

Canajoharie High School



Course Selection Guide

2006-2007

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

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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. 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 an 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:

LEVEL	WEIGHT
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). Only courses taken at Canajoharie High School will be considered in this computation. 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 academic sequences, 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. Students scoring a 55-64 on any of the exams will receive a local high school diploma.

Regents Diploma	Regents Diploma: Advanced Designation
English Language Arts	English Language Arts
Math A	Math A and B
Global Studies	Global Studies
US History	US History
One Science	Two Sciences
	Foreign Language (except if exempt, as noted above)

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For students entering Grade 9 in September 2005, all students must pass at least one of the five required Regents Examinations with a score of 65 or higher. In each subsequent year, students must achieve a 65 on an additional exam. For example, students entering Grade 9 in September 2006 must pass two exams with a 65 or higher.

Required Courses and Minimum Number of Credits

Course Name	Regents Diploma	Regents Diploma with Advanced Designation
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

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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 release 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 Advertising Design II	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.

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 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, and other materials, which 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

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Shop. Experiences similar to those found in advertising agencies and design firms are simulated in the classroom including manual layout and computer-assisted design.

STUDIO IN ADVERTISING DESIGN 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 Advertising Design 1.

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

Prerequisite: 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: 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.

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.

BUSINESS EDUCATION

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

Three (3) - Unit Sequence

Business Marketing Education - 3-unit sequence

"CORE" courses:

Computer Applications I	1/2 Unit
Career and Financial Management	1/2 Unit

Plus 2 units from the following:

Accounting I	1 Unit	
Accounting II	1 Unit	
Applied Math for Business	1 Unit	*Also used as 3 rd year of math
Business Law	1 Unit	*Also used as 3 rd year of history
Marketing	1 Unit	
Business and Office Admin.	1/2 Unit	
Computer Applications II	1/2 Unit	
Desktop Publishing I	1/2 Unit	
Desktop Publishing II	1/2 Unit	
Web Page Design	1/2 Unit	

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Five (5) - Unit Sequence

Three units from the above 3 unit sequence plus at least two (2) units from any of the following.

Accounting I	1 Unit
Accounting II	1 Unit
Applied Math for Business	1 Unit
Business Law	1 Unit
Marketing	1 Unit
Business and Office Admin.	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

This one-semester course has a prerequisite of 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 a 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.

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

Prerequisite: Desktop Publishing I

Students are expected to prepare for publication a one-semester, real-world simulation workbook to be used by future desktop publishing classes. Each class member will be required to submit for approval a business proposal which will name them as owner of a new business due to open in the near future. Depending on the type of business they choose, each simulation will require the design and creation of various documents needed to begin

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their new venture as an aspiring entrepreneur. This class will also be 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 21st 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.

COMPUTER SCIENCE

JAVA I- Half (1/2) year; Half (1/2) credit

Weighting factor - 150% final mark

Prerequisite: Math 10R, Passing grade on Math A Regents exam

In Java 1 the students will learn to program a computer using the Java language. Most of the projects will be of a mathematical nature. Therefore, students are expected to be in the 3rd year of Regents Math or beyond. Software development and sorting techniques will be explored.

JAVA II - Half (1/2) year; Half (1/2) credit

Weighting factor - 150% final mark

Prerequisite: Java 1 or a waiver granted by the Computer Teacher based on the student's computer programming ability. Students should be enrolled in their 3rd year of regents level Math or beyond.

Java II students will expand their knowledge of the Java language while creating more advanced mathematical, string oriented, and object oriented software.

AP Computer Science - AP Java - One (1) year; One (1) credit

Weighting factor - 200% final mark

Java is the advanced placement computer language for those who seek advanced placement computer science credit with a college or university.

The course will emphasize the use of classic algorithms, design, and the creation and use of objects to solve problems. The computer language used is Java. The course will also include the understanding of and use of major hardware and software components of a computer system. It will include a case study in preparation for either the AP Computer Science A test.

PHYSICAL EDUCATION / DRIVER EDUCATION / HEALTH

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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.

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 Curriculum and Assessment Frameworks.

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 by student performance on the 8th grade Regents Assessment. Regents Skills classes will meet 7 periods/week for additional instruction time.

Students in all classes will prepare for the English Language Arts Regents Assessment, 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. All levels of courses in grades 9-11 also feature School-to-Work projects for educational and career planning.

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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 (IV)	completion of summer writing project

Regents Honors III and Advanced Placement English (IV) can be taken for college credit from SUNY Albany. These courses have summer writing projects as prerequisites.

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

Students in this course will be studying units such as public speaking, expressive writing, journalism and good reading. 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.

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 also earn college credit through this course in several ways:

1. You can earn three college credits from the State University of New York by successfully completing the course. This credit is transferable to many other colleges and universities.
2. You can earn 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

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Housing and Environment	½ unit
Electives	
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 1/2 unit 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 8th grade and passing the 8th 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 9th 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 use, 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 in 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.

SPANISH V - One (1) year, One (1) credit

Spanish V 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

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current events, we study the culture and history especially of France, but also touching upon Quebec, Martinique and Guadeloupe and French Africa. Cultural units include the Parisian Metro system and Ancient Gaule, studying the French cartoon "Asterix". Many oral exercises are used, including role-plays. Extra-credit projects are offered to promote success.

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 the maximum amount of vocabulary through reading comprehension and the tuning of acquired grammar skills through writing. The cultural study centers on French art, music, 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. Extra-credit options are always available. Trips to the Clark Art Institute and Montreal are provided to increase language acquisition and cultural awareness.

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. Trips to the Clark Art Institute to study French art, Montreal to study Canadian culture and speak French, and New York City to see plays from French literature will be offered.

FRENCH V - One (1) year; One (1) credit

French V 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 would be either *Le Petit Prince* or *Trois Mousquetaires*. Field trips would include a trip to New York City to see a play related to the curriculum, a trip to Montreal, with a related project, and a trip to an art museum, such as the Clark Art Institute in Massachusetts. Students may opt to receive credit through the University in the High School program from this course. 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> ***
Math 8A	Math 9A	Math 10A	Math 11A
Math 9R	Math 10R	Math 11R	Math 12R
Math 9H	Math 10H	Math 11H	Math 12H

PLUS Regents Math A Exam AND Regents Math B Exam Passed.

*** Note: Math B exam given Year # 4

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 Math A Exam Passed

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

Advanced Level:

NOTE:

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

MATH 9A - One (1) year; One (1) credit

Weighting factor - 200% final mark

Prerequisite: Successful completion of Math 8A

This course is offered to those ninth grade students who successfully completed Math 8A 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 Math A Regents will be administered to these students in January.

Math 10A - One (1) year; One (1) credit

Weighting factor - 200% final mark

Prerequisite: Successful completion of Math 9A

Math 10 A is the third course in this mathematics sequence. This is a more rigorous course than math 10 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 10A is algebra and trigonometry. Other topics include transformation geometry, complex numbers, functions, logarithms, probability, statistics, polar coordinates, sequences and series. Emphasis will be given to Math B topics.

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

Weighting factor - 200% final mark

Prerequisite: Successful completion of Math 10A

This course is designed for advanced math students who intend on taking AP Calculus their senior year or calculus in college. Areas of math studied are advanced algebra, trigonometry and analytic geometry with emphasis on Math B topics. The Math B exam will be given in June. In addition, the beginning concepts of the AP Calculus course are covered.

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

Weighting factor - 200% final mark

Prerequisite: Math 11A or permission of teacher

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 A 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 related to the Math A assessment.

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, geometry, intermediate algebra and trigonometry. While the student is exposed to a large body of geometry, other topics are included, such as proofs in logic, mathematical systems, quadratic formula and probability. Course II is concerned with "proof" through direct and indirect use of logic and traditional deductive reasoning of geometry. All topics are related to the Math A assessment and by the second semester topics from the Math B assessment will be addressed. Students are expected to take and pass the Math A assessment 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 algebra and trigonometry with emphasis on Math B topics.

MATH 12R - One (1) year; One (1) credit

Weighting factor - 150% final mark

Prerequisite: Successful completion of Math 11 R

Math 12 R is the sequel to Math 11 R with concentration on and review of the Math B topics. It is expected that the student would take and pass the Math B exam in June.

H Level:

MATH 9H - 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 Math A material and the passing of a Math A Regents exam.

Approximately two - thirds of the Math A content is covered.

MATH 10H - 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 Math A material and the passing of a Math A Regents exam.

Approximately one-third of the Math A 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 Math A assessment in June

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 Math A material, the passing of a Math A Regents exam and the completion of 3 years of high school mathematics. Content will be determined by the teacher to best meet the needs of the students at this juncture in their math career. The prerequisite to entering this course is successful completion of the Math 10H course.

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 Math A Exam to be given at the end of the 2nd 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 Math A topics that will be addressed on the Math A Exam. The prerequisite to entering this course is successful completion of Math 9 Skills. **This course will meet 7 periods every 5 days**. The Math A 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 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.

BIOLOGY I - One (1) year; one (1) credit

Weighting factor - 100% final mark

This life science program involves the student in the study of plants, which has become diverse and specialized only during the past three centuries. The study will include how plants function, their anatomy, classification, genetics and the relationships of organisms to their environment.

Laboratory investigations, computer projects and classroom discussion will be used to emphasize major concepts in this study of plants.

BIOLOGY II - 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 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.

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, Physics 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.

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 included 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. A typical five unit sequences is completed by taking Careers and Financial Management for ½ unit and 4 ½ units of Technology Education selected from the list below.

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 this 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, plasticaling, 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/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 an 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.

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 CADKEY. 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

Stage, Design, And Construction is a course, which 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. This course will meet for one year and be worth one unit of credit.

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.

Weighting Factor: 100% final mark

Career and Technical Education course offerings:

- AUTOMOTIVE BODY REPAIR
- AUTOMOTIVE MECHANICS
- BUSINESS COMPUTER APPLICATIONS
- CONSTRUCTION
- COSMETOLOGY
- CRIMINAL JUSTICE/CORRECTIONS
- CRIMINAL JUSTICE/SECURITY
- DIVERSIFIED HEALTH OCCUPATIONS
- ENVIRONMENTAL CONSERVATION
- EQUINE SCIENCE
- FOOD SERVICE
- GRAPHIC COMMUNICATIONS
- NEW VISIONS: THEATER ART
- NEW VISIONS: INFORMATION & SPATIAL TECHNOLOGY
- NEW VISIONS: HEALTH CAREERS
- NURSE ASSISTING
- PRACTICAL NURSING
- WORK STUDY OPTIONS

AUTO BODY REPAIR - 2 Year Program; Three (3) units 1st year, four (4) units 2nd 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 MECHANICS - 2 Year Program; Three (3) units 1st year, four (4) units 2nd 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.)

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 student experience with a local employer.

BUSINESS COMPUTER APPLICATIONS - 2 Year Program; Three (3) units each year

Prerequisites: Careers and Financial Management (1/2 unit)
Computer Applications I (1/2 Unit)

State-of-the art software for business and office settings- including web-page development, e-commerce and desktop publishing – make this course a leader in the computer technology field. Emphasis is placed on learning and mastering new computer concepts and applications. This knowledge base allows students to compete effectively in the evolving electronic “paperless office” of the future, and/or gives them the background necessary to continue their education at the college level.

BUILDING SERVICES – 2 Year Program: Three (3) units each year

Students will learn basic entry-level skills for a variety of employment opportunities. Upon successful completion of the program, they will be prepared to seek employment with local businesses in the fields of basic maintenance, custodial, and outdoor grounds keeping.

Students will learn to proper use of hand and power tools, including safety and upkeep. The curriculum will include good work habits, personal hygiene, worksite responsibilities and necessary employment ethics. Skills that will be emphasized are communication, problem solving, and interpersonal social skills. Off campus, on-the-job opportunities will also be offered for practical training

CONSTRUCTION - 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.

INTRODUCTION TO CORRECTIONS/SECURITY - 1 Year Program; Four (4) units

Preparation for entry into the corrections field as officers, supervisors, investigators, security officers and administrators is studied in this one-year course.

INTRODUCTION TO CRIMINAL JUSTICE – 1 Year Program: Four (4) units

This one-year program introduces students to the world of law enforcement and security. Investigative methods, emergency responses and special tactics are explored.

DIVERSIFIED HEALTH OCCUPATIONS - 1 Year Program; Four (4) units

Prerequisite: New York State Health Occupations Core/Examination, Nursing Assisting or Licensed Practical Nurse I

Diversified Health Occupations consists of two parts: Home Health Aide and Child Care Assistant. One is designed to provide skills for client care in the home setting and the other will provide instruction in the growth and development of children. Off-campus clinical experiences in preparation for entry-level employment will be included.

ENVIRONMENTAL CONSERVATION - 2 Year Program; Three and one-half (3 ½) 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.

EQUINE SCIENCE - 2 Year Program; Three and one-half (3 ½) 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.

FOOD SERVICES - 2 Year Program; Three and one-half (3 ½) units each year

The Food Services Program is intended to prepare students for successful employment in the Food Service Industry.

A.M. Session: Principles of quantity food service including the preparation of: main entrees, salads, soups and sauces, hot and cold sandwiches, and desserts. Instruction in sanitation, storeroom management and breakfast cookery is also offered. Experience is gained through the daily preparation and service of breakfast and lunch to students and faculty as well as through lectures and instructions designed to facilitate the hands-on experience.

P.M. Sessions: Operation of the Le Petit Cafe', a restaurant designed with the purpose of providing the student a quality experience in service of customers. In addition to the table service, students receive instruction in grade manage, cake decorating, the element of baking and pastry, meat and poultry preparation and career skills.

GRAPHIC COMMUNICATIONS - 2 Year Program; Three and one-half (3 ½) units each year

Students learn the procedures and processes used in graphic arts from designing the copy to be reproduced to the printing of the final product. Steps in the process include preparation of copy, layout, camera and darkroom work, preparation and stripping of negatives, plate making, printing of the final copy using the offset printing process, and binding and finishing operations. Electronic publishing equipment has been purchased, and is being included this year.

FOUNDATIONS OF FOOD SERVICE – 2 year Program; Three and one-half (3 ½) 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.

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

The New Visions Program provides a vital “inside look” at the diversity of careers found within today’s growing health care field. Students are given the opportunity to observe the everyday operations of selected departments of Nathan Littauer Hospital where they gain insight into what is required of a health care professional on a daily basis and also learn how to apply specialized training and education to real life situations. In the authentic setting of Nathan Littauer Hospital, students derive a better understanding of the demands of the workplace, the importance of problem solving and decision making skills on the job and how important working together as a team can be for providing quality patient care.

Program Objectives: Students who participate in New Visions Health Careers Program will be able to:

- Speak and write in-depth about the connection between school and work.
- Develop career plans based on the knowledge gained through experimental learning.
- Begin preparation for professional/technical careers
- Apply previously learned academic knowledge and skills to professional tasks and problems.

A student interested in The New Visions Health Careers program must be a **senior** who has:

- A demonstrated interest in the health career field
- A maturity and ability to work both independently and in teams.
- Met graduation requirements up to the point they begin participation in the program
- Been recommended by a high school guidance counselor and principal
- Completed three years of math
- Completed three years of science
- Demonstrated time management skills that would enable the student to reach long-term goals in an independent setting, especially as those goals pertain to English and Social Studies requirements.
- Completed a written application, which would include an essay summarizing their health care interests and experiences.
- Interview with student and parent

NURSE ASSISTING - 1 Year Program; (AM Only); Three and one-half(3 ½) units

This course prepares students in the fundamentals of Health Service Occupations, which will enable them to be employable. They will be aided in evaluating their own assets, and guided in adapting themselves to work in this environment, as well as developing proper work attitudes, habits of safety, insight into how disease is spread, and the sanitary procedures necessary to combat it.

With regular hospital equipment and life-size models, students acquire skills needed in childcare as well as adult. A clinical experience is included. The Health Occupations Core will be covered.

PRACTICAL NURSING (L.P.N) - 2 Year Program; Three and one-half (3 ½) units each year

A two-year course designed to prepare junior, senior and adult students New York State Practical Nursing Exam. Students should contact the Coordinator of Nursing for further information.

Students are instructed in various aspects of patient care including:

- Collecting data re: physical, emotional, spiritual and socio-cultural needs
- Contributing to development of care plans
- Providing nursing care
- Utilizing effective communication to establish therapeutic relationships
- Collaboration with health-care teams
- Contributing to evaluation of care

Clinical training is obtained at local health-care facilities. (Articulation is offered with F-MCC)

CISCO NETWORKING ACADEMY

High-tech computer networking course that prepares students for high-paying jobs

NEW VISIONS GEOSPATIAL TECHNOLOGY

The physical world is analyzed and interpreted at the FMCC Spatial Information Technology Center

NEW VISIONS THEATER ARTS

Students explore the various aspects of professional theater and play production at the FMCC Campus

NEW VISIONS MEDICAL ASSISTING – 1 Year Program; Three and one-half (3 ½) units

This course of specialization is a ½ to 1-year program composed of entry-level skills, both administrative and clinical. It is designed to prepare students to work in ambulatory health care settings such as medical offices, clinics, laboratories and hospitals.

It will be offered in two semesters. From September to January the administrative office procedures and theory will be taught and from February to June the clinical procedures and theory will be offered.

Student Eligibility:

- Students who have completed Nurse Assisting
- High school seniors completing a sequence in health occupations or business
- High school seniors looking for elective credit. Must have the approval of school District and Career Center counselors.
- GED students
- Adult students

WORK STUDY OPTIONS

CAPSTONE WORKSTUDY

REQUIREMENTS:

- | | |
|-----------------------------------|--|
| 17 years of age | Approval from a home school professional |
| Parental permission | Approval from home school |
| Recommendation from Career Center | Approval of Career Center Work study Coordinator |

The Capstone Work study Program is a practical on-the-job experience offered as part of most Career and Technical Education programs. Students that qualify will have the opportunity to work with local employers to compliment their Career and Technical Education program of instruction. To be eligible for the Capstone Work study Program students must excel in their Career and Technical Education program. Students that participate in the Capstone Work study Program work for one or more half days a week. When students are not working, they attend their regular Career and Technical Education program. Students are supervised on the job and daily attendance is taken. Students are paid at least minimum wage for time spent on the job and must comply with all state and federal labor laws. Students are required to provide their own transportation to and from the work site. Students interested in Capstone Work study should contact the Work-study Coordinator at 762-4633 for a consultation.

CAREER PREPARATION PROGRAM

Career Prep is a team taught Special Education program located at the HFM Career and Technical Education Center. This 9th/10th grade program allows 14-17 years old identified students to use hands on experiences, work at their own pace and explore the Career Education Center while earning high school credit in math, science, introduction to occupations, health, computers and drawing, design and production. This 1/2 day program is one, two or three years based on student need. Students attend the other 1/2 day at their home school. Upon completion, the students finish their last two years of high school in a vocational program of their choice at the Career Education Center.

CANAJOHARIE HIGH SCHOOL COURSE SELECTION GUIDE
Appendix

Comments: Team teaching and “hands on” methods of teaching set this program apart from traditional academic settings. Students learn from a variety of resources complimenting a variety of learning styles. Students who are eligible for this program are recommended by the Committee on Special Education, teachers or parents. For more information or to arrange a visit contact the Career Preparation Program at 762-4633 ext. 166.

The H-F-M BOCES Career and Technical Center plans to offer the above programs. However, the Career and Technical Center reserves the right to cancel a particular program if there is insufficient enrollment.

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.