

DUANESBURG CENTRAL JR/SR HIGH SCHOOL

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The Duanesburg Central School District does not discriminate in education or employment on the basis of sex, race, color, age, religion, national origin, or handicap. This policy is consistent with relevant governmental statutes and regulations. Inquiries may be referred to the district's Affirmative Action Officer, Mrs. Crowley.

Student Records

All student records, by law, are confidential. Only certified school personnel may have access to them. Parents may review their child's records with the counselors by setting up an appointment.

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GENERAL ACADEMIC INFORMATION

Schedule

The academic year is divided into two semesters: Fall (Semester 1) and Spring (Semester 2). Each semester has two 10-week periods called “quarters” or “terms”. Classes run on a six-day cycle (referred to as days 1 through 6). Classes meet as often as every day or as little as once in a cycle.

Credit

A credit is an indicator of the value the school gives to a course. The credit is based on the time and work involved in a course. Example: English 9 is a full year course, so it earns 1.0 credit. HS Health meets every day for one semester and earns 0.50 credits. Courses that meet every other day (odd or even) for the entire year would also carry 0.50 credits. You must earn a certain number of credits from certain subject areas and pass the required courses for 9th, 10th, 11th, and 12th grade, which are listed under graduation requirements.

Minimum Credit/Course Load

Students in grades 9-11 must take a minimum of 5.5 credits including Physical Education. Seniors need to complete necessary credits to graduate and/or be scheduled for a minimum of 5.0 credits. Although individual students should consider their own ability to balance coursework, it is recommended that students take more than 6 credits per year in order to meet graduation requirements in four years. Students should carry a course load that they are able to manage while still being challenged.

Credit Requirements

Required Subjects	Regents Diploma	Advanced Regents	with Honors
English	4	4	4
Social Studies	4	4	4
Math	3	3	3
Science	3	3	3
Foreign Language	1	3	1
Health	.5	.5	.5
Art or Music	1	1	1
Senior Project	0	0	1
Physical Education	2	2	2
Electives	3.5	1.5	2.5
Total	22	22	22

Prerequisites

A prerequisite is a requirement that students must meet before a certain course can be taken. Example: English 9 must be passed prior to being able to take English 10.

Electives

Unlike required courses that students have to take, an elective is a course students choose to take in order to round out their education and to earn sufficient credit for graduation. In order to take electives students must meet all prerequisites. Electives should be selected after all required courses are chosen for the year.

New York State Graduation Requirements

Students are required to obtain a level 3 equal to 65% or higher on Regents exams to earn a Regents or Advanced Regents Diploma. Students are strongly recommended to attain an 85% or higher for level 4 mastery.

Diploma requirements based on June 2005 Board of Regents action to phase in the 65 Graduation Standard on required Regents exams

Entering Freshman Class	Local Diploma Requirements	Regents Diploma Requirements	Regents Diploma with Advanced Designation Requirements
2006	<p><u>Assessment Requirements</u></p> <p><u>For all students :</u> Score 65 or above on 3 required Regents exams <u>and</u> score 55 or above on 2 required Regents exams.</p> <p><u>Students with Disabilities:</u> Score 55-64 on any or all required Regents exams <u>or</u></p> <p>Pass the corresponding Regents Competency Test (RCT) if failed a required Regents exam.</p> <p><u>Credit Requirements:</u> In all above cases, earn 22 units of credit.</p>	Score 65 or above on 5 required Regents exams. Earn 22 units of credit.	Score 65 or above on 8 required Regents exams. Earn 22 units of credit.
2007	<p><u>Assessment Requirements</u></p> <p><u>For all students :</u> Score 65 or above on 4 required Regents exams <u>and</u> score 55 or above on 1 required Regents exam.</p> <p><u>Students with Disabilities:</u> Score 55-64 on any or all required Regents exams <u>or</u></p> <p>Pass the corresponding Regents Competency Test (RCT) if failed a required Regents exam.</p> <p><u>Credit Requirements:</u> In all above cases, earn 22 units of credit.</p>	Score 65 or above on 5 required Regents exams. Earn 22 units of credit.	Score 65 or above on 9 required Regents exams. Earn 22 units of credit.
2008 & After	<p><u>Assessment Requirements</u></p> <p><u>Students with Disabilities:</u> Score 55-64 on any or all required Regents exams <u>or</u></p> <p>Pass the corresponding Regents Competency Test (RCT) if failed a required Regents exam.</p> <p><u>Credit Requirements:</u> In all above cases, earn 22 units of credit.</p>	Score 65 or above on 5 required Regents exams. Earn 22 units of credit.	Score 65 or above on 9 required Regents exams. Earn 22 units of credit.

The year a student enters grade 9 is his/her cohort year and determines graduation requirements for that student but does not determine grade placement. The number of credits a student has earned determines grade placement.

NOTE: Students with disabilities will still be eligible to earn a local diploma if they score 55%-64% on the five required Regents exams.

Beginning with students entering grade 9 in 2005, students who have taken and passed certain courses in preparation to take a Regents exam and have a 65% average in the course, but whose highest score on the Regents is below but within three points of the 65% passing score, may appeal to graduate with a local or Regents diploma using this lower score. Through this appeal, the student seeks a waiver of the graduation assessment requirement in this subject area. **Approval of this appeal will not change the student's score on the Regents exam under appeal.** The appeal may be initiated by a student or by the student's parent/guardian or teacher and must be submitted to the student's school principal. A separate appeal must be made for each exam appealed by the student, and the student cannot seek an appeal for more than two exams. Students who are granted an appeal on two exams and who fulfill all other course and testing requirements will receive a local diploma. Students who are granted an appeal on one exam and who fulfill all other course and testing requirements will be determined to have met all graduation requirements and, thereby, earn a Regents diploma. School districts must provide all students an opportunity to access the appeals process if the students meet the eligibility requirements listed below.

- Take the Regents exam under appeal two times.
- Have a score on the Regents exam under appeal within three points of the 65% passing score on that exam.
- Present evidence that they have taken advantage of academic help provided by the school in the subject tested by the Regents exam under appeal.
- Have an attendance rate of at least 95% for the school year (except for excused absences) during which they last took the Regents exam under appeal.
- Have a course average in the subject under appeal (as evidenced in the official transcript that records grades achieved by the student in each quarter of the school year) that meets or exceeds the required passing grade by the school.
- Be recommended for an exemption to the graduation requirement by their teacher or Department chairperson in the subject of the Regents exam under appeal.

Grade Placement/Promotion

Promotion to the next grade level is determined during the summer (prior to the start of school) and will not be adjusted during the school year upon completion of credit-bearing semester-long courses or blending (repeated) courses. Grade level is determined by the number of credits a student has earned. The year that a student enters ninth grade does not determine grade level or graduation year (but rather determines graduation requirements).

To be placed in grade level homerooms, students must have earned a minimum number of credits. They are:

- Grade 7 - taking majority of Grade 7 subjects
- Grade 8 - taking majority of Grade 8 subjects
- Grade 9 - taking majority of Grade 9 subjects
- Grade 10 - must have earned 5.5 credits
- Grade 11 - must have earned 11 credits
- Grade 12 - must be registered in all courses necessary for graduation

Each student must be taking a minimum of 5.5 credits with the exception of seniors, who must complete graduation requirements and be enrolled in a minimum of 5 credits.

Grade Point Average (GPA) Reported on Transcripts vs. Report Cards

A student's grade point average reported on his/her transcript is compiled of all the courses he/she has taken that are scored numerically and divided by the number of credits the courses are worth. An example being:

English	80%	1 credit
History	90%	1 credit
Science	75%	1 credit
Math	80%	1 credit
Band	90%	½ credit (45)
Keying	80%	½ credit (40)

The GPA would be: $80 + 90 + 75 + 80 + 45 + 40 = 410$ divided by 5 credits = 82%

The transcript is the student's legal record and is what is sent to colleges, the military, and employers when requested. The transcript is an overall picture of academics for grades 9 through 12.

A report card is a snapshot taken each quarter/ten weeks indicating how a student is currently doing. A student's grade point average reported on his/her report card is compiled of the courses he/she is currently taking and that are scored numerically and divided by the number of courses. An example being:

QUARTER ONE:

English	80%	
History		90%
Science	75%	
Math	80%	
Band	90%	
Keying	80%	

The GPA would be: $80 + 90 + 75 + 80 + 90 + 80 = 495$ divided by 6 courses = 82.5%

The report card GPA is used to determine Honor Roll, awards, and National Honor Society nomination. The report card GPA looks at an individual quarter, semester or year in one snapshot that divides by the number of courses, not the number of credits.

Course Registration and Scheduling

Registration procedures are as follow:

- The COURSE DESCRIPTION BOOK is made available on-line and hard copies are available from the school counseling office.
- Teachers make recommendations for students to advance to the next grade or level and for acceleration.

- Administration and the school counseling department design a master schedule.
- Students meet with school counselors, and a sequence of courses best suited to their interests, goals, and strengths are chosen. Parents may call counselors to discuss their students' schedules before, during or after this step.
- Once courses are chosen and schedules are built ONLY NECESSARY CHANGES are permitted.
- Students and their parents are advised to contact their counselors during May & June if schedule adjustments must be made. Summer appointments may be at a limited availability.

Duanesburg School offers a continuum of Special Education services to all eligible students with specific disabilities. To register for a Special Education program or to access its services, a student must have an Individual Education Plan (IEP). The courses students with an IEP can take will be determined by the IEP team. For more information, students and parents can contact their school counselor.

Duanesburg Central School District offers Academic Intervention Services (AIS) required by Part 100 of the Commissioner's Regulations. AIS consists of additional instruction and/or support services provided to students needing remediation in English Language Arts (ELA), mathematics, social studies or science. It includes instruction that supports classroom lessons, basic skill instruction, and student support services which address barriers to improved performance. All students who score below State performance level on State Assessments and/or are identified, by local standards, as at risk of not achieving the State learning standards, will be scheduled for AIS. Students will attend AIS from 1 day to daily in a 6-day cycle. To be removed from a high or medium level of intervention AIS, a student must receive a passing grade on the required Regents exam in the area of intervention or receive permission from the AIS review committee (9th grades students can test out by NCE scores of 50 and above on the test). To be removed from a low level of intervention AIS, a student must receive a passing grade on the required Regents exam in the area of intervention or remediation, receive permission from the AIS review committee, receive teacher recommendation, or have an 80% average for two consecutive quarters in the area of intervention or remediation.

Distance Learning courses are another opportunity available at Duanesburg for students in grades 11-12. Distance Learning courses allow Duanesburg to expand the course selection available for students. All teachers and students participating can see and hear each other via television screens and microphones. There are limited seats available in each Distance Learning course, and all students participating must take the courses seriously and be on their best behavior. Distance Learning course availability and schedule is not completed until the end of the school year. Consequently, students will need to choose and sign up for alternatives to chosen Distance Learning courses in the event that courses are not offered or available where the students have room in their schedules. Students will be removed permanently from Distance Learning courses for poor behavior. Removal is at the discretion of the Distance Learning *host* teacher.

Add/Drop Procedure

A course must be added within ten (10) days of the start of the course. A course may be dropped within five (5) weeks of the start of the course. Course add/drop forms are available in the School Counseling Office.

Work/Internship Procedure

For students interested in leaving early or coming in late to school to complete an internship or work, prior approval must be gained by the H.S. principal. Students must be passing all courses in which they are currently enrolled in order to participate in a work/internship opportunity. Students must have a positive attendance record to request the opportunity. Written permission is needed from the parent/guardian and from the employer. Upon receipt of all documentation and administrative approval, guidance will change the schedule and the student will be allowed to leave early or enter late for the purpose of work or an internship.

Grading

The final average in a year-long course is determined by counting the four quarterly grades and final or Regents exams as 20% each. A one semester course is determined by counting the two quarterly grades as 45% each and the final exam as 10%.

Progress Reports

At the 5th week of each ten-week marking period, students are given a progress report. Students are responsible for bringing this report home to his/her parents for review.

Report Cards

Report cards are issued at 10-week intervals. They are issued approximately one week after the close of the marking period. Distribution is accomplished by issuing the cards during homeroom. Students are expected to deliver the report cards home to their parents on the day they are issued. The final report card of the year will be issued at a pre-determined time and will be available for pick-up outside the high school main office. Students will be expected to pay for lost and damaged books at the time of report card pick-up.

Course Failure

If a student fails one or more subjects, he/she places future learning in jeopardy. The student should plan to attend summer school in order to make up the deficiency and to be prepared for continued skill development. If the student cannot attend summer school, he/she will be required to repeat the failed course during the following school year. Failure of any major subject reduces the number of elective options and may result in the student not receiving the necessary credits towards graduation.

Course Retakes

Students who fail a course are strongly encouraged to attend summer school for that course. If the course is not offered in summer school, the student should contact the school counseling office during the summer to adjust his/her schedule for the following school year. Upon approval of the teacher, students may have the opportunity to “blend out” of a course that they have already fulfilled the required seat time for but have not passed. In order to do so, a student must:

- (1) Approach teacher and request the opportunity to blend out after completing the first semester for a second time.
- (2) Approach the school counselor to find out if blending out would be mathematically possible.
- (3) Ask the counselor to send the teacher appropriate paperwork.
- (4) Students will not be allowed to withdraw from the class until grades are submitted and all necessary coursework is completed to the satisfaction of the instructor/teacher.

Please note that it is not possible to blend out of some courses and that even when possible, teachers

ALWAYS have the right to refuse a request to “blend out.”

Regents Examination Retakes

Students are expected to retake Regents examinations that they have not passed. It is suggested that students retake examinations as soon as possible after completing the corresponding course. For students who repeat an examination, both Regents exam scores will be recorded on the student’s transcript. The corresponding course grade is recalculated so that every 5 points the exam grade improves, the final course grade is raised 1 point.

Accelerated Graduation/Non-Traditional Study

Students who wish to complete their graduation requirements in less than four years must plan their program accordingly. ***Requests must be approved by the school counselor, high school principal and superintendent, prior to beginning.*** A contract must be issued by the school counseling office clearly defining requirements and bearing signatures of the student, the parent/guardian(s) of the student, the school counselor, and the high school principal and superintendent.

Advanced Placement Course Requirements

Students who wish to take any English or Social Studies Advanced Placement courses must meet certain requirements. These requirements are:

- obtain a teacher recommendation: form will be available Jan. 1 and must be returned to Guidance by the last day of Jan.
- complete an application
- write a free response essay with teacher supervision
- have a 90% average for first three marking periods – prior year
- Social Studies Department reviewing average, letter of recommendation, and essay for each student
- take the AP exam

Guidance will make presentations in English and History classes in reference to the AP application process.

NCAA

Students entering any college or university on or after August 1, 2005 and wishing to play Division I or II sports must register with the NCAA prior to graduation. Students can register with the NCAA Initial-Eligibility Clearinghouse any time during and after their junior year. At the time of registration, a transcript and SAT or ACT scores should also be sent to the Clearinghouse.

For Division I students entering college in 2008 or later and who want to practice in athletics or receive an athletic scholarship during the first years must complete the following:

Students must have a combined SAT or ACT sum score that matches the core-course grade point average (GPA) and test score sliding scale (available on the NCAA Clearinghouse website). For example, a 2.4 core-course GPA needs an 860 on the SAT.

Students must complete 16 core courses including the following:

- At least 4 years of English

- At least 3 years of math (at the level of Algebra I or above)
- At least 2 years of natural or physical science (including 1 lab course)
- At least 1 year of additional courses in English, math or natural or physical science
- At least 2 years of social science, and
- 4 additional academic courses in any of the above areas; foreign language, non-doctrinal religion, or philosophy

For Division II students entering college in 2005 or later and who want to participate in athletics or receive an athletic scholarship during the first years must complete the following:

Students must earn a 2.0 grade point average (GPA) or better in their core courses, and earn a combined SAT score of 820 or an ACT sum score of 68. There is no sliding scale in Division II.

Students must complete 14 core courses including the following:

- At least 3 years of English
- At least 2 years of math (at the level of Algebra I or above)
- At least 2 years of natural or physical science (including 1 lab course)
- At least 2 years of additional courses in English, math, or natural or physical science
- At least 2 years of social science, and
- 3 additional academic courses in any of the above areas; foreign language, non-doctrinal religion, or philosophy

Courses taken in 8th grade cannot be used to satisfy NCAA requirements. All NCAA approved courses for initial eligibility are listed in the school counseling office. Students with disabilities must be able to provide; (a) a current signed copy of a professional evaluation report that states the student's disability and (b) a copy of the student's IEP or Section 504 Plan that relates to accommodations received by the student with the disability. Courses approved for students with disabilities can also be found in the school counseling office. Students can pick up NCAA Initial-Eligibility Clearinghouse applications in the school counseling office.

Course Descriptions

ART

STUDIO ART

Grade Level: 9-12 **Credit: 1 Unit – Full Year**

This class follows state and national standards for the arts. Students will explore different areas, such as drawing, painting, 3-D work with clay and plaster, textile design, commercial art, and computer graphics. Course work will contain art criticism, art history, and multi-cultural references. A sketchbook is required.

Prerequisite: None

2-DIMENSIONAL STUDIO

Grade Level 9-12 **Credit: 1 Unit - Full Year**

This is an advanced studio class that will build on drawing and painting skills needed for further artistic development. There will be a focus on interpreting ideas and designs onto flat surfaces. Drawing, painting, printmaking, and life size drawing will be among the projects covered. A sketchbook will be required for this class. Class size limited to 15.

Prerequisite: Studio Art

3-DIMENSIONAL STUDIO

Grade Level 11-12 **Credit: 1 Unit - Full Year**

This course is an advanced level course that explores several 3-dimensional media. Projects will include clay, (both hand building and wheel throwing), tile making, miniature village making, mobiles, and many other different styles of sculpture. A sketchbook is required. Class size limited to 15.

Prerequisite: Studio Art, 2D Art

SENIOR PORTFOLIO

Grade Level: 11-12 **Credit: 1 Unit - Full Year**

Students will be required to pursue a concentration of their choice developing a thesis consisting of at least five art projects. This course is for serious art students who are trying to develop a finished portfolio.

Students taking senior portfolio are expected to have their own agenda for this course. They should have a clear idea of what projects they would like to complete. All projects must be approved by the art teacher before the semester begins. The teacher will work with the student to develop successful art works, but the student must have the self-discipline and motivation to work independently. This class will allow students to have a complete portfolio as well as a group of slides and a CD ROM portfolio to hand out to colleges. Students will also complete a final artist statement that describes themselves and their art influences. Class size limited to 10.

Prerequisite: 3 art electives must be successfully completed, along with teacher written recommendation

B.E.S.T. PROGRAM

HS OR ELEMENTARY B.E.S.T.

Grade Level: 11-12 **Credit: Based on time in program - Full Year**

B.E.S.T. stands for Basic Education by Student Teachers. This course has been designed for 11th and 12th grade students who are interested in helping children or who are thinking of continuing study in the field of education. The admissions process consists of approval by Elementary School Principal or designated teacher in the high school. Students assist with classroom activities as well as various tasks assigned by the designated teacher. It is recommended that candidates for this program at the Elementary School have two consecutive periods free per day. For an Elementary School placement, additional requirements are a valid driver's license, use of a vehicle, and parent permission.

Prerequisite: Approval by administration and designated teacher

BUSINESS EDUCATION

The study of business courses will prepare students for college and/or careers, and, more importantly, prepare them for making informed economic decisions in life. Knowledge of computers, careers, accounting, insurance, law, investments, and marketing are a sampling of concepts covered that will better prepare students for the realities of life. Business courses are offered as part of career clusters or may be taken as electives.

ACCOUNTING – UHS *

Grade Level: 10-12 **Credit: 1 Unit – Full Year**

This course is designed to develop competencies in accounting. The course content encompasses the complete accounting cycle. The main focus is developing an understanding of the basic accounting principles, methods of recording transactions, and the preparation of financial statements, as well as providing students with the ability to keep records for personal use. The course provides students with the ability to keep business records and provides understanding of the principles of financial transactions. Practice sets and computer simulations are used to give practical application of the accounting theory. *This course is highly recommended for students pursuing a two-or four-year business program in college.*

Prerequisite: None

COMPUTER APPLICATIONS I – UHS *

Grade Level: 10-12 **Credit: 1/2 Unit – 1/2 Year**

Be prepared for college reports, data analysis, and the business world! Using the Microsoft Office Suite for Windows, students will have hands-on experience learning the integrated applications of Word (word processing), Excel (spreadsheets), Access (database), and PowerPoint (presentations). This course is a must for all students who will be pursuing a business major (accounting, business administration, finance, etc.) or a science major (biology, chemistry, engineering, etc.) in college.

Prerequisite: None

COMPUTER APPLICATIONS II – UHS *

Grade Level: 10-12 **Credit: 1/2 Unit – 1/2 Year**

Learn powerful presentations and date management! Using the Microsoft Office Suite for Windows, students will have advanced hands-on experience learning the integrated applications of Word (word processing), Excel (spreadsheets), Access (database), and PowerPoint (presentations). Students will also be introduced to Microsoft FrontPage (web page development).

Prerequisite: Computer Applications I

* To be eligible for college credit, students must take **both** courses consecutively.

PRINCIPLES OF MARKETING - UHS *

Grade Level: 10 – 12 Credit: 1 Unit – Full Year

Principles of Marketing is comprised of the basic marketing functions that may be applied to a variety of retail or wholesale industry clusters. The seven modules within this course of study will allow students to progress from content as elementary as the operation of a business to the more complex skills within selling, advertising, and market research. The concluding module will provide the student with societal and technological trends which are expected to impact on both the art and science of marketing.

Principles of Marketing provides students with entry-level skills for direct employment in a variety of career clusters within marketing and, when combined with other sequence options, will insure a broad, flexible background for any area within the framework of business.

Prerequisite: None

**University in the High School Program – Students eligible to earn 3 college credits. All credits earned for Business Courses will be through SCCC.*

PRINCIPLES OF BUSINESS MANAGEMENT

Grade Level: 10-12 Credit: 1/2 Unit – 1/2 Year

This course is designed to provide a basic understanding of the essential elements of management. The course will introduce the student to the fundamental management functions including planning, organizing, leading, and controlling from an historical and contemporary perspective. These management functions will encompass practical applications of management theory. The course is designed with a skills-based approach and focuses on communication, problem solving, teamwork, decision making, conflict resolution, critical analysis, and ethical reasoning. Students will be introduced to work-related situations that will help foster the management skills necessary for a successful future.

Prerequisite: None

SPORTS MANAGEMENT

Grade Level: 10-12 Credit: 1/2 Unit - 1/2 Year

This course will introduce students to the field of Sports Management. Topics examined include; management principles, school and intercollegiate athletics, professional sports, sports marketing, facilities planning, accounting and finance in sports, sports law and sports agents, ethics in sports, and emerging issues in sports. This course will help prepare students for college-level business programs and introduce them to an area of business with which they may be unfamiliar.

Prerequisite: None

FINANCIAL LITERACY

Grade Level 11-12 Credit: 1/4 Unit – 10 Weeks Quarterly

Every day in the news we hear about what happens when young people are not financially prepared. Runaway student debt, foreclosures, and the struggle of living paycheck-to-paycheck are some of the issues today's youth face. As a young adult, you will learn how your own behavior can affect your life's direction. This course is designed to introduce students to all aspects of the financial world. Topics in this course will include; financial planning, career and education exploration and development, budgeting, banking, credit, insurance, investing, identity theft, good debt, bad debt, using credit wisely, and many others. Resume writing, interviewing and job applications will be covered in review format.

ENGLISH

ENGLISH 9

Credit: 1 Unit - Full Year

This course develops the reading, writing, and literature skills that students will need to meet State Standards and the Regents. Heavy emphasis is placed on literary elements and the development of writing skills for two Regents tasks. Major units of study include short story, nonfiction, drama, William Shakespeare, the novel, poetry, and mythology. The main textbook, Elements of Literature-Third Course, provides much of the material with additional resources coming from novels and complementary texts.

Prerequisite: Successful completion of English 8

ENGLISH 10

Credit: 1 Unit - Full Year

This course introduces the tenth grade student to a variety of authors and genres with a concentration on writing and grammar. Each work of literature will culminate in a writing assignment based on the New York State Regents mandates. The text, Elements of Literature – Fourth Course, provides most of the material in drama, poetry, and short stories. Additional full-length works will supplement the fiction and non-fiction literature. Vocabulary is taken from the context of the literature and is aligned with Global History and Living Environment curriculums. Students participate in a few miniature research assignments before participating in a required research paper in conjunction with Global History.

Prerequisite: Successful completion of English 9

ENGLISH 11

Credit: 1 Unit - Full Year

This course develops the reading, writing and listening skills necessary for success on the New York State Regents Comprehensive Examination in English. These skills are developed within the context of American literature. The text, Elements of Literature – Fifth Course, in addition to providing historical context and author biography, also furnishes most of the shorter literary works: essays, drama, poems, and short stories. Text is supplemented by the study of major novels. The course provides preparation for the PSAT and SAT.

Prerequisite: Successful completion of English 10

SENIOR ENGLISH ELECTIVES

Credit: 1/2 Unit – 1/2 Year

Film and Literature

This course will examine film as literature, analyzing literary concepts where present in film. In addition, comparative writing will criticize direction and cinematic license. This course will be reading and writing-intensive while allowing students to explore a major component of pop culture.

Creative Writing

Students will learn to employ the techniques and processes of a variety of writers – poets, novelists, essayists, and playwrights. This course is writing intensive and requires that enrolled students come prepared to write and experiment with different styles and formats. This course is rubric-based.

Public Speaking

Students will study the concepts involved in presenting a variety of speeches in the context of real-life situations. Depending on the type of speech, speeches will range in length from 1 to 4 minutes and will

include speeches to entertain, to inform, and to persuade. Students will study the use of visual aids, including tangible objects and computer-assisted speeches. Research skills are necessary for some speeches.

Literature of the American South

Students will read a variety of works from the American South in a variety of genres. Most of the literature will come from the 20th and 21st centuries. The course will begin with a survey of the history of literature of the American South and study works in the context of that history. Students will read a novel; a play by Tennessee Williams; short stories by Flannery O'Connor, William Faulker, and other notable Southern writers; a sampling of poetry; and a sampling of non-fiction.

Journalism – this course is a full year elective with one credit

This course will introduce students to news writing, reporting, journalism style, editing, headline writing, layout, and on-line journalism. The course will incorporate ethics and explore career choices in journalism. In addition to students viewing films and using the computer lab for the course, guest speakers will be visiting the classroom.

***AP ENGLISH 11 – ENGLISH LANGUAGE AND COMPOSITION**

Credit: 1 Unit - Full Year

This is an intense course which prepares students to take both the English Comprehensive Regents exam in June and the Advanced Placement English Language and Composition exam in May. In this course students will regularly be reading two novels simultaneously, one in class and another selected from an outside reading list. The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. Students are selected for the course based on English scores, an application essay, and teacher recommendation. Students taking the course must take the mandated AP exam. The AP exam is the final exam in the course. The exam fee is \$86.

The College Board has audited and approved this course.

***AP ENGLISH 12 – ENGLISH LITERATURE AND COMPOSITION**

Credit: 1 Unit - Full Year

This course involves intensive reading, writing, and literary analysis appropriate to college level work. The course work will also develop college level writing skills. Readings are of recognized literary merit, including both fiction and non-fiction works. Students will read one work of literary merit in addition to class work and write an essay upon that reading each quarter. Students are selected for the course based on English scores, an application essay, and teacher recommendation. Class size limited to 15. Students taking the course must take the mandated AP exam. The exam fee is \$86.

Prerequisite: Successful completion of English 11 and instructor recommendation

The College Board has audited and approved this course.

*See AP Course requirements on page 9

Reading Lab (AIS)

Reading Lab is a course aimed at students in grades 9-12. Reading Lab will reinforce skills which students need to be effective readers. These skills include improving vocabulary through using the dictionary and

context clues, comprehension of content generally and of main ideas specifically, and improving the pace of reading.

Writing Lab (AIS)

Writing Lab is a course aimed at students in grades 9-12. Writing Lab will reinforce skills which students need to be effective writers. These skills include improving vocabulary, grammar, and revision skills. The lab will also address effective sentence structure, paragraph structure, and writing thesis statements.



Shakespeare



Dickinson



Hawthorne

FAMILY AND CONSUMER SCIENCE



FOOD AND NUTRITION

Grade Level: 9-12

Credit: 1/2 Unit - 1/2 Year

Fall semester only

This course covers the following performance objectives: Beginning Food Preparation, Meal Management/ Food Purchasing, Meal Service, Nutritional Awareness, Food Preparation and Careers in Food and Nutrition. A great amount of time is spent in the kitchen experimenting with cooking and baking. Students will have the opportunity to plan, prepare, serve, and evaluate a wide variety of foods. Students should be open to experiencing new foods. Students with diet restrictions must speak with teacher. Class size limited to 20.

Prerequisite: None

GOURMET FOODS

Grade Level: 9-12

Credit: 1/2 Unit - 1/2 Year

Spring semester only

This course is an in-depth study of food and its preparation. Students will learn about advanced preparation techniques, the importance of food appearance and presentation, and the use of specialized equipment. This is a laboratory course. Students will plan and prepare at least one food item from each course of a seven-course meal. Examples; appetizers, soups, salads, entrees, breads, desserts, and beverages. Careers related to food photography, food journalism, and food styling will be discussed. Students should be open to experiencing new foods. Students with diet restrictions must speak with teacher. Class size limited to 20.

Prerequisite: Food & Nutrition

CLOTHING AND TEXTILES

Grade Level: 9-12

Credit: 1/2 Unit – 1/2 Year

Fall semester only

Emphasis is placed on learning how to construct a garment, recycle a wardrobe, and alter garments and repair/mend garments. This course teaches students the appreciation of the history of fashions and the relationship to art movements; why people wear certain styles of clothing; the elements of design; study of fabrics; sewing equipment (care and use); study of man-made garments and clothing businesses; clothing and textile careers. Students will complete two projects; one from a pattern and one creative project, which are discussed further in class. Class size limited to 20.

Prerequisite: None

INTERIOR DECORATING

Grade Level: 9-12

Credit: 1/2 Unit – 1/2 Year

Spring semester only

Interior Decorating will allow students to utilize principles and elements of design to home furnishings. Interior Decorating is designed to teach students how to work with materials in the home. Each module will provide students with an opportunity to develop an understanding of the techniques necessary to create a project in that category. Careers will be discussed relating to interior design. Class size limited to 20.

Prerequisite: None

PARENTING

Grade Level: 11-12

Credit: 1/4 Unit – 10 Weeks

Quarterly

The purpose of this course is to empower students to knowledgeably explore and define their personal values concerning parenting and to become knowledgeable of the responsibilities of becoming a parent. Most students will one day become parents by choice or chance. This course is designed to empower students with essential knowledge of the economical, social, educational, and physical impacts of parenting. Students will recognize that parenting requires adjustments in lifestyle and careers. Students will become aware of the stages of child development and the specific demands of each stage of development.

Prerequisite: None

FOREIGN LANGUAGE

To earn a New York State High School diploma, students must earn at least one credit of HS language. This can be done either by passing the Proficiency Exam at the end of checkpoint A in 7th & 8th grade language, or by passing a year of a HS language course. Many colleges require a 3-4-5 year language sequence. Many SUNY schools require at least one high school credit for admission.

INTRODUCTION TO FRENCH

Grade Level: 9-12

Credit: 1 Unit - Full Year

This is an introductory course for those students who have not taken French in middle school. It is designed for high school students who wish to begin the study of a second foreign language and for transfer students who have not taken French previously.

Prerequisite: Previous successful experience in a second language class

FRENCH II

Grade Level: 9-12

Credit: 1 Unit - Full Year

French II provides a continuation of the study of the culture of the French-speaking world. The basic objectives are first to help each student attain an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing, and second, to present the language within the context of the contemporary French-speaking world and its culture.

Prerequisite: French IA & IB

FRENCH III

Grade Level: 9-12 Credit: 1 Unit - Full Year

Students will continue to develop the cross-cultural communication skills learned in level I using a similar situational approach. The emphasis is on developing proficiency in all four skills; listening, speaking, reading and writing.

Prerequisite: Successful completion of French II

FRENCH IV

Grade Level: 10-12 Credit: 1 Unit - Full Year

The five skills of cultural awareness, reading, writing, listening, and speaking are equally stressed. Major concentration is on expanding vocabulary in order to permit students to communicate at a more advanced level. The comprehensive Regents exam is usually taken at this level.

Prerequisite: Successful completion of French III

FRENCH V/UHS*

Grade Level: 11-12 Credit: 1 Unit - 4 College Credits at SUNY Albany - Full Year

This is an advanced conversation and composition course. It is designed to allow the student to experiment with the language in various ways using the skills learned in French II, III and IV. Students who successfully finish this course with a C or better and pay tuition to SUNY Albany (\$120.) will earn 4 college credits transferable to all SUNY schools and many other colleges.

Prerequisite: French IV, a B average, and a 90% or better on Regents exam

INTRODUCTION TO SPANISH

Grade Level: 9-12 Credit: 1 Unit – Full Year

This is an introductory course for those students who have not taken Spanish in middle school. It is designed for high school students who wish to begin the study of a second foreign language and for transfer students who have not taken Spanish previously.

SPANISH II

Grade Level: 9-12 Credit: 1 Unit - Full Year

Spanish II provides a continuation of the study of the culture of the Spanish-speaking world not only abroad but also here in our own country. The basic objectives are first to help each student attain an acceptable degree of proficiency in the four skills of listening, speaking, reading and writing, and second, to present the language within the context of the contemporary Spanish-speaking world and its culture.

Prerequisite: Spanish IA & IB

SPANISH III

Grade Level: 9-12 Credit: 1 Unit - Full Year

Spanish III presents a more complex structure of basic Spanish and expands the cultural themes of the first level. By the time students complete Spanish III, they will have acquired a command of the key vocabulary and structure necessary for personal communications as well as an appreciation of the breadth and variety of the Spanish-speaking world.

Prerequisite: Successful completion of Spanish II

SPANISH IV

Grade Level: 10-12 Credit: 1 Unit - Full Year

Fourth year Spanish will provide students with opportunities to review and deepen their understanding of the structures of Spanish as they sharpen their communication and comprehension skills and enrich their vocabulary through realistic dialogues and a variety of activities. At the completion of this year students will take the NYS Comprehensive Regents exam.

Prerequisite: Successful completion of Spanish III

SPANISH V/UHS*

Grade Level: 11-12 Credit: 1 Unit - 4 College Credits at SUNY Albany - Full Year

Students will further their development of the four language skills while deepening their insight into the life, attitudes, and behaviors of Hispanic peoples through an exposure to the works of contemporary writers of the Spanish-speaking world. Students who successfully finish this course with a C or better and pay tuition to SUNY Albany will earn 4 college credits transferable to all SUNY schools and many other colleges.

Prerequisite: Successful completion of Spanish IV, a B average, and a 90% or better on Regents

SPANISH VI*/UHS ASpn 104

Grade Level: 12 Credit: 1 Unit – 4 College Credits at SUNY Albany – Full Year

This will be a continuation of the active development of the four communicative skills (listening, speaking, reading, and writing) with emphasis on readings, short compositions, and class discussions. Cultural topics include; Hispanics in the United States, Habits and Dependencies, Personal Freedom work and Leisure.

Spanish will be the language of instruction. Students are expected to participate actively, and they will be assigned compositions and videos to be viewed outside of class.

*Students may earn 4 college credits for this course

HEALTH

HEALTH – High School Level

Grade Level: 9-12 Credit: 1/2 Unit - 1/2 Year Required course

This class is a realistic view of ongoing issues in Health Education to best prepare the students for health issues they may face later in life. This class places strong emphasis on promoting healthy lifestyles through various health topics. Students will gain knowledge through a variety of learning styles such as projects, posters, individual and group presentations, lectures, class discussions, videos, and guided research.

Students will be made aware of choices they will have to make regarding their health and safety. Topics that will be covered are; physical, mental/emotional and social health, communication skills, bullying, stress, goal setting, time management, substance use and abuse, smoking, and other forms of tobacco, sexuality, parenting, unintentional/intentional injuries and diseases, personal hygiene, fitness, nutrition, and basic first aid skills. This class complies with both New York State and National Health Education Standards.

MATHEMATICS

INTEGRATED ALGEBRA

Grade Level: 8-10 Credit: 1 Unit - Full Year

This is the first year of a three-year sequence which includes Integrated Algebra, Integrated Geometry, and Algebra 2 and Trigonometry. This course is a prerequisite to Integrated Geometry. Integrated Algebra will assist students in developing skills and processes to be applied using a variety of techniques to solve problems in a variety of settings. Topics will include linear equations, quadratic and exponential functions,

system of equations, graphing, coordinate geometry, and data analysis. Students are required to take the Integrated Algebra Regents exam in June.

Prerequisite: Recommendation of Math 8 teacher

INTEGRATED GEOMETRY

Grade Level: 9-11 Credit: 1 Unit – Full Year

This is the second year in a sequential math program. Students will have the opportunity to make conjectures about geometric situations and prove, in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. Topics covered include transformations, coordinate geometry, geometric relationships, and properties. Students are required to take the Integrated Geometry Regents exam.

Prerequisite: Successful completion of Integrated Algebra

ALGEBRA 2 AND TRIGONOMETRY

Grade Level: 10-12 Credit: 1 Unit – Full Year

This is the third year in the sequential math program. Students will identify and justify mathematical relationships, formally and informally. Some of the topics included are trigonometry, coordinate geometry, probability, statistics, and advanced algebra. Students are required to take the Algebra 2 and Trigonometry exam in June.

Prerequisite: Successful completion of Integrated Geometry

NON REGENTS MATH 11

Grade Level: 11-12 Credit: 1 Unit – Full Year

This is the third year of the three-year sequence required to graduate. Reinforcement of algebra and geometry skills will be emphasized.

Prerequisite: A junior who has completed the seat time for two Mathematics courses and has earned at least one credit in Mathematics

PRE-CALCULUS - UHS

Grade Level: 11-12 Credit: 1 Unit - Full Year

Students eligible to earn 4 college credits through SCCC

This is a course for the preparation of Calculus. Topics include (as time permits); functions (polynomial, exponential, logarithmic, and trigonometric), continuity, limits, inequalities, linear programming, matrix algebra, sigma notation, advanced algebra, Euclidean geometry, the conic sections, and polar coordinates. Some special topics include the use of graphic calculators and advanced problem solving.

Prerequisite: Successful completion of Algebra 2 and Trigonometry (including passing the Regents Exam)

HONORS CALCULUS - UHS

Grade Level: 12 Credit: 1 Unit - Full Year

Students eligible to earn 4 college credits through SCCC

This class is comparable to a first semester calculus course for mathematics and science majors. Some topics included are limits, differentiation and its application, integration and its application, logarithms and exponential functions, inverse trigonometric functions, and hyperbolic functions. Each student enrolled in this course may be eligible to take the AP Calculus exam in May of the current school year. A fee is required to take the AP exam.

Prerequisite: Successful completion of Pre-Calculus (including passing the final)

SENIOR COLLEGE PREPARATORY MATHEMATICS

Grade Level: 12 Credit: 1 Unit - Full Year

This is a fourth-year course designed to review and continue practicing mathematical skills. The course will include topics such as estimation, solving equations, U.S. system and metric system of measurement, algebra, geometry, consumer math, statistics and probability, and applications to various fields.

Prerequisite: Senior status

BUSINESS MATHEMATICS COURSES

Grade Level: 11-12

Accounting - UHS and **UHS Math and Financial Applications** are two Business courses which can receive Math credit. They are offered on alternate years. These courses can not be used as a business credit and math credit simultaneously. See the Business Course section of this book for a description of these courses. The UHS college credit is for business college credit only.

Prerequisite: Two math credits other than a Business Math Course

Calculators

Graphing calculators and scientific calculators will be provided if necessary for Regents Exams. The math department recommends each student have at least a scientific calculator. In addition, graphing calculators are needed for Algebra 2 and Trigonometry, Pre-Calculus, and Honors Calculus. The graphing calculator should be a TI-83 or TI-84.

MEDICAL ELECTIVE

LIFE IN THE E.R.

Grade Level: 11-12 **Credit: 1 Unit – Full Year**

This course will show what life would be like working in a medical profession. Students will be made aware of the pressures of the field along with gaining better insight on whether or not the field is something they want to pursue further. They will be given an honest perspective on what they would need to accomplish in preparation for these kinds of professions including the needed education, college programs available, and testing certifications. In learning what the job description entails, some of the top needed skills will be discussed, along with which personalities work best for each position. They will research what the daily working conditions would be like, along with job characteristics. Annual job earnings and annual job openings will be explored. The students will learn which jobs are up and coming in growth, as well as jobs that are dying out, to prepare them for the future.

After learning the education requirements for the careers and getting an overview of job expectations, local members of the medical profession will be invited to come to our school to share their experiences with the students. The students will be encouraged to ask questions to get a better insight of whether or not that is the profession they would like to study. The students will also be required to do research on current events occurring in that profession and have classroom discussions on what they have learned. Field trips will take place so the students may have an opportunity to see what their potential place of employment might look like. Potential one-day internships may also occur depending on availability of willing professionals.

MUSIC



SENIOR HIGH CHOIR

Grade Level: 9-12 **Credit: 1/2 Unit – Full Year, every other day**

Students will learn vocal production as well as proper posture and breathing exercises to improve their singing. Several different styles of four-part music will be introduced. Examples of music performed would include a medley of songs from a musical to the baroque style piece from Handel’s Messiah; “Hallelujah Chorus”. This is a performance class. Each rehearsal is a preparation for a concert performance, therefore, participation at each rehearsal is required as well as attendance at the winter and spring concerts. Students’ grades will be greatly affected by illegal absenteeism from one or more concerts.

Prerequisite: None

SELECT CHOIR

Grade Level: 9-12 **Credit: 1/2 Unit – Full Year, every other day**

This performance organization provides instruction for intermediate and advanced choir students. It consists of approximately 26 students who were auditioned from the High School choir. Various styles of music will

be sung from the classical to contemporary pop music. Movement and dance will be incorporated. Select Choir members must be in High School Choir and will be performing additional performances beyond the two scheduled concerts. Participation at these events is mandatory.

Prerequisite: Must audition

SENIOR HIGH BAND

Grade Level: 9-12 **Credit: 1/2 Unit – Full Year, every other day**

Band is a regularly scheduled organization, which includes concerts, parades and trips, at which attendance is mandatory. Lessons are given in small groups on an every 6th day basis. Students miss part of regularly scheduled classes on a rotating basis in order to attend lessons. Grades are based on band and lesson attendance throughout the year. A variety of music styles are covered, including marches, rock and classical themes.

Prerequisite: Band experience

THEATER

Grade Level: 9-12 **Credit: 1 Unit - Full Year**

Students will create and perform theater pieces as well as improvisational drama. They will understand and use basic elements of theater in their characterizations, improvisation, and play writing. They will engage in individual and group theater related tasks, and describe various roles and means of creating, performing and producing theater. Class size limited to 20.

Prerequisite: None

MUSIC IN OUR LIVES

Grade Level: 9-12 **Credit: 1 Unit – Full Year**

Through learning to play the keyboard, guitar, recorder, dulcimer, and rhythm instruments, students will learn about the elements of music; rhythm, harmony, melody, form and timbre. Performing, composing, and listening are skills that are developed in the course. Each student progresses at his/her own rate. Although there is exposure to many styles of music, students are encouraged to also pursue their own personal tastes.

MUSIC THEORY

Grade Level: 9-12 **Credit: 1 Unit – Full Year**

This course is designed for students interested in attending a music college. Ear training includes sight singing, melodic, rhythmic and harmonic recognition. Construction of major and minor scales and chords will also be taught. Students will be introduced to music history from The Renaissance to present day. During the year they will compose several pieces of music in different styles with increasing levels of difficulty.

Prerequisite: Some music knowledge

PEER LEADERSHIP

PEER LEADERSHIP

Grade Level: 11-12 **Credit: 10 weeks – 1/4 Unit** **Quarterly**

In this course students will be challenged to improve their communication skills through class participation. They will be asked to *think* about how they see the world and to imagine actions that are within their power to make it better. Students will learn two different sets of group activities which they will be using with 4th and 5th graders at the elementary school. The class will create a “put-down free” zone, and will work toward understanding and bridging differences. There will also be group and individual Peer Leader Community Service projects.

The course will provide opportunities for students to learn more about themselves, and to recognize how to successfully overcome difficulties. Peer Leadership will encourage students to grow as people while improving their skills for working with others. Peer Leaders will be required to keep a weekly journal of thoughts and reflections as part of the “self-awareness” objective. (Journals will not have to be shared with anyone but the instructor.)

There are two parts to signing up for this class: 1) see your guidance counselor to schedule it, and 2) complete an application and interview with the course instructor.

PHYSICAL EDUCATION



PHYSICAL EDUCATION

Grade Level: 9-12 **Credit: 1/2 Unit - Full Year, every other day**

Physical Education is a NYS mandated class that each student must pass each year that they attend middle and high school. PE classes meet every other day. Students will acquire the knowledge and skills to maintain physical fitness, participate in physical activity, and maintain personal health.

ADAPTIVE PHYSICAL EDUCATION

Grade Level: 9-12 **Credit: 1/2 Unit – Full Year, every other day**

Adaptive Physical Education- Adaptive Physical Education is a class that students take in place of traditional Physical Education. This class is available to students who have more intensive needs and have been identified by the Physical Education staff as a student who would benefit from an adaptive program. The program provides students with more specialized instruction in the cognitive, affective, and psychomotor domains.

SCIENCE

LIVING ENVIRONMENT

Grade Level: 8-12 **Credit: 1 Unit - Full Year**

This course builds on Standards 1 and 4 of the New York State Learning Standards for Mathematics, Science, and Technology, which emphasizes science inquiry and learning biological concepts that include the similarity and diversity of life forms, genetics, evolution, reproduction and development, biochemical processes, ecology including energy relationships, and human activities affecting the environment.

As a prerequisite for admission to the Regents exam, students must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation.

PHYSICAL SETTING/EARTH SCIENCE

Grade Level: 9-12 **Credit: 1 Unit - Full Year**

This course addresses the content and process skills as applied to the rigor and relevancy to be assessed by the Regents exam in Physical Setting/Earth Science. Focus will include understanding and demonstration of important relationships, processes, mechanisms, and applications of Earth Science concepts. Students will be able to demonstrate those explanations, in their own words, exhibiting creative problem solving, reasoning, and informed decision making.

Critical to understanding science concepts is the use of scientific inquiry to develop explanations of natural phenomena. Therefore, as a prerequisite for admission to the Regents exam, students must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation. Prior to the written portion of the Regents exam, students will be required to complete a laboratory performance test.

Prerequisite: Successful completion of Living Environment

PHYSICAL SETTING/CHEMISTRY

Grade Level: 10-12 Credit: 1 Unit - Full Year

This course is a study of the composition, structure and properties of matter, the changes which matter undergoes, and the energy involved in such changes. Topics include; subatomic particles, atomic structures, the Periodic Table, bonding, reactions, electrochemistry, radioactivity, and organic chemistry.

As a prerequisite for admission to the Regents exam, students must have successfully completed 1200 minutes of laboratory experience with satisfactorily written reports for each laboratory investigation.

Prerequisite: Successful completion of Integrated Algebra, Living Environment and Earth Science or teacher approval

CONTEMPORARY ISSUES IN SCIENCE

Grade Level: 10-12 Credit: 1 Unit – Full Year

The emphasis of this course will be on real world applications and the impact of current issues in science on daily life. There is no separate lab. The course will include hands-on activities such as experiments and computer applications for research. The goal is to enable students to develop a scientific understanding of the world that will enable them to adopt an informed and responsible stance on the many pressing science issues that exist both globally and locally. Topics that may be explored include: global warming, acid rain, pollution, and basic chemistry concepts such as soaps, detergents, over-the-counter drugs, petroleum,, soils, and water.

Prerequisite: Successful completion of Living Environment

PHYSICAL SETTING/PHYSICS

Grade Level: 10-12 Credit: 1 Unit - Full Year

This course involves the study of matter and energy. Topics include: kinematics (motion), heat, molecular motion, wave theory, light, sound, electromagnetic theories, DC circuits, and atomic and nuclear theories. There is a lab requirement. This course is required or recommended for many fields of continuing education. Therefore, as a prerequisite for admission to the Regents exam, students must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation.

Prerequisite: Successful completion of Integrated Algebra, Living Environment and Earth Science or teacher approval

FORENSIC SCIENCE

Grade Level: 11-12 Credit: 1 Unit – Full Year

This is a full-year course which incorporates math, biology, chemistry, physics, and writing skills to frequently solve mysteries. Forensic Science will include hands-on activities, labs, interactive computer activities, projects, textbook and other readings, worksheets, and PowerPoint Presentations on topics including; trace evidence including hair, fiber and pollen; time of death determination using insects and rigor mortis; blood typing and spatter analysis; DNA fingerprinting analysis; impression evidence including fingerprint, foot, dental, tire and tool, bone analysis and osteobiography; ballistics; glass analysis and more.

Prerequisite: Successful completion of two years of high school science including Living Environment

INTRODUCTION TO ENVIRONMENTAL SCIENCE-UHS*

Grade Level: 11-12 **Credit: 1 Unit – Full Year**

This course introduces students to environmental concepts and issues from an interdisciplinary approach. Environmental issues and controversies will be explored from ecological, biological, social, economic, ethical, and governmental policy positions. The students will gain an understanding of the basic scientific method, tools, and techniques needed to understand and analyze environmental issues such as population growth, resource depletion, industrial and municipal pollution (air, water & trash), global warming, and ozone depletion. Students will be required to make several field trips to environmental sites as part of this course and will complete a project dealing with a current local environmental issue.

Prerequisite: Successful completion of Integrated Algebra, Living Environment and Earth Science or teacher approval



* Can be taken for college credit

SOCIAL STUDIES

GRADE 9: GLOBAL HISTORY AND GEOGRAPHY 9R

Credit: 1 Unit – Full Year

This course is the first part of a two-part course designed to show students common themes that recur across time and place over seven historical eras. The curriculum provides students with the opportunity to explore what is happening in various regions and civilizations in the world at a given time. In addition, it enables them to investigate issues and themes from multiple perspectives and makes global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they have the opportunity to explore the content and intellectual skills of these disciplines. There is a school exam in June.

Prerequisite: None

GRADE 10: GLOBAL HISTORY AND GEOGRAPHY 10R

Credit: 1 Unit – Full Year

As an extension of Global History 9, this course continues to examine the progression of events and ideas that have shaped the modern world. The course begins approximately 1500 AD, a date many historians use to mark the beginning of the modern era, and concludes with an examination of contemporary issues such as globalization, hunger, population growth, the environment, and the impact of science and technology. The culmination of the two-year Global History sequence is the administration of the Global History and Geography Regents examination to all students in June. Achievement of New York State established levels of competence on the exam is a high school graduation requirement.

Prerequisite: Successful completion of Global 9

GRADE 10: *ADVANCED PLACEMENT WORLD HISTORY

Credit: 1 Unit - Full Year

Advanced Placement World History is a year-long course that covers the history of humanity from its earliest origins to the modern day. Students will be expected to fulfill the requirements of the Regents syllabus in World History in addition to taking the A.P. exam in World History administered by the College Board (fee). Major areas of study will include the interaction of human groups across time through trade, war, and climate shifts. Particular attention will be paid to the development of major world religions and

gender roles that developed in various societies. **Students are required to take the AP exam** and are responsible for the payment of the examination fee of \$86. The exam will be held in May. After the AP exam, students will use the final month of the school year to prepare for the New York State Regents examination in World History and Geography. There will be weekly essays, regular multiple-choice and essay exams, as well as an 8-10 page research paper during the two semesters of the course.

Prerequisite: Teacher recommendation, writing samples, average of 90% or better first three quarters

GRADE 11: U.S. HISTORY AND GOVERNMENT

Credit: 1 Unit – Full Year

United States History is a narrative of a great experiment in representative democracy. The basic principles and core values expressed in the Declaration of Independence and the United States Constitution became the guiding ideals for the nation's civic values. The core curriculum is organized into seven historical units. Each historical unit will examine the political, social, economic, and cultural heritage of the United States. Students will be expected to read and analyze historical documents and write document-based essays/thematic essays during the year in preparation for the Regents exam. The Regents exam will be based on the content column in this core curriculum and is required for all students.

Prerequisite: Successful completion of Global 10 or AP World History

***AMERICAN HISTORY - UHS**

Grade Level: 11 Credit: 1 Unit - Full Year

This is an in-depth college level course designed for students with a special interest and ability in U.S. History and other Social Science disciplines. It is ideally suited for, although not limited to, the student who plans to major in Social Sciences in college. It is a full-year college introductory course in U.S. History from colonial times to the present. The course will provide an examination of U.S. political institutions and behavior, public policy, social and economic change, diplomacy and international relations, as well as cultural and intellectual development in U.S. history. Essay writing is essential and emphasized. Students will be required to analyze historical evidence and primary sources throughout the course.

Prerequisite: Teacher recommendation, review of writing samples, an average of 90% or better for the first three quarters

****GRADE 12: PARTICIPATION IN GOVERNMENT**

Credit: 1/2 Unit – 1/2 Year

Participation in Government will emphasize the nature of the citizen's role in a democracy and will provide students with tools and techniques necessary to fulfill that role. Active participation in local, state and/or national government is required.

****GRADE 12: ECONOMICS**

Credit: 1/2 Unit - 1/2 Year

This course will stress the basic economic concepts and understandings which all people need to function effectively and intelligently both as citizens and participants in the economy of the United States and the world. Specifically, students will learn the basic theories behind the operation of a market economy and will understand and be able to evaluate the government's role in regulating that economy. Students will also study consumer related topics such as savings, investing, budgeting, and the use of credit. The course will emphasize a rational decision-making process which can be applied to all economic decisions.

*Course has potential for college credit.

****Students must satisfactorily complete both courses to earn the required Social Studies credit for their senior year.**

***SOCIOLOGY-UHS**

Grade Level: 11-12 Credit: 1 Unit – Full Year

Sociology is the study of society and how it functions. In this class students will study the fundamentals of sociology and then apply them in a variety of areas, including deviance, social class, gender, race, and family. The course will also investigate the problems facing the United States in these areas, and how to fix them.

Prerequisite: Completion of Global Studies 10



Washington



Lincoln



Roosevelt



Kennedy

TECHNOLOGY & ENGINEERING

BASIC TECHNICAL AND ARCHITECTURAL DRAWING

Grade Level: 9-12 Credit: 1 Unit – Full Year

This course will teach students the basics of Technical and Architectural Drawing, so that upon completion of the course, they will be able to make a smooth transition into Project Lead the Way. Topics to be covered in the technical part of the course will include; drafting tools and their uses, use of scales, sketching and lettering, multi-view drawings, dimensioning, and section views. Topics to be covered in the architectural part of the course will include; plot plans, floor plans, elevation views, section detailing, dimensioning techniques, window and door schedules, and mechanical views.

Future prerequisite for DDP

***DESIGN AND DRAWING FOR PRODUCTION (Introduction to Engineering Design)**

Project Lead The Way

Grade Level: 9-12 Credit: 1 Unit - Full Year

This course emphasizes the development of a design. Students will use computer software to produce, analyze, and evaluate models of project solutions. They will study the design concepts of form and function, then use state-of-the-art technology to translate conceptual design into reproducible products. Course is limited to 10 students. This course teaches students to:

- Understand and apply the design process to solve various problems in a team setting
- Apply adaptive design concepts in developing sketches, features, parts, and assemblies
- Interpret their own sketches in using computer software to design models
- Understand mass property calculations such as volume, density, mass surface area, moment of inertia, product of inertia, radii of gyration, principal axes, and principal moments and how they are used to evaluate a parametric model
- Understand cost analysis, quality control, staffing needs, packing, and product marketing
- Explore career opportunities in design engineering and understand what skills and education these jobs require
- Develop portfolios of their designs and present them properly to peers, instructors, and professionals.

Prerequisite: Students need a strong math and science background

ADVANCED ARCHITECTURAL DRAWING

Grade Level: 10-12 Credit: 1 Unit - Full Year

This course builds upon prior knowledge and skills of architectural design. There will be more focus on design aesthetics and various styles of architecture. The software includes structural and site information.

- Students will expand their knowledge of architectural styles.
- Students will research famous architects to better understand styles and function.
- Students will research famous buildings.
- Students will design and sketch houses in a variety of styles.
- Students will design and sketch commercial buildings.
- Students will be expected to draw some of their own designs using Revit.
- Students will work in 3-D on the computer.
- Students will test soil and survey land.
- Students will work on interiors and be expected to furnish some of their designs.
- Students will work on exteriors and landscaping.

Course is limited to 10 students.

Prerequisite: 1 year (Project Lead The Way) Civil/Arch Engineering and teacher recommendation

CIVIL/ARCHITECTURAL ENGINEERING

Project Lead the Way

Grade Level: 10-12 Credit: 1 Unit - Full Year

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state-of-the-art software to solve real world problems and communicate solutions to hands-on projects . This course covers topics such as:

- The Roles of Civil Engineers and Architects
- Project Planning
- Site Planning
- Building Design
- Project Documentation and Presentation

This Course is limited to 10 students.

Prerequisite: Students need to have completed PLTW DDP and have a strong math and science background

MEDIA PRODUCTION TV

Grade Level: 9-12 Credit: 1/2 Unit – Alternate Days – Full Year Period 1 only

This course will investigate the many creative opportunities that can be found in the production of television programs and films. The class will focus on the production and broadcast of The Morning Show. Students will also play a role in the technical production of the show, operating the digital mixer, cameras, audio, etc. to produce the show. Students should expect to create morning show content and video projects during class. All students are encouraged to use creativity and be motivated to produce finished media content. Students will be graded on their participation and contribution to the overall success of the television station and on their understanding of the technical and cultural issues involved in communications as demonstrated by their projects. Both classes are limited to 12 students each.

Prerequisite: None

INTRODUCTION TO WEB DEVELOPMENT

Grade Level: 9-12 Credit: 1/2 Unit – 1/2 Year

Fall

This is an in-depth course that teaches the fundamentals of web development by studying the underlying source code. This course will cover programming HTML, XHTML, cascading style sheets, and JavaScript. Along with programming for the web, students will be designing and incorporating images and graphics to enhance web site appearance. The course will look at several websites and study different design techniques. Students will be introduced to designing web sites with a professional appearance. Upon completion of the class, students will have designed a web site that is classified as business level & professional.

Class size limited to 20.

Prerequisite: None

COMMUNICATIONS TECHNOLOGY

Grade Level: 9-12

Credit: 1/2 Unit – 1/2 Year

Spring

This is an introductory half-year course that is designed to offer a broad based view of how people communicate information. Students will complete a variety of projects using various computer tools and equipment to learn the fundamentals of audio, audiovisual, television and web based communication technology to the field of communications. Students should expect to use the TV studio and sound recording equipment to produce organized content similar to current media. Class size limited to 12.

Prerequisite: None

INTRODUCTION TO NANOTECHNOLOGY

Grade Level: 9-12

Credit: 1/2 Unit – 1/2 Year

This course will introduce students to Nanotechnology, what it is, how it affects us today, and what the future for nanotechnology is. The ethical aspects of Nanotechnology will also be examined in this course. This course will consist of classroom instruction, and many lab like activities to reinforce the curriculum. Class size limited to 16.

Prerequisite: None

INTRODUCTION TO WOOD WORKING

Grade Level: 9-12

Credit: 1/2 Unit – 1/2 Year

This course is an introductory half-year course that is designed to offer a broad-based view of how people change or process wood materials. Students will complete a variety of projects using various tools and machines to teach them the fundamentals of material processes. This course provides a valuable experience to students interested in bettering hands-on working skills. The entire semester will be spent in the Technology shop building and manufacturing projects. A lab fee is required depending on wood materials selected for projects. Class size limited to 16.

Prerequisite: None

WOOD WORKING PRODUCTION

Grade Level: 9-12

Credit: 1/2 Unit – 1/2 Year

This course will be introduced to a style of small furniture building. Students will build pieces of 2x4 style furniture. This at some times will be a group effort to assemble furniture such as picnic tables and park benches to be sold to the public at supply cost only. Class size limited to 16.

Prerequisite: None

PROPERTY MANAGEMENT/CONSTRUCTION

Grade Level: 9-12

Credit: 1 Unit – Full Year

This course provides the study of light frame construction techniques. The course covers common residential construction materials, components, and systems as related to wood frame structures. Students

will learn about residential structures by building models and completing a full-sized building project to study the applications of various construction techniques. The residential construction process will be analyzed from site planning to finish construction. The course may also include editing related specifications and determining cost estimates. Students will experience working outside through the end of the semester. Activities include blueprint reading, masonry work, floor, walls, and roof framing, and interior and exterior finishing. Students will work on group projects to apply their construction skills. Class size limited to 16.

Prerequisite: None

SENIOR HONORS PROJECT

The Senior Honors Project is an independently designed and executed course of study undertaken by the senior who has a deep interest in exploring a topic not included in any course offered on the DCS campus. The interested student submits an application outlining the intended outcomes and the expected approach to a committee of five DCS faculty members, who review the application for feasibility, substance, and content. Committee members offer suggestions and advice, either approve or decline the application, and are available throughout the year for consultation. Senior Honors candidates ally themselves with a mentor who is an expert in that particular field of interest who is willing to provide technical support and advice throughout the course of the project.

Students are encouraged to become familiar enough with the topic to satisfy a deep curiosity and to support or eliminate a possible career and/or college path. The required 200 hours provide a venue for a college and/or job applicant to stand out from the crowd. Successful candidates receive special recognition during commencement exercises in June.

DISTANCE LEARNING

Duanesburg was the first school district in Schenectady County with interactive Distance Learning capabilities. There are presently fifteen high schools throughout the tri-county area hooked up. At any given time one school can “send” a course and two schools can “receive” the same course. This means that a teacher in one district can teach a course to students in his/her own school as well as students from each of two other schools. All students and the teacher can see and hear each other via televisions screens and microphones.

Distance Learning allows students the opportunity to take courses that would normally be unavailable to them at DCS. The Distance Learning course offerings are shared among the fifteen schools. There are no guarantees from year to year that DCS will have the opportunity to receive all of the courses requested.

EXTRA-CURRICULAR ACTIVITIES DUANESBURG CENTRAL SCHOOL DISTRICT

BOYS' SPORTS

JV Baseball
Modified Baseball
Varsity Baseball
JV Basketball
Modified Basketball
Varsity Basketball
Cross Country
Golf
JV Soccer
Modified Soccer
Varsity Soccer
Modified Track & Field
Varsity Track & Field
JV Wrestling
Modified Wrestling
Varsity Wrestling

GIRL'S SPORTS

JV Basketball
Modified Basketball
Varsity Basketball
Cheerleading
JV Cheerleading
Cross Country
Modified Cross Country
JV Soccer
Modified Soccer
Varsity Soccer
JV Softball
Modified Softball
Varsity Softball
Modified Track & Field
Varsity Track & Field

ACTIVITIES

Art Club
Café Abstract
Chess Club
Class Officers
Coin Club
HS Drama Club
Leo Club
Masterminds Team
Math Club
Mock Trial
Multicultural Club
National Honor Society
HS Newspaper
Nimbus – Literary Magazine
Odyssey of the Mind
Peer Mediators
Project Aegis
Reality Check
Site-Based Management Team
Ski Club
HS Student Council
MS Student Council
Student Solve
Students Against Drunk Driving (SADD)
Yearbook

CO-ED SPORTS

Bowling

JV Volleyball
Modified Volleyball
Varsity Volleyball