

# 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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## **PROGRAM PLANNING**

### Planning Your Courses:

In planning your high school program you should take into consideration your special abilities, interests and objectives. Your pattern of studies will be built around a minimum of required subjects. By carefully selecting elective subjects that meet your needs and satisfy your interests and abilities, you may work toward your own educational, occupational, and personal goals. It is your responsibility to consult with your parents, teachers, and guidance counselor to obtain the help you need.

The pattern of studies you plan for yourself will help you to enjoy a successful and profitable high school career. It will determine how well you are prepared for college entrance or for obtaining and holding a job. Your pattern of studies will contribute to your day-to-day personal growth and happiness. Here are the steps you should follow in planning your high school program:

1. Establish personal goals. Even though they may be revised, you should have some specific educational objectives toward which you are working.
2. Honestly evaluate your personal strengths, interests, aptitudes, and needs.
3. Learn the requirements for entrance to the college or school of your choice or for the kind of work you plan to do after graduation.
4. During the eleventh grade, visit the college or vocational programs that you are interested in.
5. Consult with your parents, talk with your teachers, and confer with your guidance counselor in order to benefit from their experience and the information that they can make available to you. Talk with citizens of the community who are currently working in the profession of your choice.
6. Select the subjects which are to be included in your program of studies. Choose those that will contribute most toward helping you achieve the goals that you have established.

## 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, so it 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 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade, which are listed under graduation requirements.

### Minimum Credit/Course Load

Students in grades 9-11 must take a minimum of 6.0 credits including 2 semesters of Physical Education per year. 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 <u>Subjects</u>	Local <u>Diploma</u>	Regents <u>Diploma</u>	Advanced <u>Regents</u>	<u>with Honors</u>
English	4	4	4	4
Social Studies	4	4	4	4
Math	3	3	3	3
Science	3	3	3	3
Foreign Language	1	1	3	1
Health	.5	.5	.5	.5
Art or Music	1	1	1	1
Senior Project	0	0	0	1
Physical Education	2	2	2	2
Electives	3.5	3.5	1.5	2.5
<b>Total</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>

### 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 of 65% or higher to earn a Regents or Advanced Regents Diploma. Students are strongly recommended to attain an 85% or higher for level 4 mastery.

### **Class of 2009 (9<sup>th</sup> graders entering High School in September 2005)**

A. Candidates for an Advanced Regents Diploma must pass a Regents exam with a grade of 65% or higher in:

- 1) English Language Arts
- 2) U.S. History and Government
- 3) Global History and Geography
- 4) Two (2) Regents exams in Math (A and B)
- 5) Two (2) Regents exams in Science (Physical Setting and Living Environment)
- 6) Second Language

B. Candidates for a Regents Diploma must pass a Regents exam with a grade of 65% or higher in:

- 1) English Language Arts
- 2) U.S. History and Government
- 3) Global History and Geography
- 4) Math A
- 5) Physical Setting or Living Environment

C. Candidates for a Local Diploma must pass two of the five Regents exams with a grade of 65% or higher. Three of the five Regents exams are allowed to be passed with a grade of 55%-64%. The five Regents exams are listed below:

- 1) English Language Arts
- 2) Math A
- 3) Global History and Geography
- 4) U.S. History and Government
- 5) Physical Setting or Living Environment

Note: Students can complete 5 credits in art/music, consumer science, technology or business to obtain an Advanced Regents without the second language requirement.

### **Class of 2010 (9<sup>th</sup> graders entering High School in September 2006)**

A. Candidates for an Advanced Regents Diploma must pass a Regents exam with a grade of 65% or higher in:

- 1) English Language Arts
- 2) U.S. History and Government
- 3) Global History and Geography

- 4) Two (2) Regents exams in Math (A and B)
- 5) Two (2) Regents exams in Science (Physical Setting and Living Environment)
- 6) Second Language

B. Candidates for a Regents Diploma must pass all five Regents exam with a grade of 65% or higher in:

- 1) English Language Arts
- 2) U.S. History and Government
- 3) Global History and Geography
- 4) Math A
- 5) Physical Setting or Living Environment

C. Candidates for a Local Diploma must pass three of the five Regents exams with a grade of 65% or higher. Two of the five Regents exams are allowed to be passed with a grade of 55%-64%. The five Regents exams are listed below:

- 1) English Language Arts
- 2) Math A
- 3) Global History and Geography
- 4) U.S. History and Government
- 5) Physical Setting or Living Environment

Note: Students can complete 5 credits in art/music, consumer science, technology or business to obtain an Advanced Regents without the second language requirement.

**Class of 2011 (9<sup>th</sup> graders entering High School in September 2007)**

A. Candidates for an Advanced Regents Diploma must pass eight Regents exams with a grade of 65% or higher in:

- 1) English Language Arts
- 2) U.S. History and Government
- 3) Global History and Geography
- 4) Two (2) Regents exams in Math (A and B)
- 5) Two (2) Regents exams in Science (Physical Setting and Living Environment)
- 6) Second Language

B. Candidates for a Regents Diploma must pass all five Regents exams with a grade of 65% or higher:

- 1) English Language Arts
- 2) U.S. History and Government
- 3) Global History and Geography
- 4) Math A
- 5) Physical Setting or Living Environment

C. Candidates for a Local Diploma must pass four of the five Regents exams with a grade of 65% or higher. One of the five Regents exams is allowed to be passed with a grade of 55%-64%.

The five Regents exams are listed below:

- 1) English Language Arts
- 2) Math A
- 3) Global History and Geography
- 4) U.S. History and Government
- 5) Physical Setting or Living Environment



**Class of 2012 (9<sup>th</sup> graders entering High School in September 2008)**

A. Candidates for an Advanced Regents Diploma must pass eight Regents exams with a grade of 65% or higher in:

- 1) English Language Arts
- 2) U.S. History and Government
- 3) Global History and Geography
- 4) Two (2) Regents exams in Math (A and B)
- 5) Two (2) Regents exams in Science (Physical Setting and Living Environment)
- 6) Second Language

B. Candidates for a Regents Diploma must pass all five Regents exams with a grade of 65% or higher in:

- 1) English Language Arts
- 2) U.S. History and Government
- 3) Global History and Geography
- 4) Math A
- 5) Physical Setting or Living Environment

C. The Local Diploma will no longer be available.

**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 6 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 6 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**

Scheduling course selections is complicated, and takes into account available time, space, and teacher-load. It is essential to make careful decisions during the registration period. Once courses are chosen, ONLY NECESSARY CHANGES are permitted. Registration procedures are as follow:

Teachers make recommendations for students to advance to the next grade or level.

The COURSE DESCRIPTION BOOK is made available on-line and hard copies are available from the school counseling office.

Administration and the school counseling department design a master schedule based on course selection.

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' schedule before, during or after this step.

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 (9<sup>th</sup> grades students can test out by NCE scores of 50 and above on the Terra Nova). 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 9-12. There are presently 15 high schools throughout the tri-county area participating in Distance Learning courses. 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.

### **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 Guidance 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. 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 5<sup>th</sup> 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 strongly encouraged 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, only the highest exam grade is 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. The request to accelerate graduation should be made early in the high school program to the appropriate grade level school counselor. ***Requests must be approved by the school counselor and high school principal 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.

## **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 8<sup>th</sup> 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 11<sup>th</sup> and 12<sup>th</sup> 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 satisfactory completion of the application (available in the high school counseling office), recommendations by two faculty members, and approval by the sponsoring faculty member. Students assist with classroom activities as well as maintain a journal. It is recommended that candidates for this program 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:** Submission & acceptance of completed application

## 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.

**Any student planning on majoring in business in college should enroll in Accounting, Business Law, Principles of Marketing, and Computer Applications. By taking these courses in high school, students will be able to make an informed decision on which area of business to concentrate on in college.**

Business courses are offered as part of career clusters or may be taken as electives. The Business courses will be offered on a rotating basis. Students taking UHS courses may receive college credit from Schenectady County Community College.

## CAREER EXPLORATION AND DEVELOPMENT

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

Within this course, students will learn how to “succeed in the world of work”. The majority of the semester will be devoted to student career exploration (which includes self-assessments, researching careers, and developing an individual career plan) and development of job search, job application and workplace skills, in addition to a unit focused on life skills (managing your money, banking and credit, buying insurance, etc.). Within this course, students will develop their own cover letter, resume, and reference lists, participate in

mock interviews, and have the opportunity for career exploration through study, projects, and field experience (on-the-job shadowing). *Recommended for all students and REQUIRED for students seeking to substitute a CTE sequence for the 3<sup>rd</sup> unit of Foreign Language.*

**Prerequisite:** None

*With this course, students have the opportunity to earn a Certificate of Employability (COE)*

The *Certificate of Employability* is a special card that you can show to an employer when you apply for a job. It tells the employer that you have learned and demonstrated the good employee skills that they are looking for when they search for a new employee. Many Capital District employers have agreed to give special consideration to youth who possess the Certificate of Employability.

### **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:** Word Processing or demonstration of keyboarding skills

### **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.

### **PERSONAL FINANCE**

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

This course is designed to develop skills and knowledge that will be used in one's personal business affairs. The course will include changing lifestyles, their analysis, and their implications; use of credit; personal business records (personal checking account, household expense records); recordkeeping and reporting/forms of insurance protection; fringe benefits; housing and alternate forms of housing; using legal assistance; job behavior; understanding your paycheck; and your income/your life. The computer will be used to explore and apply investment information needed to take advantage of financial opportunities at different earning levels throughout life. *This course is highly recommended for all students and is REQUIRED for students seeking to substitute a CTE sequence for the 3<sup>rd</sup> unit of Foreign Language.*

**Prerequisite:** None

### **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, 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

### **SURVEY OF AMERICAN LAW I \***

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

This course is an introduction to the law and legal system of the United States and the individual states. It first examines the roles of the participants from lawmakers and judges to attorneys, legal assistants, and litigants. Ethical considerations for these parties are also discussed. Sources of law and the part played by each branch of government in producing law is analyzed. Broad areas of substantive law relating to contracts, torts, crimes, property and personal rights are examined, with the focus on constitutional, statutory, and common law developments in these areas. This is a fast-paced course with a substantial amount of independent study involved.

**Prerequisite:** Have an overall GPA of 85% or better

### **SURVEY OF AMERICAN LAW II \***

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

The first and substantive component of this course will be Legal Research. Students will be equipped with the skills necessary to accurately and efficiently research virtually any topic in the law. In addition to providing a background for understanding the tools used, students are taught the fundamental techniques of how to find applicable legal principles and authority among primary and secondary sources of law. Methods for updating the law, through the use of Shepard's Citations and other tools, are presented so that the legal research product will be accurate and timely. The balance of the course will study courts and litigation, estates and trusts, real property, and family law. Students will develop a basic understanding and knowledge base of each of these components on an introductory level. This is a fast-paced course with a substantial amount of independent study involved.

**Prerequisite:** Have an overall GPA of 85% or better. It is highly recommended that students complete Survey of American Law I, but this is optional on a case-by-case basis

\*Students may earn 3 college credits through SCCC for this course

## **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 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.

#### **Scholastic Journalism**

This course introduces students to the various aspects of journalism. Students will learn journalism style, photography, layout, headline writing, as well as study student journalists' rights as they have been interpreted by the Supreme Court. The class will be using *Scholastic Journalism Tenth Edition*. A trip to one of the local newspapers is also planned. As part of the curriculum students will be expected to contribute to the student newspaper *The Eagle's Eye*.

#### **Shakespeare**

Students will take an in-depth look at several of William Shakespeare's plays. Students will read the plays as well as watch performances, movies, (including a parody or two), listen to recordings, and hopefully, depending on the schedule, attend a performance. Included in the course will be a brief history of Elizabethan times, a look at the Globe Theatre, and a glimpse at the bawdy Shakespeare.

#### **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 learn the proper techniques of presenting a demonstration speech, an informative speech, a persuasive speech, a one-on-one debate, a group debate, and a farewell speech to classmates. Research skills are necessary for some speeches.

## 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 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. 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.



Shakespeare



Dickinson



Hawthorne

\*See AP course requirements on page 12

# 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. 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. Class size limited to 20.

**Prerequisite:** Food & Nutrition

## CULTURE AND FOODS

**Grade Level: 10-12**

**Credit: 1/2 Unit – 1/2 Year**

**Spring semester only**

This course will help students create an understanding of cultural differences and the interdependence of regions and countries around the world. Students will study the concept of the American “melting pot”. A variety of culture-specific foods and preparation techniques will be studied. International food sources will be analyzed and studied for their influence on food in the United States. Regional foods of the United States will also be studied. Class size limited to 20.

**Prerequisite:** Food & Nutrition and Gourmet Foods

## PARENTING

**Grade Level: 9-12**

**Credit: 1/2 Unit - 1/2 Year**

**Fall semester only**

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. Class size limited to 20.

**Prerequisite:** None

## **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

# **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 7<sup>th</sup> & 8<sup>th</sup> 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**

**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**

**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\***

**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

#### **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**

**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**

**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\***

**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

\*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**

Health education covers the major areas of personal health and fitness, a safe and healthy environment, and resource management in an effort to promote wellness, which affects the length and quality of life. The course includes conceptual areas in: human growth and development, emotional/mental health, nutrition, family life education, environmental health, communicable and non-communicable diseases, substance abuse, and community health. Activities include small group work, discussions, research projects, VCR tapes, various speakers from community agencies and field trips. This course is required for graduation in New York State.

## 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

### 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, Math 10A, or Math A3 with teacher recommendation

### **MATH B**

**Grade Level: 10-12**                      **Credit: 1 Unit - Full Year**                      **08/09 last year offered**

This is the third year in sequential Math A and Math B. Topics covered include trigonometry, translations, probability, statistics, advanced algebra, and circle geometry. Students are required to take the Math B Regents exam in June. (Students receiving a 64% or lower in this course will take Algebra 2 and Trigonometry or Senior Math in the 09/10 school year.)

**Prerequisite:** Successful completion of Math AB

### **INTEGRATED ALGEBRA 9**

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

Integrated Algebra 9 is the first year of a two year **Integrated Algebra** sequence designed to prepare students for the Integrated Algebra Regents exam. Students **must** take Integrated Algebra 10, following the completion of this course. Topics will include linear equations, system of equations, graphing, coordinate geometry, and data analysis.

**Prerequisite:** None

### **INTEGRATED ALGEBRA 10**

**Grade Level: 10-11**                      **Credit: 1 Unit – Full Year**

Integrated Algebra 10 is the second year of a two-year **Integrated Algebra** sequence designed to prepare students for the Integrated Algebra Regents exam. Topics will include linear equations, system of equations, graphing, coordinate geometry, and date analysis. Upon completion of this course, students will take the Integrated Algebra Regents exam.

**Prerequisite:** Successful completion of Integrated Algebra 9

### **NON REGENTS MATH 11**

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

New Math Course is the third year of the three-year sequence required to graduate. Reinforcement of algebra and geometry skills will be emphasized. Topics include geometry, algebra, trigonometry, statistics, and probability.

**Prerequisite:** Successful completion of Math 10A or Integrated Algebra 10

### **PRE-CALCULUS**

**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 graphics calculators and advanced problem solving.

**Prerequisite:** Successful completion of Course B (including passing the Math B final), or Alg II

### **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.

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

### **SENIOR COLLEGE PREPARATORY MATHEMATICS - UHS**

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

*Students eligible to earn 3 college credits through SCCC*

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

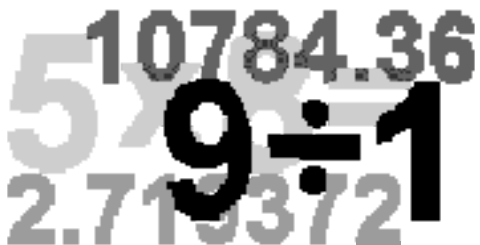
**Prerequisite:** Senior status

### **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 business transactions, 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







# MUSIC



## **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

## **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 6<sup>th</sup> 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



# PEER LEADERSHIP

## PEER LEADERSHIP

**Grade Level: 9-12**      **Credit: 1/2 Unit – 1/2 Year**      **Fall semester –period 2 only**

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 4<sup>th</sup> and 5<sup>th</sup> 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.

Students who choose this course and are selected are expected to come with:

*an open mind*  
*tolerance and respect*  
*willingness to actively participate and take some risks, as part of a group comprised of student from all*  
*different ages and backgrounds*  
*a desire to improve your human relations skills*  
*a desire to work with younger students*  
*a sense of humor*  
*a drug-free life style*

# PHYSICAL EDUCATION



## PHYSICAL EDUCATION

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

This is a mandatory class that each student must take and pass each year they attend high school.

Physical Education classes meet every other day. Students will have the knowledge and skills to maintain physical fitness, participate in physical activity, and maintain personal health.

# SCIENCE

## INTEGRATED SCIENCE

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

This course is designed for students needing a stronger background in science concepts, problem solving, and laboratory skills before continuing into the required Regents level Living Environment course.

**Prerequisite:** Successful completion of Science 8

## PHYSICAL SETTING/EARTH SCIENCE

**Grade Level: 8-12**                      **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:** Score of 3 or 4 on Science 8 State test **and** teacher recommendation **or** teacher recommendation and parental approval

## 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.

**Prerequisite:** Score of 3 or 4 on Science 8 State test **and** teacher recommendation **or** teacher recommendation and parental approval

## 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 Math 10A or Integrated Algebra

## CONTEMPORARY ISSUES IN SCIENCE

**Grade Level: 11-12**                      **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.

### **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 or Math 10A. Math B is recommended but not required

### **PHYSICS – UHS\***

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

This is a non-calculus-based physics course that covers a wide range of energy topics, including mechanics, thermodynamics, waves, optics, electromagnetism, and nuclear. Many of these topics are the same as those covered in Regents Physics. However, the program will be more intense, covering the content areas in greater depth. In addition, there is a laboratory requirement of three laboratory periods per cycle.

**Prerequisite:** Successful completion of PS/Earth Science, PS/Chemistry, Living Environment, PS/Physics and Math B

\*Course has potential 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

## **\*ADVANCED PLACEMENT WORLD HISTORY**

**Distance Learning Course**

**Grade Level: 10**

**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.



*Washington*



*Lincoln*



*Roosevelt*



*Kennedy*

## **SOCIOLOGY**

**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

# TECHNOLOGY & ENGINEERING

## **BASIC TECHNICAL AND ARCHITECTURAL DRAWING**

**Grade Level: 9-11                      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 required
- 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 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 research famous architects to better understand styles and function.
- Students will research famous buildings.

- 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 I & II**

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

These classes will be taught simultaneously in two levels; introductory and advanced. These courses 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

## **ENGINEERING TECHNOLOGY/AEROSPACE ENGINEERING**

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

Students will discover how to apply engineering principles as they devote themselves, as a small subgroup of the class, to an engineering problem or design issue known as a “case study”. Each group of three or four students will apply the six major engineering principles to each case study, research relevant information, document their work in engineering journals, test design ideas, model potential designs, build prototypes, and present preliminary and final results to the instructor and class as a whole. Self and peer review is a vital part of improving the quality of work and thus practiced on a continuous basis. This course will also investigate the technical aspects of atmospheric flight and space flight. Students will investigate the theoretical and practical aspects of aerodynamics and astronautics from low speed airplane flight to supersonic rocket flight and will construct a number of projects in these fields. Projects will likely include, but are not limited to, a variety of model airplanes, model rockets, and high power rockets with altitude competitions. Students will be graded on their fundamental understanding of the principles of aerospace

engineering as indicated by success of student projects and evaluations. This course will address both complex and subtle issues of physics and engineering. Class size limited to 15.

**Prerequisite:** None

### **WOOD MATERIAL PROCESSING**

**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 14.

**Prerequisite:** None

### **INTRODUCTION TO WEB DEVELOPMENT**

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

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 website appearance. The course will look at several websites and study different design techniques. Students will design websites with a professional appearance. Upon completion of the class, students will have designed a website for either a local organization or a business. Class size limited to 20.

**Prerequisite:** None

### **COMMUNICATIONS TECHNOLOGY I**

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

**Fall semester only**

### **COMMUNICATIONS TECHNOLOGY II**

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

**Spring semester only**

This is the second course in sequence in Communications. This course will offer a higher version of communications with more requirements. The course will also offer possibilities to become a part of local broadcast. Projects will include studio work, both audio and video, including those projects found in communications with additional expectations. Class size limited to 12.

**Prerequisite:** Completed Communications Technology I

### **CONSTRUCTION TECHNOLOGY**

**Grade Level: 10-12**                      **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

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, audio visual, television, and web-based communication technology to

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 14.

**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

## **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

Modified Track & Field  
Varsity Track & Field  
JV Volleyball  
Modified Volleyball  
Varsity Volleyball