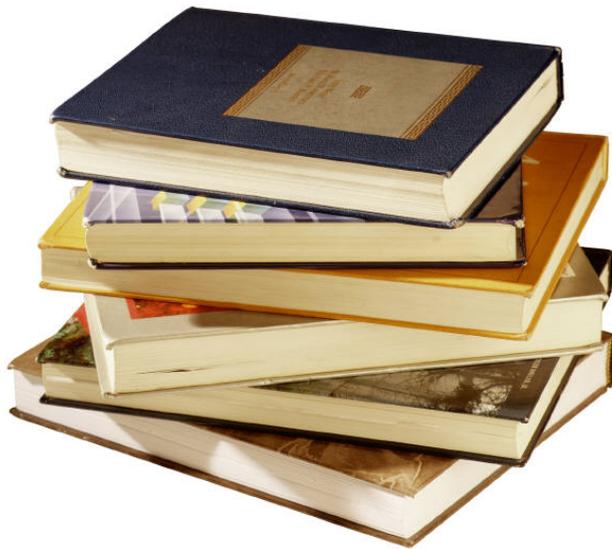


# COBLESKILL-RICHMONDVILLE HIGH SCHOOL



## CURRICULUM HANDBOOK 2020-2021

# MISSION STATEMENT

TO EDUCATE, INSPIRE  
AND EMPOWER EACH STUDENT  
TO BECOME A CREATIVE, ENGAGED  
AND PRODUCTIVE CITIZEN.

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Ms. Mary Jane Lynd ..... Art  
Mrs. Mary Bristol..... Business  
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Mr. John Henry ..... Health Education  
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Mr. Marc Bachorik..... Music  
Mrs. Sue McConnelee ..... Science  
Mrs. Deborah Gansinger-Hall.....FACS  
Mrs. Nancy Goldblatt.....Library  
Ms. Tracy Smith..... Mathematics  
Mr. John Henry ..... Physical Education  
Mr. Marc Weiss ..... Social Studies  
Mr. Nicholas Carson ..... PLTW Coordinator  
Mr. Nicholas Carson..... Technology

Dear Student:

Course selection is one of the most important tasks that you will participate in during your high school career. As you choose courses, be sure to keep in mind your career goals. Your high school program must be challenging to adequately prepare you for the future.

Each year our students graduate from Cobleskill-Richmondville directly into meaningful college and career placements. These opportunities only become available when students pursue appropriate and challenging courses while in high school. We are always proud of the accomplishments of our graduates. This Curriculum Handbook is developed in order to provide a detailed summary of the comprehensive course offerings at Cobleskill-Richmondville High School. Please note the courses listed include all of the classes each department is able to teach. Not every class will be offered each year. Please study this book carefully and follow all the course-selection guidelines as indicated by your school counselor. The guidance staff is available to provide whatever assistance is needed as you plan your program of study. Faculty recommendations should be also be considered seriously as valuable insights into a student's ability to succeed at higher levels of study.

You should thoroughly research the many options which are available to you for next year. You will be held accountable for the choices you make. It is expected that next year, you will attend and complete all the courses you have chosen now.

As you develop your course requests, please be reminded that all 9th, 10th, and 11th grade students are expected to have a full eight period day. Seniors are strongly encouraged to also take a full eight period day. However, the required minimum day for seniors consists of five full periods of classes plus Physical Education.

We are hopeful that you will take this important process very seriously. Any questions you might have should be discussed with your school counselor as soon as possible.

Sincerely,

The Guidance and Counseling Department

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Cobleskill-Richmondville Central School does not discriminate on the basis of age, color, creed, disability, marital status, veteran status, national origin, race, or sex in the educational programs and activities which it operates. This policy is in compliance with title IX of Education Amendments of 1972 or Section 504 of the Rehabilitation Act of 1973.

This handbook was revised in March 2020

**GRADUATION REQUIREMENTS**

Program planning should be closely coordinated with the student, parents, and the school counselor to assure proper program development to satisfy graduation requirements and career planning needs.

**Course Requirement**

Students in grades 9-12 are required to register for a minimum of five courses, excluding Physical Education and Applied Music. A description of the course requirements for the New York State Regents Diploma and the School Diploma follows:

	Regents Diploma	Advanced Regents
English	4	4
Social Studies	4	4
Science (2 Regents Level)	3	3
Mathematics	3	3
Health	1/2	1/2
Art and/or Music	1	1
Foreign Language	1	3*
Electives	3 ½	1 ½
Physical Education	2	2
<b>Total</b>	<b>22</b>	<b>22</b>

\*A 5-unit occupational, art or music sequence may substitute for the second language.

**Testing Requirements**

**Regents Diploma** – Score of 65 or above on the Comprehensive examinations in English, Global Studies, US History and Government, Integrated Algebra and a laboratory Science are required.

**Advanced Regents** –Score of 65 or above on the Comprehensive examinations in English, Global Studies, US History and Government, Integrated Algebra, Geometry and Algebra 2, two laboratory Sciences and Foreign Language are required for students completing an Advanced Regents Diploma

**Local Diploma (for Special Education student only)** –Must score 55-64 on English & Algebra. Students can score a 45-54 on Science, US History and Global History only if balanced with an exam that has been passed with a 65 or higher.

**Course Drop Policy**

Students wishing to drop a course must provide parent approval and meet with the school counselor to discuss the course drop request.

Schedule changes will usually be made during the first two weeks of the semester in which the course started. Requests for changes after that time may require a parent conference with guidance and/or administration.

A complete listing of course offerings is available in the guidance office and on-line at the CRCS website.

## ART

The goal of the art program is to provide students with the opportunity to appreciate, produce and gain knowledge of visual art. Developing the ability to interpret visual images is an important 21<sup>st</sup> century life skill needed in all subject areas and will serve one well in understanding our highly visual world.

Students are encouraged to explore various media and techniques for personal expression, and to communicate their ideas through images. Art can foster the growth of such qualities as creativity, collaboration, and innovation.

All art courses include study in art history, aesthetics and art evaluation with a primary focus on art production and the development of a portfolio of work. Students learn to develop original ideas and practice creative problem solving and critical thinking while creating high quality art works.

Successful completion of Studio Art is required to take advanced level art courses. Any advanced art course may be taken by a non-art major with prior approval of the instructor. Approval may be based on course enrollment.

Students seeking a 3 unit art sequence must successfully complete Studio Art or Creative Crafts, depending on focus. Two additional credits of advanced art are required for the 3 unit sequence and 4 units of advanced art (two of which must be Studio Drawing and Painting) are needed for a 5 unit sequence.

Students must pass a comprehensive examination upon completion of a five-unit visual arts sequence. Competencies will be demonstrated by a portfolio which may consist of at least 10-12 pieces of art work in several different media and content areas.

### Course Descriptions

#### **Studio in Art - 415**

**Credit – 1**

**Exam – School Fulfills graduation requirement**

This introductory, full-year course is required for three and five unit sequences, but may be taken by any students who want a solid art foundation class. Art history and art appreciation are included in this class. However, the main focus of the course is on a variety of hands-on studio experiences in drawing, painting, sculpture, printmaking and design. This class is a pre-requisite for Drawing and Painting, Sculpture, Ceramics and Printmaking.

#### **Drawing & Painting\* – 417**

**Credit – 1 College credit option available**

**Exam - School**

This course will familiarize the student with a wide variety of drawing and painting techniques and media. Composition, Drawing from direct observation, still life and figure drawing, original subject matter and the development of a personal style will be stressed. It is strongly recommended that this course be taken during the year following Studio in Art. This class is a pre-requisite for Advanced Drawing and Painting.

#### **Advanced Drawing & Painting \*\* - 418,**

**Credit – 1 College credit option available**

**Exam – School**

This course is designed for students who have completed Drawing and Painting and wish to continue their growth and exploration in 2 dimensional media. Students will demonstrate an increased understanding and ability to apply the elements of art and principles of design to 2 dimensional work. This class will also focus on the improvement of technical skills, expressive use of media and further development of a personal style. This course is intended to challenge students in regard to image, media and technique and is an important course for students interested in building a portfolio for college admission.

#### **Sculpture\* - 425**

**Credit – 1**

**Exam – School**

This introduction to three-dimensional design allows students to explore a variety of media. Materials used may include wire, clay plastic, wood, paper, paper-mache and fabric. Students will also study examples of the work of major sculptors. Completion of Drawing and Painting is strongly recommended before they take this class.

**Ceramics\* - 420**

**Credit – 1**

**Exam – School**

This class enables students to explore basic clay hand-building techniques, the properties of glazes, use of domestic clays and commercially prepared products. Both functional and sculptural design approaches will be explored. The course will also contain a study of the historical and contemporary uses of clay.

**Studio in \* Printmaking – 432**

**Exam – School**

**Credit – 1**

Printmaking is a year long advanced elective in art. This course is designed for students who have completed a full year of Studio in Art and who have a desire to take advanced work in the area of printmaking. In this course students will work both from imagination and observation to develop ideas for their prints. Students will demonstrate an increased understanding of elements and principles of art, and will be able to apply them using various printmaking techniques such as relief, etching, collagraphy, serigraphy and monoprinting.

**Portfolio Development \*\*\* - 431,**

**Credit – 1 College credit option available**

**Exam – School**

The goal of this course is to increase the student's confidence as an artist, and to produce work that will be used to build a portfolio. Students will select an area of focus and develop a personalized plan with the assistance of the instructor. Students who focus on painting may also elect to pursue 3 college credits in Painting (GART 215).

\*Requires completion of Studio in Art or permission of instructor

\*\*Requires completion of Studio in Art and Drawing and Painting or permission of instructor

\*\*\*Requires completion of Advanced Drawing & Painting or permission of instructor

## ENGLISH

The goal of the high school English Department is to help students develop their skills in reading, writing, speaking, listening and critical thinking. English class activities include the reading of literature, creative and objective writing, oral presentations and class discussion.

English grades 9 – 11 are designed to equip students with a solid understanding of the fundamentals of English and to prepare them for the Comprehensive English Regents Examination. Honors classes are offered to exceptional students who maintain an average of 85 or higher and have been recommended by their previous English teacher.

Twelfth grade English offers semester length courses from which seniors choose two or more half-credit courses to fulfill the fourth credit of English required for graduation by New York State. Advanced Placement Literature and Advanced Placement Language are offered as full year, one credit courses. Other electives are one semester in length.

### Course Descriptions

#### **English 9, 10, 11 – 101, 110, 118 (NCAA Core)**

**Credit – 1 each**

The four basic English skills are covered: reading, writing, listening and speaking. Students read at least three full-length works each year. Research is required at each level. English 9R is a pre-requisite for 10R; English 10R is a pre-requisite for 11R.

**Exam – School (9/10)**

**Regents (11)**

#### **English 9H, 10H - 100, 109**

**Credit – 1 each**

English 9H and 10H include reading and analysis of discursive prose and the study of the process of writing. Students will study examples of prose, poetry, and drama. The readings serve as models of effective writing styles. Students write a variety of assignments using different styles, tones and rhetorical techniques. Research is required at both levels.

**Exam – School**

#### **Advanced Placement Language/Composition – 121 (For Juniors) (NCAA Core)**

#### **Advanced Placement Literature/Composition – 116 (For Seniors) (NCAA Core)**

**Credit – 1 each**

Full-year college seminar courses, open to juniors and seniors, include summer reading and writing. Students can earn college credit depending on exam results. Students must have achieved a 90 or higher average in English 9 and 10 and have teacher recommendation to qualify for entrance. Course work is rigorous and intellectually stimulating. AP English taken in the senior year fulfills the composition requirement for graduation. **The AP exam is required.**

**Exam – School, Regents and AP**

### SENIOR ELECTIVES

#### **Composition – 135, College credit option available (NCAA Core)**

**Credit – ½**

Various rhetorical models and patterns are explored. Students learn modeling and peer editing techniques. Assignments include reading and a variety of writing assignments. Composition (135) follows the SUNY Cobleskill Composition curriculum and may be taken for SUNY Cobleskill college credit.

**Exam – School**

#### **English 12-1 (152) - Fall Semester (NCAA Core)**

#### **English 12-2 (153) – Spring Semester (NCAA Core)**

Both 12-1 and 12-2 are ½ credit electives focusing on building college and career-ready writing reading, speaking and listening skills. Units of study will be similar to those offered in traditional survey courses (i.e. composition, novels, drama, poetry, short stories, research, etc.). English 12 is offered in the fall and spring semesters. Each semester will cover different material with a final exam at the end of each semester.

**English 12A – 144 (Fall Semester) (NCAA Core)**  
**English 12B – 145 (Spring Semester) (NCAA Core)**

**Credit – ½ each**

**Exam – School**

Both ½ credit electives stress reading and writing. Literary works include novels, poems, short stories, plays, and nonfiction selections. Basic writing skills for conventional use, including vocabulary, grammar, and spelling, are also stressed. The courses are not sequential. Students may elect to take either 12A or 12B, or they may take both. **By recommendation of department only.**

**Mythology - 141 (NCAA Core)**

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**Credit – ½**

**Exam – School**

Mythology is a literature survey course designed to acquaint the student with world mythology and the relationship of myth to societies, past and present. Readings will include Greek and Roman myths, Native American myths and various other world mythologies. Evaluation is based on homework, quizzes, class participation and tests. Collaborative projects, individual projects and analytical essays are required.

**Public Speaking/Speech – 134 (NCAA Core)**

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**Credit – ½ College credit option available**

**Exam – School**

The goal of Public Speaking is to develop public speaking/presentation skills necessary for effective communication in a variety of academic and non-academic contexts. Students will receive instruction in composing well-developed, unified, coherent speeches for a variety of academic and social tasks. Speaking tasks may include informational speech, argumentative speech, persuasive speech, social speech (eulogy, wedding, and acceptance), impromptu speech, and review/critique. Students will read and analyze speech communication and rhetorical text. Students are required to present formal and informal speeches in front of the class.

**Introduction to Literature- 140 (NCAA Core)**

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**Credit – ½ College credit option available**

**Exam – School**

English 121 is an introduction to literature written or translated into English in multiple genres (short stories, plays, and poetry) and styles. Students will read to experience various historical eras and cultures and to examine literature for literary techniques and through different critical lenses. We will be studying the core elements of fiction (plot, point of view, character, setting, symbol, figurative language, and theme), poetry (speaker, situation, theme, tone, language use, imagery, figures of speech, symbol, sound devices, structure, and form), and drama (plot, character, setting, symbol, language use, sound devices, visual devices, imagery, structure, and theme). Students will write to analyze literature and to support a thesis. We will read short stories, poems, plays, and a novel. Grades based on class discussion, reading journals, and essay writing.

## WORLD LANGUAGES

The purpose of language study is to enable the student to use a language other than English to communicate and to develop cross-cultural skills and understandings. The study of languages opens doors academically, globally and socially for today's youth. Knowledge of another language and culture is crucial for being competitive in the global marketplace.

High school language instruction builds on the skills developed in middle school. Continued instruction increases proficiency. Candidates for a high school Advanced Regents diploma must have three units of a language and must pass the local exam at the end of the third level.

Students that are interested in languages and cultures are encouraged to take more than one language.

### Course Descriptions

#### **Spanish 1-370, French 1-353 (NCAA Core)**

**Credit – 1 each**

**Exam – School**

In the first level of language study we will lay the foundation for the students' reading, writing, listening and speaking skills. Using a communicative approach the students will learn a variety of vocabulary and grammar points. Cultural aspects of the countries where the language is spoken will be explored as well.

#### **French II-352, Italian II-391, Spanish II-372 (NCAA Core)**

**Credit – 1 each**

**Exam – School**

In the second level of language study students will begin to get more sophisticated with their language usage. They will continue learning new vocabulary and grammar through the context of speaking, reading, writing, and listening activities. Cultural activities will continue to play a role in the classroom.

#### **French III-354, Italian II-391, Spanish III-374 (NCAA Core)**

**Credit – 1 each**

**Exam – School**

In the third level all activities continue to focus on communication. The skills become more refined and the cultural components are more frequently presented in the target language. The students must take a state approved exam at the end of the year. The test evaluates their ability to speak, listen, read and write in the target language at a beginning intermediate level.

#### **French IV, Spanish IV – 356, 376 (NCAA Core)**

**Credit – 1 each; College credit option available**

**Exam – School**

**Pre-requisite: Must achieve a minimum grade of 85 in previous level to purchase college credit in subsequent level**

Students may take this course for 3 undergraduate credits through SUNY Cobleskill's University in the high school program. The use of the language becomes more sophisticated and complex as the students use the target language in essays and presentations. They will also read many genres of literature and watch films from the target culture.

#### **French V, Spanish V – 358, 378 (NCAA Core)**

**Credit – 1 each; College credit option available**

**Exam – School**

**Pre-requisite: Must achieve a minimum grade of 85 in previous level to purchase college credit in subsequent level**

This course also offers the opportunity to earn college credit from SUNY Cobleskill. The target language is the vehicle of instruction and stresses the usage of the language through composition, conversation, oral presentation and grammar review.

#### **Italian I - 390**

**Credit – 1 each**

**Exam – School**

This class will emphasize a communicative approach through a variety of reading, writing, listening and speaking activities. These activities will be offered through the cultural lens of Italy along with other anecdotes on everyday life in Italy.

#### **International Films (Taught in English) – 383**

**Exam – School**

**Credit – ½**

This class will expose students to a variety of international movies. Students will engage in critical thinking, reflective analysis, effective involvement and imaginative synthesis through practical engagement in the art and craft of international film. This course is designed to help students develop awareness and understanding of other cultures by taking into consideration the cultural, political and historical contexts of the movies. This will be accomplished by viewing films in their entirety or in part over the course of one semester. A student should display a strong attendance record and at least a Checkpoint B level of language, Spanish or French.

**Global Cultures (Taught in English) – 385****Exam – School****Credit – ½**

This course provided a platform for students to learn about other cultures without traveling. Using primary sources and cultural vignettes, this course provides a tour of the history, cultures, music, literature, cuisine and environments of a variety of countries. It culminates in planning a trip around the world.

**Spanish for Agriculture – 387****Exam – School****Credit – ½**

Students will develop basic Spanish skills and the cultural awareness needed to work with Spanish speakers in the agricultural industries. The class will focus on development of the elementary language skills, socio-cultural awareness and discourse. The class will develop; (1) the student's knowledge of Spanish through a personalized vocabulary as well as common idiomatic language structures important to the student's ability to communicate with Spanish speakers employed in the area of agricultural interest; (2) the student's cultural awareness of the varied Spanish speaking cultures with which the student will come into contact in the workplace; and (3) the student's ability to be creative with their knowledge of the language as it relates to the development of self-confidence and effective communicative proficiency in Spanish.

**American Sign Language 1 – 380 (NCAA Core)****Exam - School****Credit – 1**

Distance Learning class. This is an introductory course as developed and used by the deaf community in most areas of North America. Students will develop both receptive and expressive sign language skills. The course includes instruction to basic fingerspelling, numbers, vocabulary, and grammar skills (both morphology and syntax). Students will begin a journey into the world of Deafness and Deaf Culture through lecture, class discussion, movies, and guest speakers. Students will be introduced to hearing loss, amplification choices, and communication options.

**American Sign Language 2 – 381 (NCAA Core)****Exam - School****Credit – 1**

Distance Learning class. Instruction is a more advanced study of ASL fundamentals. Students will expand their receptive and expressive fingerspelling, vocabulary, and grammar skills to a more functional conversational level. They will increase their awareness of Deafness and Deaf Culture. Students will be given more opportunities for conversation in ASL (without voicing). They will be expected to demonstrate their sign skills through various expressive projects. Students will also have more opportunities to use their sign skills with native signers.

**American Sign Language 3 – 388 (NCAA Core)****Exam - School****Credit – 1**

Distance Learning class. Instruction is the next level and a more advanced study of ASL. They will be expected to demonstrate their sign skills through various expressive projects. Students will also have more opportunities to use their sign skills with native signers.

## MATHEMATICS

The high school mathematics department provides student programs which are designed to follow New York State Learning Standards and to meet individual student needs and abilities. Multiple pathways lead students to college and/or career readiness. In all mathematics courses students are expected to engage in the mathematical practices: to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning. During their course of study students should experience mathematics as a coherent, useful, and logical subject in which to develop and practice their problem-solving skills.

Acceleration in the study of math begins at the middle school level. In high school, some students who were not accelerated at the middle school level may request to “double up” with the goal of taking Calculus. Such requests should be discussed with the guidance department and must have math department approval.

The choice of student program will depend on the student’s ability, interests, and future plans. Though the following programs are the most commonly chosen, an individual decision should be made regarding each student’s program.

- Algebra 1, Geometry, Algebra 2, Pre-Calculus OR
- Algebra 1, Geometry, Foundations of Algebra 2, Algebra 2 OR
- Algebra 1, Intro to Geometry, Geometry, Algebra 2 OR
- Algebra 1X, Algebra 1Y, Geometry, Algebra 2 OR
- Algebra 1X, Algebra 1Y, Intro to Geometry, Appropriate additional unit OR
- Acceleration to include Calculus

### Course Descriptions

#### **Algebra 1 – 258 (NCAA Core)**

**Credit – 1**

**Exam – Regents**

The content of the course includes modeling with and exploring characteristics of linear, quadratic and exponential functions, descriptive statistics, reasoning with and solving equations and inequalities and their systems, sequences and polynomial operations. A TI84 Plus or TI84 CE graphing calculator is recommended.

#### **Algebra 1X and 1Y – 256, 272 (Both courses combined = NCAA Core)**

**Credits – 1 Each**

**Exam – School final for Algebra 1x, Regents for Algebra 1y**

This two-year sequence presents all of the content listed for the Algebra 1 course above, but at a slower pace, designed for students who may struggle with mathematical content or skills. (Note: the pre-requisite for Algebra 1y is successful completion of Algebra 1x.) A TI84 Plus or TI84 CE graphing calculator is recommended.

#### **Geometry – 266 (NCAA Core)**

**Credit – 1**

**Exam – Regents**

**Pre-requisite: Algebra 1 or Algebra 1y**

The content of this course will review basic geometry definitions and theorems, allow students to explore transformational geometry through constructions and coordinate graphs, and engage students in writing Euclidean geometry and coordinate geometry proofs involving both congruence and similarity. Algebra skills will be reinforced and geometry of the circle, an introduction to trigonometric concepts, and surface area and volume of three dimensional figures rate/unit conversion will be included.

#### **Intro to Geometry - 264**

**Credit – 1**

**Exam – School final**

**Pre-requisite: Algebra 1 or Algebra 1y**

The content of this course will review basic geometry definitions and introduce students to the theorems of geometry and their algebraic applications. The notion of proof will be developed through triangle congruence. Students will explore transformational geometry through constructions and coordinate graphs. Geometry of the circle, trigonometric concepts and surface area and volume will be introduced and students will begin an exploration of these topics.

**Algebra 2 – 269 (NCAA Core)****Credit – 1****Exam – Regents Exam****Pre-requisite: Geometry (Regents)**

Successful completion of this course and its Regents exam are a requirement in order to earn the Advanced Regents Diploma. Building on their work with linear, quadratic and exponential functions in Algebra 1, students will extend their experience to include polynomial, rational, radical and trigonometric functions. Students continue to model situations and work with equations including solving quadratic equations over the set of complex numbers and solving exponential equations using logarithms. Probability and statistics will also be studied. A TI84 Plus or TI84 CE graphing calculator is required.

**Foundation of Algebra 2 w/Consumer Application - 261****Credit – 1****Exam – School final****Pre-requisite: Geometry or Intro to Geometry, Teacher recommendation.**

This course is designed to aid the student in the improvement and/or retention of Algebra skills. Advanced algebra concepts, introduction to triangle trigonometry and consumer math applications will be included. Students who require a bit longer to master mathematical concepts or who may struggle with deadlines for assignment completion should consider this course as a preparation for the rigors of a college mathematics course.

**\*Foundations of Algebra 2 - 263****Credit – 1; College Credit option available (SUNY Cobleskill MATH 111) Exam – School final****Pre-requisite: Geometry or Intro to Geometry, Teacher recommendation**

The content of this course includes operations with polynomials, rational expressions, radicals and complex numbers, rational exponents, logarithms, relations and functions, introduction to trigonometric functions and graphs, solving trigonometric equations, trigonometric applications. A TI84 Plus or TI84 CE graphing calculator is recommended. Students should have a clear understanding that college level expectations will need to be met.

**\*Pre-Calculus – 271 (NCAA Core)****Credit – 1; College Credit Option available (SUNY Cobleskill MATH 131) Exam – School final****Pre-requisite: Geometry and Algebra 2**

This course prepares the student for calculus. The content of this course includes properties of functions and their applications, parametric graphing, limits, conic sections, and introduction to derivatives and integrals. Optional topics may include matrices and vectors, descriptive statistics, spatial visualization and verbal problems. A TI84 Plus or TI84 CE graphing calculator is required.

**\*Advanced Placement Calculus (AB) – 275 (NCAA Core)****Credit – 1; College Credit option available (SUNY Cobleskill MATH 231) Exam – AP Calc AB, School final****Pre-requisite: Pre-Calculus**

The content of this course includes algebraic, trigonometric, exponential and logarithmic functions and methods for determining their limits and continuity, obtaining derivatives for all functions and applying such to curve sketching, extreme value problems and related rates of change. Integration techniques are studied for all functions and application is made to area and volume problems. Student use of a TI84 Plus or TI84 CE graphing calculator is required.

**The AP exam is required.**

**\*Statistics – 276 (NCAA Core)****Credit – 1; College Credit option available****Exam – School final****Pre-requisite: Suggested completion of Algebra 2 course and Regents**

Distance Learning class, full year. This class is equivalent to a first semester college course in elementary statistics. This course is designed to be comparable to a typical non-calculus based introductory statistics course taught in a college/university. The course emphasizes exploring data, planning a study, anticipating patterns, and statistical inference. A TI graphing calculator will be used throughout the course. Topics include data types, standard deviation, z-scores, t-scores, distribution frequencies, sampling error, survey/polling projects and related topics. SUNY Cobleskill credits (3) will be available.

\*College credit is offered through SUNY Cobleskill

## MUSIC

The goals of the music program are:

1. To stimulate interest in the study of music.
2. To secure wider recognition of the educational values of music.
3. To encourage a carry over of music training into the musical, social, and home life of the community as a vital part of its cultural, recreational, and leisure time.
4. To foster professional growth, leadership, and good fellowship among the members of the organization.

### Course Descriptions

#### **Music in Our Lives – 444/446**

**Credit – 1**

**Exam – School**

**May be used to fulfill art/music requirement**

This course provides students with the opportunity to explore all types and facets of music, i.e., listening, performing, composing, and aesthetics of music. Special interest projects will be developed and presented.

#### **Music Theory I – 440**

**Credit – 1**

**Exam – School**

**Prerequisite: Participation in school ensemble or permission of instructor**

**Objective -** To familiarize students with the basics of music theory - chords, intervals, harmonization, analysis, and interpretation.

**Goals -** To provide students with an insight into the mechanics of music. To prepare students for possible entrance into a college music curriculum.

#### **Music Theory II – 441**

**Credit – 1**

**Exam – School**

**Prerequisite: Music Theory I, Participation in school ensemble or permission of instructor**

The further study of the concepts of music to include intervals, harmonization, analysis, interpretation, dictation, and sight-singing.

#### **Band - 460**

**Credit – ½**

**2 yrs. Fulfills graduation requirement**

**Prerequisite: MS Band and/or audition**

Students must pass a pre-determined standard (grade level of music) to qualify. Divisions of Concert Band are: (1) Marching Band, (2) Jazz Band, (3) Pep Band, (4) Small ensemble, and (5) Solo work.

All students are required to take individual (or group) lessons offered once a cycle on a rotation basis.

#### **Chorus - 450**

**Credit – ½**

**2 yrs. Fulfills graduation requirement**

All students are required to take individual (or group) lessons offered once a cycle on a rotation basis.

#### **Orchestra - 470**

**Credit – ½**

**2 yrs. Fulfills grad requirements**

**Prerequisite: MS Orchestra and/or audition**

Students must pass a pre-determined standard (grade level of music) to qualify.

Division of concert orchestra are: (1) Chamber Orchestra, (2) Quartet, (3) Trio, (4) Ensemble, and (5) Solo work.

All students are required to take individual (or group) lessons offered once a cycle on a rotation basis.

#### **Chorus/Orchestra - 471**

**2 yrs. Fulfills grad requirements**

**Credit – ½**

Full year course of both Chorus and Orchestra as described above. These courses will fulfill graduation requirement

## OCCUPATIONAL EDUCATION DEPARTMENT

Occupational education encompasses all programs of instruction in agriculture, business, home economics, and technology. The purposes of occupational education are to: (1) provide learning experiences in which develop awareness of a broad spectrum of occupations, (2) develop skills for personal and career roles and for entry into employment, (3) provide learning experiences to develop skills needed for employment in specific occupational areas or postsecondary study, (4) prepare students for life as productive members of society.

Students enrolled in an occupational sequence can complete either a 3 or 5 unit sequence. A five credit sequence can be used for the Advanced Diploma in place of foreign language. Details on occupational education are available from your guidance counselor

### AGRICULTURE

Get involved in New York State's largest industry! Agriculture is not just cows and plows, it is quickly becoming the most exciting and diverse career choice. Agriculture is the nation's largest employer, with over 21 million people working in some phase of agriculture or agriculture business. Some Agricultural courses are offered on a rotating basis in alternating years.

#### Course Descriptions

##### **Introduction to Food Systems – 501**

**Credit – 1, College credit option available**

**Exam – School**

The focus in this course will be the production, marketing and distribution systems for the United States and global food markets. Farm-to-table, product manufacture and labeling, food designations and more will be explored in this very hands-on-course. As food marketing and food systems are major career opportunities, we will align very closely with SUNY Cobleskill and investigate the new Food Systems and Technology B.S. program.

##### **Agricultural Explorations – 502**

**Credit – ½**

**Exam - School**

Get started on a journey into the wide variety of agriculture! We will study agricultural careers and job opportunities, agricultural foods, animals and plants, as well as conservation and wildlife management. The production of agricultural food products will also be investigated.

##### **Agriculture Business - 503**

**Credit – ½, College credit option available**

**Exam- School**

This course investigates Schoharie County business structures, impact of agriculture on the economy, communication in agriculture, computers in agriculture as well as entrepreneurship and business management.

##### **Animal Science/Pre-Vet I and II – 514, 518**

**Credit – ½ each, College credit option available**

**Exam – School**

**Prerequisite: Grade 10-12, Living Environment**

Interested in animal care and health? This hands-on course will investigate animal digestive and reproductive systems as well as animal health issues. Nutrition, genetics and new technologies in animal science will be explored in this applied class. The third unit of required science for graduation may be earned through successful completion of both classes.

##### **Intro to Sustainability - 516**

**Credit – ½, College credit option available**

**Exam- School**

The course examines the multifaceted concept of sustainability in the world. Students will analyze topics related to animal rights, pollution, clean water, environmental justice, global warming, agriculture, energy, land use, population, consumption and transportation using a broad spectrum of historical and theoretical perspectives.

##### **Equine Science - 509**

**Credit – ½**

**Exam – School**

Want to know the difference between a halflinger and heaves? Between a roan and a rodeo? This hands-on course examines the equine industry-from horse breeds and anatomy, nutrition and behavior and health management to horse racing and support services. Through the twenty-week class, you will be able to apply current horse issues to the backyard horse as well as to competitive animals. Saddle up!

**Environmental Science I and II – 517, 519****Credit – ½ each; Both classes required for college credit option****Pre-requisite: Grade 10-12, Living Environment****Exam – School****Environmental Science I – 517 (NCAA Core)**

Interested in conservation? Wildlife? Outdoor issues? This class will focus on wildlife management and identification, ecosystems, forest management and ecology, pond ecology and environmental issues in a hands-on manner. Projects include soil, water and air quality experiments. College credit for this course is available through SUNY Morrisville.

**Environmental Science II – 519 (NCAA Core)**

Water quality and aquaculture (fish farm management) are hot topics in this very hands-on class. You will have the opportunity to conduct scientific experiments as well as learn about conserving natural resources and hazardous waste disposal. To apply for college credit, Environment Science I and II must be completed. Environmental Science I and II will fulfill the third credit of the New York State Science requirements. College credit for this course is available through SUNY Morrisville.

**Greenhouse Management I - 510****Credit – ½****Exam School****Prerequisite: Grade 10-12 preferred**

Explore the world of plants! This high tech, hands-on course will focus on interior landscaping, flower production, plant growth and landscape planting as we get out of the classroom and into the greenhouse and outside to the flower beds.

**Greenhouse Management II - 511****Credit – ½, I and II required for college credit option****Exam School****Recommended Prerequisite: Greenhouse Management 1**

Plants, flowers, and landscape design will be the topics. The class will be in the greenhouse growing flowers and vegetables, on the computer planning landscapes, and outside maintaining flower beds, installing plants and exploring golf course grasses. An exciting class that will have you learning as you do.

**Landscape Design - 505****Credit – ½****Exam – School**

Get ready to get moving! Landscape Design and Construction will bring you from start to finish on landscape planning! Start with basics....what is a pergola? Hardscaping? How do I put in a water garden? Then class will progress to applying landscape and construction skills with interior and exterior projects around the school and greenhouse. Projects will vary from year to year, but plan on getting outside and involved!

**Agriculture Issues & Leadership – 506****Credit – ½****Exam – School****Prerequisite: Instructor permission required**

This advanced course will bring you beyond the basics and delve into the current events and issues surrounding agriculture and the food production system. GMO's, animal welfare, product labeling, new technologies, business and political issues and current events will be researched, discussed and then shared to develop next generation of agriculture leadership.

**Dairy Science – 512****Credit – ½****Exam – School**

Milk, cheese, cream and butter! Explore the dairy industry from both the production and processing angles in this very hands-on course. The first half of the course focuses on the production of milk, detailing selection, care and management of the dairy farm. The remainder of the course looks in depth at the processing of a variety of dairy foods. Be prepared to make cheese, determine the quality of fluid milk and learn what makes a high quality ice cream.

**Agriculture Mechanics – 513****Credit – ½****Exam – School**

There is always something that needs to be done on the farm or in the home! This very hands-on course will focus on general skills related to agriculture. Projects involve plumbing, electricity, small engine function and repair, agriculture safety and basic welding skills. Get up from your seat, put on your safety glasses and learn skills that you will use for a lifetime

## BUSINESS EDUCATION

Business Education is a broad and diverse discipline that enables students to prepare for entry-level employment and to fulfill business-related personal responsibilities. The sequences of courses in Business Education are designed to ensure the correlation of business education and to provide a variety of options for students to meet sequence requirements while developing broad-based, transferable skills and specialized competencies. Four of these classes can earn credit through SUNY Cobleskill and can be transferred to any SUNY institution.

### Course Descriptions

#### **Accounting - 533**

**Credit – ½ or 1; College credit option available**

**Exam – School**

This course is designed to develop occupational competencies with a basic understanding of double-entry accounting. It's recommended for students who anticipate post-secondary study of accounting or business administration. The course covers the entire accounting cycle for both a service and merchandising business. The course emphasizes the proprietorship form of business organization and steps in the accounting cycle. Students will be introduced to automated accounting through hands-on use of computers and general ledger software. The classroom standards are as close as possible to those required of beginning bookkeepers in any local business organization.

#### **Business Law - 543**

**Credit – ½ or 1; College credit option available**

**Exam - School**

This course develops a student's understanding of the U.S. Legal System, Law and Legal Reasoning, Tort Law, Civil Law, Criminal Law and Contract Law. Students will understand how these topics relate to the world of business as well as in their personal lives. Students will also learn how to read and brief cases, make presentations in class, conduct mock trials and debate issues. Guest speakers on topic areas may be used to supplement learning as well as possibly a class visit to the county courthouse.

#### **Principles of Marketing - 541**

**Credit – ½ or 1; College credit option available**

**Exam - School**

Introduces students to the important role that marketing plays in our economic system. Content revolves around the basic marketing functions in financing, risk management, selling, promotion, pricing, purchasing, marketing information management, product/ service/idea planning, and distributions. Although students are given the opportunity to refine entry-level employment skills, the course focuses on more advanced career-sustaining skills associated with employment in various marketing subsystems.

#### **Entrepreneurship - 526**

**Credit – 1**

**Exam – School**

Ever thought about owning your own business? In this class, you will learn about entrepreneurship starting with how to develop a business plan, choosing a location for your business, advertising for your business and calculating profit, etc. Time in the second half of the course is devoted to applying what they have learned to actually running a business. This course should be used as a capstone course.

#### **Computer Essentials – 527, 528**

**Exam - School**

**Credit ½ & 1; College credit option available**

Finger placement and speed building are developed in the first part of this course. Unit 2 involves learning how to use Microsoft Word which will focus on skills needed for college and career readiness. In unit 3, students will work with Microsoft Excel for collecting and entering data, creating charts and using formulas. PowerPoint skills will be developed in Unit 4. If time allows, students will also be exposed to Microsoft Publisher for desk top publishing applications and Microsoft Access for simple data base applications.

#### **Business Management/Integrated School Store - 524**

**Credit – 1**

**Exam – School**

Students learn that Business Management is the process of using the resources of a business to efficiently and effectively achieve its goals through planning, organizing, staffing, leading and controlling. The material covered in the Business Management course is reinforced and enhanced by a student-run school store, through the use of technology, guest speakers, videos, project-based activities as well as traditional methods.

**Career & Financial Management - 529****Credit – ½****Exam – School**

This course is dynamic for all students. Understanding income and career choices is the starting point of becoming financially independent. This class will give you the opportunity to discover how college and career choices affect future income. Students will learn how to make personal and financial money-management decisions through various topics including banking, credit, insurance, investments, taxes, etc. This is a very exciting and up-to-date "hands on" business class.

## FAMILY AND CONSUMER SCIENCES

The courses offered in Family and Consumer Sciences are designed to help youth make personally rewarding decisions as they assume responsibilities in family, careers, and community life. Each course may be taken as an elective or as part of a major sequence in Home and Personal Management. Leadership skill development is encouraged by participation in our Family, Careers and Community Leaders of America (FCCLA) organization or Human Services and Family Studies, an integral part of all Family and Consumer Sciences courses.

### Course Descriptions

#### **Food and Nutrition (Core) - 556**

**Credit** – ½

**Exam** – School

This course is a study of the importance of making wise food choices as diet impacts health and well-being. About one-half of class time will be spent practicing basic food preparation skills. Skills transferable to food-related careers will be highlighted.

#### **Lifespan Studies – 555**

**Credit** – ½

**Exam** – School

##### **Prerequisite: Home & Career Skills**

This course is designed to help students explore all aspects of life: personal development, decisions affecting their future, lifestyle options and consequences, relationships with family and friends, marriage, parenting, balancing family and work, dealing with family crises and managing family living.

This course will help student learn to deal with the realities of life throughout the cycle. The approach used is not one of telling students what to do. Rather, the information is presented in a factual objective manner. Once the students are aware of the alternatives available to them and the consequences of each alternative, they will be more likely to make wise decisions on their own.

#### **Clothing and Textiles - 557**

**Credit** – ½

**Exam** – School

Students taking this course will investigate the relationship between art and clothing design throughout history. The decision-making process will be applied to clothing selection as design is studied in relation to personal appearance. Approximately one-half of the course will be devoted to developing basic clothing construction skills for which the student will be expected to provide fabric, pattern, and personal sewing equipment. This course can be used to fulfill the art/music graduation requirement if Housing & Environment is also completed.

#### **Housing and Environment – 558**

**Credit** – ½

**Exam** – School

The content of this course will enable students to explore design, personal values, and environmental factors as they affect the selection of housing. Interior design, selection of furnishings, and home care are stressed. Careers related to housing, household management, and interior design will be explored. This course can be used to fulfill the art/music graduation requirement if Clothing & Textiles is also completed.

#### **Parenting - 559**

**Credit** – ½

**Exam** – School

##### **Pre-requisite: Grade 11-12**

This course is centered around the vast number of choices individuals must make in relation to parenting. The economic, social, educational, and physical conditions which influence parenting are identified and their implications explored. The process of making parenting decisions in today's society is complex. The content of this course will prepare those who take it to make enlightened decisions.

#### **International Foods - 561**

**Credit** – ½

**Exam** – School

##### **Pre-requisite: Food & Nutrition (Offered every other year)**

This course will focus on helping the student gain a greater understanding of other cultures as well as that of the different regions of the United States through meal patterns and preparation. The content of this course includes preparing and evaluating foods and exploring career opportunities.

**Interior Design - 550****Credit – ½****Exam – School**

This course is an in depth study of the design process from concept development through project proposal. Students will develop design plans that illustrate creative use of the elements and principles of design and that showcase effective application of architectural elements and systems. In this course students will be exposed to the many possible career opportunities in both residential and commercial interior design.

**Textile Arts – 552****Credit – ½****Exam – School****Course prerequisite: Clothing and Textiles**

Textile Arts is a course that builds on the artistic design and sewing techniques studied in both Clothing and Textiles and Housing and Environment. Students will examine the principles and elements of design to create two and three dimensional pieces that can be used in home décor or worn in daily living. Students will use textiles to create quilts (2D) and commercial patterns to produce clothing (3D). The study of techniques of taking a two dimensional piece of fabric and making it three dimensional to fit the body will be emphasized. Students will also use their knowledge of working with textiles to redesign and recycle apparel and textile products. Textile Arts explores career pathways in the textile, home décor, and fashion industry.

**Early Childhood Education – 551****Credit – ½****Exam - School**

Pre-requisite: Human Development, Child Development, Parenting and/or permission of instructor

This course provides an opportunity for students considering a career in Early Childhood Education to develop an appreciation for the factors involved in establishing a child-centered environment. Through frequent experiences in the children's Center, they will learn the importance of room layout, program planning and scheduling. After studying the many values of play, each student will be responsible for developing a specific unit of instruction. This project will include a variety of large group art, music, literature/language, science, math/number readiness, etc. activities which they will actually prepare and teach in one of the district's preschool or kindergarten classrooms.

**Gourmet Foods - 562****Credit – ½****Exam – School****Pre-requisite: Food & Nutrition or permission of instructor**

This course is an exploratory food preparation course focusing on advanced preparation techniques, the appearance and presentation of foods, and use of specialized equipment. Units of food preparation include appetizers, soup, salads, breads, meats, desserts, and pastries.

**Child Development - 560****Credit – ½****Exam – School****Pre-requisite: Grade 11-12**

The physical, emotional, intellectual and social development of the infant, toddler, and preschooler will be the focus of this course. Daily care, guidance, discipline, and other parenting skills, caregivers, and social concerns will be studied. Students will have an opportunity to work directly with preschool aged children in the Children's Center.

**Intro to Early Childhood Education - 551****Credit - ½, College credit option available****Exam - School**

Pre-requisite: Human Development, Child Development, Parenting and/or permission of instructor

This course provides an opportunity for students considering a career in Early Childhood Education to develop an appreciation for the factors involved in establishing a child-centered environment. Through frequent experiences in the children's Center, they will learn the importance of room layout, program planning and scheduling. After studying the many values of play, each student will be responsible for developing a specific unit of instruction. This project will include a variety of large group activities which they will actually prepare and teach in the Children's Center. Such activities will focus on art, music, literature/language, Science, math/number readiness, storytelling and other early childhood topics.

**Child Growth and Development - 278****Credit –1, College credit option available****Exam – School****Pre-requisite: Grade 11-12**

This course provides an introductory overview of normative child growth and development from conception through middle childhood. The course focuses on major theorists and their models of child development. Developmental areas include: physical, cognitive, speech/language, perceptual and social/emotional. Practical application of theory is related to observation skills, activities and curriculum, the role of the family, the role of the teacher/caregiver, as well as issues in child development. Ten hours of direct observation of children, culminating with a major child study is required.

**Expressive Arts - 549****Credit –1, College credit option available****Exam – School**

An introduction to the theoretical and philosophical issues involved in the expressive arts, music and song, creative movement, and creativity, with emphasis on developmentally appropriate practice and young children's holistic development. The course presents a practical hands-on approach to art materials, their safe use and function in the classroom, curriculum development, and awareness of diverse needs and multicultural backgrounds in planning for young children. Students will plan a presentation for the class related to course topics as well as a portfolio to demonstrate experiences and skills learned throughout the course.

## TECHNOLOGY

Technology is a study of processes, resources, and career information. This study is carried on through planning and constructing projects, experiments, and creating graphic representations. Reading assignments, class discussions, demonstrations, and audio-visual materials are used in technology classes to further promote understanding of course content.

The study of Technology provides:

1. Techniques, tools, and materials similar to those used in modern industry.
2. Information about products, workers, and impact on man and nature.
3. Encouragement for students to explore and to develop their creativity, interests, aptitudes, and problem solving skills.
4. Career education.

### Course Descriptions

#### **Small Engine 1– 907**

**Credit – ½**

**Exam – School**

Students will develop their knowledge and working abilities on 2 and 4 stroke gasoline engines. We will tear down single cylinder 4 stroke gasoline engines, working towards understanding the principles of operation and the function of all of the components. Safe and effective tool usage and work practices will be emphasized.

#### **Small Engine 2 – 908**

**Credit – ½**

**Exam – School**

##### **Pre-requisite – Must complete Intro to Technology 1**

This course will focus on expanding on the skills and concepts learned in Intro to Technology 1. Students will expand their knowledge and working abilities on a variety of 2 and 4 stroke gasoline engines. We will work through a troubleshooting process to determine causes of engine failure and non-running conditions, then work to correct these situations.

#### **Metalworking - 569**

**Credit – ½**

**Exam – School**

This course is an introduction course to metal working and fabrication. The course is a hands-on project based class, with a concentration in metal fabrication. Projects will include material selection, project planning, fabricating, forming, assembling and finishing several metal products. These projects will help increase the knowledge and skills involved in the use of metal and the metal processing field.

#### **Woodworking 1 - 909**

**Credit – ½**

**Exam – School**

(Grade 10-12)

This is a hands-on course that covers the basic concepts of woodworking. This class is a combination of demonstrations and hands-on practice. General shop safety (with particular concentration on using the power tools) is emphasized. Students will utilize the skills, techniques and tools (both power and hand-tools) being taught in the class, to create given projects and one major project selected by the individual.

#### **Woodworking 2 - 910**

**Credit – ½**

**Exam – School**

(Grade 10-12, Woodworking I is a pre-requisite)

This course will focus on expanding the skills and concepts learned in Woodworking I. Students will interpret working drawings to create furnishings from wood. Joinery and processing concepts will be explored through the completion of numerous projects.

## PRE-ENGINEERING-PROJECT LEAD THE WAY (PLTW)

### **Purpose of Project Lead the Way:**

PLTW is a four-year/5 unit sequence of courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering prior to college. However, those not intending to pursue further formal education will benefit greatly from the knowledge and logical thought processes that result from taking some or all of the courses provided in the curriculum.

The curriculum is built around state of the art technologies in a number of areas, including 3-D, CAD; Digital Electronics and Computer Assisted Manufacturing. Students learn formal engineering methods in Principles of Engineering and Engineering Research. Students who enroll in the PLTW sequence must always be concurrently enrolled in math, as stated in each course description.

### **Drawing and Design for Production - 573**

**Credit – 1, College credit option available**

**Exam – School/RIT College Credit**

**Meets the art/music requirement for students majoring in occupational education**

**Enrolled in Algebra**

This course teaches problem solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.

### **Computer Integrated Manufacturing Systems - 575**

**Credit – 1, College credit option available**

**Exams – School/RIT College Credit**

**Must be enrolled in Geometry or higher**

**Pre-requisite – suggested 85 average maintained in DDP, POE and recommendation of instructor**

This course applies principles of robotics and automation and builds on computer solid modeling skills in earlier courses. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included.

### **Principles of Engineering - 567**

**Credit – 1, College credit option available**

**Exam – School/RIT College Credit**

**Must be enrolled in Geometry or higher**

**Pre-requisite – suggested 85 average maintained in DDP and recommendation of instructor**

Principles of Engineering help students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology engineering problem solving processes to benefit people. The course also includes concerns about social and political consequences of technological change.

### **Civil Engineering/Architecture - 577**

**Credit – 1, College credit option available**

**Exam – School/RIT College Credit**

**Must be enrolled in Geometry or higher**

**Pre-requisite – suggest 85 average in DDP, POE and recommendation of instructor**

Course is designed to expose students to the processes involved in development of building or civil structure. The students will learn how to draw and read architectural plans. The students will be forming design teams. These teams will be charged with the identification of a piece of local property. They will research the site and develop plans for roads, utilities, services, grading, environmental protection, landscaping, foundation, structural, floor plans, elevations, sections, schedules, etc. Not all students will participate in every aspect of the design project. The team will divide the work among themselves and report to each other regularly. Teams will be presenting and defending their project at the end of the year.

### **Engineering Design and Development – 578**

**Credit – 1**

**Exam - School**

**Must be enrolled in Pre-Calculus or higher**

**Pre-requisite – recommend 85 average maintained in DDP, CIMS, POE and DE, senior status and recommendation of instructor**

A capstone engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year.

**Intro to Computer Science– 565****Credit – ½****Exam – School****Must be enrolled in Geometry or higher****Pre-requisite – suggest 85 average in DDP and recommendation of instructor**

Students work in teams to develop computational thinking and solve problems. The course does not aim to teach mastery of a single programming language, but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. The course also aims to engage students to consider issues raised by the present and future societal impact of computing. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Problems aim for ground-level entry with no ceiling so that all students can successfully engage the problems. Students with greater motivation, ability, or background knowledge will be challenged to work further.

## CAPITAL REGION CAREER & TECHNICAL SCHOOL AT SCHOHARIE

### *OPEN TO GRADE 11 AND 12 STUDENTS*

**Students attending vocational programs may earn up to 4 credits per year in this program. Students applying for Career & Technical Education (CTE) programs are expected to have met their academic and Physical Education requirements for ninth and tenth grade.**

#### **Schoharie campus**

##### **Auto Trades Technology – 583, 584**

Auto Trades is a one or two-year program which trains students to repair and maintain a variety of vehicles. Students will learn to locate mechanical problems through careful diagnosis and perform the necessary repairs, using modern test equipment and tools. This “hands-on” experience and instruction prepares students for entry-level employment in the Auto Mechanics field.

They will explore many processes used in high technology industries and, through that exploration, determine their area of special interest. There is a math and science component included in this curriculum. The skills and knowledge gained in this course can be used in entry-level employment in high technology industries or it can be applied to further study in two- or four-year programs.

##### **Commercial Construction/Heavy Equipment - 608**

The students in the Commercial Construction/Heavy Equipment program learn how to operate and maintain earth-moving equipment such as bulldozers, wheel loaders, backhoes, excavators and skid steers. Commercial Construction/Heavy Equipment follows standards set by the National Center for Construction Education and Research (NCCER). Skills for entry level employment or further education are developed. Hands on activities are re-enforced by work-based experiences. Topics of study included:

- Workplace safety & management
- Site development
- Layout
- Blueprints & codes
- Erosion Control
- Structures
- Utilities
- Rough Framing
- Concrete and form construction

##### **Residential Construction/Heavy Equipment - 607**

Students rotate through three key areas: general construction techniques and tools, preventive equipment maintenance and equipment operation. Topics of study included workplace safety, tools, blueprints and framing. Heavy equipment operation and maintenance of backhoes, skid steers and excavators is taught. Students build employment and communication skills. This program follows standards developed by the National Center for Construction Education & Research (NCCER) and the Home Builders Institute (HBI).

##### **Cosmetology – 592, 593**

Cosmetology is a two-year program which offers instruction and practical experience in the skills and theory necessary to be employed as a hairdresser. This includes care of hair, skin, nails, and all related services offered in a beauty salon. Equipment used in the cosmetology laboratory is equivalent to that found in a modern shop. Students must fulfill the requirement of the 1,000 instructional hours. The successful completion of the program qualifies students to take the New York State Cosmetology Licensing Examination. Students in this program are required to purchase a cosmetology kit.

**Culinary Arts – 594, 595****Completion of Food & Nutrition is suggested**

The Culinary Arts program is a one- or two-year program designed to provide students with a foundation in the quantity preparation and service of food. Students will be able to perfect their skills by preparing foods from American to classical cuisine. Areas of emphasis include meats, poultry, seafood, soup stocks, sauces, salads, appetizers, and beverages. Students will also have the opportunity to learn short order, grill work, and banquet catering. Students are required to purchase chef clothing and shoes.

**Criminal Justice – 599, 600**

The Criminal Justice program teaches students about the history, theory, practices and recent developments in law enforcement and criminal justice professions. They learn about police, court and prison systems, operation of security and protection programs and procedures in public and commercial and residential settings.

Hands-on learning teaches patrolling and investigative skills, including radio use, note-taking, evidence gathering and dealing with safety hazards and emergency situations, as well as lifting fingerprints, photographing and diagramming crime scenes and using surveillance cameras

Criminal Justice students also study civil and criminal law. Students completing the program may enter the profession or continue their education at college or law enforcement or protection academies.

**Information Technology – 912**

This one year program gives students a basic knowledge they can build on in information technology and internet applications. Students can earn two technical assessments – Adobe Photoshop CS6 ACE and CISCO. Students learn CISCO Core (A+), Programming (Python), Design (Adobe Photoshop) and WordPress and/or Adobe Muse.

**Network Cabling Tech – 605**

This program prepares students for careers installing the networks, wires and cables that run the world. Using C-Tech, an international workforce development company specializing in curriculum development, to provide industry recognized certificates, students will be prepared for careers or further education in careers as networking technicians, electronics technician, fiber optics technicians and lineman.

**CNA Health Careers – 603, 604**

This program is for students looking to get into the healthcare industry as Nurse Assistant, Home Health Aid and Personal Care Assistant.

## **New Visions**

Making the connection between school and the workplace is the fundamental principle of the one-year New Visions programs. This honors-level program offered by the Capital Region CTE and Questar III, turns area businesses into “classrooms” for highly motivated, academically successful high school seniors. Students spend up to four hours per day on-site at an area business and learn about the field first hand from trained professionals. Current programs available are as follows:

- **Health:** Students focusing on careers in medicine or health professions can explore their field in depth through the New Visions Health Careers Program located at St. Peter’s Hospital in Albany or Ellis Hospital in Schenectady.
- **Science, Technology, Engineering & Math (Questar):** Challenging program located on the RPI campus in Troy, NY for students interested in engineering or physical sciences. This program blends practical experience with classroom instruction, exposes students to various engineering fields, research, applied mathematics, technology and the sciences.
- **Scientific Research & World Health (Questar):** This program is located on the East Campus of University at Albany in Rensselaer. Students explore issues in current biological research and global health concerns and engage in hands-on research experiences in their own state-of-the-art biotechnology lab located next door to their classroom. Students conduct various long term epidemiological and research projects and may have the opportunity to publish their work in scientific journals.
- **Visual & Performing Arts (Questar):** Students explore a wide array of careers in the visual and performing arts and gain knowledge about the business of art and specific techniques through a curriculum that blends college-level education with practical experience.

**CAPITAL REGION CAREER & TECHNICAL SCHOOL  
CENTER FOR ADVANCED MANUFACTURING TECHNOLOGY  
MOHONASEN HIGH SCHOOL**

***OPEN TO GRADE 11 AND 12 STUDENTS***

### **Manufacturing & Machining Technology – 612, 615**

This two year program focuses on skilled manufacturing, machining and advanced manufacturing and will learn how products are taken from concept to consumer using the latest technology to compete in a global marketplace. Students will learn computer aided design (CAD), engineering drawing and sketching and a number of computer programs used in today’s highly technical manufacturing operations. Students will benefit from partnerships with advanced manufactures which offer opportunities for field trips, job shadowing and internships.

### **Gaming, Multimedia and Web Design – 598, 606**

A two year program in video game design, computer graphics, programming and animation. Students will learn how to create video games, digital art, computer graphic, animations and other application. Students will work with both PCs and Macs to create a variety of projects and are prepared to take Adobe Certified Associate exams for Photoshop and Flash.

### **Welding & Metal Fabrication – 609, 616**

A two year program where students learn shielded metal arc welding (stick); MIG, flux-cored and TIG welding and automated orbital TIG welding. They will also learn about the operation of welding and metal fabrication machinery, blueprint-reading, clean room environments and shop theory. This program also offers student the opportunity to take multiple American Welding Society welder certification tests free of charge.

### **Sterile Processing Technician – 610**

A two year course to prepare students to serve a vital role in the healthcare industry, combating the spread of hospital borne illnesses, as well as disease. This field learns to decontaminate, inspect, package and sterilize equipment and devices used in the healthcare environment, from very complex devices to simple, hand-held surgical instruments.

**EntertainmentTech 1 & 2 – 614, 602**

Explore what happens backstage and in the studios through this course. The program is based in classrooms, a studio theatre and in visits to professional theaters where students experience the world of theatre and film production, hands-on building skills and knowledge. Students will learn about the technical aspects of theatre and film production including history, art and design interpretation, scenery, construction and painting techniques, tools and equipment, sound and recording, stage electrics and lighting, costuming and makeup.

**Engineering Tech – 617**

Train and prepare for careers in the U.S. and abroad as maintenance technicians, process technicians and production technicians. Students learn about the semi-conductor industry, as well as clean room protocol, safety, electronics, hand tool usage, automation, tool extraction and repair, valve operation and repair.

## PHYSICAL EDUCATION/HEALTH

Physical Education is a program committed to allowing the student to achieve and understand the importance and necessity of mental and physical fitness. Through our efforts to meet the needs of the individual, the program will include a basic knowledge of health and fitness concepts as well as improved self-image, sportsmanship and all aspects of cooperation. A safe and caring learning environment will be provided for all. Each individual will be encouraged to accept responsibility for their actions. Physical education makes an important contribution to the total growth and development of the student by setting high standards and emphasizing excellence in attitude, skills and knowledge. Through extensions such as "Intramural and Interscholastic Activity Programs", physical education will provide a wide range of activities for students of every ability level. There are many peripheral health advantages gained through the social, recreational, emotional, and relaxation aspects of the activities common to a physical education program.

Recreation and play pervade the living routine of every person. People seek a full measure of enjoyment in their pursuit of the necessities of life, but there have always been occasions when they have sought amusement for no other reason than personal fulfillment. Through education, they learn how to play for sheer pleasurable experiences. Once again, when these learned recreational activities involve group interaction or physical activities, many peripheral gains in physical, social, and emotional health result.

Each high school student must attend, participate in, and pass physical education for a total of two (2) graduation credits, 1/4 unit per semester. A failing grade in any semester will result in no credit being awarded that semester and will require the student to repeat the entire semester to earn the required credit. Increased student participation beyond the minimum is welcomed and encouraged, but two (2) credits only will count toward graduation.

### **PHYSICAL EDUCATION Grades 9-12 TEAM - 401**

#### **Credit – ¼ per semester**

The ninth and tenth grade physical education curriculum involves an extension of the activities which are introduced in the Middle School. The objective at this point in our program is to have the students obtain the working knowledge, ability, and desire to participate in the various activities introduced.

### **PHYSICAL EDUCATION Grades 9-12 LIFE - 411**

#### **Credit ¼ per semester**

The goal of the eleventh and twelfth grade physical education program is to introduce the students to a number of activities in which they may participate for the rest of their lives. Many of these activities are taught in co-education classes, introducing the students to social activities and lifetime fitness.

Evaluation criteria will include class attendance, applied concepts practices, (formative/summative), and overall effort / attitude throughout the course.

### **Physical Education Independent Study-409**

**Option available only if necessary for graduation and cannot be scheduled within the nine period day.**

### **Health – 345**

**This course is required for graduation**

**Credit – ½**

**Exam - School**

Health Education is designed to help the students appreciate the value of physical, mental, and social health and to help them acquire the knowledge and skills needed to achieve and maintain a state of well-being.

The curriculum includes the study of holistic health, mental health, stress, physical fitness, nutrition, human sexuality, aging, death, drug use and abuse, cancer, cardiovascular disease, accident and first aid, and consumer health. Student scheduling is restricted to sophomores, juniors, and seniors.

### **Health Independent Study-345IN**

**Option available only if necessary for graduation and cannot be scheduled within the nine period day.**

## SCIENCE

Science attempts to impart to the student a body of knowledge as well as to develop within the student a systematic approach to problem solving and decision making. Tremendous scientific advances have created a continuing need for scientifically trained workers as well as informed citizens capable of making sound decisions on the many new issues and problems that face us.

### Course Descriptions

#### **Earth Science – 300 (NCAA Core)**

**Credit – 1**

**Exam – Regents**

This course content is organized so as to integrate the traditional Earth Science areas of astronomy, meteorology and geology. Emphasis is placed on mathematic skills in graphing and solving equations, as well as understanding concrete and abstract concepts involving Earth motions and geologic processes.

#### **Earth Science Honors – 305 (NCAA Core)**

**Credit – 1**

**Exam – Regents**

**Based on teacher recommendation & application required**

This course incorporates all the concepts that are taught in Earth Science. In addition, students are required to make weekly and monthly observations which are kept in a logbook. These observations are made throughout the school. Students will also be required to do outside reading of current topics within Earth Science. Discuss this opportunity with your current science teacher to apply and request an application.

#### **The Living Environment (Biology) – 310 (NCAA Core)**

**Credit – 1**

**Exam- Regents**

This course is designed to make the student aware of the interdependence and interrelationships of all living things with their environment. Topics covered include basic cell structures, biochemistry, genetics and how species change over time. This course satisfies NYS Living Environment requirements.

#### **Chemistry – 320 (NCAA Core)**

**Credit – 1**

**Exam – Regents**

**Prerequisite: Living Environment, Algebra 1 (Geometry preferred)**

Chemistry is the science that deals with the different kinds of matter, their properties and uses, the changes which matter undergoes, and the conditions which influence these changes. This course presents a modern view of Chemistry suitable for pupils with a wide range of skills and abilities. The outline of topics provides the unifying principles of chemistry together with their related facts. The principles included in the course are basic to a person's understanding of his/her environment. Modern theory of matter and chemical reactions are studied in detail.

Students should be familiar with the use of standard notations of numbers, significant figures, metric system of units, heat units, dimensional analysis (inclusion of units in mathematical computations), and an understanding of direct and inverse relationships. While very little of content of Geometry is used directly in chemistry, the experience in setting up and solving problems and analytical thinking developed in this course are most useful in Chemistry.

#### **Food Science – 315**

**Credit – 1**

**Exam – School**

**Pre/co-requisite: Living Environment**

This course is designed to reinforce and enhance the student's knowledge of scientific principles and processes through the study of foods and nutrition. An in-depth understanding of science as it applies to foods will assist students with interest in career and technical education, to understand the food industry as well as food preparation in their daily lives.

#### **Physics – 328 (NCAA Core)**

**Credit – 1**

**Exam – Regents**

**Pre/Co-requisite: Algebra 2**

Study the different relationships involving energy and matter, including forces, motion, sound, light, electricity, and the nature of the atom. Emphasis is placed on the fundamental concepts of Newton's laws of motion, conservation laws, and quantum theory. Students are expected to continue to develop a commitment to become self-motivated and self-responsible as benefits one who will enter a college or university upon graduation from high school. Applications on mathematical skills and problem solving techniques will be frequently used throughout the year.

**Honors Physics Symposium (NCAA Core)****Credit – 1****Exam – Regents****Pre/Co-requisite: Chemistry/Pre-Calculus, permission of instructor & application required**

This course is taken concurrently with Regents Physics. Taken together, these courses constitute Honors Physics. Physics symposium is designed to prepare students with above average interest and ability in science for a calculus based college physics course. Students enrolling in honors physics should be self-directed learners with strong mathematical skills. To apply for honors physics symposium, please discuss this opportunity with your current year science teacher and request an application.

**General Physical Science– 308****Credit – 1****Exam – School****Co-requisite: Geometry**

General Chemistry and General Physics are designed for those students who wish to learn more about the scientific aspects of the world in which we live, but who are not majoring in Regents science in high school. The courses emphasize laboratory activity with a structure focused on basic concepts. Lab activities also develop an appreciation of scientific methods, increase the ability to change beliefs and opinions after weighing new evidence, and aid in developing critical thinking skills.

**Food Science – 315****Credit – 1****Exam – School****Pre/co-requisite: Living Environment**

This course is designed to reinforce and enhance the student's knowledge of scientific principles and processes through the study of foods and nutrition. An in-depth understanding of science as it applies to foods will assist students with interest in career and technical education, to understand the food industry as well as food preparation in their daily lives.

**Forensics – 339****Credit – 1****Exam – School****Prerequisite: Completion of Living Environment**

Forensics is the practical application of science to gather information at a crime scene and provide evidence in a court of law. This full year course will focus on the techniques of evidence collection and inquiry, including fingerprinting, blood spatter and trace evidence analysis. This is a semester class which can be used to fulfill half of the third year science requirement.

**Advanced Biology – 340****Credit –1, College credit option available****Exam – School**

Advanced biology is equivalent to the first semester of a 2 semester university level biology course covering fundamental principles common to living systems at the molecular and cellular levels. Topics covered include basic biochemistry, cell structure and function, cell reproduction, genetics and genetic engineering. This course is designed for prospective biology majors and other science majors who have had Regents-level high school biology and completion of concurrent enrollment in Physics is recommended.

**Honors Chemistry – 324****Credit – 1****Exam – Regents****Prerequisite: Living Environment, Geometry, permission of instructor & application required**

Chemistry is the science that deals with the interactions between matter and energy and the changes that matter undergoes. Topics covered will include atomic structure, bonding, periodic table, kinetics, equilibrium, acids and bases, mathematics of chemistry, oxidation reduction reactions, and nuclear energy. Emphasis is placed on a fundamental understanding of how and why the particles are interacting with each other. The Regents curriculum will be supplemented with information from the SAT 2 chemistry subject test. This course is designed for students with high interest in the sciences that are thinking of pursuing careers within a scientific field. In order to be successful in the course, students should have a strong foundation in mathematics. Discuss this opportunity with your current science teacher to apply and request an application.

**Advanced Chemistry– 318****Credit –1, College credit option available****Exam – School****Prerequisite: Completion of Regents Chemistry**

This class is equivalent to a first semester of a 2 semester university level general chemistry course. This first part will focus on understanding the basic principles of chemistry. Why does matter behave as it does? Topics include: mathematics of chemistry, nomenclature, chemical reactions, stoichiometry, solutions, gases, thermochemistry, atomic structure, chemical bonding and molecular structure. Students will experience a mixture of lectures, demonstrations, and laboratory experiences. Completion or concurrent enrollment in Physics is recommended.

**General Physics– 323****Credit – 1****Exam – School**

General Physics emphasizes comprehension more than computation. Students will be expected to perform basic calculations, but the primary focus of this course will be developing a conceptual foundation of physics content in mechanics, waves, electricity and magnetism. Students will learn to build scientific models to describe the physical world by analyzing the results of laboratory experiments. Through demonstrated phenomena, students will learn how to recognize physics in everyday life. The skills of experimental design, data collection and graphical analysis will be emphasized, allowing students to express these models verbally, graphically and algebraically.

**General Chemistry– 326****Credit – 1****Exam – School**

This course will cover many topics in chemistry including Matter and Energy, Atomic Structure, Bonding, the Periodic Table, and Kinetics. An emphasis will be placed on understanding chemistry in our everyday lives. Students will be engaged in many different types of experiments in order to help them comprehend the topics that are presented to them. The students will also participate in hands-on projects related to the topics presented in class. Although there is not a separate laboratory period for this class, we will be doing experiments during our class time.

## SOCIAL STUDIES

Upon completion of the social studies program, a student will demonstrate the ability to make rational and informed decisions about economic, geographic, social, and political questions in the country of the individual, the society, and the interdependent world. Such decisions will draw upon the lessons of social sciences so that students will value the principles and ideals of a democratic system and will be prepared to participate in the political and economic system of the United States and our increasingly interdependent world. They will be able to explain the fundamental similarities and differences between major social, economic, and political systems and how these systems operate in a global community.

### **REQUIRED COURSES/EXAMS FOR GRADUATION**

Global History I (1 unit)

Global History II (1 unit)

US History and Government (1 unit)

Economics and Participation in Government (1/2 unit each)

### **Course Descriptions**

#### **Global History & Geography I – Grade 9 – 202 (NCAA Core)**

**Credit - 1**

**Exam – School**

Global History & Geography I focuses on the early history of mankind. Students will trace early civilizations to the development of empires and powerful nations of the world. The course will conclude with the causes and effects of the French Revolution.

#### **Global History & Geography I Honors – Grade 9 – 200 (NCAA Core)**

**Credit – 1**

**Exam - School**

**Pre-requisite: teacher recommendation**

This course in the freshman year prepares students for the skills and content of the AP World History II course through 1450.

#### **Global History & Geography II – Grade 10 - 210 (NCAA Core) .....**

**Credit – 1**

**Exam – Regents Exam**

Global History & Geography II begins with the influence of the American Revolution on the French Revolution and on the growth of democracy throughout the world. Political, economic, and social patterns will be studied leading to the 21<sup>st</sup> century.

#### **Advanced Placement World History 2 – Grade 10 – 206 (NCAA Core)**

**Credit – 1**

**Exam – Regents and AP**

**Pre-requisite: Global History & Geography I Honors and teacher recommendation**

This course is the study of 1450 to the present. Interdisciplinary in nature, it strives to teach students to use the content to analyze patterns in history and to make connections between the history and current conditions in regions around the world. **The AP exam is required.**

#### **United States History & Government – Grade 11 – 220 (NCAA Core)**

**Credit – 1**

**Exam – Regents Exam**

**Pre-requisite: Completion of Global History & Geography I & II**

Students will begin the year studying the United States Constitution as a “framework” of government. Then students will analyze the structure of the federal government and its relationship to state governments and to all citizens. The emphasis of the course will be the implementation and adaptation of the national government from 1865 to the present to correspond to economic, social and political changes in the United States.

#### **Advanced Placement United States History – Grade 11 - 218 (NCAA Core)**

**Credit – 1**

**Exam – Regents and AP**

**Pre-requisite: Global History I & II, teacher evaluation**

AP United States History is designed to provide students with the analytical skills and factual knowledge necessary to critically evaluate the successes and the problems that have occurred in the United States from the area of exploration to the 21<sup>st</sup> century. Students can earn up to 3 college credits. **The AP exam is required.**

**Participation in Government – Grade 12 (1 semester) - 234 (NCAA Core)**

**Credit – ½**

**Exam – School**

This course will emphasize the interaction of citizens and government at each level: local, state and federal. Students will have the opportunity to explore participation in various aspects of government.

**Economics – Grade 12 (1 semester) - 230 (NCAA Core)**

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**Credit – ½**

**Exam – School**

Basic economic concepts and functions that all individuals need to understand as citizens of the United States and of the global community will be introduced. This course is an overview of Micro and Macro Economics with an emphasis on personal finance.

**Advanced Placement Economics – Grade 12 (2 semesters) – 246 (NCAA Core)**

**Credit – 1**

**Exam – School and AP**

**Pre-requisite: US History, teacher recommendation**

This college level course will provide students with an introduction to micro-economics and macro-economics. Historical and current national and international economic issues will be studied. Two exams are given, Micro and Macro. Students can earn up to 6 college credits. **The AP exam is required.**

**Psychology – Grade 11, 12 – 245 (NCAA Core)**

**Credit – ½**

**Exam – School**

Psychology is the scientific study of behavior and mental processes that can be tested through scientific research. Such study can involve both animal and human behaviors. When applied to humans, psychology covers everything that people feel, think, and do. This course focuses on the study of human behavior and interpersonal relationships from a psychological perspective and students also learn about the ethics and methods psychologists use in their science and practice. By the end of the twenty week course, it is the hope of the instructor that the student will have an increase in the understanding of psychology and develop critical thinking skills necessary to analyze psychological theory. This course is offered as an elective to 11th and 12th grade students and is not, however, designed specifically to prepare students for the AP Exam.

**Genocide in the Modern World – Grade 11, 12 – 244**

**Credit – ½**

**Exam – School**

The last two centuries have seen mass violence on a scale unprecedented in human history. Among the most horrifying forms this violence took was the attempt to systematically exterminate whole religious/ethnic/national groups. In this course we will examine the individual historical cases of genocide: the Armenian genocide, colonial genocides, the holocaust, Khmer Rouge in Cambodia, and the Rwandan genocide. We will analyze causes and effects and also look at ways to prevent genocide.

**United States & the Vietnam War – Grade 11, 12 – 207**

**Credit – ½**

**Exam – School**

A distance learning course which examines the United States' relationship with Vietnam between World War 2 and the present, concentrating on the period of US political and military commitments to South Vietnam from 1955 to 1975. We will consider a variety of perspectives - Vietnamese communists, anti-communists and the people in the middle; American supporters and opponents of the war. We will also study how the war influenced American domestic politics, society and culture.

**AP Psychology– Grade 11, 12 – 248 (NCAA Core)**

**Credit – 1**

**Exam – School**

College level Psychology class with potential to earn college credit based on Advanced Placement exam score.

**Sociology– Grade 11, 12 – 241 (NCAA Core)**

**Credit – ½ College Credit Option Available**

**Exam – School**

The study of the origin, development, organization and functioning of human society.

## MISCELLANEOUS COURSE OFFERINGS/PROGRAMS

### **Advanced Placement**

The Advanced Placement Program of the College Board enables students to complete college-level studies during secondary school. The primary goals of the program are to enrich the secondary school experience of students willing and able to apply themselves to college-level studies and to provide the means for colleges to grant credit or placement or both to students who have successfully completed these courses. Students are **required** to take the AP exams in May and are responsible for the approximate \$85 exam fee.

### **College in the High School Program**

The College in the High School Program is a direct linkage between the High School and secondary schools. The program is designed to provide high school students with the opportunity to receive college credit for course work completed during their high school years. In addition to conveniently allowing students to experience the challenge of college courses, the credit earned will enable them to enter college with advanced standing. Such classes are taught in the high school by a member of the Cobleskill-Richmondville faculty. Course fees are approximately \$150 - \$200 per class.

### **College Research & Readiness - 60**

**Credit – ½ Spring**

**Exam – School**

(Grade 11)

This course will develop skills and knowledge to prepare students for the demands of college research and enable a more informed transition to the academic challenges of college. Skills to be developed include critical evaluation and synthesis of information, use of technology to communicate, collaborate real world questions and problem solving using the deep web as an academic resource. Evaluation will be based on participation, class discussion, completion of assignments, and demonstration of skills.

### **Distance Learning**

A distance learning program exists between Cobleskill-Richmondville School and other neighboring schools. This project, which provides television facilities, allows students in Cobleskill-Richmondville to take specific courses offered at participating schools. Such courses as Sign Language, Psychology and Drama have been offered in the past. There are also courses offered at Cobleskill-Richmondville which students from the other schools now have the opportunity to schedule.

### **Employment Training in the Community (ETC) –**

**Credit – 4 credits (1 per class period) for diploma bound special education students**

Through direct instruction and completion of coursework, students are taught employment readiness skills including following directions to complete a task, proper hygiene and attire for the workplace, timeliness, working with supervisors and colleagues, customer service, and completing employment paperwork. In order to further develop these skills, students participate in internships at community businesses or in the school district. Culminating activities include completion of a cover letter, resume, and mock job interview. ETS or completion of Regents level coursework is a prerequisite for ETC.

### **Employment Training in the School (ETS) –**

**Credit – 1 credit per class period for diploma bound special education students**

Students begin preparation for employment with instruction in following directions to complete a task, proper hygiene and attire for the workplace, timeliness, working with supervisors and colleagues, customer service, and completing employment paperwork. Students have the opportunity to utilize and refine these skills by participating in school-run businesses that may include the bakery, woodshop, thrift store and car-detailing.

**Global Skills – 47****Credit – 1**

Basic English and Language Arts skills are emphasized as they relate to the Global I and II curriculum. Through the use of novels and nonfiction readings, students work to improve basic reading skills, analysis of text, and vocabulary acquisition. Students are instructed in basic writing conventions and practice use of these conventions through teacher led activities. Test taking skills and strategies that are necessary for success on ELA and Social Studies Regents exams, are also a focus of this course.

**Part-Time College Courses** Qualified high school students are eligible to enroll in college courses. Some students choose to include an early morning college course in their senior schedule. Approval of these courses by the high school principal must be obtained in advance to receive high school credit.