

**Oppenheim-Ephratah- St.
Johnsville
Junior – Senior High School
Course Selection Guide**

2018-2019

Wolfpack



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**OPPENHEIM-EPHRATAH-ST. JOHNSVILLE Jr/Sr HIGH SCHOOL
44 Center Street
St. Johnsville, New York 13452
(518) 568-7824**

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MISSION STATEMENT

Oppenheim-Ephratah-St. Johnsville is a small rural school district with a safe environment and a strong sense of community. The school district will develop life-long learners with the skills and knowledge that enable them to contribute to the community as productive and responsible citizens. It is the joint responsibility of the teachers, parents, students, and community to provide the resources and learning environment that nurtures and develops the individual skills, strengths and talents of all students.

KEY PEOPLE TO HELP YOU

Jr/Sr High School & District Office

High School Principal	Mr. Heroth	568-2011
High School Office	Mrs. Brundage	568-2011 x 3000
School Counselor (Guidance)	Mrs. Van Wie	568-7824 or 2011 x 3113
School Counselor (Guidance)	Mrs. Stalteri	568-7824 or 2011 x3119
Guidance Secretary	TBD	568-7824 or 2011 x 3190
Jr/Sr HS Nurse	Mrs. Lape	568-2011 x 3111
Counselor	Mrs. Marchand-Clifford	568-2011 x 3116
IT Director	Mr. Cooper	568-2011 x 3107
Superintendent	TBD	568-2011 x 3149
Superintendent's Secretary	Ms. Bonk	568-2011 x 3149
Business Office-Dist. Treas.	TBD	568-2011 x 3436
Business Office	Mrs. Sammons	568-2011 x 3213
Business Office	Mrs. Hill	568-2011 x 3192
Director of Facilities	TBD	568-2011 or 568-2014

To contact a teacher or coach, please call the Jr/Sr High School Office. The teacher will return your call during their plan period.

Elementary School

Elementary School Principal	Mrs. Kawryga	568-2014
Elementary Principal Secretary	Mrs. Taylor	568-2014 x 117
Elementary Office	Ms. Hoke	568-2014 x 100
Elementary School Nurse	Mrs. Brown	568-2014 x 112
School Psychologist/CSE Chair	Mrs. Drummond	568-2014
CSE Secretary	Mrs. Caponera	568-2014 x 115
Transportation	Mr. Laquay	568-2014 x 107
Social Worker	Ms. Ashton	568-2014
Food Service Manager	Ms. Trumbull	568-2014

WHAT IS OPPENHEIM-EPHRATAH-ST. JOHNSVILLE'S REQUIRMENT FOR UNITS OF CREDIT TO GRADUATE?

In order to graduate, the principal must certify that the student has earned 22 units of school credit* and passed the required Regents examinations. The units of credit must include:

4 units of English

4 units of Social Studies (including 1 unit of US History, 2 units of Global History, 1/2 unit of Participation in Government (or a Superintendent approved equivalent), 1/2 unit of Economics (or a Superintendent approved equivalent))

3 units of Science

3 units of Mathematics

1/2 unit of Health

1 unit of Art or Music

1 unit of Language Other Than English (Spanish)

2 units of Physical Education

3.5 units of electives

*A unit of school credit refers to a course taken each school day for one school year. A half unit is a course taken each school day for one semester or every other day for the entire school year.

HOW IS A STUDENT PROMOTED FROM ONE GRADE TO THE NEXT?

To be a Freshman: Promotion from 8th grade.

To be a Sophomore (move from grade 9 to grade 10): The student must earn 5 credits toward graduation.

To be a Junior (grade 10 to grade 11): The student must earn a total of 10 credits toward graduation.

To be a Senior (grade 11 to grade 12): The student needs to have earned 15 total credits toward graduation.

DIPLOMA REQUIREMENTS FOR GENERAL EDUCATION STUDENTS

The Board recognizes additional time may be necessary for students to transition to higher standards. Therefore, it is the policy of this District that the following phase in schedule of the 65 graduation standard on required Regents exams is established.

Regents Diploma and Advanced Regents Requirements:

Students who score 65 or above on all five required Regents exams receive a Regents-endorsed diploma. Students who score a 65 or above on eight Regents exams will receive an Advanced Regents diploma.

Students completing a 5-unit sequence in the Arts or Career and Technical Education (to replace the Language requirements) may earn the Advanced Designation.

Regents Diploma with Honors or Regents Diploma with Advanced Designation with Honors:

A local school district may award a Regents Diploma with Honors or a Regents Diploma with Advanced Designation with Honors to students who achieve an average of 90 percent in all Regents examinations, or their equivalent, required for the diploma.

Requirements for Annotation of Mastery in Science and/or Mathematics on the Regents Diploma with Advanced Designation

Students who first enter grade nine in September 2009 and thereafter who complete all coursework and testing requirements for the Regents Diploma with Advanced Designation in Mathematics and/or Science, and who pass, with a score of 85 or better, three commencement level Regents examinations in mathematics and/or three commencement level Regents examinations in science, will earn a Regents

Diploma with Advanced Designation, with an annotation on the diploma that denotes **mastery** in mathematics and/or science as applicable.

Appeals process on Regents exams passing score to meet Regents diploma requirements.

The District has established an appeals process in which students that score within three points of 65 and have met other criteria enumerated in Commissioner's Regulations that demonstrate they have achieved the State learning standards would be eligible to appeal. *As of January 2016, this process is also available to students with disabilities who are eligible for the Safety Net. These students must earn within three points of 55 and meet all the criteria described in the Commissioner's Regulations.*

1. School districts shall provide unlimited opportunities for all students to retake required Regents exams to improve their scores. A student who first enters grade 9 in September 2005 or thereafter and who fails, after at least two attempts, to attain a score of 65 or above on a required Regents exam for graduation shall be given an opportunity to appeal such score in accordance with the provisions of this paragraph, provided that no student may appeal his or her score on more than two of the five required Regents exams and provided further that the student:
 - a. Has a score within 3 points of the 65 passing score on the required Regents exam under appeal and has attained at least a 65 course average in the subject area of the Regents exam under appeal;
 - b. Provides evidence that he or she has received academic intervention services by the school in the subject area of the Regents exam under appeal;
 - c. Has an attendance rate of at least 95 percent for the school year during which the student last took the required Regents exam under appeal;
 - d. Has attained a course average in the subject area of the Regents exam under appeal that meets or exceeds the required passing grade by the school and is recorded on the student's official transcript with grades achieved by the student in each quarter of the school year; and
 - e. Is recommended for an exemption to the passing score on the required Regents exam under appeal by his or her teacher or Department chair person in the subject area of such examination.
2. An appeal may be initiated by the student, the student's parent or guardian, or the student's teacher, and shall be submitted in a form prescribed by the Commissioner to the student's school principal.
3. The school principal shall chair a standing committee comprised of three teachers (not to include the student's teacher in the subject area of the Regents exam under appeal) and two school administrators (one of whom shall be the school principal). The standing committee shall review an appeal within ten school days of its receipt and make a recommendation to the school superintendent or to accept or deny the appeal. The standing committee may interview the teacher or Department chairperson who recommended the appeal, and may also interview the student making the appeal to determine that he or she has demonstrated the knowledge and skills required under the State learning standards in the subject area in question.
4. The school superintendent shall make a final determination to accept or deny the appeal. The school superintendent may interview the student making the appeal to determine that the student has demonstrated the knowledge and skills required under the State learning standards in the subject area in question.
5. A student whose appeal is accepted for one required Regents exam, and who has attained a passing score of 65 or above on each of the four remaining required Regents exams, shall earn a Regents diploma. A student whose appeal is accepted for two required Regents exams, and who has attained a passing score of 65 or above on each of the three remaining required Regents exams, shall earn a local diploma.
6. Each school shall keep a record of all appeals received and granted and report this information to the State Education Department on a form prescribed by the Commissioner. All school records relating to appeals of scores on required Regents exams shall be made available for inspection by the State Education Department.

GRADUATION STANDARD OF 65 ON REQUIRED REGENTS EXAMS FOR STUDENTS WITH DISABILITIES

While the RCT safety net ends with the class of students that entered grade 9 during the 2010-11 school year, the local diploma option remains available to all students with disabilities provided they earn a score of 55-64 on one or more required Regents examinations. There is currently no regulatory sunset date for this graduation Safety Net option for students with disabilities.

IS THE IEP DIPLOMA STILL AN OPTION FOR SPECIAL EDUCATION STUDENTS?

According to the Amendment of the Regulations of the Commissioner of Education, effective February 1, 2012: No IEP Diploma will be issued beyond June 30, 2013. The 2012 – 2013 school year is the last for the IEP Diploma. Therefore, students who entered grade 9 in September 2011 will not be allowed to take RCT exams; they will have to take Regents exams to earn either a Local or a Regents Diploma.

LOCAL DIPLOMA COMPENSATORY OPTION

As of October 31, 2012, the Board of Education of Regents has provided an additional option for students with disabilities to earn a local diploma. This option is known as the Local Diploma Compensatory Option.

To earn a local diploma using this compensatory option a student must:

- a) Score between 45-54 on one (1) or more of the required Regents exams, other than on the English Language Arts (ELA) or the mathematics exams, in which case the lower score(s) can be compensated by the higher scores;
 1. A score of at least 55 must be earned on both the ELA and mathematics exams;
 2. A score of 65 or higher on a single examination may not be used to compensate for more than one exam; and
- b) Obtain a passing grade that meets or exceeds the required passing grade by the school, for the course in the subject area of the Regents examination in which he or she received a score of 45-54; and
- c) Have a satisfactory attendance rate in accordance with the District's or school's attendance policy for the school year during which the student took the examination in which he or she received a score of 45-64, exclusive of excused absences; and
- d) Not already be using a passing score on one or more Regents Competency Tests (RCTs) to graduate with a local diploma. A student may not use the compensatory score option if he or she is using a passing score on one (1) or more RCTs to receive a local diploma.

A student meeting all of the necessary components listed above, using the compensatory option, may be issued a local high school diploma.

4 + 1 ASSESSMENT PATHWAY

In September 2014, the Board of Regents instructed the Department to draft regulatory amendments to implement a 4 + 1 pathway to graduation, whereby students may take four Regents exams and a comparably rigorous technical or other assessment for the fifth required examination.

Under the proposed amendment change, the 4 + 1 pathway option would apply beginning with students who are eligible to receive a high school diploma in June 2015 and thereafter.

Students may take four Regents exams (ELA, Math, Science, and Social Studies) and a comparably rigorous assessment for the fifth required examination to graduate.

The fifth assessment required for graduation may include any one of the following assessments: One additional social studies Regents examination or Department-approved alternative (Humanities Pathway); or

One additional Regents examination in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or

A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner's regulations (which could include a Biliteracy [LOTE] Pathway); or

A career and technical education (CTE) pathway assessment, approved by the Commissioner in accordance with proposed §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway); or

A CTE assessment that meets the approved alternative requirements for Science could be substituted for the required Science Regents exam (CTE Pathway); or

An arts pathway assessment approved by the Commissioner in accordance with proposed §100.2(mm) (Arts Pathway).

WHAT DO I NEED TO DO TO GRADUATE FROM HIGH SCHOOL?

NEW YORK STATE GRADUATION COURSE REQUIREMENTS 2005 AND AFTER **Revised July 26, 2005**

WHAT IS THE REVISED REGENTS POLICY CONCERNING THE 55-64 LOW-PASS OPTION ON REGENTS EXAMS?

The Board of Regents has phased in the 65 passing score on required Regents examinations and established an appeals process (see page 6) for students who score within three points of 65 on a required Regents exam for graduation. The amendment also establishes a permanent low-pass option for all students with disabilities to earn a local diploma if they score 55-64 on the five required Regents exams. The five required Regents examinations enumerated in the Commissioner's Regulations are: the Regents comprehensive examination in English, a Regents examination in Integrated Algebra/Algebra 1, the Regents examination in United States History and Government, a Regents examination in Science, and the Regents examination in Global Studies.

CALCULATION OF CUMULATIVE AVERAGE AND CLASS RANK

Beginning in June 2016, all graduating seniors will follow the same criteria for weighted grading and rank. Students will earn additional weight for AP (Advanced Placement) classes, College in the High School/College Now, Early Admit, New Visions, as well as fourth year classes not required for graduation including, but not limited to: Physics, Pre-Calculus, Calculus. The weighted GPA of each senior determines class rank.

WHAT DO COLLEGES LOOK FOR IN COLLEGE APPLICANTS?

Colleges look for students who have demonstrated success in the most challenging courses appropriate to each student.

WHAT DO EMPLOYERS LOOK FOR IN JOB APPLICANTS ENTERING THE WORK FORCE?

Employers look for job applicants who will be productive employees. They are looking for an individual with good math and communication skills and a willingness to learn. They are interested in hiring

responsible people who are capable of working with others. Good attendance and being on time are essential to an employer.

CTC PROGRAMS

CAN I ATTEND A CTC (BOCES) PROGRAM AT THE CAREER AND TECHNICAL CENTER IN JOHNSTOWN?

Students must meet Oppenheim-Ephratah-St. Johnsville Board of Education approved criteria to be eligible to attend the CTC. The criteria the individual student must meet is as follows:

- The student must be able to graduate with their cohort group using the multiple pathways provided by New York State (reviewed on a case by case basis).
- The student must have average (no more than 12 absences) or better attendance with the exception of an extraordinary circumstance such as a one-time personal illness. This illness must be supported by a parent/doctor's note. Under the same guidelines, the student is allowed no more than 6 unexcused days tardy.
- The discipline file, if applicable, must be acceptable by Administration's standards.
- Task Persistence – the student must perform or participate in some activity that indicates an interest in the CTC program area.
- Post Secondary Plan – the student must have a post secondary goal related to or involving the CTC Program area.

DO I GET A CHOICE FOR THE REQUIRED COURSES IN HEALTH AND ART/MUSIC?

A half unit of credit in Health is required by all students.

For the Art/Music requirement, you may choose one unit of credit listed under Art (Studio in Art is the prerequisite to all other art courses) or Music.

WHOM SHOULD I ASK ABOUT COURSES?

Your guidance counselor and teachers of subjects you are interested in are primary sources of information about courses. Your parents can help you determine post-secondary options and career interests. Putting all of this information together will help you select high school courses that will maximize your possibilities.

WILL ALL COURSES LISTED IN THIS GUIDE BE HELD?

A course may be cancelled if only a few students sign up for it or for reasons of finance. If a course you selected were cancelled, your counselor would meet with you to select another course.

CAN I CHANGE CLASSES AFTER THE START OF THE SCHOOL YEAR?

You should think carefully about selecting courses. Schedule changes will be made on a very limited basis once the school year has begun. Students are responsible for knowing the add/drop dates in September and at the start of the Spring semester. The process of considering a change includes questions about how much you are trying to be successful in the course and if the change will help you.

WHAT ELECTIVES CAN I TAKE?

All courses, elective and required, are described later on in this guide. In general, try to include courses that continue your study in existing areas and that introduce you to possible new interests as well.

WHAT LEVELS OF COURSES ARE AVAILABLE?

Different levels of some courses are offered to meet the needs of all, but not all courses have different levels of instruction. The levels are:

Regents

These classes are college preparatory that adhere to the NYS Regents curriculum, followed by a Comprehensive Regents exam at the end of the year. These courses are necessary to earn a Regents diploma.

Advanced Placement

These classes allow students to pursue college level work. College credit may be received based upon a successful grade on the Advanced Placement test and the individual college's admissions requirements.

College Credit

These courses are offered through an agreement with Fulton-Montgomery Community College, Syracuse University, North Country Community College, SUNY Cobleskill and HCCC to obtain college credit for some courses.

DO I GET CREDIT FOR EVERY COURSE?

In general, all high school courses offer credit if the student successfully completes the course requirements. There are some courses students must take that do not give credit; they are designed to give you instruction that will help you be successful in school. Some of these courses are, but are not limited to: Academic Intervention Services, Resource Room, Extra Help (AIS) and Science Lab classes.

HOW MANY COURSES DO I NEED TO TAKE?

Students are required to take a minimum of 6 ½ credits each year. This will allow the students to fulfill their graduation credit requirements by the end of their senior year. Study halls can be placed into student schedules after the 6 ½ credit bearing classes have been entered. **Seniors need to take 4 ½ credits.**

HOW DO I GET EXTRA HELP IN MY COURSES?

All teachers provide extra help for their students on a daily basis. It is best when you take the initiative to ask your teachers for extra help. If necessary, you will be assigned to AIS during the school day.

HOW DO I GET HELP WITH OTHER KINDS OF PROBLEMS?

Start by letting your guidance counselor, the school based counselor, or the nurse know that you have a problem and want to speak about it. There are programs and people in the school to provide understanding, support and direction. The school cooperates with several agencies in the surrounding area that provide specific kinds of help for different problems.

WHAT CLUBS/ORGANIZATIONS ARE AVAILABLE AND HOW DO I JOIN?

National Honor Society
Student Council
Yearbook
Class Officers (for each grade level)

Science Club
Drama Club
Technology
Future Farmers of America (FFA)

Ski Club
Envirothon

GSA (Gay Straight Alliance)
Wellness Club

Start by letting the adviser know that you are interested and by finding out when the organizational meeting will occur. There are studies that show that successful adults were more likely to have participated in co-curricular and extra-curricular outlets and athletics when they were in high school.

WHAT SPORTS CAN I GO OUT FOR AND HOW DO I JOIN?

Oppenheim-Ephratah-St. Johnsville competes in the Western Athletic Conference at the modified, junior varsity and varsity levels for boys and girls in the following sports:

Fall:
Soccer
Volleyball (girls)
Cross Country
Golf

Winter:
Basketball
Cheerleading (girls)
Wrestling w/Dolgeville
Bowling

Spring:
Baseball
Softball
Track and Field w/FP

Speak with the coaches or physical education teachers one full season before the team you wish to join so that you know when sign-ups occur. Speak with the school nurse to make sure that you know the dates and times of physicals.

HOW DO I BECOME ELIGIBLE FOR NATIONAL HONOR SOCIETY?

Students qualify academically by maintaining a cumulative grade point average of **85.00**, without any rounding up, as of the 11th or 12th mid-year grades. Students must demonstrate service, leadership and character for selection to National Honor Society. The Principal appoints annually a faculty council and an adviser. The faculty council selects students and the adviser operates chapter activities. Appeals to the decisions of the faculty council must be directed to the principal. The group functions as a student activity, engaging in service and social functions.

HOW DO I BECOME ELIGIBLE FOR JUNIOR NATIONAL HONOR SOCIETY?

Students qualify academically by maintaining a cumulative grade point average of **85.00**, without any rounding up, based on:

For 9th grade students – the last 10 week grades of the previous school year and the first 10 weeks of the current year.

Students must demonstrate service, leadership and character for selection to Junior National Honor Society. The Principal appoints annually a faculty council and an adviser. The faculty council selects students and the adviser operates chapter activities. Appeals to the decisions of the faculty council must be directed to the principal. The group functions as a student activity, engaging in service and social functions.

COURSE DESCRIPTIONS

AGRICULTURE

METAL FABRICATION AND WELDING

Grades 9-12

.5 Credit

This semester long course that will explore the metal working industry. Students will learn to do various tasks that surround the industry including, but not limited to: gas cutting, brazing, welding, metal preparation, fabrication, and painting. Students in this course will become familiar with designing and working with metal to develop skills that are important to life and the metal fabrication industry. Learning will be hands-on and take place in the classroom and lab.

SMALL ENGINE REPAIR

Grades 9-12

.5 Credit

This semester long course will dive into the operation and function of small gasoline engines. Students will learn theory of engine operation, troubleshooting techniques, tear down and rebuild engines and the proper maintenance and care for engines. Learning will be hands-on and take place in the classroom and lab.

ADVANCED ENGINES

Grades 9-12

.5 Credit

To participate in this 20 week course students are required to have taken Small Engine Repair. Students in this hands-on course will expand their knowledge of engines learning about electrical systems, ignition systems, charging systems, engine failure analysis, engine troubleshooting, and diesel technology. During the course students will participate in many hands on activities including the tear down and rebuilding of diesel engines.

ADVANCED WELDING

Grades 10-12

.5 Credit

This is a 20 week course. To participate in this course students are required to have taken and passed Metal Fabrication and Welding. This course will build off of the welding skills learned in Metal Fabrication and Welding. Students will use the basic skills already learned to complete projects from a variety of sources such as personal projects, community projects, school projects and class projects. The projects will range from individual projects to group projects. Students will learn to weld with a Tungsten Inert Gas (TIG) welder. Students need to be motivated to work in the shop setting to be successful in this course.

AGRIBUSINESS

Grades 9-12

.5 Credit

This 20 week course prepares and engages students to take an in-depth look into today's agriculture industry through economic principles in agribusiness, planning an agribusiness, and various career development practices. Students will study the nature and functions of the agricultural business industry. Students will be engaged through projects on local, state, national and global agriculture, marketing, financial management, benefits, record keeping, banking, borrowing money and career planning.

College in the High School: SUNY Cobleskill AGBU 101 Introduction to Agricultural Business

ANIMAL SCIENCE AND TECHNOLOGY

Grades 9-12

1 Credit

This year long course looks at the various roles that animals play and their relationship with people. The course will look at animals as they are used for food and companions. Students will explore topics including, but not limited to: beef cattle, dairy cattle, swine production, poultry production, fish production, companion animals, animal behavior, animal nutrition and exotic animals.

AGRICULTURAL ENGINEERING

Grades 9-12

1 Credit

This year long course will explore the mechanical field of agriculture. It will help students develop skills working with tools, as well as machines commonly used in households and agriculture. Students will not only be working with tools and machinery, but will also be actively involved in the design and construction of various projects. Topics covered in this course include, but are not limited to: shop safety, the use of hand and power tools, wood working, metal working, masonry, hydraulics, engine maintenance and repair, and measurement. Learning will be hands-on and take place in the classroom and lab.

PRECISION AGRICULTURE

Grades 9-12

.5 Credit

This 20 week course will explore the uses of GPS in the agriculture industry. Students will explore how GPS works and the many ways it is utilized in the agriculture industry. Topics of instruction will include: satellite based positioning systems, remote sensing, computers and geographic information systems, yield monitoring and mapping, and variable rate technologies. During this course students will operate drones and use field mapping software to help make production agriculture decisions.

ART

Art, Music and Performing Arts courses satisfy the arts requirement for graduation. A five unit sequence in ART or FINE ARTS is available. A five-unit sequence in ART or FINE ARTS may replace the second and third unit of credit in the three-unit Foreign Language sequence toward a Regents with Advanced Designation diploma.

STUDIO IN ART

Grades 9-12

1 Credit

This is a full year course that meets every day. Studio art is the foundation art course for all high school students. Students will work in a wide variety of media (including but not limited to pencil, charcoal/pastel, watercolors, tempera and acrylic paints, ceramics, paper mache) and develop a level of competence in each area. Students will learn about artists, their work and the different artistic movements each belong to. Students will be graded on their daily effort, artwork, and written assignments. This course is a prerequisite for all other upper level high school art classes. It is recommended that students take this course in the 9th grade

ARTS AND CRAFTS

Grades 10-12

.5 Credit

This course is a half year course that meets every day. Students will work with paper mache, clay, wood, paper, and a variety of other media. Projects will be based on American crafts and folk art techniques. Students will be graded on their daily effort, artwork, and written assignments. This course should be taken as a first or second advanced level course.

ILLUSTRATION

Grades 10-12

.5 Credit

This course is a half year course that meets every day. Illustration is an advanced level course where the student will focus on their drawing skills. In their work students will focus on 2 and 3-d illustration, book and poster illustration, the art of caricature and humorous illustration, and promotional advertising. Students will be challenged to create unique solutions to the course assignments and expected to become fluent in a wide variety of drawing types and mediums.

SCULPTURE

Grades 10-12

.5 Credit

This course is a half year course that meets every day. Students continue to build their skills working in 3-D with plaster, paper mache, clay, wire, wood, etc. The projects are based on specific artists and movements in history. Students will be graded on their daily effort, artwork, and written assignments. This course should be taken as a first or second advanced level course.

2-D DESIGN

Grades 10-12

.5 Credit

This course will provide a foundation in the fundamentals of pictorial design. In a sequence of hands-on exercises and projects, students are introduced to the concept of the picture plane, figure/ground relationships, scale and proportional transformation, patterning, composition, value, color, methods for conveying time, and spatial illusion. Using a wide variety of traditional and non-traditional materials and methods, students are encouraged to develop their own design vocabulary and repertoire of practical techniques. In addition to introducing formal design strategies, the course emphasizes content issues and the historical and cultural context in which works of art are produced. This class is recommended for any student who has already taken Studio Art.

DESIGN AND DRAWING FOR PRODUCTION (DDP) Grades 9-12 1 Credit

DDP is a full year course aimed at giving students the drawing, design, and problem solving skills needed to succeed in future technology education courses. Students will learn the basic skills of technical drawing on a drawing board and a computer, including sketching, orthographic, isometric, dimensioning, and sectioning. Students then progress to using these skills to complete problem solving challenges. As a foundation course, this course should be the first high school technology education course taken by students. Course may be used to fulfill the art/music requirement.

BUSINESS/COMPUTERS

BUSINESS MATH

Grades 10-12

1 Credit

First, students review the basics of math:

- Add, subtract, multiply and divide whole numbers, fractions, decimals
- Percents
- Formulas and Equations
- Light Stats

Next, the students begin using the Business Math text:

- Types of Pay, Gross Pay, Net Pay
- Banking
- Credit Cards
- Loans
- Owning a Home or Car
- Insurance and Investments
- Budgets
- Business Profit and Loss, Markup and Markdown

CAREER AND FINANCIAL MANAGEMENT

Grades 8

Mandatory Grade 8 course.

This course is divided into two parts.

During the “Career” portion, students participate in career research activities. They learn their Holland Code, then identify high school classes that fit their code, clubs and internships, 2 and 4 year college programs, military careers, and their top 3 career clusters. Students complete a career research project with a budget. Next, students create their dream lifestyle. We study nontraditional careers, diversity, conflict, communication skills, locating job openings. Students choose a job, then prepare a resume, cover letter, and job application. They mock interview, then write follow up letters. We complete forms needed for orientation such as W-4, then discuss rights and responsibilities on the job and talk about safety.

During the “Financial” portion, students complete a checking simulation, study savings and investing, credit, consumer fraud, taxes, insurance, etc.

SPORTS AND ENTERTAINMENT MKT/ENTREPRENEURSHIP Grades 9-12 .5 Credit

The first half of the year focuses on the Sports and Entertainment Marketing curriculum. This part of the course will take students on a journey through the world of marketing within the fields of sports and entertainment. Students will learn the basic functions of marketing. Class is activity based.

Topics such as the following are covered:

- Marketing Mix (4 Ps)
- Demographics, Gross Impression, and Timing
- Economic Utility
- Risk
- Ethics
- Motivational Speakers

We use a text, activities, and YouTube videos.

The second half of the year will be focusing on the Entrepreneur curriculum. This part of the course will focus on the exciting knowledge of owning one’s own business. We will learn about entrepreneurship from the text *Entrepreneurship: Ideas in Action*. Students will also follow a simulation in which “Shawn

Decker” develops a business plan. Students will choose a business they would like to start and write their own business plans. Students will use many programs, such as LucidPress in order to create a logo and tagline, business card, company letterhead, promotional letter, brochure, newspaper ad, promotional slide show, and company website. We will watch videos about “real” teen entrepreneurs.

CAREER AND COLLEGE PREP

Grades 11-12

.5 Credit

This course is divided into two parts. The first part of the course will provide strategies for selecting a major/career path through many career research activities. The second part of the course concentrates on identifying important college characteristics, researching various postsecondary options (not just college), and completing the steps of the college admissions and/or employment application process. The final project is in depth research on a career of the student’s choice and research on the college or other postsecondary training of the student’s choice.

GAME: IT

Grades 10-12

.5 Credit

This is a half year course in game design and development that engages students in a real life game development company. Throughout the course the students act as a game development company to craft a game.

GAME: IT ADVANCED

Grades 10-12

.5 Credit

This course provides an introduction to C# programming and 3D game development with Unity. It assumes no prior knowledge of programming or C#

CRIMINAL JUSTICE

INTRO TO CRIMINAL JUSTICE Grades 11-12

.5 Credit

This course examines all three segments of the criminal justice system: law enforcement, courts and corrections. It encourages the development of an understanding of the evolution and structure of the criminal justice system. Students will also be given an overview of policing in America and the historical development of policing locally and internationally. . ***College in the High School: 3 Credits SUNY FMCC CRJ 101 Introduction to Criminal Justice***

CRIMINOLOGY

Grades 11-12

.5 Credit

This course will examine the extent, causes, and social characteristics of mass murderers and serial killers. Students will investigate a wide array of explanations for the behavior or action of the serial killers and will examine the lives of individual murderers to determine any factors that may have contributed to their crimes. Visual material, case studies and results from current research will provide an introductory investigation of these extreme and rare forms of criminal behavior and how law enforcement and the legal system investigate and prosecute serial murderers.

ENGLISH

All students must pass four years of English. Required courses are: English 9, English 10, English 11, and a choice of one credit worth of Senior English electives. All students take the Regents Examination in English Language Arts in grade 11.

ENGLISH 9

Grade 9

1 Credit

All ninth grade students are required to take and pass this comprehensive course of study before moving on. Students will use critical thinking as they read, discuss, and write about short stories, novels, poems, plays, and works of true literature. Speaking, listening, analyzing, and writing skills will be the focal point of study. Vocabulary development will also be emphasized. Students will be asked to use the latest technologies available to complete projects and presentations.

*Prep course for the New York State Regents Exam in Language Arts and Literature administered in grade 11.

ENGLISH 9 HONORS

Grade 9

1 Credit

The class will mirror English 9, but students will be exposed to more advanced literary works and will work at a faster pace. The students will be expected to demonstrate proficiency in reading and writing and be referred for admittance to this class, based upon grades, teacher recommendation and performance in 8th grade English.

ENGLISH 10

Grade 10

1 Credit

Open to students who have passed English 9. All tenth grade students are required to take this comprehensive course of study before moving on. Students will read, discuss, and write about short stories, novels, poems, plays, and works of non-fiction. Cross-curricular literature is used to enhance understanding of world events. Speaking, listening, analyzing, and writing skills will be the focal point of study. Students will be asked to use the latest technologies available to complete projects and presentations.

*Prep course for the New York State Regents Exam in Language Arts and Literature administered in grade 11.

ENGLISH 10 HONORS

Grade 10

1 Credit

The class will mirror English 10, but students will be exposed to more advanced literary works and will work at a faster pace. The students will be expected to demonstrate proficiency in reading and writing and be referred for admittance to this class, based upon grades, teacher recommendation and performance in 9th grade English.

ENGLISH 11

Grade 11

1 Credit

Open to students who have passed English 10. Students will use critical thinking as they answer questions that affect people everywhere, in ways that are both personal and political. Students continue to prepare for the Regents Exam through reading and writing about short stories, novels, plays, poems, and works of true experiences. Emphasis is placed on improving writing skills, vocabulary, synthesis, and analysis. Students will take the English Regents Exam at New York State's scheduled dates. Students are also encouraged to take college entrance exams during their junior year: SAT's and ACT's.

ENGLISH 11 HONORS

Grade 11

1 Credit

Students continue to develop skills needed for the Regents Exam through reading and writing about short stories, novels, plays, poems, and works of true experience. The class will mirror English 11, but students will be exposed to more advanced literary works and will work at a faster pace. The students will be expected to demonstrate proficiency in reading and writing and be referred for admittance to this class, based upon grades, teacher recommendation and performance in 10th grade English.

ENGLISH 12**Grade 12****1 Credit**

This course is divided into four 10-week mini-sessions: creative writing, historical fiction, nonfiction, and literature through film. Students will experience a variety of writing styles with an extensive project due for each of the 10-week mini sessions. There will be a comprehensive final exam in June.

EN 103/104 ADVANCED PLACEMENT ENGLISH LIT. Grade 12 1 Credit

EN 103 is a course designed to improve written and oral communication skills. Students learn to write specific types of essays that are coherent and grammatically and mechanically correct. EN 104 expands on the written and oral communication skills learned in EN 103. The written and oral assignments focus on students' understanding, research, and interpretation of such literary genres as short stories, poetry, and drama. AP English Literature and Composition is a literature and writing course based upon the National College Board curriculum for students who wish to go on to college. Students will read more advanced literary pieces and work at a faster pace. Speaking, listening, analyzing, and writing skills will be the focal point of study. Students will be required to complete short and long-term assignments.

Ultimately, the students may take the AP exam, given in May. ***College in the High School: 3 Credits**
SUNY FMCC ENG 103 English I*

PUBLIC SPEAKING**Grades 11-12****.5 Credit**

This course is designed to improve students' confidence and skill in public speaking and presentation. There will be a focus on delivery, style and audience analysis.¹ Assignments will range from basic demonstration and persuasive speeches, to real world applications such as job interviewing skills.

Students have the option of taking this course for college credit through HCCC's College Now program. This course does not fulfill the freshmen English course for college.

POETRY**Grades 11-12****.5 Credit**

This course is designed to develop a student's awareness of and appreciation for the resources of written and spoken language, with emphasis on the types and techniques of poetry and the styles of major poets.² Course material will range from classic to contemporary poetry. Students will also be involved with the creative process of developing their own poetry. **Students have the option of taking this course for college credit through HCCC's College Now program.** This course does not fulfill the freshmen English course for college.

FILM STUDIES**Grades 11 – 12****.5 Credit**

The class will begin with an overview of the history of film in America, highlighting significant films and periods. Then we will delve more deeply into specific areas of interest, such as: movies of the great depression, the work of Alfred Hitchcock, the emergence of Sci-Fi, and depictions of the American experience. Class will consist of viewing films, followed by a discussion of the film-maker's use of cinematic techniques and literary elements, such as: character, setting and point of view. In addition, we will be examining the films thematically, and questioning their significance in and connection to American culture (Students will write analytical essays expressing their interpretation of this). Other student projects include creating podcasts based on film analyses and writing screenplays.

CREATIVE WRITING**Grades 11 – 12****.5 Credit**

What does it mean to be a writer? What type of writer am I? How can I use the art of language to enhance my life? These are questions the students will answer throughout the course. We will do this by reading creative writing for both inspiration and a broader understanding of style. The students will choose one writer to research, and present their findings to the class. Of course, the bulk of the course work, in and out of class, will consist of the students creating their own works in a variety of genres/styles, from poems to short stories. Students will also explore the performance of written work through Slam poetry. They will also share and critique each other's work in class. In the end, each student will have a portfolio of creative writing that they feel represents them as a writer.

MONSTERS, MORTALS, AND MYTHS**Grades 11 -12****1 Credit**

This is an upper level English course for students to take as a senior English credit, and could possibly be offered for college credit as well. The course would start by exploring the role of Monsters in storytelling, from ancient mythology, to modern folklore, to modern literature and film. Ancient Greek and Norse Mythology will be covered. We will examine the 19th century period of gothic literature that brought us Dracula, Frankenstein and others. This will bring us to monsters of modern oral storytelling from around the world, and even the local stories of our own region of New York. We will then touch on modern representations of monsters in cinema today. We will always be analyzing the monsters for their significance in the culture that created them, and their relationship to the moral and hero's role. A major text we will read in order to answer these questions is *Beowulf*, which will be accompanied by a study of Anglo-Saxon (Viking) culture. Two films we will watch to further our understanding of the meaning behind monsters are: *Pan's Labyrinth* and *The Lady in the Water*. Students will end the semester with an artistic project of their choice that incorporates their own original use of monster motifs.

AMERICA'S NATIONAL PARKS: A CAMPFIRE CONVERSATION Grades 11-12 1 Credit

Students will study the history, environment, and literature of the National and NYS Parks through works of fiction, nonfiction, documentaries, guest speakers, and first hand experiences. This is a project-based learning course with both individual and group projects.

Essential Questions:

- How have different people, over the past three centuries, viewed and valued nature?
- How have they exploited, defined, and defended the parks and wilderness?
- What lessons for the future - environmental, social, or otherwise - can we draw from our study of the National and NYS Parks?
- What attributes are necessary for survival in the wilderness?

Concepts/Themes:

- History of the National and NYS Parks
- Forest stewardship
- Survival skills
- Orienteering skills
- Special issues of concern in the National and NYS Parks (climate change, leave no trace, erosion, global warming, acid rain, invasive species, too many tourists, storing of tank rail cars, etc.)

Cross-Curricular:

- English Language Arts
- Social Studies
- Science
- Math
- Physical Education

End of Year Experience:

Students will participate in an overnight camping trip to Middle Saranac Lake. On this camping trip they will practice the skills/concepts they learned throughout the course while camping on an island and hiking a mountain.

FOREIGN LANGUAGE - SPANISH

Students wishing to earn an Advanced Designation Diploma must have 3 units of credit in a language for a and pass the Regents Comprehensive Assessment or a student may also complete a five-unit sequence in Career and Technical Education or The Arts in place of the Languages other than English requirement.

LEVEL I

1 Credit

This beginning course focuses on developing a level of proficiency in four basic skills – speaking, listening, reading and writing. Students study topical contexts such as school, family, socializing, and weather. Cultural topics are also introduced along with geography.

LEVEL II

1 Credit

Open to students who have passed Level I. This intermediate course continues to broaden the student's level of achievement in basic skills – speaking, listening, reading and writing. Through more topical contexts students expand their vocabulary along with the use of more advanced grammar skills. Some of the topical contexts at this level are traveling, dining out, shopping and community.

LEVEL III

1 Credit

Open to students who have passed Level II. This is a full year course. It is the third course in the language sequence. Students who successfully complete the course and pass the locally developed exam will receive Regents credit and will also be eligible for an Advanced Regents diploma. The skills of listening, speaking, reading, and writing, as well as cross cultural understanding are enhanced from the previous levels.

Topics covered may include:

Travel by Train and Air
Cooking and Shopping for Food
Staying in a Hotel
Getting around the neighborhood
Technology in the Spanish speaking world
City and Country Life
Medical emergencies and illnesses

Students will develop 21st century Skills in:

Critical Thinking
Creativity
Global Awareness
Problem Solving
Communication
Collaboration

LEVEL IV

1 Credit

This is a full year course for students who successfully completed Spanish 3. It is an elective for students who wish to further enhance their language skills. Much of this course is taught in Spanish. Students' use of the language to communicate in the classroom is strongly encouraged.

The skills of listening, reading, writing and cross cultural understanding are deeply enhanced. Students will listen to music, read novels and watch movies entirely in Spanish.

Topics covered may include:

Don Quijote de la Mancha (novel), Man of La Mancha (movie), Traveling and renting a Car, The History of Mexico, The History of Spain, Public Services, Family Celebrations and Professions and jobs

Students will develop 21st century Skills in:

Critical Thinking
Creativity
Global Awareness
Problem Solving
Communication and Collaboration

HEALTH

HEALTH**Grades 9-12****.5 Credit**

This course provides students with essential skills and information that focus on their ability to make positive choices. Physical, mental, and social aspects of health are covered through such topics as substance abuse prevention, family relationships, human reproduction, stress management, human effects on the environment, and nutrition. Teenage violence, domestic violence and anger management are also covered. Each health class promotes positive interpersonal skills through group interactions and activities.

MATHEMATICS

Students must pass a minimum of three units of math and the Integrated Algebra Regents or Algebra I Regents exam for the Regents Diploma. Students interested in the Regents with Advanced Designation Diploma must earn three units of math plus the Integrated Algebra or Algebra I, Geometry and Algebra II Regents Exams. Oppenheim-Ephratah-St. Johnsville strongly encourages students to continue math throughout high school.

PRE-ALGEBRA CC

Grade 9-above

1 Credit

This course is designed to not only review and explore mathematics learned in 8th grade, while formalizing and extending those concepts to a higher level of understanding. Instructional time should focus on three critical areas: formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations, grasping the concept of a function and using functions to describe quantitative relations, and understanding and applying the Pythagorean Theorem.

ALGEBRA I CC

Grade 9-above

1 Credit

Prerequisite: The student must meet state standards on the 8th grade Common Core exam. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I that has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibits a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. This course will prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem solving.

FOUNDATIONAL GEOMETRY

Grades 10-above

1 Credit

Prerequisite: Completion of Algebra I. This course is open to 10-12th graders who are NOT intending to go for the Advanced Regents Diploma, who have scored below a 70 on the Integrated Algebra Regents, or who still need to pass the Integrated Algebra Regents. Those students can still take Regents Geometry class the following year. Concepts of Geometry courses emphasize a practical approach to the study of geometry and de-emphasize an abstract, formal approach. Topics typically include properties of and work with plane and solid figures; inductive methods of reasoning and use of logic; concepts of congruence, similarity, parallelism, perpendicularity and proportion; and rules of angle measurement in triangles.

GEOMETRY CC

Grades 9-above

1 Credit

This is the second mathematics course in the latest high school math sequence. This course is for students who passed Integrated Algebra/Algebra I. The course will focus on the following: geometric relationships, construction, locus informal and formal, proofs, transformational geometry and coordinate geometry. This is a Regents course and the NYS Geometry Regents will be given at the end of this course. One high school credit will be given upon passing the course.

FOUNDATIONS OF ALGEBRA II

Prerequisite: Completion of Geometry. This course would allow students pursuing the Advanced Regents Diploma the opportunity to work through the Algebra 2 content at a slower pace. This course could be taken, followed by the Algebra 2 class the following year.

ALGEBRA II

Grades 10-above

1 Credit

Prerequisite: Students must pass Geometry. This is the third course in the New York State Mathematics sequence. This course is required to earn an Advanced Regents Diploma. It includes the following: Problem Solving, Reasoning and Proof, Communication, Connections, Representation, Number Sense and Operations, Algebra, Measurement, and Statistics and Probability. The intent is to provide a variety of ways for students to acquire and demonstrate mathematical reasoning ability when solving problems. The NYS Algebra 2 Regents exam will be given at the end of this course.

PRE-CALCULUS

1 Credit

Prerequisite: Algebra 2/Trigonometry. This course is designed to cover topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of

Sines and Cosines will be introduced. Students will then begin analytic geometry and calculus concepts such as limits, derivatives and integrals. This class lays the foundation for future college algebra or calculus classes. In some circumstances this class can be taken concurrently with Algebra 2/Trig, given instructor and administrative approval.

AP CALCULUS AB

1 Credit

Prerequisite: Pre-Calculus. This is a full year calculus course aligned to the AP Calculus AB exam. It emphasizes a multi representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically and verbally. The course outline corresponds to a post-secondary level of Calculus 1 course for technical majors (math/science/engineering). Topics include functions, limits, derivatives, and integrals, with an emphasis on applications of derivatives and integrals. Students will have the option to take the AP Calculus AB Exam at the end of the course. Most colleges grant AP credit and/or course credit based on AP exam scores. ***College in the High School: 4 Credits SUNY FMCC MAT 170 Calculus I***

AP CALCULUS BC

1 Credit

Prerequisite: AP Calculus AB. This is a full year calculus course aligned to the AP Calculus BC exam. It emphasizes a multi representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically and verbally. The course outline corresponds to a post-secondary level of Calculus 1 and Calculus 2 for technical majors (math/science/engineering). All topics in AP Calculus AB will be covered at more depth, in addition to advanced techniques of integration, polynomial approximations and series, and advanced analysis of vectors, parametric and polar relationships. Students will have the option to take the AP Calculus BC Exam at the end of the course. Most colleges grant AP credit and/or course credit based on AP exam scores, up to 8 credits. ***College in the High School: 4 Credits SUNY FMCC MAT 170 Calculus I***

BUSINESS MATH

Grades 10-12 & passed Alge Class & Regents 1 Credit

A full year math course designed to prepare students with the technical math skills necessary to function and manage finances in the 21st century. Major areas of study include but are not limited to: problem solving with whole numbers, fractions, and percentiles; problem solving with formulas and equations; basic statistics, graphing, bank records, payroll, simple and compound interest, investments, credit, depreciation, insurance, and taxes. Students work individually and in small groups to understand and solve problems related to real-life situations at work, home, and involving property. Can be used to fulfill the 3rd year math requirements.

INTRODUCTION TO STATISTICS

1 Credit

Prerequisites: Completion of Algebra I and Geometry and a passing score on the corresponding exams. This course is open to 11th and 12th graders who are NOT intending to go for the Advanced Regents Diploma. Probability and Statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees populations and samples, frequency tables, measures of central tendency, and presentations of data (including graphs). Course topics may include normal distribution and measures of variability.

TECHNICAL MATH

Grades 10-12

1 Credit

This full year course covers mathematical concepts through project based learning. Students in this course can choose to receive either a technology education credit or their third credit in mathematics at the successful completion of this course. Topics include precision measurement instruments, mathematical analysis of structures, ergonomics and anthropometrics, and material properties and testing. This course requires data analysis, mathematical modeling, and experimentation. This course fulfills the 3rd year math requirement.

MUSIC

Art and Music courses satisfy the arts requirement for graduation. A five unit sequence in ART or FINE ARTS is available. A five-unit sequence in ART or FINE ARTS may replace a three-unit Foreign Language sequence toward an Advanced Designation Regents diploma. A student may earn a Regents diploma by taking 1 credit of art or music. Five unit sequences in FINE ARTS are available by combining music courses with art courses.

HIGH SCHOOL CHOIR

Grades 9-12

.5 Credit

High School Choir is a group activity offered to all high school students. They must be willing to work hard toward the common goal of the best choral singing possible. Students are required to participate in the winter, spring, and graduation concerts. Students are introduced to quality choral music in three or four part harmonies from many time periods and cultures, including today's popular music. They will learn to read music and develop their vocal technique. Students are encouraged to participate in county and area festivals, including NYSSMA.

SELECT CHOIR

Grades 9-12

.5 Credit

This course is for students interested in performing in a small group setting.

HIGH SCHOOL BAND

Grades 9-12

.5 Credit

HS Band offers students' concert, performing arts, and marching skills for individual and ensemble playing that can be utilized for lifelong learning. All students have small group instruction on a rotating basis. Band and lessons offer the opportunity to learn the "mechanics" and technique of playing an instrument, as well as the forum to play many different styles (pop, classical, marches, multicultural, etc.). The student driven schedule includes performance venues for concerts, parades, trips, and graduation ceremony. This class stresses the importance of dedication and responsibility. Performance and rehearsal participation is required to receive credit. Students in this class also have the choice to participate in: NYSSMA solo festival, county- area all state- and state music festivals, drum line, and/or color guard-if they chose. This course meets the music/art graduation requirement (if taken for 2 or more years) and may be used as a component in the Fine Arts sequence to eliminate the Foreign Language requirement in the Regents Diploma with Advanced Designation.

HANDBELL

Grades 9-12

.5 Credit

Handbell Choir is a unique ensemble for the highly motivated, dedicated, and talented musician. Musicians with an above average reading and rhythmic ability are accepted in to the group. Members must also be involved in either the band or choir programs. Selection is based on the director's recommendation. The Handbell Choir may be required to perform at areas outside of the school setting in addition to two concerts scheduled within the school year.

JAZZ ENSEMBLE

Grades 9-12

.5 Credit

Jazz Ensemble offers talented students the opportunity to perform more difficult music in the jazz, rock, ballad, Latin and swing categories. Prerequisites for this ensemble are: Participation in concert band and approval of the director. Students may be required to perform at areas outside of the school setting in addition to the concerts scheduled within the school year. Performance and rehearsal participation is required to receive credit. This course meets the music/art graduation requirement (if taken for 2 or more years) and may be used as a component in the Fine Arts sequence to eliminate the Foreign Language requirement in the Regents Diploma with Advanced Designation.

MUSIC THEORY I

Grades 9-12

.5 Credit

Students learn the basics of music notation, form, scales, chords, music history, rhythmic dictation, and how to play major instruments. This course is recommended for anyone pursuing a career in music, but can be understood by anyone who simply enjoys music.

MUSIC THEORY II

Grades 9-12

.5 Credit

Students build on the knowledge obtained in Music Theory 1, and also learn the basics of conducting, percussion, drama, sight singing, music resources, and choreography. This course is highly recommended

for students pursuing a career in music, classroom teaching, or just wanting to improve their knowledge of music. Prerequisite: Music Theory I

MUSIC THEORY III

Grades 9-12

.5 Credit

Students work on music analysis, composition skills, conducting technique, ensemble arranging, and classroom music teaching skills. Students use individual projects as evidence of mastering these skills. This course is highly recommended for those pursuing a career in music or classroom teaching. It is also beneficial, and attainable, for those wanting a greater understanding of music.

Prerequisite: Music Theory II

MUSIC THEORY IV

Grades 9-12

.5 Credit

Students work on advanced music analysis, composition skills, conducting technique, ensemble arranging, and classroom music teaching skills. Students become the project leaders in hands on real life situational music settings of: jingle writing, performance arts, etc. This course is highly recommended for those pursuing a career in music, classroom teaching, and musicians wishing to pursue leadership roles. It is also beneficial, and attainable, for those wanting an in depth understanding of music.

Prerequisite: Music Theory III

PHYSICAL EDUCATION

All students must take and pass Physical Education each year of high school. The Physical Education curriculum is designed to encourage participation for all levels of ability.

PHYSICAL EDUCATION

Grade 9-12

.25 Credit

Physical Education relates directly to good health and is a powerful social agent. This program provides opportunities for students to interact with their peers and become involved in activities that can be enjoyed now and for much of life. Physical Education develops skills and provides knowledge for physical fitness and enjoyment of physical activity. Activities presented to the student include conditioning and body mechanics, self-testing activities, games, team sports, and rhythm and dancing.

SCIENCE

Students must pass three units of science and one Regents science exam in Living Environment to earn a Regents diploma. Students must pass three units of science and 2 Regents science exams to earn a

Regents with Advanced Designation diploma. At least one course must be in life science and one course shall be in physical science. The third course may be either life science or physical science. Oppenheim-Ephratah-St. Johnsville strongly encourages students to study science throughout high school. Regents science courses require a science lab in addition to the class. In order to qualify to take a Regents examination in any of the sciences, a student must complete 1200 minutes of laboratory experience with satisfactory documented laboratory reports.

ADVANCED PLACEMENT BIOLOGY

Grades 11-12

1 Credit

AP Biology is designed to be a rigorous course equivalent to a two semester college introductory biology course. All work is designed to be at the college level and students are expected to work accordingly. This is a fast paced course dealing with more in-depth content than the Living Environment course. Lab requirements are more rigorous with students completing not only the 12 mandatory laboratories but both online and outside labs to facilitate learning. Students are expected to take responsibility for their learning by spending the required time in class and to also devote extended time out of class working on required assignments in order to achieve mastery in biology. There is a required summer assignment.

Prerequisites: Students who sign up for AP Biology should have successfully completed Living Environment; Biology and Physical Settings; Chemistry or be enrolled in Physical Settings; Chemistry.

***Most colleges grant AP credit and/or course credit based on AP exam scores. ***

PHYSICAL SETTING: REGENTS EARTH SCIENCE

Grades 9-10

1 Credit

This is a one-year, one credit lab based course that uses an inquiry based approach to the study of the physical environment. This course will introduce the student to the concepts in geology, meteorology, astronomy and oceanography. A survey of Earth Science will include lab safety, first aid, observation and measurement of the environment, changing environment, measuring the earth, earth motions, energy exchanges in the atmosphere, moisture and energy budgets, the erosion process, depositional process, formation of rocks, dynamic crust, interpreting geologic history, landscape development and environmental change, weather watch and earthquake watch. Students will study the key ideas and major understandings in the New York State Earth Science Core Curriculum. There is a lab requirement that must be met to be eligible to take the Earth Science Regents Exam.

THE LIVING ENVIRONMENT: Regents Living Environment

Grades 9-12

1 Credit

The Living Environment is a course that focuses on the study of living organisms. Students will study key ideas and major understandings in the New York State Living Environment Core Curriculum. Major topics that will be addressed are the unity and diversity among living things, human body systems and their roles in maintaining homeostasis, reproduction and development, genetics, evolution, and ecology. The goal of the student in this course is to develop a working knowledge of biological science so that it can be related to everyday life and life functions. For each topic there are related lab activities that are required in the New York State Core Curriculum. There is a lab requirement that must be met to be eligible to take the Living Environment Regents Exam. The Regents Living Environment exam will conclude the course.

PHYSICAL SETTING: REGENTS PHYSICS

Grades 11-12

1 Credit

Physics is the study of the laws of the universe through measurement. This is a hands-on study of Natural Laws such as: gravity, projectiles, collisions, explosions, electricity, nuclear energy, wave motion, magnets, light and sound. Simple math concepts are used throughout the course to examine and solve problems. Physics is a combination of hands-on activities, demonstrations and discussions to provide the student with a better understanding of the physical occurrences in the nature as well as the ability to predict the outcomes of those occurrences. There is a lab requirement that must be met to be eligible to take the Physical Setting: Physics Regents Exam. The Regents Physical Setting exam will conclude this course. ***College in the High School:6 Credits SUNY FMCC SCI 161/SCI 162 Introduction to Physics I/II***

PHYSICAL SETTING: REGENTS CHEMISTRY

Grade 10-12

1 Credit

Chemistry is a challenging course for the study of the matter and energy that is all around us. Using a systematic approach, the student is encouraged to solve problems using experiments and exercises to predict future outcomes. This is accomplished through the use of demonstrations, discussion, and hands-

on laboratory experiments. There is a lab requirement that must be met to be eligible to take the Chemistry Regents Exam. The Regents Physical Setting exam will conclude this course. ***College in the High School: 3 Credits SUNY FMCC SCI 170 Introduction to Chemistry I***

FORENSICS

Grades 10-12

1 Credit

Open to students who passed the Living Environment Course and the Regents Exam. This course will focus on up-to-date technologies that police rely on to catch criminals. The emphasis of this course is on the practical application of DNA profiling technology, mitochondrial DNA, crime scene investigation, and Internet research. How the use of common items of physical evidence located at a crime scene are analyzed in a lab environment and preserved to use in a courtroom. Forensic topics covered: DNA from crime scene evidence, conservation of crime scene integrity, track molds (tire and footprints), and the Internet and Forensic Science.

VETERINARY SCIENCE

Grades 9-12

1 Credit

This is a full year course designed for those interested in becoming a Veterinarian or for those who just love animals. Veterinary science will expose students to the field of veterinary medicine and the body systems of animals. This science based class will include topics like: safety and sanitation, anatomy and physiology, parasitology, posology, principles of disease, laboratory techniques and much more. This course will prepare students for college level work in the field of animal science, veterinary science, and biology.

HONORS BIOLOGY

1 Credit

This Living Environment *honors* course of study is designed for students who can learn at an accelerated pace. The course focus is the understanding important biological relationships, processes and mechanisms, and the application of biological concepts. Major course topics include ecology, cell biology, cell biochemistry, the maintenance of homeostasis in animals and plants, human anatomy and physiology, genetics and evolution. The level of difficulty in the *honors* course is designed to offer a challenge to capable students. As such, course concepts will be examined in greater detail and at a level that far exceeds the Regents course of study. The quantity of material studied as well as the level of expectation of assignments must reflect a greater depth of understanding on the part of the student. Students in the *honors* course are also expected to participate more and willingly meet the additional challenge. Students **MUST** satisfactorily complete all required laboratory experiences in order to sit for the Regents examination.

HONORS EARTH SCIENCE

1 Credit

The Physical Setting/Earth Science *honors* course of study is designed for students who can learn at an accelerated pace. The course focus encourages students to understand the processes of change in earth and space through first-hand observation and inference. Throughout the various units, including Rocks and Minerals, Earthquakes, Landscapes, geological History, Meteorology and Astronomy, emphasis is placed on scientific inquiry and analysis of sate relevant to the NYS Learning Standards. Students will be taught to formulate questions that relate to their experiences and to use their acquired skills to investigate these questions. Throughout the year, timely environmental issues such as global warming and environmental pollution will be explored, with an emphasis on how we interact with the planet Earth, and our responsibility to understand and value our natural environment. The level of difficulty in the *honors* course is designed to offer a challenge to capable students. As such, course concepts will be examined in greater detail and at a level that far exceeds the Regents course of study. The quantity of material studied as well as the level of expectation of assignments must reflect a greater depth of understanding on the part of the student. Students in the *honors* course are also expected to participate more and willingly meet the additional challenge. Students **MUST** satisfactorily complete all required laboratory experiences in order to sit for the Regents examination.

EXPLORING AGRISCIENCE

Grades 9-12

1 Credit

This full year course is an introductory agriculture course that will explore many topics of agriculture and natural resources. It will introduce students to plant science, animal science, landscaping, forestry, aquaculture, small engines, agricultural careers and more. Students will leave this course with knowledge about the agriculture industry as a whole and how it plays a key role in everyday life. Students will be

required to do projects and attend field trips.**Anticipated**College in the High School: SUNY Cobleskill
AGBU 160 Introduction to Food Systems

SOCIAL STUDIES

All students must pass four years of social studies in order to earn a high school diploma. Required courses are Global History 9 and 10, U.S. History and Government, Participation in Government and Economics

GLOBAL HISTORY 9**Grades 9 and above****1 Credit**

The Global History and Geography curriculum encompasses a two-year program culminating in the required Regents Global History and Geography Exam in 10th grade. This course focuses on the Ancient World, expanding zones of change, global interactions, and empires. Special emphasis is placed on the geography of the world, religions of the world, the development of political and economic systems throughout time and place, and the development of world cultures. This course is designed to improve each student's reading, writing and analytical skills through assignments including the writing of thematic essays and document based questions.

GLOBAL HISTORY 10**1 Credit**

Open to students who passed Global 9.

The tenth grade curriculum covers units on the First Global Age 1450-1770, The Age of Revolution 1750-1914, Crisis and Revolution, War, Advancement, and Achievement, 20th Century since 1945, and Global Connections. The purpose of the program is to present and explain the development of global beliefs, and the evolution of political, economic, and social systems within our diverse and interdependent world. Students are required to do extensive reading, note taking, and organizational skills. The New York State Regents Exam in Global History and Geography will be given at the end of this course.

U.S. HISTORY AND GOVERNMENT**1 Credit**

Open to students who passed Global 10.

This course is designed to improve each student's reading, writing and reasoning skills. U.S. History is presented in a chronological approach. Students study the structure and function of government so that they may develop a stronger commitment to democratic values. One goal is to explain the relevance of the past to modern day young citizens. Contemporary issues are an integral part of the course. Oral and written reports are assigned throughout the year. The Regents exam in U.S. History and Government is taken at the end of the course.

**AP UNITED STATES HISTORY /SS 283/284 (DL)
6 College Credits (Distance Learning course)****1 Credit**

Open to students in grades 11-12 who have passed Global History 9, 10 and the Regents exam.

This Advanced Placement course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students should learn to assess historical material, their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarships. In addition to exposing students to a very detailed list of historical content, students will analyze and interpret primary sources, including commentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students will learn to take notes from both printed materials and lectures or discussions, write essay examinations and write analytical and research papers. Students may also be eligible to earn 6 college credits from Fulton Montgomery Community College.

PARTICIPATION IN GOVERNMENT**Grade 12****.5 Credit**

Open to students in grade 12 who have passed the U.S History and Government course and the Regents exam. Students will have an understanding of: the basic structures, functions, and operations of the American Government; apply both the principles and practices of government which asks them to be participants in the process of public policy formation and action.

ECONOMICS**Grade 12****.5 Credit**

Open to students in grade 12 who have passed the U.S. History and Government course and the Regents exam. The first half of the course examines microeconomics: studying the economy from the "bottom up" to understand how individuals, families, and firms make decisions about working, spending, investing, and saving.

INTRO TO MACROECONOMICS – HCCC COLLEGE NOW CLASS .5 Credit

This course is designed to familiarize student with the economy as a whole, including such topics as national income, inflation, production and employment, money and banking, supply and demand, fiscal and monetary policy, economic growth and development, and international trade. This course fulfills the senior Economic requirement.

AMERICAN GOVERNMENT – HCCC COLLEGE NOW CLASS .5 Credit

An examination of the institutions, structure, organization and operation, finances, and politics of state and local governments with a particular emphasis on New York State. This course fulfills the senior PIG requirement.

SOCIAL PROBLEMS – HCCC COLLEGE NOW CLASS .5 Credit

This course is designed as analysis of major contemporary social problems, including illness and healthcare, alcohol and other drugs, crime and violence, family problems, social inequality, poverty and unemployment, problems in education and population and environmental problems. Emphasis is given to placing these problems in a global context, analyzing them from the three main theoretical perspectives of sociology, and strategies for societal action that may offer solutions.

SOCIOLOGY – HCCC COLLEGE NOW CLASS .5 Credit

This course is designed to familiarize students with the concepts and methods of sociology. The concepts include culture, socialization, deviance, and social stratification. The concepts are used to analyze major aspects of society including racial and ethnic relations, the family, politics and the state, education, population change and social change and social movements.

TECHNOLOGY

Students completing a five unit sequence in Technology Education can do so in place of the two additional units of foreign language needed for a Regents diploma with advanced designation. Ideally, students will take Design and Drawing for Production in the freshman year as it is the base of all other offered courses.

DESIGN AND DRAWING FOR PRODUCTION (DDP) Grades 9-12 1 Credit

DDP is a full year course aimed at giving students the drawing, design, and problem solving skills needed to succeed in future technology education courses. Students will learn the basic skills of technical drawing on a drawing board and a computer, including sketching, orthographic, isometric, dimensioning, and sectioning. Students then progress to using these skills to complete problem solving challenges. As a foundation course, this course should be the first high school technology education course taken by students. Course may be used to fulfill the art/music requirement.

TECHNICAL MATH Grades 9-12 1 Credit

This full year course covers mathematical concepts through project based learning. Students in this course can choose to receive either a technology education credit or their third credit in mathematics at the successful completion of this course. Topics include precision measurement instruments, mathematical analysis of structures, ergonomics and anthropometrics, and material properties and testing. This course requires data analysis, mathematical modeling, and experimentation. This course fulfills the 3rd year math requirement.

ENERGY Grades 9-12 1 Credit

Energy is a full year course of project based learning centered on forms and sources of energy, energy conversion devices, and energy conscious design. Students complete projects focused on nonrenewable, renewable, and inexhaustible sources of energy while gaining an understanding of how energy use affects our everyday lives and our future.

ARCHITECTURAL DRAWING Grades 10-12 .5 Credit

Students in this half year course will study design and drafting techniques relative to residential structures. Students will begin the year with a brief study in the history of architecture, and will go on to develop the various plans needed for a home design of their choice. Students enrolled in this course should already have completed Design and Drawing for Production as the course content will be built on in this course.

FOREST PRODUCTS DESIGN AND ENGINEERING Grades 9-12 1 Credit

This full year course will allow students to design and create projects from raw materials while learning about the use correct use and care of hand and power tools, material identification, material selection, and related career fields. Students in this course will also gain an understanding of the design process as well as the principles and elements of design relative to forest products.

DISTANCE LEARNING

SUPA PSYCHOLOGY Grades 11-12 1 Credit

Host – Mayfield. This course is designed 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, principles and phenomena associated with each of the major subfields within

psychology (including topics such as the biological basis of behavior, perception, learning, cognition, motivation and emotions, states of consciousness, developmental, social and abnormal psychology, personality, treatment and research methods). They also learn about the ethics and methods psychologists use in their science and practice. (Syracuse Credit)

HISTORY OF THE HOLOCAUST **Grade 12** **.5 Credit**

Host – Mayfield. This course explores the roots of the Holocaust in European anti-Semitism, and traces the development of discriminatory attitudes toward their horrible outcome during the Second World War. The goal of studying, what is arguably the most crucial event in twentieth century history, is to provide students with a solidly grounded appreciation of the need for the respect and tolerance of others. The irrational basis of anti-Semitism will be analyzed, as will the methods by which the murderous rhetoric was literally put into practice, not simply by SS thugs, but also by the German Wehrmacht, by the police, and by “ordinary men”.

AP UNITED STATES HISTORY /SS 283/284 **Gr. 11-12** **1 Credit**
6 College Credits

Host - Mayfield Open to students in grades 11-12 who have passed Global History 9, 10 and the Regents exam. This Advanced Placement course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students should learn to assess historical material, their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarships. In addition to exposing students to a very detailed list of historical content, students will analyze and interpret primary sources, including commentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students will learn to take notes from both printed materials and lectures or discussions, write essay examinations and write analytical and research papers. Students may also be eligible to earn 6 college credits from Fulton Montgomery Community College.

GAME: IT **Grades 10-12** **.5 Credit**

This is a half year course in game design and development that engages students in a real life game development company. Throughout the course the students act as a game development company to craft a game.

GAME: IT ADVANCED **Grades 10-12** **.5 Credit**

This course provides an introduction to C# programming and 3D game development with Unity. It assumes no prior knowledge of programming or C#

CURRENT EVENTS

NANOTECHNOLOGY

SPANISH IV AND V **Grades 11-12** **.5 and .5 Credits**

This course allows the student to earn Schenectady County Community College credit. This UHS Spanish 4 & 5 course is for students who have completed three years of high school Spanish. This course reinforces fundamental Spanish skills through a variety of reading, writing, listening, and oral exercises. The course also expands students' knowledge of the civilizations, cultures and customs of Spanish Speaking people.

EQUINE STUDIES **Grades 10-12** **1 Credit**

This course gives students an in-depth introduction to the field of animal health care and equine science. Students will complete a curriculum that covers breeds, anatomy, nutrition and feeding, conformation faults, diseases, reproduction, behavior, facilities and stable practices, careers, business management and FFA leadership. Students who complete the course will be well-equipped for the equine industry or further education.

AP CALCULUS AB **1 Credit**

Host – OESJ. Prerequisite: Pre-Calculus. This is a full year calculus course aligned to the AP Calculus AB exam. It emphasizes a multi representational approach to calculus, with concepts , results, and problems being expressed graphically, numerically, analytically and verbally. The course outline corresponds to a post-secondary level of Calculus 1 course for technical majors (math/science/engineering). Topics include functions, limits, derivatives, and integrals, with an emphasis on applications of derivatives and integrals. Students will have the option to take the AP Calculus AB Exam at the end of the course. Most colleges grant AP credit and/or course credit based on AP exam scores.

CAREER AND TECHNICAL CENTER

The mission of the Career and Technical Center is to provide technical training opportunities for the competitive world. The Career and Technical Center offers many two-year programs, as well as senior level academies, that enable students to be prepared for the job market or college after graduation from high school.

Students attend the Career and Technical Center for a half-day during both grades 11 and 12, and may earn a total of 7 units of credit. Students who complete a two-year Career Ed program gain a five-unit sequence in OCCUPATIONAL EDUCATION.

Students interested in learning more about the Career and Technical Center should speak with the high school guidance counselor early on in high school. Students must meet OESJ Board of Education approved criteria to be eligible to attend the CTC. The criteria the individual student must meet is as follows:

- The student must be able to graduate with their cohort group using the multiple pathways provided by New York State (reviewed on a case by case basis).
- The student must have average (no more than 12 absences) or better attendance with the exception of an extraordinary circumstance such as a one-time personal illness. This illness must be supported by a parent/doctor's note. Under the same guidelines, the student is allowed no more than 6 unexcused days tardy.
- The discipline file, if applicable, must be acceptable by Administration's standards.
- Task Persistence – the student must perform or participate in some activity that indicates an interest in the CTC program area.
- Post Secondary Plan – the student must have a post secondary goal related to or involving the CTC Program area.

CTC Programs:

Auto Body Repair
Cosmetology
Construction Technology
Digital Multimedia
Electrical Trades
Equine Science
Culinary Arts
New Visions Health Careers
Computer Information Technology and Networking

Auto Technology
Careers in Education
Criminal Justice
Veterinary and Animal Science
Environmental Conservation
Foundations of Food Service
Medical Assisting
Engineering Technology