **NURSE ASSISTING - 1 Year Program; (AM Only); Three (3) units**

Through both classroom instruction and hands-on clinical experience, students prepare for employment in the health-care industry. Successful students are mature, dependable, and healthy and have good grooming and hygiene habits. Those who participate in the program will receive clinical experience in patient care at local health-care facilities.

Students in this one-year program learn about human anatomy and physiology, elementary microbiology, nutrition, diseases and disorders of the human body, medical ethics, and receive experience in basic patient nursing care. They are also taught communication and leadership skills and gain experience in local health-care facilities. The New York State Health Occupations Education Core Curriculum is followed.

### **VEHICLE REPAIR AND MAINTENANCE - 2 Year Program: Three (3) units each year**

Students receive training in the general automotive service field and related specialty areas. Basic skills are emphasized leading to entry level employment. Students enrolled in this program learn basic automotive theory, as well as safety and shop procedures in a guided, hands-on environment. Repetition of basic skills is emphasized, including the proper use of hand and power tools.

The curriculum includes vehicle cleaning and detailing, oil changes, minor repairs to brake and exhaust systems, electrical repairs, and steering and cooling system service. The program includes New York State vehicle inspection training, and students have the opportunity to

perform safety and emissions inspections on vehicles that come into the shop. Also included in the program is the option for participation in a work-study experience with a local employer.

## **COMMITTEE ON SPECIAL EDUCATION CONTINUUM OF SERVICES**

### **1. DECLASSIFICATION SUPPORT SERVICES**

Declassification Support Services are services provided to students and their teachers to assist the students when they are ready to move from special education programs and services to full-time general education. These services include resource room support, testing accommodations and other appropriate services

### **2. CONSULTANT TEACHER SERVICES**

Consultant teacher services allow students with disabilities to stay in full-time general education programs and receive additional help from a special education teacher in the classroom.

### **3. RELATED SERVICES**

Related services are provided in conjunction with academic classes to assist students with disabilities in their total education program. Related services include speech therapy, physical therapy, occupational therapy, counseling services, nursing services and other support services. Appropriate specialists provide these services based upon the student's individual needs as specified in the Individual Education Plan.

### **4. RESOURCE ROOM SERVICES**

Resource room services provide specialized supplementary instruction in a small group setting. They supplement instruction in general education classes. Instructional groups are usually not larger than 5 students. Supplemental instruction for students with disabilities through the resource room is provided for a minimum of three periods per week.

### **5. SPECIAL EDUCATION SERVICES**

Students receive special education services as direct instruction in a particular academic area in a group no larger than 15 students. Students are grouped together for special class instruction based on the similarity of needs

At the HIGH SCHOOL LEVEL students are provided with 15:1 direct instruction classes in all academic areas. These students also participate in courses such as introduction to occupations, home and career skills, technology, keyboarding. Vocational education programs are also available at the HFM BOCES career center.

### **6. JOB TRAINING PROGRAM**

This program is directed by a BOCES work-study coordinator. Students are assigned to jobs, without pay, to gain experience in an area of interest to them. Most job training is scheduled for approximately 2 to 2-1/2 hours per day. The remainder of the day students participate in regularly scheduled classes and programs. **Students** in need of more direct supervision in their job training work in small groups with a job coach or a group-supervisor. The purpose of this job-training program is to explore various fields of work.

**7. HFM BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

The Committee on Special Education considers students for placement outside the home school and in BOCES classes when the individual needs of the student cannot be met in the home school. Careful consideration is given to the student's levels of academic or educational achievement and learning rate, levels of physical and social development, and the management needs of the students.

**8. CAREER EDUCATION PROGRAMS**

HFM BOCES offers career education programs for all students. These programs provide students with opportunities for career awareness, job readiness skills and exploration of entry-level employment opportunities is included.

**9. SPECIAL DAY SCHOOL**

Students are considered for placement at a special day school when the individual needs of the student require intense intervention and usually when severe behavior is the primary factor preventing the child from learning. Special day school placements are sought when BOCES class placements are not successful.