Canajoharie High School

Program of Studies Guide

2018-2019

A NOTE FROM THE SCHOOL COUNSELING OFFICE…

As students at Canajoharie High School begin the process of planning their academic programs for the next year, The *Canajoharie High School Program of Studies Guide* serves as a roadmap to the process. This book offers an overview of some of our school's academic policies and full list of course offerings and descriptions.

Canajoharie High School offers a wide variety of courses in many academic areas. If you have any questions about our courses, please call or visit the School Counseling Office.

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

Sincerely,

Deana Lenz
School Counselor

GRADUATION REQUIREMENTS

Graduation from Canajoharie High School requires students to complete a rigorous series of courses and to pass a variety of exams. These requirements are set forth by the New York State Education Department with additions made by the school district. While every effort is made to ensure students graduate from high school in the traditional four years, Canajoharie High School takes no responsibility for ensuring this happens. If students fail to complete required courses or fail particular Regents exams, summer school attendance will aid in keeping students on track towards an on time graduation. Students **must** take care to complete every requirement and reach out to their school counselor any time there is a concern related to coursework, credits or Regents exams. Students are encouraged to keep track of their academic progress and credit accumulation.

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.

Regents Diploma	**Regents Diploma: Advanced Designation**
Common Core English Language Arts	English Language Arts
Common Core Algebra	Common Core Algebra, Common Core Geometry, and Common Core Algebra 2/Trigonometry
Global History and Geography	Global History and Geography
US History	US History
One Science (Lab)	Two Sciences (Lab)
	Foreign Language (except if exempt*, or eligible for 5 credit sequence**)

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
Electives	4.0	2.0
Total	22.5	22.5

* Students can only be exempt from foreign language if deemed eligible by the committee on special education.

** Students acquiring a 5-unit sequence in Art, Business, Family and Consumer Sciences, 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 in grade 9-11, must take a minimum of six (6) courses plus physical education. Seniors in good academic standing need to take at least three (3) courses plus physical education to be considered a full time student.

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.

TRANSFER STUDENTS

Students that transfer into the district from out of state will have their transcript evaluated by the school counselor and high school principal to determine credits to be transferred and New York State requirements that must be met. All transfer students will be allowed a reasonable amount of time to adjust their schedule to meet Canajoharie requirements.

GRADE LEVEL TARGETS

The goal for every student is to graduate from high school in four years; however, we recognize that for some students additional time is needed. In order to progress towards an on time graduation, students must earn a certain number of credits each year. If students earn less than the required credits, they will be retained in their current grade. Retention doesn't necessarily mean a student will not graduate on time but is a clear indication that s/he has fallen behind.

Credit Totals Per Grade Level

Grade 9 – 5.5 credits

Grade 10 – 11 credits

Grade 11 – 16.5 credits

COURSE OFFERINGS

Program planning begins with individual meetings with the school counselor where students have the opportunity to discuss options and choose courses they wish to take during the following school year. While every attempt is made to give students the courses they have selected, final course offerings are determined by total student requests, availability of staff and school budget. If there are not enough seats requested, a course may not be offered. A course being offered does not guarantee it will fit in your course schedule; there are many factors that could impact your final schedule.

All courses listed in this guide are not offered every year; some are offered on a rotating basis to allow more students to access a greater number of courses during their four years in high school. Courses expected to be available during the following school year are accurately listed on the individual course selection sheets used during the individual program planning meetings. Once a student's schedule is finalized, course changes are limited to the advertised deadlines. Any course drop made after the deadline will result in a "WP" or "WF" indicating a withdrawal with a passing or failing grade on the permanent transcript.

ADVANCED PLACEMENT AND OTHER COLLEGE LEVEL COURSES

Canajoharie High School offers a wide range of Advanced Placement (AP) and other college-level courses (UHS/CHS). Advanced Placement is a program administered by the College Board. Individual colleges, based on a student's performance on a year-end test, may grant college credit for these courses. The University at Albany and Fulton Montgomery Community College (FMCC) administer the University in High School and College in High School program. Students must complete the registration process with the respective colleges. College credit in these courses is awarded by either institution based on a student's final average in the class. This credit often transfers to colleges other than U Albany and FMCC, 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, U Albany, or FMCC to notify their colleges of any credit they have received.

CLASS RANK AND COURSE WEIGHTING POLICY

The purpose of this weighting policy for the determination of class rank is to acknowledge students who:

1. Select the most academically challenging courses;
2. Consistently work to their personal best as measured by their grades and;
3. Take the maximum number of available courses during their four years of high school.

Weighted grades will be used only to determine class rank and will have no impact on the criteria for a student being placed on the honor roll. Required courses for graduation of students who choose early admission at FMCC will be credited and weighted equivalent to the corresponding high school courses. All other courses not required for graduation will be weighted as Regents/General/Career Technical Education.

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

Regents/General/Career Technical Education	course average x 1
Honors/Advanced	course average x 1.5
AP/College Courses/College or University in the High School*	course average x 2

*College courses taken off campus that are required for graduation are transferred back and weighted.

ART EDUCATION

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.

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, and satisfies the Fine Art graduation requirement. 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 I – Half (1/2) year; Half (1/2) credit
Prerequisite: Studio in Art

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

STUDIO IN DRAWING AND PAINTING II – Half (1/2) year; Half (1/2) credit
Prerequisite: Studio in Art

This is a half (1/2) year course for grades 10, 11 or 12. Studio in Drawing and Painting 2 requires students to complete work of increased complexity building on the skills gained in 1. It is recommended that students take the first course before the second but if the schedule does not allow, students can take Drawing and Painting 2 without having completed 1 with approval from instructor.

DIGITAL PHOTOGRAPHY – Half (1/2) year; Half (1/2) credit
Prerequisite: Studio in Art

This course starts with an appreciation of photography, including the history of photography and famous photographers. Students will learn about various composition techniques and the rule of thirds. Different types of cameras will be discussed as well as scanners, storage devices and printing techniques. There will be in-depth use of Adobe Photoshop to enhance and manipulate photos. Students will have an opportunity to improve their photography skills using creative and effective techniques. Weekly assignments will include work to be done outside of class.

STUDIO IN GRAPHIC DESIGN – Half (1/2) year; Half (1/2) credit
Prerequisite: Studio in Art
This course will focus on graphic images created through the use of typography, design layout and illustration using "real life" project-based learning. Adobe Photoshop, Adobe InDesign, and use of scanner will be incorporated into the development of graphic images. Workshops with professionals in the field will give students opportunities to explore career options.

STUDIO IN SCULPTURE – Half (1/2) year; Half (1/2) credit
Prerequisite: Studio in Art

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

STUDIO IN 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 may include the use of the potter's wheel, the creation of ceramic sculpture, and the use of glazes, In addition, a study of the history of ceramics and the contemporary uses of clay will be explored.

BUSINESS EDUCATION

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

ACCOUNTING I – One (1) year; One (1) credit
Prerequisite: Grade 10-12

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. This course can be used as the 3rd unit of math required for graduation.

UHS ACCOUNTING II – One (1) year; One (1) credit
(SUNY ALBANY - UNIVERSITY IN THE HIGH SCHOOL)
Prerequisite: Achievement of minimal final school mark of 75 in Accounting I.
If enrolled in the University in the High School program, students can earn *three* State University of New York credits upon successful completion of this course.

During the first semester, students enrolled in this course will receive instruction in the fundamental theory and practice of accounting with application in departmentalized accounting. Units of study have been designed to present the principles of double entry, design and use of books of account; control accounts and subsidiary ledgers; preparation of worksheets; payroll and payroll taxes; closing books and preparation of simple forms of profit and loss statements and balance sheets.

In the second semester, this course is designed to provide treatment of concepts and principles, inventory planning and valuation, and accounting for uncollectible accounts; plant assets, notes payable, prepaid expenses and accrued expenses, notes receivable, unearned revenue and accrued revenue, organizing a corporation and paying dividends. Throughout the year students will be provided with enrichment through the use of automated accounting practices and its application to accounting systems.

BUSINESS LAW – One (1) year; One (1) credit
Prerequisite: Grade 10-12

This is 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, consumer, family and individual rights law. The course is designed to provide the student with an understanding of their legal rights and responsibilities, knowledge of everyday legal problems, and the ability to analyze, evaluate and in some situations, resolve legal disputes.

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.

INTEGRATED OFFICE TECHNOLOGY I – Half (1/2) year; Half (1/2) credit -

The purpose of this half-year course is to provide hands on, learn-by-doing lessons to each student with essential computer application knowledge required in the business world, college, and personal use as well. Google Drive is used to cover the following units of instruction: Docs, Sheets, Slides, Drawing and Forms. This course is designed for students who desire to gain the necessary skills to create, edit, format, and print basic online documents.

INTEGRATED OFFICE TECHNOLOGY II – Half (1/2) year; Half (1/2) credit
Prerequisite: Integrated Office Technology I

This one-semester course has a prerequisite of Integrated Office Technology I. Integrated Office Technology II builds upon prior instruction and seeks to develop occupational competencies. Upon successful completion of this course, students will be able to create sophisticated documents, spreadsheets, slideshow presentations, and publishing projects. Additionally, the students will complete a real-world simulation workbook. Each simulation will require the creation of professional, workplace ready documents and presentations.

VIDEO GAME DESIGN – Half (1/2) year, Half (1/2) credit (LEARNING TO PROGRAM WITH ALICE)

ALICE is educational software that teaches students computer programming in a 3D format. The software makes it easy to create an animation for telling a story, playing an interactive game, or a video to share on the web. This introductory computing teaching tool uses 3D graphics and drag-and-drop interface to facilitate a more engaging, less frustrating first programming experience.

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

Students will learn how to use the *Expression Web* interface: plan and create a Web site and Web pages; add text and links; structure text with HTML and style text with Cascading Style Sheets (CSS); work with pictures; enhance a design with CSS; design site navigation; and test a web site. They will also learn how to import files and work with list-based navigation, as well as CSS-based rollovers, scrolling sidebars, attached images print style sheets, and Dynamic Web Templates.

PHYSICAL EDUCATION / HEALTH

FRESHMAN HEALTH SEMINAR – Half (1/2) year; Zero (0) credit

A required 10 week course for all freshman students that will serve as a prerequisite for Health Education (10-12). This is a pass/fail course that is participation and project based. The main objective of the course will be to aide in the transition of middle school to high school. Students will discuss main concepts and social issues such as bullying, healthy relationships, personal behavior, alcohol, drugs and decision-making. This course will meet one letter day of the rotation.

HEALTH – Half (1/2) year; Half (1/2) credit
Prerequisite: Freshman Health Seminar, Grades 10-12

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 (9^{th} & 10^{th})* – Full (1) year; Half (1/2) credit

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 for 9^{th} and 10^{th} grade students will incorporate an introduction to the major fitness concepts, team sports and individual sports. Students will learn about cardiovascular activity, heart rate calculations, and basic team sport concepts as well as net/wall sport concepts. Students will be responsible for understanding key terms for sports and fitness as well as the connections between the two. Another main focus will be the concepts of sportsmanship, leadership, communication, perseverance and courage.

PHYSICAL EDUCATION (11^{th} & 12^{th})* – Full (1) year; Half (1/2) credit

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 for 11^{th} and 12^{th} grade students will incorporate the development of skills to the level of sufficiency or proficiency. There is a higher emphasis of ownership, responsibility and problem solving. Other major concepts will include principles of weight training and lifetime fitness activities. Students will be expected to set personal health goals and will be assessed on their understanding of all physical activity concepts, both group and individual.

* It is our goal to have grade level Physical Education however, this format will be determined based on scheduling needs.

ENGLISH LANGUAGE ARTS

The English program reflects the belief that all students will participate in the literary community. During the four years here, students learn to read, write, speak, and listen for social interaction, personal response, information and understanding, as well as critical analysis. These are goals defined by the New York State Learning Standards.

Students in all classes will prepare for the Common Core English Language Arts Regents Examination, given at the end of English 11. At each level, students will complete a large number of projects for informational, critical, literary, and social purposes. There will be practice in reading, writing, speaking and listening for all students.

ENGLISH 9 – One (1) year; One (1) credit

Students in this course will read a variety of works from realistic, present-day novels to Shakespeare's classics. All works will connect through a common theme of survival. One goal of the course is to expose students to a wide range of fiction and nonfiction materials. Students will examine a variety of "close reading" strategies with all texts. Students will complete a number of writing assignments that focus on the development of the body paragraph, as well as argument writing. In order to complete these tasks, students will be reading, writing, speaking and listening on a regular basis. All students complete a large-scale research project to end the year in which they write a formally documented MLA research paper and present an oral report of their findings to their peers.

ADVANCED ENGLISH 9 BY CONTRACT

Students taking Regents English can earn the advanced designation and the weighted credit by meeting the following criteria, in addition to the required classroom assignments:

1. Maintain an 85 average for each quarter.
2. Completion of a summer assignment.
3. Research and complete 8 current events.
4. Read and complete 4 independent novel studies.

In achieving advanced English credit, students will be asked to complete assignments that will allow them to make insightful connections to themselves and the Global Studies curriculum.

ENGLISH 10 – One (1) year; One (1) credit

This course involves the reading and study of classic world literature, both through in class and outside independent reading assignments. Writing instruction includes literary interpretation, literary style analysis, persuasive/argumentative writing, and the research process (including MLA format). Grammar and English usage skills are integrated with writing instruction. Vocabulary study includes vocabulary in the context of the literature.

ENGLISH 10A – One (1) year; One (1) credit
Prerequisites: test scores, report card grades

This course covers literature, non-fiction, and poetry from the seventeenth century to the twentieth century over the span of one school year. Students will partake in "close readings" of the literature in order to gain a deeper understanding and appreciation of the authors, their works, and their messages. Students should be prepared for extensive reading and writing, including in-class timed writings, journal entries, research projects, and formal essays. Students should expect to have a reading and/or writing assignment due each day.

ENGLISH 11 – One (1) year; One (1) credit

English 11 is a full year course that focuses on the skills necessary to be prepared for the college entrance exams, the Common Core ELA Test and the world ahead whether you are career or college bound. Students will be expected to do outside reading and writing, make presentations to the class, participate in class and small group activities, be organized and responsible, and maintain a diligent work schedule in order to prepare for the demands of college/university work.

CHS provides students with a traditional education based on the academically rigorous study of classic literature, history, and the arts. The curriculum recognizes the developmental stages of the student while creating life-long learners and virtuous citizens. Students study the classics (novels, essays, plays, poems, etc.) in conjunction with the historical time period of which they are studying.

Objectives:

- To read, write, listen, and speak critically
- To study and explore American literature and its various authors
- To prepare for the English Regents in June
- To prepare students to gather information relevant to the college option and career/work option
- To meet the challenges of the NYS learning standards for English/Language Arts

ENGLISH 11A – One (1) year; One (1) credit
Prerequisites: test scores, report card grades, and summer assignment

In English 11A, students will be a part of a community of readers and writers. It is an intense course with an emphasis on American Literature. This course covers literature from the seventeenth century to the twentieth century using various genres over the span of two semesters. Students will partake in "close readings" of the literature in order to gain a deeper understanding and appreciation of the authors, their works, their messages, and most importantly their writing style. Students should be prepared not only for extensive reading but extensive writing as well during in-class timed writings, journal entries, creative writing projects, and formal essays. Students should expect to have a reading and/or writing assignment due each day. Students should be ready to engage in Socratic discussions regarding arguable, thought-

provoking questions, which will lead to further inquiry to discover the deeper meaning of each unit (Jonker).

CHS provides students with a traditional education based on the academically rigorous study of classic literature, history, and the arts. The curriculum recognizes the developmental stages of the student while creating life-long learners and virtuous citizens. Students study the classics (novels, essays, plays, poems, etc.) in conjunction with the historical time period of which they are studying.

Objectives: Upon completion of this course students will be able to:

- Develop and support an argument using several sources
- Recognize and explain the elements of both novels and short stories
- Explain elements and characteristics of American literature from the Native American period to the Post-Modern/contemporary period
- Recognize an author's style through use of techniques such as: diction, satire, paradox, irony, theme, etc.
- Correctly cite information from multiple sources

Jonker. "English 11: American Literature and Composition." *English 11: American Literature and Composition*. N.p., 2013. Web. 22 Dec. 2015.

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

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

AP ENGLISH – One (1) year; One (1) credit
(ADVANCED PLACEMENT)
Prerequisites: English 10A and/or 11A, Summer Writing Project
Final Exams: National AP exam & local

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

Student writings will include interpretations, stories, responses to texts, poems, dialogues, sketches, projections, and responses to exam questions. As a speaker, students will be presenting their 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, students can earn advanced college placement or credit by achieving a high enough score on the National Advanced Placement Exam in Literature and Composition, a three-hour test given in May.

SPORTS WRITING & LITERATURE – Half (1/2) year; Half (1/2) credit
Prerequisites: English 9

An elective designed for upperclassmen to study the use of sports in literature as well as analyzing and composing written works on the topic of sports. Students will read various short stories, novels and magazine/news articles, as well as write their opinions about several themes. Themes studied will include leadership and character, current trends, rivalries, definitions of success and failure, jinxes and fate, heroes, coaching ethics, etc. Those taking this class should have an interest in both athletics and literature.

SPEECH AND DEBATE – Half (1/2) year; Half (1/2) credit

Students learn how to use oral skills effectively in formal and informal situations. Students learn such skills as logic and reasoning, the organization of thought and supporting materials, and effective presentation of one's voice and body. This course will introduce students to numerous public speaking situations, and they learn the methods, aims, and styles(e.g., Lincoln-Douglas debate, expository speaking, improvisational speaking, original oratory, radio broadcast, oral interpretation, and dramatic interpretation).

COMMUNICATIONS AND MEDIA – One (1) year; One (1) credit

A major focus is the study of media and mass communication in relation to culture and society. The class provides students with the ability to analyze the institutions, forms, and content of media. It is a year-long course that serves as an introduction to the major approaches, theories, and perspectives in the study of communications and media. The class will focus on intrapersonal, interpersonal, small group, and organizational communication. The class will also explore how media issues like presentation, ideology, economic influence, and audience reception affect these communication perspectives.

The following will covered and evaluated in this class and in this order:

- Inspiration
- Ethics and History
- 1st Amendment, Censorship, Libel, and Copyright Law
- Ethical writing
- News History (Field Trip to station or paper)
- The parts of a newspaper
- The Interview
- The Creation of *The Paw Print*
- Video and editing
- Visual Media Publication

FAMILY AND CONSUMER SCIENCES

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.

Course Rotation Schedule

Course	Every Year	Every Other Year
Food Science	X	
Food & Nutrition I	X	
Food & Nutrition II	X	
International Foods		X
Parenting		X
Fashion & Textiles		X
Housing & Interior Design		X
Psychology	X	

FOOD AND NUTRITION I – Half (1/2) year; Half (1/2) credit

This course is a hands-on culinary course that explores the exciting world of food preparation and nutrition. This course includes an in-depth look at diet, major food groups, and meal management while incorporating key cooking and baking techniques. Students will complete projects both in the kitchen and classroom. Exploration of alternative diets, nutrients in the body, and overall wellness are essential to a healthy lifestyle. This course provides the basic foundation for Food Science, Food and Nutrition II, and International Foods.

FOOD AND NUTRITION II – Half (1/2) year; Half (1/2) credit
Prerequisite: Food and Nutrition

This course is a hands-on continuation of Food and Nutrition. This course includes a more in-depth look into the world of baking. Students will focus on proper meal planning, budgeting, and careers related to the culinary industry.

INTERNATIONAL FOODS – Half (1/2) year; Half (1/2) credit
Prerequisite: Food and Nutrition or permission from instructor

This course is a hands-on course in which students will explore a variety of culture-specific foods and preparation techniques. Students will gain a better understanding of how America became the melting pot with influence from all around the world. Students will examine their own cultural background and how food has shaped the people we are today. Ever wonder how gourmet food is created? Students will get a hands-on approach on what it means to be an international gourmet chef. Travel around the world to gain an understanding of cultural diversity and unique culinary traditions.

FOOD SCIENCE – One (1) year; One (1) credit
Prerequisite: Grade 11, 12

Food Science is the study of the nature of food and the principles of its production, processing, preservation, and packaging. With a primary focus on the effect food has on the body, this course is designed for students who wish to gain a better understanding on the effect of nutrients in the body. Students will need to be familiar with concepts from biology, chemistry, and physics. Additional knowledge on food preparation and nutrition is helpful. Food Science is a one-unit course designed to meet the third unit of science required for graduation. Lab class required with class.

PARENTING – Half (1/2) year; Half (1/2) credit

Students will learn how to develop effective parenting skills. How to create a nurturing home environment, effective behavior modification, child safety, and nutrition are key topics explored throughout this course. Students will take a look at the impact parenting has on the overall well-being of a child beginning at birth throughout adolescence. Students will take home the Baby-Think-It-Over for a simulated parenting experience.

FASHION AND TEXTILES – Half (1/2) year; Half (1/2) credit

Are you interested in the exciting world of fashion? This course includes and overview on fashion throughout history and continues onto current trends and projections. Students will evaluate influential factors on dress, appearance, and personality. Hands-on sewing projects are a requirement throughout this course.

HOUSING & INTERIOR DESIGN – Half (1/2) year; Half (1/2) credit

This course provides the opportunity to explore the world of interior design. Designing floor plans, furniture, and landscaping are all part o this course. Content includes problem solving and decision making while managing time, energy, and interior space to create sustainable spaces for the future.

PSYCHOLOGY –** One (1) year; One (1) credit
Prerequisite: Grade 11,12

Interested in why people behave and think the way they do? This course explores the ever-expanding world of psychology. Students will examine behaviors and mental processes and review scientific careers available in psychology. Not only will we explore the popular psychologist throughout history, but students will conduct various experiments of their own to make their own conclusions regarding behavior, based on historical research. This course is designed for students with a high interest in psychology, looking to pursue studies in psychology in the future. Students will study the life span, unconscious thought, foundations of research, case studies, learning and reasoning, psychological disorders and body and behavior under the wide umbrella of psychology.

** The district is seeking University in High School (SUNY Albany) College in High School (Fulton-Montgomery Community College) credits. If available, students will have the option to register with the college, pay for and receive college credits.

LANGUAGES OTHER THAN ENGLISH

LANGUAGE REQUIREMENT FOR GRADUATION

All students 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 are required to complete a three-unit sequence in a Foreign Language.

SPANISH 2/ FRENCH 2 – One (1) year; One (1) credit
Prerequisite: Successful completion of French 1 or Spanish 1

This course continues the Foreign Language sequence. Students will develop a better understanding of the culture of the French or Spanish speaking world through the acquisition of listening, speaking, reading, and writing skills.

SPANISH 3/ FRENCH 3 – One (1) year; One (1) credit
Prerequisite: Successful completion of French 2 or Spanish 2.

In French 3 and Spanish 3, there is a continued emphasis on all four skills: listening, speaking, reading, and writing. Vocabulary is expanded to improve all four skills. French and Spanish culture continues to be an integral part of the program. Students will take a checkpoint B exam at the end of this course.

FRENCH 4/ SPANISH 4 – One (1) year; One (1) credit
Prerequisite: Successful completion of French or Spanish 3

In French 4 and Spanish 4 there is an emphasis on additional literary topics. All major verb tenses are presented. Writing and speaking are of greater depth and complexity. This level of language study includes projects, which emphasize higher-level skills and enrichment. Speech samples and authentic documents are longer and more sophisticated. A final exam and a final project will be required at the end of this course.

CHS FRENCH / CHS SPANISH – One (1) year; One (1) credit
(FMCC - COLLEGE IN THE HIGH SCHOOL)
Prerequisite: Successful completion of Spanish/French 4

Students can earn a total of 6 college credits in this course. This course is designed as a culmination of students' French or Spanish studies in high school. At this point, they have already learned the structures necessary to communicate. In this course, students review and refine those grammatical structures while learning new vocabulary to communicate on a variety of topics. This level of language study emphasizes all aspects of language: listening, speaking, reading, writing, and culture. This course is designed to be a college level course and instruction is conducted exclusively in French or Spanish.

INTERNATIONAL STUDIES – Half (1/2) year; Half (1/2) credit
Prerequisite: Grades 10-12

In International Studies, students investigate many topics ranging from Environmental Studies and Ecotourism to Global Health to Culture and International Relations. Students learn what is happening in the real world and consider how the rest of the world sees citizens of the United States. This class encourages student choice and students teaching each other.

PRACTICAL CONVERSATION – Full year; Half (1/2) credit

Practical Conversation in Spanish or French is for students who want to improve their communication skills. This course gives the students the extra practice needed to become more fluent. The main idea of this course is to focus on the students' ability to express themselves in everyday situations. Students work on pronunciation, vocabulary, and idioms to further develop their conversation skills. This course stresses the expansion of effective listening comprehension and speaking skills through culturally and linguistically appropriate activities. This course is designed to be taken by any student in grades 9-12, regardless of their prior knowledge and experience with the language.

MATHEMATICS EDUCATION

ALGEBRA 1 (COMMON CORE) – One (1) year; One (1) credit

This course is required for students to obtain a high school diploma. The curriculum is state mandated. Daily assignments are given. Both individual and group work is expected of each student. All topics are related to the Algebra I Common Core Regents exam.

GEOMETRY (COMMON CORE) – One (1) year; One (1) credit
Prerequisite: Common Core Algebra 1

This is the second course of the NYS Math Regents Curriculum. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Major emphasis will be placed on; Congruence, Proof, and Constructions, Similarity, Proof, and Trigonometry, Extending to Three Dimensions, and Connecting Algebra and Geometry through Coordinates. The final exam is the NYS Common Core Geometry Regents Exam in June.

HONORS GEOMETRY (COMMON CORE) – One (1) year; One (1) credit
Prerequisite: Common Core Algebra 1, Mastery on the Common Core Algebra 1 Regents exam

This is the second course of the NYS Math Regents Curriculum with emphasis on multi-faceted geometric proofs. This class is for the student who easily understands the concepts of mathematics learned in the previous math courses. The basic concepts taught in the Geometry Common Core will be the same for the Honors course but will be taught at a faster pace. This allows ample time for a more in-depth study of geometry proofs and problems.

The final exam is the NYS Common Core Geometry Regents Exam in June.

ALGEBRA 2 (COMMON CORE) – One (1) year; One (1) credit
Prerequisite: Algebra 1 Common Core (Class and Regents), Geometry Common Core (Class and Regents)

This course follows the Common Core model pathway for Algebra II: functions, polynomials, periodic phenomena, and collecting and analyzing data. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. Students will draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions. The Common Core practice standards are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically. This course provides the foundational skills for expansion to higher level mathematics and science.

CHS PRE-CALCULUS – One (1) year: One (1) credit
(FMCC - COLLEGE IN THE HIGH SCHOOL)
Prerequisite: Algebra 2 (Common Core)

Pre-Calculus is the 4th course in the mathematics sequence. The topics include advanced algebra and trigonometry, logarithmic and exponential functions, analytical trigonometry, polynomial functions, conics, matrices and determinants, sequences, series, and an introduction to calculus.

CHS ALGEBRA – Half (1/2) year; Half (1/2) credit
(FMCC - COLLEGE IN THE HIGH SCHOOL)
Prerequisite: Students should have passed the Algebra II course; students scoring below mastery on the Regents exam might find this course beneficial. Students may choose to take Pre-Calculus after this course

Topics include: absolute value equations and inequalities; second degree equations, inequalities, graphs and applications; relations and functions; rational expressions, equations, inequalities, and applications; radical expressions and equations; conics and applications; exponential and logarithmic functions; trigonometric functions, graphs, and applications; systems and matrices; sequence and series and complex numbers.

USH/AP CALCULUS – One (1) year: One (1) credit
(SUNY ALBANY - UNIVERSITY IN HIGH SCHOOL OR ADVANCED PLACEMENT)
Prerequisite: Pre-calculus

This course is intended for students who have a thorough knowledge of college preparatory mathematics including algebra, 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. Students can opt to register for University in High School credits through University at Albany or take the Calculus AB Advanced Placement Test given in May. Students must choose one of these two options.

FINANCIAL MATH – One (1) Year, One (1) credit
Prerequisite: Algebra 1 (Common Core)

This course takes an applied approach to the mathematics field. Students will be looking at various methods of making money, as well as, ways of utilizing currency. The topics students may include, but are not limited to, renting apartments with associated utilities, cars, houses, mortgages, loans, savings accounts, checking accounts, and stocks.

EXPLORING COMPUTER SCIENCE – One (1) year, One (1) Credit
Prerequisite: 2 credits in mathematics

Exploring Computer Science (ECS) is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand

why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

CHS INTRODUCTION TO STATISTICS – Half (1/2) year; Half (1/2) credit
(FMCC - COLLEGE IN THE HIGH SCHOOL)
Prerequisite: Algebra 1 Common Core, Geometry Common Core

This purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and Simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

MUSIC EDUCATION

CHOIR – One (1) year; Half (1/2) credit

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.

COMPANY OF SONG) – One (1) Year: Half (1/2) credit
Prerequisite: Audition and audition form submitted to school counseling

Company of Song is an audition based choral ensemble using a mixture of pop; show tunes, classical, and secular music to entertain its audiences. Students will be expected to sing and learn choreography to enhance the musical performance. Students work on individual music reading and singing skills through sectional and group rehearsal of choral music.

BAND – One (1) year; Half (1/2) credit

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
Prerequisite: Audition and audition form submitted to school counseling

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 re-audition with the director.
2. Open positions will be filled using the following priorities:
    a. Past participation in a handbell choir
    b. Preference to be given to upper classmen
3. Membership in the group is subject to an audition by the director or music faculty.

JAZZ ENSEMBLE – One (1) Year; Half (1/2) credit
Prerequisite: Audition and audition form submitted to school counseling

Due to the more demanding music, students must audition 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, improvisation and musical ability.

MUSIC TECHNOLOGY – One (1) Year; Half (1/2) credit

This is an introductory course for students interested in music technology. Student will learn how to use music recording software, setting up and placement of microphones, the use of a digital audio workstation, and creating and recording their own music. The number of students should be limited to the number of workstations that are available for use.

ORCHESTRA – One (1) year; Half (1/2) credit
Prerequisite: Students must be able to play a level I or II NYSSMA Solo on their instrument.

Students continue their development on a band and/or orchestral instrument in small group lessons and in ensemble rehearsals. Students will advance on their instrument and be able to participate in solo and ensemble festivals. A wide variety of musical styles will be taught including classical, show music, contemporary, and traditional.

SCIENCE EDUCATION

Students are required to take 3 years of Science: three classes which end in a Regents exam or two classes which end in a Regents exam and one elective. All students must take and pass the Living Environment class, and are required to pass one Regents exam in any science for a Regents diploma or two Regents exams for an advanced diploma.

EARTH SCIENCE (PHYSICAL SCIENCE) – One (1) year; One (1) credit

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. Students must complete 30 passing labs to be eligible to take the Regents exam in June.

LIVING ENVIRONMENT/BIOLOGY (LIFE SCIENCE) – One (1) year; One (1) credit

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. Students must complete 30 passing labs to be eligible to take the Regents exam in June.

HONORS BIOLOGY (LIFE SCIENCE)

Students taking Regents Biology can earn the honors designation and the weighted credit by meeting the following criteria, in addition to the required classroom assignments:

1. Maintain an 85 average for each quarter.
2. Complete 2 passing formal lab reports per quarter.
3. Write a 300 word summary of a current scientific journal article per quarter.
4. Complete a literature review using 5-8 scientific journal articles which lead to or support an original hypothesis by the end of the year.

CHEMISTRY IN THE COMMUNITY – One (1) year; One (1) credit
Prerequisite: Regents Biology, Grade 10-12

This is a non-Regents chemistry course for those students who desire to have a better understanding of chemistry in our daily lives and its contribution to modem technology. Studies focus on general chemistry with emphasis on the applications of chemical principles to the life sciences. Designed for students who plan to pursue careers in the health science professions and require the need of pre-requisite learning before entering Regents Chemistry. Topics include

structure and properties of matter; energy; atomic structure and bonding; gas laws; chemical reactions. It also covers the molecular basis for life: carbohydrates; lipids; proteins; enzymes, vitamins, and hormones; pathways of metabolism; and nucleic acids. May fulfill the third year science requirement.

CHEMISTRY (PHYSICAL SCIENCE) – One (1) year; One (1) credit

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. Students must complete 30 passing labs to be eligible to take the Regents exam in June.

PHYSICS (PHYSICAL SCIENCE) – One (1) year; One (1) credit

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. Students must complete 30 passing labs to be eligible to take the Regents exam in June.

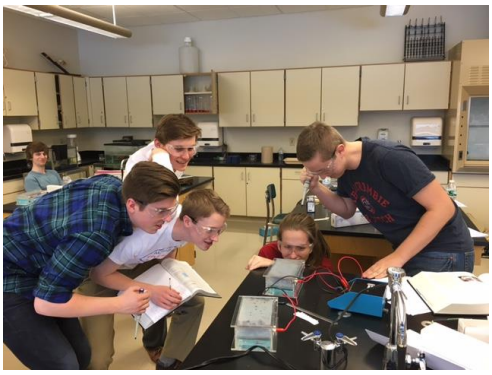
GEOLOGY – One (1) year; One (1) credit
Prerequisite: Successful completion of Earth Science Regents and Living Environment Regents courses and exams.

Students explore the workings of our dynamic planet through units on plate tectonics, earthquakes, volcanoes, rock and mineral formation, weathering and erosion, paleontology, hydrogeology and others in an attempt to understand the fundamental principles of geology at work on our planet. This class includes extensive work outside of class and is designed to meet the third year science requirement for graduation.

ANATOMY AND PHYSIOLOGY – One (1) year; One (1) credit
Prerequisite: Regents Biology, Grade 11-12

Anatomy and Physiology provides a basic understanding of the organization of the human body and how the body works. Organs of the body will be studied to understand their structure, location in the body, their function and how they interact with other parts of the body. Students will acquire the knowledge necessary to understand what the body is doing and how they can help the body cope with many different situations (exercise, relaxation, disease, injury, etc.). They will work at developing good study habits and skills in 1) accuracy and attention to details, 2) efficient and disciplined study skills for science (scheduling, analysis and synthesis of information, and perseverance), 3) accurate and precise oral and written communication, and 4) community relationship. May be used to fulfill the third science requirement.

AP BIOLOGY – One (1) year; One (1) credit
(ADVANCED PLACEMENT)
Prerequisite: Regents Biology and Regents Chemistry.



The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course. The prerequisite for this course is the successful completion of high school Earth Science, Biology and Chemistry. Students must have earned mastery on these Regents exams (85% and above). 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. This class requires extensive work outside of class. Students are required take the Advanced Placement exam in May, which may earn them college credit if their score is accepted by their specific college.

FORENSICS – One (1) year; One (1) credit
Prerequisite: Regents Biology and Earth Science, Grade 11-12

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

GLOBAL PROBLEM SOLVING: RISING TO THE CHALLENGE – One (1) year; One (1) credit

This class requires independent and group work to help solve global concerns, such as water shortages, global warming, world health concerns and ethics in genetic research. Across the world, complex social, political, economic and environmental issues threaten the progress of our nation and our communities. Join us on a cross-disciplinary approach to solving global problems such as:

- Will the next World War be fought over water rights? Protecting our most precious natural resource- water.
- What are the responsibilities of every nation in preventing global epidemics? Should countries be allowed to close their borders?
- What role should governments play in advancing genetic research to better detect, treat and prevent diseases? Should genetic research be privatized?

Students will work in small groups and apply the eight disciplines (8D) of problem solving while using biology, geology, history, technology, math and communication skills to formulate creative solutions to these and other challenges of living in the 21st century.

<u>UHS SCIENCE RESEARCH/AP CAPSTONE</u> – based on the number of years involved **(UNIVERSITY IN HIGH SCHOOL/ADVANCED PLACEMENT)**

Students have the opportunity to embark on research in a discipline of their own choosing. In their first year, students take Seminar and learn how to write a literature review and develop a plausible, measureable original hypothesis. They would then develop an experimental procedure with the help of a mentor in the field of the research they are pursuing. Students may pursue any topic of interest in the sciences, humanities, literature, mathematics, etc. during Research.

In the summer between Seminar and Research, the student will conduct their original research either in the lab of their mentor or other location, which will continue throughout the academic year. (Students would be responsible for their own transport to the facilities if travel is required.) This makes students eligible for the UHS credit. Students will complete their project by writing their research paper and presenting their findings. Students may earn two University in the High School credits through UAlbany.

If students wish, they may opt for (or work concurrently on) an AP Capstone project which would require a two year commitment. In the first year students would take AP Seminar in which they would learn how to conduct research which would lead to the completion of an argumentative paper. In the second year, they would conduct original research and write their paper during AP Research.

SOCIAL STUDIES EDUCATION

GLOBAL STUDIES 9 – 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 thematic sequence. The ninth graders will be part of a co-taught, freshmen and sophomore cohort. Material learned during this class will carry over to the students' tenth grade year, in which the students will be required to take a New York State Regents Exam. The Regents will test students' knowledge on information covered during the students' tenth grade years, however, the ninth grade foundation is vital to the understanding of tenth grade material. The ninth graders will have the opportunity to challenge the Regents Exam in January of their tenth grade year as well as June of their tenth grade year to increase their overall Regents grade. The year will culminate with a final exam, preparing the students for the New York State Regents Exam their tenth grade year.

ADVANCED GLOBAL STUDIES 9 BY CONTRACT

Students taking Regents Global Studies can earn the advanced designation and the weighted credit by meeting the following criteria, in addition to the required classroom assignments:

- Maintain an 85 average for each quarter
- Completion of a summer assignment
- Research and complete 8 current events
- Read and complete 4 independent novel studies

In achieving advanced Global credit, students will be asked to complete assignments that will allow them to make insightful connections to themselves and the English curriculum.

GLOBAL STUDIES 10 – 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 thematic sequence. The tenth graders will be part of a co-taught, freshmen and sophomore cohort. Material learned during this class will be a review from the year before, as the tenth grade students review for the Regents exam throughout the year. The Regents will test students' knowledge on information covered during the students' tenth grade years. The tenth graders will have the opportunity to challenge the Regents Exam in January as well as June to increase their overall Regents grade.

GLOBAL STUDIES 10A – One (1) year; One (1) credit
Prerequisites: test scores, report card grades, and joint English/Global Studies summer assignment

In advanced Global Studies students will examine their role in their local, national, and global communities. Students will critically analyze a variety of primary sources, including documents

and newspaper articles. Writings will include responses to these documents, as well as essays and DBQs in preparation for the state examination. Students will participate in presentations, as well as debates and discussions centered on the primary themes of Global Studies (political revolutions, economic interdependence, etc.). An emphasis on research related reading and writing tasks will create opportunities to identify the core subjects of the curriculum as well as exploring many different current event topics. The course will center on student-driven tasks and objectives and will culminate with the New York State Regents Examination.

AMERICAN HISTORY – 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.

PARTICIPATION IN 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.

AP AMERICAN HISTORY – One (1) year; One (1) credit
(ADVANCED PLACEMENT)

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.

** The district is seeking University in High School (SUNY Albany) College in High School (Fulton-Montgomery Community College) credits. If available, students will have the option to register with the college, pay for and receive college credits.

TECHNOLOGY EDUCATION

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.

Course Rotation Schedule

Course	Every Year	Every Other Year
Design & Draw for Production	X	
Energy & Power		X
Materials Processing I	X	
Materials Processing II	X	
Residential Structures Engineering		X
Production Systems		X
Communication Systems		X
Transportation Systems		X
Computer Aided Design	X	
Applied Physics in Engineering	X	
Design & Construction		X
Creativity and Innovation		X

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

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

ENERGY AND POWER – Half (1/2) year; Half (1/2) credit

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

DESIGN AND CONSTRUCTION – Half (1/2) year; Half (1/2) credit

Design and construction is a course that meets for twenty weeks. Students will participate in activities that involve basic design concepts and the design process. Some project examples include framing and constructing simple building structures and any type of project that involves working with construction materials to construct props and mock up models. Students will learn the concepts of the design process, as they will study some design pioneers and replicate models of various designs. Students will experience how a design process works from taking a product idea to the completion of a finished product.

MATERIALS PROCESSING I & II – Half (1/2) year; Half (1/2) credit each

Materials Processing is a full year course that is broken down into four general units, 2 half year courses, which will all be intermixed throughout the semester. Unit one will be called wood product processing. Students will be working with wood and processing it into a useful project. Unit two will be plastics. In this unit students will be exploring the different aspects of plastics forming and processing such as, acrylic work, plasticizing, injection molding, plastic casting and forming, and plastic welding. Unit three 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 four will be a unit dealing with welding. The students will experience the welding areas of gas, mig, and arc welding. Materials Processing 1 will consist of products produced in unit 1 and unit 2. Materials Processing 2 will consist of products produced in unit 3 and 4.

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

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

PRODUCTION SYSTEMS – Half (1/2) year; Half (1/2) credit

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

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

COMMUNICATION SYSTEMS – Half (1/2) year; Half (1/2) credit

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

TRANSPORTATION SYSTEMS – Half (1/2) year; Half (1/2) credit

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

COMPUTER AIDED DESIGN – One (1) year; One (1) credit
Prerequisite: Technical Drawing or Drawing & Design for Production

Computer Aided Design is a course, which will take the principles of the course Technical Drawing, and apply them to computer. The first few weeks will be devoted to getting familiar with drawing on the computer, mainly the CAD program Key Creator. Once the basic objectives of learning the program have been mastered, students will apply their knowledge by completing a series of working drawings on the computer. The information and knowledge obtained after completion of this course could be applied for background knowledge for careers in design and architecture. Students will work up to 3D modeling and designing products to be printed with the 2D printer.

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, if taken during the junior or senior year.

CREATIVITY AND INNOVATION – Half (1/2) year; Half (1/2) credit

Creativity and Innovation is a ½ unit course which will encourage the solving of technical problems through the use of different technological approaches. The students will study the methods of approaching a problem through creativity and innovation, develop solutions to the problems, and understanding the cultural impacts and developmental factors of creativity and innovation. Students will use the lab facilities and work with various materials to create solutions and products to solve the stated problems.

Examples of Student Activities in Creativity and Innovation: The main activities will be student driven activities facilitated by the Technology Education Instructor.

1. The first activity will be administered to the class by the instructor and the student will design and construct the product to solve the problem stated.
2. The second activity will be reverse engineering where the student will take an existing design, critique the design of the product, disassemble it, and make an improvement to the design to make the product better. This will be a student driven activity.
3. The third activity will be administered and developed by the student. The student will identify the problem, design a solution to the problem, construct the solution (product), and identify if the product is a solution to the problem. The project will be student driven and the technology teacher will facilitate the student throughout the design process.

ADDITIONAL COURSE OFFERINGS @ CANAJOHARIE HIGH SCHOOL

(NEW) DRIVERS EDUCATION – Half (1/2) year; Half (1/2) credit
Prerequisite: driver's permit

It is our goal to offer Driver Education during the school day. There will be many factors that impact our ability to do this.

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 learns 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.

COMPUTER SCIENCE INTERNSHIP PROGRAM

Students have the opportunity to design their own curriculum and final project with Mrs. Jones based on their needs and goals for technological exploration and experimentation. Students may replace any study hall with a scheduled CSI lab time and agree to attend all whole group meetings held during Block 10. It is also a great way to serve the school, their peers and their community either as a volunteer or as a credit bearing independent study.

COMPUTER SCIENCE INTERNSHIP - One (1) year; One (1) Credit
Prerequisite: Must be in good academic standing in all classes prior to acceptance

- A final project of your design approved by the advisor an administrator
- Teach one lesson to the other CSIs block 10
- Perform 1 daily maintenance task for the school and log that activity (ex. Update software, recharge batteries, etc.)
- Provide peer, staff or community assistance with school technology (log kept electronically)
- 2 Community service activities of your choosing each year
- Complete a portfolio of your progress during the year
- Credit bearing students are also graded on:
    - Attendance and participation during lab time
    - Attendance to block 10 meetings
    - Self-direction and independence
    - Student conduct and customer service skills

COMPUTER SCIENCE VOLUNTEER – One (1) year; Zero (0) Credit – (Grading = P/F)
Prerequisite: Must be in good academic standing in all classes prior to acceptance

- Maintain passing grades in all assigned classes

- Provide peer, staff or community assistance with school technology
- Teach one lesson to the other CSIs block 10
- Perform 1 technological daily maintenance task for the school (ex. Update software, recharge batteries, etc.)
- Complete 2 Community service activities of your choosing each year
- Attend and participate during selected lab time independently
- Attend block 10 whole group meetings
- Conduct research and complete tasks with self-direction and independence
- Demonstrate good student conduct and offer strong customer service

ADDITIONAL COURSE OFFERINGS @ HFM BOCES CAREER AND TECHNICAL EDUCATION CENTER

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

All students have the opportunity to attend the Career and Technical Education Center in 11th and 12th grades. However, to attend any of these programs, students must be in good academic standing, on track to graduate in 4 years and complete all required courses and Regents exams through 10th. Students who attend will spend ½ of the school day off campus and due to travel time will not have a designated lunch period.

AUTO BODY REPAIR – 2 Year Program

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

AUTO TECHNOLOGY – 2 Year Program

Through our A.S.E. certified and nationally recognized program, students learn theory and gain practical hands-on experience to prepare for a smooth transition into the work force, further automotive career training, or a technical military career. The program offers: high-tech diagnostic equipment, modern demonstration vehicles, work-study programs, preparation for New York State inspection licensing, internships, auto manufacturer training, adult retraining, regional automotive competition winners, live demonstrations from associated industries and support from an active Automotive Advisory Committee. (Articulation offered with Fulton-Montgomery Community College.)

CAREERS IN EDUCATION – 2 Year Program

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

COMPUTER INFORMATION TECHNOLOGY AND NETWORKING – 2 Year Program

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

CONSTRUCTION TECHNOLOGY – 2 Year Program

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

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

Students will develop proficiency in shampooing, curling, tinting and styling hair by practicing on other students, parents or friends. Upon satisfactory completion of the **1,000** hours minimum curriculum requirements, the students are eligible to take the New York State License Examination. Twenty-eight states recognize the New York State Cosmetology license. A cosmetology kit and a uniform are required.

CRIMINAL JUSTICE – 2 Year Program

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

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

CULINARY ARTS – 2 Year Program

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

through the daily production of breakfast and lunch for students, faculty and staff at the BOCES Center.

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

(NEW) DIESEL TECHNOLOGY – 2 Year Program

The Diesel Technology program will provide students the opportunity to learn proper repair, maintenance, and operation of diesel engines. Students will also learn electrical and electronic systems, drivetrains, suspension and steering, and brake systems. Our Diesel Technology program is partnering with SUNY Cobleskill in developing the program while offering our students a pathway to postsecondary studies. The need for diesel technicians is rapidly increasing, with growing applications in automotive, light truck, agriculture/heavy equipment and lawn and garden industries. According to the United States Department of Labor, employment of diesel service technicians and mechanics is projected to grow 10% from 2016 to 2026. In 2016, the Department of Labor reports the median annual wage for diesel service technicians and mechanics was $45, 170 (approximately $21.72 per hour). Although most diesel service technicians and mechanics learn on the job after a high school education, employers increasingly prefer applicants who have completed postsecondary training programs is diesel engine repair.

DIGITAL MULTIMEDIA – 2 Year Program

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

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

ENVIRONMENTAL CONSERVATION – 2 Year Program

Environmental Conservation is designed to emphasize heavy equipment operation and maintenance, forestry, and soil conservation. Students will be involved in forestry management operations as well as the operation of chainsaws, bulldozers, backhoes and other equipment in a wide variety of projects. Basic mechanical skills such as electricity, carpentry, plumbing, fiberglass repair, and masonry are introduced. An emphasis is also placed on the repair, maintenance, and use of small gasoline engines.

ENGINEERING TECHNOLOGY – 2 Year Program

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

EQUINE SCIENCE – 2 Year Program

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

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

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

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

FOUNDATIONS OF FOOD SERVICE – 2 year Program

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

MEDICAL ASSISTING – 2 Year Program

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

Students acquire a specialized body of knowledge, skills and attitudes that allow them to perform administrative and clinical procedures in a variety of healthcare settings. Since Anatomy and Physiology is emphasized throughout the course, a student may be granted a third year science credit from their home school.

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

NEW VISIONS HEALTH CAREERS – 1 Year Program (Seniors Only)

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

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

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

VETERINARY AND ANIMAL SCIECE – 2 Year Program

The Veterinary and Animal Science program is intended to prepare students for a future in the expanding pet industry that offers a variety of career opportunities. This science-based program teaches skills in areas such as animal handling, anatomy and physiology, grooming, pet first aid, health and disease, clinical practices, veterinary terminology, and safety and sanitation.

Students will use the tools of the trade, including diagnostic and grooming equipment. Internships with local veterinary clinics, animal shelters grooming and training facilities are also part of the experience.