

# **Schoharie High School**

## ***Course Description Guide***



***2012- 2013***

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# INTRODUCTION

This curriculum guide contains a brief description of the courses of study offered at Schoharie High School and information designed to assist students in planning an appropriate program of study. Students should consider diploma requirements, abilities, interests, and goals when developing their high school program. The process should include consultation with parents/guardians, teachers, and counselors to make sound choices. Careful program planning will enable students to work toward their educational, career, and personal goals.

## SCHEDULING

### HIGH SCHOOL DIPLOMA REQUIREMENTS

<u>Required “Core” Subjects</u>	<u>Regents Diploma</u>	<u>Advanced Regents Diploma</u>
English	4 Units	4 Units
Social Studies	4 Units	4 Units
Mathematics (A)	3 Units	3 Units
Science (A)	3 Units	3 Units
Second Language	1 Unit (B)	3 Units (C)
Health	½ Unit	½ Unit
Art and/or Music	1 Unit	1 Unit
Electives	3 ½ Units	1 ½ Units
Physical Education	2 Units	2 Units
<b>TOTAL</b>	<b>22 Units</b>	<b>22 Units</b>

\* Regents or Advanced Regents with Honors: Students must obtain an average of 90 on required Regents Exams.

#### Exams Needed For Diplomas:

##### Students Entering Grade 9 in:

**2008 -2010 - Local** – Local Diploma Offered for Special Education students only (55-64 on Regents or 65+ on RCT’s)

**2011 and beyond** - Local Diploma offered for Special Education students only (55-64 on Regents exams)

**2008 and beyond - Regents** –Algebra, Global History, US History, English, Science (65+%)

**2008 and beyond - Advanced Regents** – Algebra, Geometry, and Algebra 2/Trigonometry, Global History, US History, English, 2 Science Regents, Second Language (65+%)

- A) An integrated course in mathematics/science/technology may be used to satisfy the requirement for a third unit of credit in mathematics or science.
- B) Students are required to have completed two units of study in a Language Other Than English (LOTE) by the end of their 9<sup>th</sup> grade year. One unit of credit is earned either by passing LOTE and the local exam in 8<sup>th</sup> grade, or earning a unit of commencement level credit in LOTE.
- C) Students acquiring 5 units of credit in one of the following may be exempt from the LOTE requirement for an Advanced Regents Diploma: Technology, Agriculture, Business, or Vocational Education.

**Re-taking Regents Exams** – Students will be encouraged to **retake** a Regents Exam in English, Social Studies, Math, Science or a Second Language if they score lower than 65. Students can retake exams as many times as needed and will be placed in AIS for review and support. The Regents score obtained on retakes (if higher) will be reflected on their high school transcript. Course final averages will not be changed as a result of retakes. Please note – every year there are scholarships available to students with the highest Regents exam marks; therefore, retakes for high achieving students may be appropriate.

**Challenging a Regents exam** - Students who would like to challenge a Regents exam must obtain prior approval from the principal and the cooperating teacher. To obtain credit for a challenged exam, a student must obtain a grade of 85 or better on the Regents exam and complete a project, supervised by the teacher of the course. An application must be completed by September 30 of the year in which the challenge is requested.

## Requirements for Promotion

Grade 9	Completion of 8 <sup>th</sup> Grade Requirements
Grade 10	5 Credits
Grade 11	10 Credits
Grade 12	15 Credits

Accumulated credits must contain core subjects (English, Social Studies, Math, and Science). Retention is determined on an individual basis by administration.

## Minimum Credits

All students are strongly encouraged to carry a course load of 6.5 credits each year, including physical education. All students are expected to maintain complete and challenging schedules. **Seniors with special circumstances who wish to have early dismissal must apply to the Principal.**

## Dropping a Course

Counselors may consider a change in schedule only during the first 7 days of each semester provided that the student's schedule does not drop below 6.5 credits. A course may be added until this point as well.

A schedule change due to academic difficulty may be considered after five weeks provided:

- A. Parents submit written request.
- B. Student is carrying the minimum number of required courses.
- C. Student has made a sincere effort to succeed.
- D. Student, parent, teacher, guidance counselor, and principal are in agreement regarding the change.

Students dropping a full-year course after 25 weeks or a half-year course after 15 weeks will receive a WD on their report card and final transcript. Students will not be permitted to drop a full-year course after 35 weeks or a half-year course after 18 weeks.

## Early Graduation

The standard four-year program is suited to most students in terms of their emotional, physical and intellectual development. It is also most readily adaptable to post high school educational and vocational plans. Special situations may occur in which students may need to shorten the length of their high school program. Such a decision must involve parents, principal, guidance counselors and the student, and may take some advance planning to ensure that all academic requirements are met.

# **GUIDANCE AND COUNSELING SERVICES**

The purpose of the Guidance and Counseling program is to assist students as they identify and realize their personal goals. This is achieved through counseling, consultation, and coordination.

Counseling is provided in individual, small, and large group settings. Topics include career/life planning, college advisement, decision making, social skills, development, transitional adjustments as students move from grade to grade, crisis intervention, peer relations, and academic planning. Each student completes an annual review which incorporates academic planning, course selection, and post high school plans.

Consultation services include conferences with parents, teachers, school support services, and administrators. We encourage students to participate in the development of personal plans that will influence their future.

Coordination activities include college/university/armed services visits, career speakers, national testing information, community services, job training coordinators, and referral services.

We encourage students and parents to call on us with questions or concerns regarding academics, vocational, or personal goals.

Mrs. Kenyon (6-8)  
Guidance Counselor

Miss. Rizio (9-12, A-K)  
Guidance Counselor

Mrs. Stewart (9-12, L-Z)  
Guidance Counselor

# **AGRICULTURE**

## **INTRODUCTION TO AGRICULTURE**

**Grades 8 – 12 (1/2 credit)**

Prerequisite: None

Is milk produced in a factory? Can bread be made synthetically? Is New York an agricultural state? Join your fellow students as we explore the food and fiber industry within the United States and abroad. How do you get seedless oranges? Why are so many jobs in agriculture, in research, education, distribution, processing, and marketing of products? Agriculture and its concepts are utilized almost everywhere, and the industry needs more qualified people to maintain the growing work force. Students will learn the basics of food and fiber along with an introduction to FFA. This course is a requirement for an agricultural sequence.

## **SMALL ANIMAL CARE**

**Grades 8 – 12 (1/2 credit)**

Prerequisite: None

The pet and companion animal industry is a rapidly growing segment of our economy. Students and young people find working with small animals very rewarding and it gives them a sense of responsibility. The course will encourage students to look at many different species and types of pet animals. Through work in this course students will gain knowledge of care, management, health, safety, reproduction, feeding and training of pets. As our population raises more specialty and companion animals for production purposes and personal value, careers that work with these animals in a safe environment will continue to expand. Approximately 37% of households in the US own a dog and 32% of households own a cat. Almost 50% of pet owners considered their pets to be family members.

## **ENVIRONMENTAL SCIENCE & CONSERVATION**

**Grades 9 – 12 (1 credit)** This course can be used as required science elective.

Prerequisite: None

This course is designed to introduce students to the environment they live in. Students will participate in a number of indoor and outdoor activities that emphasize environmental problems and management techniques to prevent and solve those problems. This course will expose students to Population growth & conservation of resources, along with soil and water conservation. In addition, students will study Wildlife, which includes description, habitat, ecosystem and facts about hunting and game management. Other topics include Forestry, Private Drinking Water, Furbearer Management, Fly Tying, and Birds.

## **DAIRY BREEDING & SCIENCE CORE**

**Grades 9 – 12 (1 credit)**

Prerequisite: None

This full year course offers students the opportunity to learn about the dairy industry. Topics include raising replacements, selecting and judging, and reproduction and genetics. Real life examples and activities will help students learn the basics of genetics and develop informed decisions on breeding for progress. Each student will receive a computer generated herd, which gives insight to industry standards and provides opportunities to learn about traits, production, type and how they relate to successful enterprise. Computer experience is not necessary. In addition, this course familiarizes students with the scientific concepts and principles of animals. Using applied activities, students will learn the basics about nutrition and reproduction while actually balancing rations for protein and fiber. Additional activities include digestion, waste management, and livestock housing.

## **PLANT SCIENCE & HORTICULTURE**

**Grades 9 – 12 (1 credit)** This course can be used as required science elective.

Prerequisite: None

Students learn about horticulture from a cross section of shared work experiences. This course will provide hands-on activities and an understanding of basic principles and techniques in horticulture. Use of tools and equipment will be required. The class will include detection and identification of local species of insects that are harmful and helpful to ornamental plants, and the principles and practices in the development, production and use of horticultural crops including classification, structure, growth and development of plants. In addition, students will learn the principles and methods of selecting, establishing and maintaining turf for residential lawns, parks, sports fields and golf courses. (You will get to design a course of your own.) We will also cover soils including the physical, chemical and biological properties, soilless media and proper soil management. In the last part of the course we will look at the process of residential landscape design, site analysis and practical solutions of typical landscape problems which include plant selection, and correct placement of materials in the residential landscape.

## **VETERINARIAN SCIENCE**

**Grades 10 – 12 (1 credit)** This course can be used as a required science elective.

Prerequisite: Biology or Ag Science

This course is designed to help students better understand animals. Whether you live in a rural or an urban area, a knowledge of animal diseases, together with health care, is very valuable. Veterinarian science goes far beyond dealing with just the animal. It involves the protection of human health and promotion of human welfare by applying the arts and sciences of medicine to animals. The improvement of animal health safeguards our food supply. Inspection of meat and poultry, along with the care of all food and pet animals, controls the diseases that directly affect mankind. Topics covered will be the normal animal and its functions, animal diseases and their causes, and seven animal systems will be studied in depth. Each student will put together a visible animal of their choice as a project associated with the systems.

## **CROSSWALK & WORK EXPERIENCE**

**Grades 11 – 12 (Up to 2 credits)**

Prerequisite: Permission of Instructor

Supervised work in a selected agriculture enterprise will allow students to carry out a planned program of educational experiences. Each student will be supervised by an owner or manager of the business and their teacher on a regular basis. Written and oral reports of the work experience will allow the student to demonstrate how each experience contributes to his/her goal. Students are encouraged to obtain the empire degree through careful record keeping and activity participation.

# **ART**

## **STUDIO ART**

**Grades 9 – 12 (1 credit)**

Prerequisite: Must have successfully completed Junior High Art

This is a basic requirement of all art majors. It can also be used as the art elective course that will satisfy the State requirement of each student having a credit in fine arts. The design concepts of color, line, shape, form, value, perspective and composition are explored. Students work with a variety of media. Students will learn to evaluate and critique their own work. They will be exposed to various “schools of art” and will view works done by the masters.

## **ADVERTISING & GRAPHICS**

**Grades 10 – 12 (1/2 credit)**

Prerequisite: Studio Art

Students learn how to put together words and images that make a viewer stop, look, and listen. Students will create advertising that communicates ideas and concepts clearly. Students will create posters, pamphlets, logos, and ads. Students will also learn how to create symbols and images that convey a message.

## **CERAMICS**

**Grades 10 –12 (1/2 credit)**

Prerequisite: Studio Art

This course focuses on working with clay. Students have the opportunity to learn how to hand-build with clay and throw on the potter's wheel. Students learn basic clay construction and create works of art that range from bowls, cups and mugs, to masks, vases and free forms.

## **ADVANCED CERAMICS**

**Grades 10-12 (1/2 credit)**

Prerequisite: Ceramics 1 and Studio Art

In Ceramics 2, students will apply the knowledge and skills gained in Ceramics 1. Students are expected to demonstrate growth in the following areas: problem solving, controlling the properties of clay to develop complex forms, strengthening artistic expression and critical thinking. Historical and contemporary trends in ceramics are studied. Students are expected to express themselves through visual, verbal and written formats. Students interested in a career in ceramics, industrial design, architecture, sculpture, or set design may begin building a portfolio for continuing study in the arts.

## **PAINTING & DRAWING**

**Grades 10 – 12 (1 credit)**

Prerequisite: Studio Art

This course expands on the concepts that were introduced in Studio Art. Students will expand their skills in the use of a variety of media. They will look at various periods in art history and learn the techniques employed by the artists of the time. Students will complete drawings emphasizing contour line, negative space, positive space, gesture, and values. This course includes experimenting with a variety of media such as charcoal, pastels, oil, crayons, watercolor, temperate, acrylics. A variety of techniques are developed.

## **PUBLICATIONS**

**Grades 10 – 12 (1 credit)**

Prerequisite: Desktop Publishing (First priority to 11<sup>th</sup> and 12<sup>th</sup> graders)

Students will learn techniques in publishing and producing the school yearbook. Duties range from fundraising to page layout, photography, journalism, and creative marketing.

# **BUSINESS & INFORMATION TECHNOLOGY**

## **ACCOUNTING I**

**Grades 10 – 12 (1 credit)**

Prerequisite: None

This course provides an overview of the basic concepts of accounting and gives students entry-level job skills (data entry clerk, etc.). The fundamental elements of bookkeeping and accounting are studied, plus recording and analyzing business transactions, preparing financial statements, maintaining payroll records, and using the computer in accounting. (Can count for a third unit of math.)

## **BUSINESS LAW (UHS)**

**Grades 11 - 12 (1 credit)**

Students in this course will gain a basic understanding of law. The relationship of the laws to an individual's personal and occupational life is emphasized. This course can be taken for college credit through SUNY Cobleskill. This course is recommended for all college-bound students who may major in any areas of business.

## **MICROCOMPUTER APPLICATIONS (UHS)**

**Grades 10 – 12 (1/2 or 1 credit)**

Gain a competitive advantage and increased confidence by increasing your skills with today's leading application software package, Microsoft Office Suite. Through hands-on exercises, you will learn the basic as well as advanced features of Microsoft's Excel, Power Point, Access, and Word. Are you interested in attaining a globally recognized certification? After completing the projects and exercises in this course you will be prepared to take the Core Level Microsoft Office User Specialist (MOUS) certification exam for Microsoft's Excel, Power Point, Access, and Word. **Students in grades 11 & 12 will have the opportunity to take this course for college credit.** (College credit through SUNY Cobleskill for 1 credit takers only)

## **WEB PAGE DESIGN (UHS)**

**Grades 11 – 12 (1 credit)**

Prerequisite: None

Learn how to create a page for the World Wide Web through hands-on experiences. We will use HTML and Dreamweaver to create robust and functional web pages. Topics include: HTML standards and browser capabilities, image formats, tables, image maps, frames, forms, and technologies for creating dynamic content including JavaScript. Students in grades 11 & 12 will have the opportunity to take this class for college credit through SUNY Cobleskill.

## **KEYBOARDING**

**Grades 8 – 12 (1/2 credit)**

Prerequisite: None

Keyboarding is of value for all students in preparing research papers, resumes, letters of application, and developing the keyboarding skills necessary for using a computer. It is designed to develop touch-keyboarding skills while increasing speed and accuracy. This hands-on course is strongly recommended for ALL students.

## **DESKTOP PUBLISHING**

**Grades 8 - 12 (1/2 credit)**

Prerequisite: None

A project-based course that will teach the skills needed to create effective and interesting documents and publications. Upon completion of this course, students will be knowledgeable in Microsoft Word, Microsoft Publisher, Microsoft Excel, Microsoft PowerPoint, Adobe Photoshop and Adobe Illustrator.

## **CAREER AND FINANCIAL MANAGEMENT**

**Grades 9-12 (1/2 credit)**

Prerequisite: None

This course is a required component of each Career and Technical Education sequence. It is designed to help students to develop transferable skills essential to all occupations, and to explore various occupational areas.

## **ENTREPRENEURSHIP** (pending BOE approval)

**Grades 10-12 (1credit)**

Prerequisite: None

A course designed to provide students a basic foundation in the starting and managing of a small business. Content includes selected entrepreneurial skills as well as those necessary to the management, merchandising, and marketing functions inherent in the operation of a small business. Students successfully completing the course will have a solid foundation in concepts that may be utilized in starting a small business or entering employment immediately after high school, or as a basis for postsecondary study.

# **ENGLISH**

## **ENGLISH 9**

**Grade 9 (1 credit)**

Prerequisite: None

English 9 is designed to build a strong foundation for high school, with increased independence and responsibility for accomplishing goals. Literature covers a broad range of genres, including short stories, drama, mythology, oral stories, epics, novels, and films from works of world literature both ancient and modern. Writing emphasizes essays, narratives, and a thesis-based research paper. Independent, self-selected reading is very important, and students are expected to read for 15 hours each quarter. Vocabulary and literary activities are used throughout the year.

## **ENGLISH 10**

**Grade 10 (1 credit)**

Prerequisite: English 9

English 10 is designed to build on the lessons learned in English 9 and earlier, focusing on the skills needed for effective reading, writing, listening, and speaking. The writing varies from creative to literary, and from reflective to research based. The literature connects to many of the concepts taught in Global Studies through the use of short stories, full-length novels, and plays. There will also be some focus on poetry and other areas of creative expression as well as a review of commonly confused words and writing mechanicals. This course is designed to continue preparation for the English Regents, administered at the middle of the junior year, and to engender a love of literary and written exploration.

## **ENGLISH 11**

### **Grade 11 (1 credit)**

Prerequisite: English 10

English 11 is a continuation of the language arts sequence of instruction in reading, writing, speaking, and listening. Students will spend large quantities of time writing for a variety of purposes including, but not limited to, narration, description, exposition, and persuasion. Students will utilize the writing process in an environment involving frequent writing, conferring, revising and editing, and publishing. Students will research and prepare a term paper and a PowerPoint presentation. Students will also spend large quantities of time reading a variety of works of literature. Readings will include American novels, non-fiction prose, poetry, drama, and independently selected titles. Students are also expected to complete an independent reading component that will be regularly assessed. They are expected to read on a daily basis and frequent journal assignments are required. Additionally, attention is given to preparation for the PSAT, SAT, and English Regents exam. All juniors must take and pass the Comprehensive Examination in English (Regents) in order to graduate. The Regents exam is given in June.

## **ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION**

### **Grade 11 (1 credit)**

Prerequisite: Department recommendation. Maximum capacity for class is 17 students.

Advanced Placement English Literature is an intensive college level course with limited enrollment based on English 10 course average and teacher recommendations. While the class fulfills the requirement for a third year of high school English, it also allows those students who pass a standardized test in the spring (for which there is a \$80.00 fee) to earn college credits or exemptions from certain course requirements in college. \* Requirements include a heavy reading load of American and British novels and dramas, as well as extensive work with poetry. This course also has required summer reading and writing assignments. Literary analysis is the primary focus of regular in-class essays. Students will also be expected to write in a variety of modes including persuasive, expository and creative pieces. Major projects include a web-based research project, and a self-designed final project. All students in this class must take and pass the Comprehensive English Regents in order to graduate. The Regents exam is given in June.

\* Note: The AP Exam is not a course requirement and results are not available until July.

## **ENGLISH 12**

### **Grade 12 (1 credit)**

Prerequisite: English 11

English 12 is a writing-intensive language arts program designed to prepare students for the variety of challenges they will encounter in college-level courses. Students are expected to write in a variety of modes including expository, analytical, persuasive, and creative. Reading selections include 20<sup>th</sup> Century American novels, drama, short fiction, non-fiction/memoir, essays and poetry. Students will also complete a series of projects including a Senior Transitional Portfolio, a job shadow requirement and a career exploration unit, a web-based research project and Power Point, an interview, and a final project to be presented to the class.

## **ENGLISH COMPOSITION 101 (UHS) – SUNY Cobleskill ENG 101**

### **Grade 12 (1/2 credit)**

Composition 101 is a writing-intensive course that will allow students to earn to three (3) college credits through SUNY Cobleskill. Students will write on a variety of topics, both academic and personal. In addition to helping students prepare and assemble important documents (e.g. resumes, letters of recommendation, college and scholarship essays) the course also contains college and career exploration projects to help seniors in the decision-making process as they plan their future. A fully-documented research paper and PowerPoint presentation is also a requirement for this course. This class is offered along with Readings in Literature so that students can satisfy their English 12 requirement.

## **INTRODUCTION TO LITERATURE (UHS) – SUNY Cobleskill ENG 121**

**Grades 12 (1/2 credit)**

Readings in Literature is a writing-intensive course that will allow students to earn three (3) college credits through SUNY Cobleskill. The focus of the course is an examination and critical analysis of selected readings which reflect significant intellectual attitudes as they appear in literature. Emphasis will be on close reading and a variety of critical perspectives will be applied to a wide selection of short fiction, poetry, drama and novels. Evaluation will be based on such factors as class participation, tests including essay questions, written assignments, as well as multi-media presentations. This course is offered along with English Composition 101 so that students can satisfy their English 12 requirement

## **MULTIMEDIA APPLICATIONS**

**Grades 10 – 12 (1 credit)**

Prerequisite: English 9

This full-year elective is open to students in grades 10-12 who have demonstrated academic responsibility and have teacher recommendation. The focus of the course will be media communication skills as implemented in various forms. To begin, students will learn foundation communication skills such as storyboard and scriptwriting skills. Then they will work to integrate those skills with computer software such as PowerPoint, Adobe Photoshop, Microsoft Movie Maker, and Adobe Elements to produce short media-driven stories such as news spots, music videos, PSA's and animated pieces. Finally, students will be exposed to key elements of TV production such as lighting, blocking, timing and delivery, and technical production elements such as filming, editing and broadcasting methods.

## **CREATIVE WRITING I**

**Grades 10 - 12 (1/2 credit)**

This half-year course focuses on the exploration of various skills and techniques used when writing creatively. Students will write copiously, experimenting with various voices, styles, and skills. There will be an extensive portfolio project as well as fully developed short story. This course is designed for the student who loves to write and is who willing to try other methods and styles.

## **CREATIVE WRITING AND COMPOSITION II**

**Grades 10 - 12 (1/2 credit)**

This half-year course is designed to rely on the skills learned in Creative Writing and Composition I; however the introduction course is not a prerequisite. The focus will still involve experimentation with various styles and voices, but move away from strictly prose and venture into poetry and drama. One of the most extensive projects of this course is the production of the school's literary magazine, *Smoke Signals*, and the students will work cooperatively on this venture.

## **ENGLISH ACADEMIC INTERVENTION**

These courses are intended to assist students who are at risk of not achieving the State learning standards or not meeting performance levels on State assessments required for graduation. Enrollment is State mandated based on the student not meeting performance criteria.

## **READING ENRICHMENT**

**(1/2 credit)**

Reading Enrichment is a remedial reading class intended to support students who are at risk of not meeting performance levels on State Assessments due to below grade level reading skills. Students work on comprehension, decoding and fluency skills to improve their reading levels. Various student selected books are used to promote motivation. Standardized test preparation for English Language Arts is provided, as well as periodic reading assessments to monitor progress.

# **FAMILY AND CONSUMER SCIENCE**

## **INTERIOR DESIGN (Housing & Environment)** **Grades 9 – 12 (1/2 credit)**

Students will learn the history of Interior Designing from the Stone Age through today's Modern Housing. This class also needs an imagination and creativeness to be a success. Students will learn techniques that will help them later in life with their own home. We will study the building of a home from the floor plan to the painting of the rooms, and placing furniture with correct lighting.

## **FASHION DESIGN (Clothing & Textiles)** **Grades 9 – 12 (1/2 credit)**

Explore your own personal clothing style as you select and construct a garment and several accessories. Discover how the past influences the present trends in fashion. If you are creative, fashion conscious, and enjoy constructing items by hand this is the course for you. In this course you will study contemporary designers. You will investigate the cultural, social and economic influences on clothing uses and styles. You will develop basic knowledge of sewing terminology, equipment, and basic clothing construction skills. You will demonstrate the ability to read and follow directions while constructing four or five sewing projects. You need no prior sewing experience, and the completion of this course satisfies ½ unit needed of the art/music requirements.

# **HEALTH**

## **HEALTH** **Grades 10 – 12 (1/2 credits)**

Prerequisite: None

Health Education will be a course related to the development of the following six essential skills: communication, decision making, planning & goal setting, stress management, self management, and advocacy. Units of study include, healthy lifestyles, personal hygiene, mental health, drug use and abuse, human growth and development, diseases, nutrition, consumer health, environmental health and safety. The course requirements include regular attendance and participation in class discussions and work, periodical research and reporting, report with oral presentation, unit tests, and quizzes (oral and written). Health is a required course for graduation.

# **LANGUAGES**

## **SPANISH 8** **Grade 8 (1 credit)**

Prerequisite: Successful completion of Spanish 6 and 7

This full year course reviews the topics covered in Spanish 6 and 7, and continues the curriculum required by New York State. The students will learn basic vocabulary and grammar necessary to hold a brief conversation in the target language as well as decipher what they hear or read. The students also explore various cultural topics associated with the target language. The students will receive high school credit upon successful completions of this course and a passing grade on the final exam.

## **HIGH SCHOOL SPANISH I**

**Grades 9 – 12 (1 credit)**

Prerequisite: None

This full year course is an introductory language course. Students who have never taken a new language or who wish to take more than one language will take this course. Many of the fourteen New York State required topics will be covered in this course. The students will learn the present tense and other basic grammar points. Students will also research and create projects about geography and culture of countries speaking the target language.

## **SPANISH II**

**Grades 9 – 12 (1 credit)**

Prerequisite: Successful completion of Spanish 8 or I

This full year course is the first of two courses preparing students for the Comprehensive exam in Spanish, where students will expand their knowledge of the topics required by New York State through more comprehensive reading, writing, listening, and speaking in the target language. While the topics are the same, the vocabulary and grammar points introduced are more complex. The students will learn the future and two past tenses. The emphasis of this course is getting the students to increase the complexity of their communication and understanding of the language, while also deepening an understanding of culture.

## **FRENCH/SPANISH III**

**Grades 10 – 12 (1 credit)**

Prerequisite: Successful completion of French/Spanish II

This full-year course reviews the topics covered by French/Spanish II and covers the remaining topics. These topics are taken from the New York State syllabus for Languages other than English. While the topics are the same, the vocabulary and grammar points introduced are more complex. The students will review the future and two past tenses learned in French/Spanish II. The subjunctive and conditional tenses may also be introduced. The emphasis of this course is getting the students to increase the complexity of their communication and understanding of the language. Students will also develop a deeper understanding of the cultures associated with the target language. This course culminates in the taking of the Comprehensive exam in French or Spanish to earn high school credit toward a Regents diploma.

## **FRENCH IV (UHS)**

**Grades 11 – 12 (1 credit)** Offered on Distance Learning Network

Prerequisite: Successful completion of French III and a passing grade on the Regents exam.

This course is designed to increase the listening and speaking skills of students. This is obtained by a variety of projects such as: readings, research projects, debates discussions, games, movies, slides, tapes, music, student teaching and computers. Students will be encouraged to carry on lengthy conversations and presentations in French. There will be several short stories and novels read which will introduce students to French literature and cultural values as well as improve their reading ability. Students will write essays, critiques and stories in French with some competency. The general atmosphere of this level is informal and conversational.

## **SPANISH IV/V (UHS)**

**Grades 11 – 12 (1 credit)**

Prerequisite: Successful completion of Spanish III and a passing grade on the Regents exam.

This course is offered for college credit through SUNY Cobleskill's University in the High School Program. Students learn higher-order grammar through selected readings comparable to the intermediate college level. Activities include composition and conversation based on movies and selected topics as well as the use of technology for a variety of projects and research. Students who successfully complete this course and pay a fee to SUNY Cobleskill will receive three college credits.

# MATHEMATICS

## **PRE-ALGEBRA**

**Grade 9 (1 credit)**

This is a one year course to prepare students for Integrated Algebra. The topics covered include a review of middle school math topics along with building a strong algebraic foundation.

## **INTEGRATED ALGEBRA**

**Grades 8 – 12 (1 credit)**

Prerequisite: Successful completion of 7X Math, 8<sup>th</sup> grade Math or Pre-Algebra and teacher recommendation

This is a one year course to prepare students for the NYS Algebra Regents exam in June. The concentration of this course is algebra. Students will develop problem-solving skills and apply them in linear, quadratic, absolute value and exponential functions. These functions will be integrated with coordinate geometry and connections will be made between analytical and geometrical representation. Additional topics will include measurement, data analysis, right triangle trigonometry and probability. Students will learn how to use the Nspire graphing calculator.

## **INTRODUCTION TO GEOMETRY**

**Grades 9 – 12 (1 credit)**

Prerequisite: Successful completion of Integrated Algebra

This is a one-year course that will fulfill the third credit requirement of mathematics for students that have passed the Integrated Algebra course, but have not demonstrated mastery of algebra. The course will be taught using a discovery approach to geometry that should benefit visual and tactile learners. Class work will include Ruler and Compass Constructions, Patty Paper Geometry, hands on labs, group problem solving, projects, Soap Bubble Geometry and activities using the nspire graphing calculators. The major topics covered will be properties and attributes of triangles, properties and attributes, quadrilaterals, circle geometry, spatial reasoning and transformational geometry. Coordinate geometry will be utilized throughout the course to reinforce algebraic skills. After successful completion of this course, students may continue with the Regents course in geometry.

## **GEOMETRY**

**Grade 9 – 12 (1 credit)**

Prerequisite: Successful completion of Integrated Algebra; recommend 80+ on Algebra Regents Exam

This is a one year course that will prepare students for the Integrated Geometry Regents exam. Students will study geometric relations through an integrated approach including synthetic, transformational and coordinate geometry. They will use reasoning to make conjectures about geometric relationships and prove using formal and informal proofs. Students will study the properties of triangles, quadrilaterals and circles in depth. They will use computer software to investigate and verify different relationships. Constructions using a compass and straight edge will be covered. A graphing calculator will be required.

## **ALGEBRA II/TRIGONOMETRY**

**Grades 11 – 12 (1 credit)**

Prerequisite: Successful completion of Geometry

This is a one-year course that will prepare students for the Regents exam. It is a continuation and extension of Algebra and Geometry. The course will include topics on imaginary and complex numbers, families of functions including: polynomial, radical, absolute value trigonometry, exponential, logarithmic, and transformation of these functions. An nspire graphing calculator is required. It will also include measure of dispersion, analysis of regression, arithmetic and geometric sequences, binomial experiments, and probability distribution. A large part of the course will be devoted to expanding right triangle trigonometry to include the circular functions.

## **PRE-CALCULUS (UHS)**

**Grades 11 – 12 (1 credit)**

Prerequisite: Successful completion of Algebra 2/Trigonometry with a grade of 65 or better on the Algebra 2/Trigonometry exam.

This is a one-year college level course in preparation for the study of Calculus, offered through SUNY Albany. Topics include exponential and logarithmic functions, curve sketching, trigonometry and a thorough review of algebra. The application of those topics will enable the student to gain the fundamentals necessary for any college level calculus course. A graphing calculator (nspire) is required. For college credit a tuition payment is required.

## **CALCULUS I (UHS)**

**Grade 12 (1 credit)**

Prerequisite: Pre-Calculus

A college level course, offered through SUNY Albany, studying the concepts of differentiation with the applications of the derivatives, the integral and its applications. These topics include related rates, optimization, area and volume. For college credit a tuition payment is required.

## **MATH & FINANCIAL APPLICATIONS**

**Grades 9 – 12 (1 credit)**

Prerequisite: None

Math and Financial Applications is a comprehensive class that covers all the skills students need to manage their personal finances and excel at their first jobs and in everyday life. Math and Financial Applications is a three-part program that takes students from basic math concepts to sophisticated financial strategies. Basic Math Skills reviews the fundamental math operations, Personal Finance teaches money management skills, and Business Math provides a thorough primer on launching and running a business.

## **COLLEGE PREPARATORY ALGEBRA**

**Grade 12 (1 credit)**

Prerequisite: Integrated Algebra

This course is designed for seniors whose career path does not include a strong concentration in mathematics or science, but wants continued exposure to mathematical concepts. Course topics include trigonometry, algebra, statistics, probability, transformational geometry and a thorough review of basic math skills.

## **MATH – ACADEMIC INTERVENTION SERVICES**

This course is designed to remediate students whose skills show need of development for successful completion of the Math A exam.

# MUSIC

## **HIGH SCHOOL BAND**

**Grades 9 – 12 (1/2 credit)**

Prerequisite: Junior High Band or by Audition

Students will be introduced to a comprehensive repertoire of concert band music. Each student is required to attend one instrument lesson per week, as well as band rehearsals scheduled every other day. Rehearsals are intended to be the vehicle in which the student learns to perform pieces as part of the group. These rehearsals will prepare the student to play at various concerts, parades, community-sponsored activities, school ceremonies, and competitions. It is here that students learn about pride and the joy of performance. Students will utilize lessons to increase their personal level of playing. Through this they may choose, or be chosen, to attend the NYSSMA solo festival and may audition for NYSSMA advanced performing groups.

## **HIGH SCHOOL CHOIR**

**Grades 9 – 12 (1/2 credit)**

Prerequisite: Junior High Choir or by Audition

Students will be introduced to a comprehensive repertoire of concert vocal music. Each student is required to attend 2 vocal lessons per quarter, as well as choir rehearsals scheduled every other day. Rehearsals are intended to be the vehicle in which the student learns to perform pieces as part of the group. These rehearsals will prepare the student to sing at various concerts and community events. Students will utilize lessons to develop skills such as tone quality, rhythm, range and sight-reading. Through this they may choose, or be chosen, to attend the NYSSMA Solo Festival and may audition for All County Festivals and Advanced NYSSMA performing groups.

## **SELECT ENSEMBLE**

**Grades 9 – 12 (1/2 credit)**

Prerequisite: Teacher recommendation and membership in Sr. High Choir and/or Band.

Students will be introduced to advanced repertoire of vocal and instrumental music from different eras and in various styles. Rehearsals, occurring every other day, will prepare the student to perform at various concerts and community sponsored events.

## **MUSIC THEORY I**

**Grades 9 – 12 (1/2 credit)**

Prerequisite: None

The elements of music theory will be studied as part of a continuum. These elements will span both Theory I and Theory II. Course objectives will be to develop understanding and proficiency in fundamental music skills, a knowledge and understanding of the elements of music, develop and apply the structural components of music. Students will develop an understanding of the historic periods and aspects of music literature and will be expected to know the major representative composers from selected periods as well as their major contributions in the historical development of music.

## **MUSIC THEORY II**

**Grades 9 – 12 (1/2 credit)**

Prerequisite: Music Theory I, Band, or Choir

This is an elective course dealing with the vertical aspect of the structure of music. It is designed for students who wish to study in depth the simultaneous combinations of tones organized into choral patterns, and their functional relationships. These range from the relatively simple triadic progressions of early baroque music to complex contemporary harmonies and from the straightforward usage in traditional or folk music to the intricacies of concert works. Students will be strongly encouraged to participate in any NYSSMA related activities. With the cooperation of the entire ensemble, we can perfect all of these vocal skills and take pride in enjoying vocal music.

# **PHYSICAL EDUCATION**

## **PHYSICAL EDUCATION**

**Grades 9 – 12 (1/2 credit)**

Prerequisite: Completion of Junior High Physical Education

Physical Education at Schoharie Central is a half-credit course that meets every other day for the entire school year. The course follows the New York State Profile commencement level assessment tool. Physical Education consists of a series of team and individual sport activities designed on a continuing basis to prepare individuals to develop lifelong sport activity skills. Students are not only graded numerically on their effort and skill level, but they are also assessed by the ability to comprehend the activities. Students will begin each year participating in Project Adventure Challenges designed to open up communications and create safer learning environments. Additional benefits of active participation in sport activities are reinforcement of the value of sportsmanship, honesty, and fair play. In both team and individual competition, students come to recognize the value of sport etiquette and thoughtfulness, self-control, and humility in the face of defeat. Perhaps most important of all, the participant learns to recognize fitness as an essential part of the total person. Each student will have a pre and a post physical fitness exam. During the Fitness Unit, students will be required to turn in a written work plan and assessment of their individual workout. These workouts are designed to target areas of improvement needed by each individual student based on their fitness scores. The high school curriculum is based on the development of a wide variety of sports skills. Students will obtain credit by changing and participating to the best of their ability. During several units, students are given a choice of two activities to participate in. Each student has a grading card where daily and units grades are recorded. At the completion of Physical Education, students will receive their profile that contains written evidence of their accomplishments.

# **SCIENCE**

## **EARTH SCIENCE**

**Grades 9 – 12 (1/2 credit)**

Prerequisite: None

Students will take a year-long, problem solving approach to learning the following topics: earth dimensions, minerals and rocks, dynamic crust, surfaced processes/landscapes, earth history, atmospheric behavior/weather, water cycle and climates, astronomy and environmental awareness. Optional topics for extended study and enrichment include oceanography, glacial geology and earthquake behavior. Emphasis will be placed on enhancing a student's observational skills to describe assorted atmospheric, aquatic, and geologic events. Time will be spent outside the classroom studying different realms of earth behavior. Students will be asked to develop enough expository skills to craft 30 effective lab reports.

## **LIVING ENVIRONMENT**

**Grades 10 – 12 (1 credit)**

Prerequisite: None

This Regents level course, now a requirement for all students, addresses the key ideas in the living environment component of Standard 4 of the New York State Learning Standards for Mathematics, Science and Technology. By studying a variety of biological topics from ecology to genetics, this course prepares students to explain the most important ideas about our living environment. Weekly laboratory sessions allow students to act as real scientists. Through the use of the scientific method, they test their own hypotheses through experiments that they develop. Through simulated town meetings and earth summits students address real issues that face our world today.

## **CHEMISTRY**

**Grades 11 – 12 (1 credit)**

Prerequisite: One Year of Regents Science and Integrated Algebra

This course will explore all aspects of matter in terms of its structure, properties, composition, and the changes that it undergoes, including the accompanying changes in energy. There is an emphasis on laboratory experimentation to implement understanding. In the lab students may synthesize a compound and determine its formula, be detectives identifying the contents of an unmarked bottle, check the contents of a commercial product versus its label, or even make their own soap. This course is based on the New York State Chemistry core curriculum. Topics include, but are not limited to, phase changes, atomic structure, chemical bonding, solutions, acids and bases, equilibrium, organic chemistry, and nuclear chemistry.

## **PHYSICS**

**Grade 12 (1 credit)**

Prerequisite: Two years of Regents Science, Integrated Algebra and Geometry and currently enrolled in or successfully completed Algebra 2/Trigonometry.

This course is based on New York State Physics core curriculum. It is a laboratory course in which students are required to complete 30 satisfactory laboratory reports for admission to the Regents examination. This course is highly recommended for any student intending to take a physics course in college or entering an engineering, architectural or technical program upon graduation from high school. Major topics covered include mechanics and energy, wave motion, electricity and electromagnetic effects and nuclear phenomena as described in the State syllabus.

## **GENERAL PHYSICS (NON-REGENTS LEVEL)**

**Grade 11 & 12 (1 credit)**

Prerequisite: Completion of Earth Science and Living Environment

This course covers many of the same principles as Regents level Physics, but in a more general manner and with more hands-on lab activities. There is no Regents exam at the end of the course. This course can be used toward as a third year science course required for graduation or as an introductory course before taking Regents Physics.

## **INTRODUCTION TO FORENSIC SCIENCE**

**Grades 11 – 12 (1 credit)**

Prerequisite: Physical Setting & Living Environment

Satisfy your third year science requirement by exploring the world of the forensic scientist. This course allows you to walk in their footsteps. Learn how they analyze blood splatter evidence, ballistics, and gender and ethnicity of skeletal remains. See how forensic entomology (the study of insects) can be used to place the time of death. Make molds of shoe prints and practice fingerprinting techniques. Through simulating crime scene scenarios you become the criminal investigator, forensic biologist, and lab expert.

Expand your knowledge of biology, chemistry, physics and earth science through this laboratory-based experience.

# **SOCIAL STUDIES**

## **GLOBAL STUDIES I**

**Grade 9 (1 credit)**

Prerequisite: None

Global Studies for grades 9 and 10 provides students the opportunity to study other nations and their cultures within a framework that is designed to develop a global perspective. This approach aims to cultivate knowledge, skills, and attitudes students need to function effectively in a world characterized by ethnic diversity, cultural pluralism, international and domestic violence, and increasing interdependence. Grade 9 Global Studies has been organized chronologically: prehistory through 1750. With a vast amount of content for each unit, the teacher must edit the materials essential for the student's understanding.

## **GLOBAL STUDIES II**

**Grade 10 (1 credit)**

Prerequisite: Global Studies 9

Grade 10 Global Studies focuses on the time period from 1750 to the present. Because of the vast number of subjects and cultures discussed, much editing is done by the teacher. Global II students must take and pass the Global Studies Regents. This exam is a summary of the work done in grades 9 and 10.

## **U.S. HISTORY AND GOVERNMENT**

**Grade 11 or 12 (1 credit)**

Prerequisite: Global Studies II

This course is a study of the existing government of the U.S. and the events that influenced its creation and present characteristics. The principles set down by the Declaration of Independence will be examined and used as a yardstick to measure the development of a government that has been characterized as an "experiment in democracy". Students will acquire a solid knowledge of the U.S. government and how it operates, along with the circumstances surrounding its development. The Constitution of the U.S. will be a major topic of study. Thirteen enduring issues that Americans have debated continually from the beginning of the Republic to the present will be utilized in examining the Constitution.

## **US HISTORY & GOVERNMENT I & II (UHS)**

**Grade 11 or 12 (1/2 credit each) (6 college credits through SUNY Cobleskill – HIST 121 & HIST 122)**

Prerequisite: Global Studies II (85+average and teacher recommendation)

The first half of this course is an investigation of the political, economic and social development of the United States. The course begins with contact of Europeans, Africans and Native Americans and ends with Reconstruction. The second half of this course will take students from the Reconstruction to present.

## **ECONOMICS**

**Grade 12 (1/2 credit)**

Students understand, on a basic level, the complex nature of modern economic systems. Some of the included topics are Scarcity, Comparing Economic Systems, Free Enterprise System, Income Distribution, and the Role of the Consumer in Our Economy. This course is a full year course.

## **PARTICIPATION IN GOVERNMENT**

**Grade 12 (1/2 credit)**

This course is intended to help students to become effective citizens by introducing them to the process of government in a democracy and encouraging them to participate in the activities of their government on a local level. Class activities include a County government internship program, contact by letter with government leaders at all levels, survey construction and distribution, voter registration and weekly current events discussions.

## **ADVANCED PLACEMENT EUROPEAN HISTORY**

**Grades 10 – 12 (1 credit)**

Prerequisite: 85 average or higher in 9<sup>th</sup> grade Social Studies and teacher recommendation

The Advanced Placement course in European History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in European History. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgement and to present ideas clearly and persuasively in essay format. The course requires extensive reading and research. The AP Examination is required of all students.

## **PHILOSOPHY**

**Grades 10-12 (1 credit)**

This course is designed to be a survey class of the important figures, ideas and texts in the western philosophical tradition. The course will begin by emphasizing the contributions of Socrates, Plato and Aristotle and continue through an exploration of the main periods/schools of thought that comprise the western philosophical tradition including medieval philosophy, renaissance humanism, the Enlightenment, existentialism and 20<sup>th</sup> century Anglo-American philosophy. The focus of the course will be the modern period of philosophy as inaugurated by Descartes. This course will be a nice complement/introduction to many of the thinkers discussed in AP European History and will provide an excellent foundation for collegiate level study of philosophy.

## **SOCIOLOGY (UHS) SOSC 111 SUNY Cobleskill**

**Grades 11 – 12 (1/2 credit)**

Prerequisite: Global Studies 2 and teacher recommendation.

Sociology is the study of how a society works. It is a view of a society's values, morals, beliefs, and culture. What makes a society different from other societies? Sociology will explore the concepts of race, gender, religion, and other subjects that help define and create a society. Other topics such as criminology, juvenile delinquency, and social work will be discussed as well. Students will learn about Marx, Durkheim, Weber, and other important individuals who dissect and try to explain the concept of sociology.

## **SOCIAL PROBLEMS (UHS) SOSC 112 SUNY Cobleskill**

**Grades 11-12 (1/2 credit)**

Prerequisite: Sociology (UHS)

The course focuses on the application of sociological methods, concepts, analysis and theories to the study of contemporary problems. Both micro-level and macro-level problems will be examined. The process of defining situations as social problems and a critical analysis of information concerning social problems will be an objective of the course. Students can earn 3 college credits through SUNY Cobleskill.

## **AP PSYCHOLOGY**

**Grade 12 (1 credit)**

Offered on Distance Learning Network

Prerequisite: Overall average of 85 in Social Studies courses or recommendation of a Social Studies instructor.

The purpose of the Advanced Placement Course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principals, and phenomena associated with each of the major sub-fields within psychology. The students also learn about the methods psychologists use in their science and practice. Successful completion of the AP exam will enable the student to earn three college credits.

## **SUCCESS 101**

**Grade 9 (1/2 credit)**

Prerequisite: none

Success 101 is a course designed to instruct students on a variety of topics ranging from career research, decision making, lifestyle choices and who they want to be in the future. The main goal of this course is to allow students to examine their personal qualities and prepare them for the necessary steps needed to achieve success in their future careers. To prepare students for this, an examination of many personal qualities and traits takes place, in addition to the application of "real world" scenarios." This course is a requirement for all 9<sup>th</sup> grade students and appropriate new students.

## **GLOBAL STUDIES/US HISTORY ACADEMIC INTERVENTION SERVICES**

This course is designed to remediate those students whose skills show a need of development for successful completion of the Regents in Global Studies or US History.

# **TECHNOLOGY**

## **DRAWING AND DESIGN FOR PRODUCTION**

**Grades 9 – 12 (1 credit)**

Prerequisite: None

Through the process of research, idea gathering, and sketching, students will be introduced to the proper technique of using formal drawing tools and precision measuring devices to create and reproduce accurate scaled working plans for student designed inventions. After learning the process of designing new products, students will be given design problems and present a solution through design and drawing techniques.

\*May be used as 1 credit of art/music requirement.

## **INTRODUCTION TO ENGINEERING**

**Grades 10 - 12 (1/2 credit)**

Prerequisite: Drawing and Design for Production

Through the use of drawing and design skills, students will apply their knowledge and creativity to a variety of teacher and student chosen projects. A wide range of materials and building processes will be used to complete activities such as bridge building and testing, weight cantilever systems, fabricating electric powered bicycles, hydraulic robots, and other various machines and structures.

## **TRANSPORTATION SYSTEMS**

**Grades 10-12 (1/2 credit)**

Prerequisite: None

This course provides students with a basic understanding of the operating principles of the modern day automobile. Alternative transportation technologies will be explored. Public and mass transportation systems will also be discussed and examined.

## **ELECTRONICS**

**Grades 10 – 12 (1 credit)**

Prerequisites: None

Students study DC and AC electricity. Components and their uses are studied individually and in systems. Projects such as testers, alarms, and motors are made by the students. Experiment kits are used to learn some theory. Residential wiring skills are studied and applied to a full size mock up. We conclude the course with an introduction to Digital Electronics.

## **WOOD PRODUCTION**

**Grades 10-12 (1/2 credit)**

Prerequisite: Drawing and Design For Production

This course explores traditional to modern methods of producing fine woodwork. Students will study the properties of various species of wood and learn what types should be used for what applications. Learn how to cut, drill, shape, chisel, plane, steam, and fasten. Some projects will be predetermined by the teacher, other projects will be independently designed by the students.

## **METAL PRODUCTION**

**Grades 10-12 (1/2 credit)**

Prerequisite: Drawing and Design For Production

This course explores traditional to modern methods of working with many different metals and alloys. Students will study the properties of different types of metals and learn what types to use for different applications. Learn how to cut, shape, file, bend, shear, soften, harden, temper, cast, forge, weld, and fasten. Some projects will be predetermined by the teacher, others will be independently designed by the students.

## 5 CREDIT CTE SEQUENCES

### Accounting and Finance

Career and Financial Management	½ credit
Economics	½ credit
Entrepreneurship	1 credit
Micro Computer Applications	1 credit
Accounting	1 credit
Financial Accounting	1 credit

### Computer Technology

Career and Financial Management	1 credit
Desktop Publishing	½ credit
Keyboarding	½ credit
Web Design	1 credit
Multimedia Applications	1 credit
Micro Computer Applications	1 credit

### Technology (5 units total needed)

Career and Financial Management	½ credit *required
Transportation Systems	½ credit
Intro to Engineering	½ credit
Draw and Design for Production	1 credit
Metal Production	½ credit
Wood Production	½ credit
Electronics	1 credit
Principles of Engineering	1 credit
Micro Computer Applications	1 credit
Multimedia Applications	1 credit

### Agriculture (5 units total needed)

Career and Financial Management	½ credit *required
Intro to Agriculture	½ credit
Small Animal Care	½ credit
Conservation/Environmental Science	1 credit
Veterinarian Science	1 credit
Equine Science	1 credit
Plant Science	1 credit
Dairy Breeding	1 credit
Agribusiness	1 credit
Crosswalk (Work Experience)	1 credit
Agricultural Mechanics	1 credit