## Franklin Academy Curriculum Handbook



2018-2019

# Franklin Academy <br> Curriculum Handbook 2018-2019 

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## FRANKLIN ACADEMY WWW.MALONECSD.ORG

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# District and School Leadership <br> District Goals 

## Engaging Classrooms - Safe Environments - Informed Decisions

Goal 1: Malone CSD will implement methods and strategies used to encourage student engagement in the classroom by creating learning environments that are active, collaborative, rigorous and foster learning relationships.
Goal 2: Malone CSD will put systems in place to promote a socially and emotionally safe learning environment for all students helping them develop a sense of self-worth and feel effective as they deal with daily responsibilities and challenges.
Goal 3: Malone CSD will develop measureable goals that ensure a rigorous curriculum for students in each grade level and department using student performance data to drive instruction and decisions.

## Principals Message

This curriculum handbook is provided to students and their parents' as a guide to planning their academic future in high school. The course selection process can also be an important part of a student's future plans. Selection of courses in high school can allow a student the opportunity to take a vast array of elective courses allowing them to find where there interests lie. This will afford students a chance to choose a career path that matches interests, strengths and personal skill sets.

Franklin Academy offers numerous pathways to graduation. Through selecting the appropriate courses and New York State Regents Examinations students can work toward a high school diploma, Regents diploma or Regents diploma with advanced designation. Students will need to work closely with their counselors to ensure that they are selecting the right courses to fulfill the graduation requirements.
School counselors will begin working with students in the spring to ensure that adequate information and guidance is provided to students to put them on the right graduation and career path after high school. The hope is that through the course selection process and the rich course offerings that all students will find a path that is suitable to them.

Brandon J. Pelkey

# High School Counseling Office 

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## Franklin Academy Counseling Office Message

Every high school student at Franklin Academy will have the support of a certified School Counselor during their 4 years of high school. Our goal as high school counselors is to provide services to help meet the academic, social/emotional, and career needs of our students. This is achieved by getting to know our students and their families. We want to be a resource to our students in helping set them up for success in their lives after graduation. We encourage parents to be active in their child's academic, scheduling, and college planning process. Our website is constantly being updated and has a lot of helpful information. Please email or call your child's counselor to set up an appointment.


Follow us @ FA_Counseling


Class of 2019: @ 26 gdk Class of 2020: @4hddg Class of 2021: @ faguid Class of 2022: @faguida

Text these codes to 81010 to get reminders specific to your grade

## Advanced Placement Program

The Advanced Placement (AP) Program provides students with the opportunity to pursue collegelevel studies while still in high school. Upon completion of the courses, students may receive AP credit when entering college. AP courses are Franklin Academy are open to all students who wish to challenge themselves academically. They must take the AP exam at the end of the course. We offer the following course for AP credit:

| AP Physics | AP English Language/Composition |
| :--- | :--- |
| AP Biology | AP English Language/Literature |
| AP US History | AP Psychology |
| AP Calculus AB | AP Calculus BC |

- Fee waivers are available to certain students who meet financial criteria.
- AP credit earned through a different institution other than Franklin Academy will be included on a student's transcript but not calculated in class rank or GPA.


## Dual Enrollment Courses

FA students are offered the opportunity to earn college credit through articulation agreements with North Country Community College, Paul Smith’s College, and St. Lawrence University. Dual enrollment courses meet both high school and college course requirements. Students take these courses at the high school campus with high school faculty. Courses are offered to high school students at a discounted rate. Students must pay their course bill in order to earn credit from the college. All of NCCC courses are open for any student to take. Other institutions may have additional pre requisites that need to be met before admission to a course.

## APEX- Online Learning

Online courses are available for students to meet graduation requirements due to scheduling conflicts or to recover credit for failing a course. The guidance office will distribute user names/passwords and the start and end date of each course. Questions can be answered at the guidance office.

## Honors Curriculum

Students who meet the suggested requirements may take honors courses at Franklin Academy. However, any student who wishes to challenge themselves academically will have the opportunity to enroll in honors courses.

## Class Rank

Class rank, including valedictorian/salutatorian is calculated by the graduating classes $7^{\text {th }}$ semester weighted GPA to the hundredth decimal point. . Physical education, swimming, Swinging Sounds, and Jazz Ensemble are not included in the average for class rank. Final class rank will be released no later than March 15.

## Early Graduation

Students who wish to graduate in less than 4 years must submit a letter of intent to the principal and have it be approved. Next, a family meeting with their counselor must take place to see if it is possible. Additional paperwork will need to be signed. Students who graduate early are not eligible for junior scholarships or being ranked in the top 15 of the class.

## Graduation Requirements

Graduation from Franklin Academy High School requires the fulfillment of course and examination requirements as outlined by the New York State Board of Regents. The Board of Regents now allows students to choose from among multiple pathways to meet the assessment requirements for earning a Regents or local diploma. Students have the following options:

- Four (4) Regents Exams required: one each in English language arts (ELA), math, science and social studies
- Plus one (1) additional assessment meeting any of the following assessment requirements:
- Math Regents Exam in a different math course
- Science Regents Exam in a different science course
- Social Studies Regents Exam in a different social studies course
- Department-approved career and technical education (CTE) pathway assessment, following successful completion of an approved CTE program
a) Department-approved pathway assessment in the arts
b) Department-approved pathway assessment in a language other than English (LOTE)
c) Career Development and Occupational Studies (CDOS ) credential option

| Course Requirements | Regents Diploma | Regents with Advanced <br> Designation |
| :--- | :---: | :---: |
| English Language Arts | 4 Credits | 4 Credits |
| Social Studies | 4 Credits | 4 Credits |
| Mathematics | 3 Credits | 3 Credits |
| Science | 3 Credits | 3 Credits |
| Physical Education | 1 Credit | 1 Credit |
| Art/Music | .50 Credit | .50 Credit |
| Health | 1 Credit | 3 Credits (must be in the same |
| language) |  |  |

FRANKLIN ACADEMY CURRICULUM HANDBOOK

## Regents Exam Requirements

| Exam Requirements | Regents Diploma (plus additional pathway) | Regents with Advanced <br> Designation |
| :--- | :---: | :---: |
| English Language Arts | 1 Exam | 1 Exam |
| Social Studies | 1 Exam | 2 Exams |
| Mathematics | 1 Exam | 3 Exams |
| Science | 1 Exam | 2 Exams |

Students can take or retake Regents exams every June, August, and January.
AIS
Students who do not pass exams required for graduation will be receive academic intervention services (AIS) to provide them the assistance they need in passing the exams.

## Students with IEP's

Students identified by the Committee of Special Education (CSE) with Individual Education Plans (IEP's) have different requirements for satisfying Regents exam requirements which can earn them a local high school diploma. There are several safety net options put out by New York State. Each student with an IEP may have a different safety net option if needed. Graduation plans will be reviewed at each student's annual CSE and counselor meeting. Students with IEP's can still earn a Regents or Advanced Regents Diploma.

Other Information:

## Naviance

Every student at FA has an account with the college/career readiness software, Naviance. This program helps student's research colleges and explore occupational interests. Visit the Guidance website to get started.

## Add/Drop Policy

In the beginning of each semester students may drop or add or course with the appropriate documentation signed. Students will need to wait 5 days in the beginning of each semester before they can add or drop a course.
The add/drop period ends a week after the 5 day wait period ends.

Expected Course Load
Students must carry at least 6.5 credits every year. That will still provide from for a daily study hall. Some exceptions for seniors may be made.

## Grading

Numerical 0-100
Passing grade $=65$
Highest Honors - 94 or 3.9 (weighted)
High Honors - 90 or 3.5
(weighted)
Honors 85 or 3.0 (weighted)

Weighting System
Courses are weighted on a 4.0 scale

Honors and college classes receive an additional .5 bump

AP courses receive a 1 point bump

## College Entrance Exams

If your goal is to apply to a four year college or university then they will most likely need to take college entrance exams. Check the website of colleges to which you intend to apply to determine their requirements.

There are two college entrance exams. The ACT and the SAT. Students should plan on taking them both in the spring of Junior year and again in the fall of senior year if you wish to improve your scores. There are fee waivers available for students who come from low income families.

- The PSAT is offered as practice for the SAT for juniors in the fall.
- The Pre-ACT is a practice ACT exam for sophomores in the spring.

2018-2019 Testing Schedule

| Test | Test Date | Regular Registration Deadline | Website used to sign up |  | FA School Code |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { PSAT } \\ & \left(11^{\text {th }}\right. \\ & \text { graders) } \end{aligned}$ | October 10, 2018 | To be determined | Sign up in Guidance Office |  |  |
| ACT | October 27, 2018 | October 5, 2018 | www.act.org | 181300 | 332-980 |
| SAT | November 3, 2018 | October 5, 2018 | www.collegeboard.org | 33-576 | 332-980 |
| SAT | May 4, 2019 | April 5, 2019 | www.collegeboard.org | 33-576 | 332-980 |
| SAT | June 1, 2019 | May 3, 2019 | www.collegeboard.org | 33-576 | 332-980 |
| ACT | June 8, 2019 | May 3rd, 2019 | www.act.org | 181300 | 332-980 |
| $\begin{aligned} & \text { Pre-ACT } \\ & \left(10^{\mathrm{h}}\right. \\ & \text { graders) } \end{aligned}$ | TBA- Spring 2019 | To be determined | Sign up in Guidance <br> Office |  |  |

If you receive testing accommodations at FA those do not automatically carry over to the PSAT, SAT or ACT. There is additional paperwork that needs to be completed. The process can take several months to complete so please start the process as soon as possible by seeing your guidance counselor.

# Course Catalog <br> ART 

Name of Course: Studio in Art

Prerequisite: None
Length of Course: 40 Weeks

Credits: 1


#### Abstract

Description: This introductory course is designed to meet the art requirement for high school graduation as well as being a prerequisite for an art sequence/major. Because Studio in Art is a discipline-based art course, students receive instruction in the four major areas of study: art criticism, art production, art history, and aesthetics. The course syllabus includes experiences in drawing, painting, sculpture, printmaking and possibly crafts. In the creation of each project, students are expected to manipulate the Elements and Principles of Design in a creative and original manner. Upon completion of this course, students with an aptitude and/or interest in art will be encouraged to continue on to the next level. This is the most basic art course offered and will give the students the most well-rounded exposure to the arts.


Name of Course: Creative Crafts I \& II Length of Course: 20 Weeks /40 Weeks

Prerequisite: None Credits: .5; 1

| Description: | An introductory and continuing course which focuses on useful works of art. |
| :--- | :--- |
| It can meet the requirement if taken as a full year class or combined with another |  |
| half year class. Although Creative Crafts is geared towards hands on experience, |  |
| projects are designed to develop an overall art awareness. Students are exposed to |  |
| the history of art and are expected to demonstrate creative, critical thinking skills. |  |
| Examples of possible projects are: leather tooling, basket-making, silk painting, |  |
| ceramics, jewelry, fiber art, mosaics, stained glass, tie dye, stenciling and metal |  |
| tooling. Students are instructed in the appropriate use of materials as well as the |  |
| possibilities of each medium. |  |

Name of Course: Ceramics Length of Course: 20 Weeks
Prerequisite: Studio in Art
Credits: . 5

Description: This course is only offered 2nd semester and is an advanced elective designed for students who are interested in working with clay. The general course outline includes the nature and history of Ceramics as well as the actual construction of clay pieces. Students will learn how to prepare, texture, and shape the clay as well as how to decorate, fire, and glaze. Both functional and decorative art will be explored.

Name of Course: Drawing + Painting I
Prerequisite: Studio in Art

Length of Course: 20 Weeks
Credits: . 5

Description: This semester allows the student to explore a particular media in depth. Guidance will be offered in developing a sound, well-rounded portfolio. Further independent study is available with teacher/guidance approval.

| Name of Course: | Drawing + Painting II | Length of Course: 20 Weeks |
| :--- | :--- | :--- |
| Prerequisite: | Drawing + Painting I | Credits: .5 |

Description: This semester allows the student to explore a particular media in depth, painting in watercolor, acrylic, and oil. Guidance will be offered in developing a sound, wellrounded portfolio. Further independent study is available with teacher/guidance approval.

Name of Course: Sculpture
Length of Course: 40 Weeks
Prerequisite: $\quad$ Studio in Art
Credits: 1
Description: This course is an advanced elective which serves as an outlet for self-expression in three-dimensional media. A variety of media will be explored throughout the course of the year. The first three quarters have been designed to offer both aesthetic and technical experience in carving, modeling and casting. By learning different techniques and working with a variety of tools and materials, students will be better able to express themselves with dexterity and sensitivity. The last quarter of the year will offer an opportunity for students to choose and investigate a specific medium in depth. Photographs of the work will be included in the student's portfolio. Further independent study is available with teacher/guidance approval.

Name of Course: Survey of Art

Prerequisite: None

Length of Course: 20 /40 Weeks

Credits: .5; 1

Description: This course is offered for a full or half-year. All college bound students and art majors are strongly encouraged to take the course. The visual language of art is explored as students learn basic art terminology and the relationships between artists and the public and between different cultures and time periods. A number of art projects are incorporated into the curriculum to help students better understand concepts. Survey of Art meets the requirements of a Social Studies class. (*1/2- Prehistoric to Renaissance; 1/2-Renaissance to Contemporary; 1-Prehistoric to Contemporary)
Name of Course: Advanced Art Length of Course: 40 WeeksPrerequisite: Three full years of high school art
Credits: 1
Description: This is the most advanced course offered at Franklin Academy and is offered only tothose students who have completed Studio in Art, Drawing \& Painting and Sculpture.The format of the course involves students independently using their problem solvingabilities to creatively interpret the criteria for each project. Students will be given thefreedom to choose their own media and the style and technique which appeals tothem. In most cases, students enrolled in this course are planning on pursuing theirinterest in art after graduation from high school. Guidance will be offered indeveloping a good well-rounded portfolio.
Name of Course: Intro. To Photography Length of Course: 20 Weeks
Prerequisite: Studio in Art
Credit: . 5
Description: The Introduction to Photography course emphasizes the use of a 35 mm camera, usingblack and white film while incorporating techniques for film processing, printenlarging, composition, fundamental aesthetics, and class critiques. The inclusion ofhands-on projects will incorporate the history of photography, including digitalimaging and philosophy as students learn to develop the technical and expressive skillsthey need to produce quality pictures.
BUSINESS

Name of Course: Keyboarding I
Prerequisite: None

Length of Course: 20 Weeks
Credits: . 5

Description: Keyboarding applications in this course will be confined to the following areas: keyboard readiness, alphabetic keyboard, numeric keyboard and keypad, symbol keyboard, skill development, orientation to word processing, correspondence, and reports.

Name of Course: Keyboarding II
Length of Course: 20 Weeks
Prerequisite: Keyboarding I
Credits: . 5

Description: Keyboarding II includes expanded/advanced application of Keyboarding I: skill development, orientation to word processing, reports, correspondence, and tables.

Name of Course: Business Law (NCCC credit)
Prerequisite: $\quad 11^{\text {th }}$ and $12^{\text {th }}$ Graders

Length of Course: 40 Weeks
Credits: 1

Description: Business Law is a full-year course that can be of great value and relevance to high school students as they take their place in a society that is controlled and highly regulated by complex legal principles and regulations that affect every citizen. The course includes nine (9) modules: -The Legal Environment (court systems, crimes, torts, etc.)
-Contracts (Basic requirements of all legal agreements)
-Bailments (temporary possession of other's property)
-Real Property (including renting)
-Insurance (fire, auto, life, and social insurance's)
-Financial Transfers (checks, notes, and certain investments)
-Employment and Agency Relationships -Business Ownership -Transfer of Property through Wills and Intestacy

Name of Course: Street Law
Prerequisite: $\quad 10^{\text {th }}, 11^{\text {th }}$ and $12^{\text {th }}$ Graders

Length of Course: 40 Weeks
Credits: 1

Description: Full year course where students will gain an insight into the general area of law along with the legal environment in which they live. Units of study include the following: Introduction to Law and the Legal System, Criminal Law and Juvenile Justice, Torts, Consumer and Housing Law, Family Law, and Individual rights and liberties.

Name of Course: Math and Financial Applications
Length of Course: 40 Weeks
Prerequisite: Student has passed the Algebra Regents
Credits: 1
Description: Math and Financial Applications is a 1-unit specialized interdisciplinary business course related to the Mathematics learning standards. This course is designed to prepare students for both college level business programs and to understand the complex financial world they will encounter during their lives. As outlined in the Commissioners Regulations 100.5 (a) (7) (iv), for students who have successfully passed the required Math A Regents examination and upon approval of the Board of Education, a specialized course may be used to fulfill one of the three units of mathematics required for the Regents diploma.

Name of Course: Accounting (NCCC Credit)
Length of Course: 40 Weeks
Prerequisite: $\quad 11^{\text {th }}$ and $12^{\text {th }}$ graders
Credits: 1
Description: This course is designed to develop a student's ability to keep the books for sole proprietorships, partnerships, and service/merchandising businesses that operate on both a cash and credit basis. Students will learn the necessary job skills to become proficient in the area of proper bookkeeping. The job skills that will be covered include: learning about business
organizations; debit/ credit theory; journalizing and the use of special journals; posting to a ledger; and financial reports.

Name of Course: Sports Management
Prerequisite: $\quad 11^{\text {th }}$ and $12^{\text {th }}$ Graders

Length of Course: 20 Weeks

Credits: . 5

Description: It is the mission of the Sports Management program to prepare students for entrylevel positions in the business of sport, such as event facility/ arena management, intercollegiate athletics management, sport organization management, sporting goods sales management, broadcasting and sports promotions. Students may be required to be at particular on-site locations throughout this course.

Name of Course: Driver Education Length of Course: 10 Weeks
Prerequisite: NYS permit or license; Age 16; US citizens Credits: . 5
Description: Driver Education is a class committed to providing drivers with information, which will help them drive safely. This course provides the opportunity for students to gain knowledge of the basic "rules of the-road," safe driving principles, defensive driving skills and other skills which will affect driving.

By actively participating in and completing Driver Education, students have the opportunity to develop and improve their driving behavior. Collisions and traffic violations may be greatly reduced or avoided entirely. The rewards to all highway users are well worth the investment of the time new drivers make to this class.

With the New York State Graduated license requirement all 16 and 17 year olds must hold their junior's learner's permit 6 months and acquire minimum of 50 hours of supervised driving experience to eligible to take a road test. By taking and successfully completing Driver Education, hours accumulated may be counted towards the 50 hour requirement.

Students will attend 24 clock hours of classroom and 6 hours on in car driving with 18 hours of in car observation to complete this course. Students will not receive credit, the New York State Blue Card, or the insurance reduction if they do not meet this attendance requirement.
*Due to the popularity of this course and the limited number of spots available seniors will have first priority in being selected (followed by juniors then sophomores)

Name of Course: Franklin Academy Yearbook
"The Student"

## Prerequisite: None

Description: The efforts of this course are focused on creating a finished product: a 192 page hardcover bound text created specifically for our school. What starts as an idea or concept becomes reality as students working on a team, create another edition of The Student. The end result will be a tribute to the dedication and effort each student brings to this cause. Being on the staff offers students the opportunity to gain life skills, assume responsibilities and have some fun at the same time. Yet for these results to be realized
there is much work that needs to be done. The yearbook needs students who have the responsibilities and have some fun at the same time. Yet for these results to be realized
there is much work that needs to be done. The yearbook needs students who have the following skills: dedication to people and the publication, ability to meet exact deadlines, openminded attitude, acceptance of new ideas, enthusiasm, consistency, communication skills, vision, minded attitude, acceptance of new ideas, enthusiasm, consistency, communication skills, vision
responsibility, respect of school and fellow staff members, generosity with praise, tolerance for criticism, fairness, maturity, strong work ethic and persistence. If you feel you have these traits then you would be a good addition to the staff.

Name of course: Business Communications NCCC

Prerequisites: $\quad$ None (Keyboarding I recommended)

Length of Course: 40 Weeks

Credits: 1


#### Abstract

Description: This is a study of the structure and types of business communications from a behavioral approach. Emphasis is placed on the organization and composition of various business letters, memos, e-mails, development of resumes, and on the techniques of report writing. Students will understand the communication process, and they will write and speak effectively to individuals or to an organization.


Name of course: Sports Marketing (NCCC credit)
Length: 20 weeks
Prerequisites: None
Credits: . 5

Description: Explores the marketing for college, amateur and professional sports, looks at the marketing of products and services through sports, and studies the impact of public images on consumers. This half-year course allows students to get three college credits through NCCC in Principles of Marketing while applying the basics to the sporting worlds.

## COMPUTER APPLICATIONS

| Name of Course: | Computer Applications I | Length of Course: 20 Weeks |
| :--- | :--- | :--- |
| Prerequisite: | None (Keyboarding I recommended) | Credits: . 5 |
| Description: | Computer Applications I is an introductory course that exposes students to the fundamentals of |  |

MS Office: Word and Excel. Students will become acquainted with the proper procedures to create documents and worksheets suitable for coursework, professional purposes, and personal use.

| Name of Course: | Computer Applications II | Length of Course: 20 Weeks |
| :---: | :---: | :---: |
| Prerequisite: | None (Keyboarding I recommended) | Credits: 1/2 |
| Description: | Computer Applications I is an introductory course that exposes students to the fundamentals of MS Office: PowerPoint and Access. Students will become acquainted with the proper procedures to create databases and presentations suitable for coursework, professional purposes, and personal use. |  |
| Name of Course: | Desktop Publishing | Length of Course: 20 Weeks |
| Prerequisite: | None | Credits: . 5 |
| Description: | This one semester course provides a basic understanding of desktop publishing using MS Publisher. Students will change design and layout, work with fonts and styles, work with pictures and WordArt, create various publications, and create web and E-mail content. Students will utilize their creative talents, communication proficiency, and edit/proofreading skills. |  |
| Name of Course: | Web Page Design | Length of Course: 20 Weeks |
| Prerequisite: | None | Credits: . 5 |
| Description: | This course is intended to introduce the novice or casual user to the world wide web. The course will begin with an overview of the Internet, terminology, history, and search engines. The question of Internet ethics will also be addressed. Microsoft Expression Web as well as other web design software packages will be used for web page design. Student will learn to design their own web pages. |  |
| Name of Course: | Microsoft Office Specialist (MOS) | Length of Course: 20 Weeks |
| Prerequisite: | None (Keyboarding I recommended) | Credits: . 5 |
| Description: | This course is a comprehensive certifi computer skills using Microsoft Office literacy, measures proficiency, impro for skills enhancement. Students may the end of the course. | program designed to validate desktop ations. MOS proves computer ductivity, and identifies opportunities he option to earn a MOS certificate at |

# Name of Course: Internet and Computing Core Certification (IC3) Length of Course: 20 Weeks 

Prerequisite: None (Keyboarding I recommended) Credits: . 5

Description: The Internet and Computing Core Certification program is a global, validated, standards-based training and certification program for basic computing and Internet knowledge and skills. Successful completion of IC3 ensures the student will have the knowledge and skills required for basic use of computer hardware, software, networks, and the Internet. Students may have the option to earn IC3 certification after successful completion of the course.

## ENGLISH

The English Language Arts Program at Franklin Academy is designed to facilitate students' ability to write effectively, to read critically, and to develop a sense of (and relationship to) literature. Students will be college and career ready as they move through our program that integrates technology, develops independent learning strategies and a sense of the world around them while advancing their English skills.

Name of Course: English 9
Prerequisite: None
Length of Course: 40 weeks

Description: This course is the first in a three-year program to prepare students to complete New York State's Comprehensive Examination in English successfully. Students will study, practice, and develop fundamental writing skills, including basic methods of library research. This course emphasizes sentence structure as well as standard American conventions of grammar, punctuation, and spelling. Students will be introduced to representational works of the major genres and methods for reading and responding critically.

As students work to become analytical thinkers they will have the opportunity to earn retroactive $9^{\text {th }}$ grade honors credit through achievement embedded within the course.

Name of Course: English 10 Honors

Prerequisite: Successful completion of English 9

Description: This course is the second of a two-year preparation for enrollment in the English 11 and English 12 grade Advanced Placement courses. Students will continue to develop the critical skills for interpreting and evaluating literature from all literary genres. They will write in response to an analysis of essay prompts concerning their readings.

Name of Course: English 10
Prerequisite: $\quad$ Successful completion of English 9

Length of Course: 40 weeks
Credits: 1

Description: This course is the second in a three-year program to prepare students to complete New York State's Comprehensive Examination in English successfully. Students will continue to read and study literature from all genres. They will write extensively in response to their readings, learning to adjust their structure, detail, and vocabulary according to purpose.
Name of Course: English Language and Composition- Length of Course: 40 weeks

Prerequisite: Successful completion of English 10 and interest in upper level English

Credits: 1
Description: $\quad$ This course prepares students for the AP Examination in English Language and Composition that
is administered in May. Students must pay for the exam; however, those qualifying for
free/reduced lunch program may waive the exam free. Achieving a score of 3-5 on the exam can
result in college credit. Students will write and read extensively and will be expected to perform
at the college level. Students will study and write nine rhetorical styles, including
exemplification, description, narration, division/classification, comparison/contrast, process
analysis, cause/effect analysis, definition, and argument. Research and source-citation skills are
integral to all writing tasks.

Name of Course: English 11

Prerequisite: Successful completion of English 10

Length of Course: 40 weeks
Credits: 1

Description: This course is the third in a three-year program to prepare students to complete New York State's Comprehensive Examination in English successfully. The reading content of this course includes a survey of American authors and their works. This is a writing-intensive course that focuses on critical analysis of literary techniques, and the basic techniques of expository prose.

Name of Course: Film 1 Length of Course: 20 weeks

Prerequisite: $\quad 11^{\text {th }}$ and $12^{\text {th }}$ graders
Credits: . 5

Description: This course is designed to introduce students to the art of film with a focus on creativity, technology, form, editing, sound, style, and genre. Students will learn about patterns in film, and acquire basic film terminology and roles in film production.

Name of Course: Film 2
Length of Course: 20 weeks

Prerequisite: Film 1
Credits: . 5

Description: Film 2 is designed to allow students to practice the knowledge and understanding acquired in the film 1 class. The goal of the course is to offer students the experience of producing their own short films based on original ideas expressed in formal scripts.

| Name of Course: English 12 | Length of Course: 40 weeks |
| :--- | :--- | :--- |
| Prerequisite: | Successful completion of English $11 \quad$ Credits: 1 | Description: $\quad$| English 12 consists of a study of world literature and an extensive series of expository writings. A |
| :--- |
| variety of genres, such as poetry, epics, drama, short stories, novels and nonfiction, will be |
| studied. The course offers many elements and skills that students will utilize after graduation, |
| including rhetorical writing, note-taking, study skills, and reading comprehension. |

Name of Course: English Literature (NCCC Literature Appreciation-112) Length of Course: 40 weeks
Prerequisite: Successful completion of English $11 \quad$ Credits: 1
Description: This course is called "Literature Appreciation" at North Country Community College. It consists of reading many genres of literature from authors around the world and learning how to respond to these works verbally, as well as through writing. Responses will be required on both a personal and critical level. Through their reading experience, students will be exposed to ideas about the living world. Through class discussion, students will begin to form their own ideas about themselves and their place in the world. Through their writing, students will practice expressing their views using both creative and expository styles.

Name of Course: AP English 12 - Advanced Placement Length of Course: 40 weeks Literature and Composition

Prerequisite: $\quad$ Successful completion of AP English $11 \quad$ Credits: 1
is recommended with achieving at least a 3 on the exam.
Description: This course prepares students for the AP Examination in English Language and Composition. The test will be administered in May. Students must pay for the exam. Achieving a score of 3-5 on the exam can result in college credit. Students will write and read extensively and will be expected to perform at the college level. This course closely examines college level literature pieces at a rapid pace. It consists of reading many genres of literature from authors around the world and learning how to respond to these works verbally, as well as through writing. Responses will be required on both a personal and critical level. Through their reading experience, students will be exposed to ideas about the living world. Through class discussion, students will begin to form their own ideas about themselves and their place in the world. Through their writing, students will practice expressing their views using both creative and expository styles.
Please visit the following link for that actual course description per The AP College Board. http://apcentral.collegeboard.com/apc/public/repository/ap-english-course-description.pdf

Name of Course: Creative Writing- NCCC 108

Prerequisite: Proficiency on the $11^{\text {th }}$ grade Regents

Length of Course: 40 weeks

Credits: 1

Description: Exploration of creative writing in 3 genres: poetry, short fiction, and creative nonfiction. This course emphasizes the writing process; the characteristics of good writing; and the discipline, practice and self-awareness required to produce contemporary literature.

## Health and Physical Education

Description: Health is a required course for graduation. Mixed classes of 9th-12th grade students learn about the importance of taking responsibility for their health. Making healthy decisions regarding a variety of health topics is promoted highlighting facts that support the message that choices teens make now can impact their future. Topics of classroom discussion involve analysis of risk factors for health problems and prevention information on drug abuse, relationship abuse, violence, teen pregnancy, and communicable disease, such as HIV/AIDS. Information on prevention of lifestyle diseases, such as cancer, heart disease, and diabetes are also part of classroom instruction. Reinforcement of the importance of positive communication anda variety of problem solving skills is included to aid students to become better health advocates. Guest speakers are invited to share their expertise with students and increase awareness of available community/school help resources.

Name of Course: Physical Education (Course 901 Personal Fitness)

Prerequisite: None

Length of Course: 40 Weeks ( 2 times per six-day cycle) (Includes 10 weeks of Swimming classes- 3 days per cycle. See Swimming Classes Description.

Credits: 1/2

Description: As the title implies, this course will present a wide array of topics related to health, physical activity, and fitness. Students will learn to assess their own fitness level, and based on this assessment be able to design their own personal fitness program. They will also learn how to maintain a desired level of fitness once they have reached an appropriate level. This course will consist of both classroom and movement based activities and will continue throughout the entire school year. Students will be expected to perform only at their own level. Every effort will be made to help each student recognize gains in his/her level of fitness and constant documentation will provide each student tangible proof of their achievements.

| Name of Course: Swimming Level I (Water Exploration) | Length of Course: 10 Weeks <br> (2 times per six-day cycle) |  |
| :--- | :--- | :--- |
| Prerequisite: | None | Credits: See Phys. Ed. |


| Name of Course: | Swimming Level III (Stroke Readiness) | Length of Course: 10 Weeks ( 2 times per six-day cycle) |
| :---: | :---: | :---: |
| Prerequisite: | Completed Level II | Credits: See Phys. Ed. |
| Description: | Skills: Crawl, 100 yds., 4 lengths of poot 100 yds.; backcrawl, 100 yds.; overarm inverted breast, 50 yds.; turns; surface standing dive; racing dive; dive from divin | astroke, 100 yds.; breaststroke, 50 yds.; trudgeon, 50 yds.; ; survival float, 10 minutes; board; 30 minute swim. |


| Name of Course: | Swimming Level IV <br> (Stroke Development) |
| :--- | :--- | :--- |
| Prerequisite: | Completed Level III $\quad$Length of Course: 10 Weeks <br> (2 times per six-day cycle) |
| Description: | Skills: Deep-water bobbing; demonstration of rotary breathing; dive from the <br> side of the pool from stride and standing positions; build endurance by swimming <br> elementary backstroke, front crawl and elementary backstroke at increased <br> distances; learn the basics of breaststroke, sidestroke, and turning at the wall; |
|  | learn alternate kicks for treading water, learn rescue-breathing techniques; <br> become familiar with CPR. |

Name of Course: Swimming Level V
(Stroke Refinement)

Length of Course: 10 Weeks
(2 times per six-day cycle)

| Description: | Skills: Demonstration of alternate breathing; dive from diving board; demonstrate stride jump |
| :--- | :--- |
| entry; demonstrate long-shallow dive; perform the front crawl, back crawl, elementary |  |
| backstroke for increased distances; perform the |  |
|  | sidestroke and the breaststroke and swim under water; perform open turn on |
| front and back; learn the basic safety rules for diving from a board; recognize the |  |
|  | signs of spinal injury; perform feet-first surface dive; learn the dolphin kick; |
| increase endurance and skill in treading water. |  |


| Name of Course: | Swimming Level VI <br> (Skill Proficiency) | Length of Course: 10 Weeks <br> (2 times per six-day cycle) |
| :--- | :--- | :--- |
| Prerequisite: | Completion of Level V |  |
| Description: | Skills: Demonstrate approach and hurdle on diving board; demonstrate jump tuck from diving <br> board; enhance ability to perform strokes introduced at previous levels; perform approach |  |
|  | stroke; demonstrate breaststroke and sidestroke turns; speed turn and pullout for breaststroke; <br> and flip turn for front crawl; perform tuck and pike surface dives; learn alternate kicks for <br> treading water; demonstrate a throwing rescue; roll spinal injury victim face-up. |  |


| Name of Course: Swimming Level VII |  |  |
| :--- | :--- | :--- |
| (Advanced Skills) | Length of Course: 10 Weeks <br> (2 times per six-day cycle) |  |
| Prerequisite: | Completion of Level VI | Credits: See Phys. Ed. |

Name of Course: Life Guarding
Length of Course: 20 Weeks ( 5 x week)
Prerequisite: $\quad 15$ or older, should be able
Credits: . 5
to perform the following skills: Standing front dive, swim 500 yds., 20 lengths of the pool, crawl side, elementary back, breaststroke; surface dive to a depth of 8 feet, swim 20 ft . underwater, treading 1 minute

Description: Skills taught include preventative lifeguarding, equipment, types of emergencies; rescue fundamentals; rescues; snorkeling skills; search and recovery operations; spinal injury management; special situations; reports and record keeping; weather and environmental conditions; requirements and responsibilities of a Lifeguard.

Prerequisite: Level VI swimming ability (must pass pretest demonstrating these skills) Pass a 25 question pretest on Basic Water Safety Age 16 by the end of the class Credits: . 5

Description: Trains individuals to become American Red Cross Water Safety Instructors. Class includes teaching methods, stroke and skill analysis, lesson planning, class organization, and, practice instruction. Upon completion students will be certified to teach "Learn to Swim Levels 1-VII and Basic Water Safety Courses".

## LANGUAGES OTHER THAN ENGLISH

## Name of Course: French 1

Prerequisite: None

Length of Course: 40 Weeks
Credits: 1

Description: The focus of this course is on real-life language use, the integration of French and the Francophone culture and language as well as the acquisition pf the four skills: listening, reading, writing, and speaking. The fundamentals of French pronunciation and grammar are presented. This course is designed for students with little or no knowledge of French. During class time, students should expect to engage in group or pair work and to actively participate at all times. Classroom games, power point presentations, use of technology and videos will all be incorporated as learning/teaching techniques.

| Name of Course: | French II <br> NYS Checkpoint B (1st half) |
| :--- | :--- |
| Prerequisite: $\quad$ French I |  |
| Description: | French II continues from French I with the material arranged by topic and as <br> much as possible geared to students' interest and age level. Grammar <br> presentations review previous materials and provide more in-depth analyses. <br> The past tense is covered. Where possible computer software is used for <br> reinforcement. Francophone areas are the topic of the cultural presentations. <br> French II covers the first half of Checkpoint B. |



## Credits: 1

Description: Spanish to Work focuses on beginning speaking, writing, reading and listening skills. The emphasis is learning to communicate on an elementary level in Spanish. Topics generally presented are: greetings, identification, description, school, family, activities, numbers, colors, sports, animals, travel, parties, houses, camping, shopping, parts of the body, festival days, the city, elementary grammatical structures and verb forms and general cultural themes.

Name of Course: Spanish II Length of Course: 40 Weeks
NYS Checkpoint B (1st half)
Prerequisite: Spanish
Credits: 1

Description: Spanish II continues from Spanish I with the material arranged by topic and as much as possible geared to students' interest and age level. Grammar presentations review previous materials and provide more in-depth analyses. The past tense is covered. Where possible computer software is used for reinforcement. Spain is the topic of the cultural presentations. Spanish II covers the first half of Checkpoint B.

Name of Course: Spanish II Honors Length of Course: 40 Weeks
NYS Checkpoint B ( $1^{\text {st }}$ half)
Prerequisite: Spanish I Credits: 1
Description: Spanish II Honors is a rigorous course for the highly motivated student. It is an intensive study of curriculum topics which incorporate the four language skills including speaking, listening, reading and writing. This course will cover the Spanish II curriculum in a more extensive and detailed manner.

Name of Course: Spanish III (NYS Checkpoint B)
Prerequisite: Spanish II

Length of Course: 40 Weeks
Credits: 1

Description: A complete review of the language starts with the present tense. Authentic materials are used for reading. Visual materials are used for vocabulary accumulation. Computer software provides review. This course continues with Checkpoint B of the NYS Syllabus. Spanish only is spoken in class. Cultural presentations focus on Latinos in the U.S., Mexico, Caribbean and Costa Rica.

Name of Course: Spanish III (NCCC-Spanish 101)
Prerequisite: Spanish II

Length of Course: 40 Weeks
Credits: 1

Description: Spanish III Honors is a rigorous course for the highly motivated student. It covers all topics listed in Spanish III. However, these topics will be covered in greater depth with emphasis on applying the grammatical concepts.

Name of Course: Spanish IV (NYS Checkpoint B)
(NCCC Spanish 102)
Prerequisite: Spanish III
Length of Course: 40 Weeks

Credits: 1
Description: This college-level course studies the history and culture of Central America and Hispanics in the target language. Students will read, write, listen, and speak in the target language a majority of the time. Learning will be enhanced through textbook readings and literature, writing of formal essays, projects, movies, videos, music, class discussions, research, etc. Authentic materials and native speakers will be utilized. An in-depth review of basic grammar as well as a beginning study of advanced grammar will be incorporated into daily lessons and assignments in preparation for Spanish V (SLU Spanish 104) or Spanish Compositions and Literature (NCCC Spanish 201).

Name of Course: Spanish Composition and Literature
(NYS Checkpoint C)
(NCCC Spanish 201)
Prerequisite: Spanish IV or Spanish III and recommendation of teacher

Description: This course will include intensive grammar review. Because this honors course expects students to comprehend and produce language equivalent to the second-year college level, students must have sound preparation, a high level of motivation and interest, and sufficient time to prepare out-of-class reading and writing assignments. Students must be willing to devote the time required to be successful. In order to be successful, they must hear, read, speak and write exclusively in Spanish in this class.

Name of Course: Spanish V (SLU Spanish 104)
Prerequisite: Spanish IV
Length of Course: 40 Weeks
Credits: 1

Description: This college-level advanced Spanish consists of the reading and interpretation of the works of several Spanish and Latin-American authors. Comprehension will be promoted by the exclusive use of Spanish in the classroom. Authentic movies and videos will be used to enhance comprehension. Speaking exercises will be aimed at improving oral proficiency. There will be several writing exercises and grammatical activities as necessary to improve writing skills. Two days of immersion at St. Lawrence University are required. Registration fee for St. Lawrence University is $\$ 75$. An extensive portfolio is required and submitted to the Modern Languages and Literature Department at St. Lawrence University as a final evaluation.

Name of Course: Spanish for the Health Professions
Prerequisite: Senior with at least Spanish 2 experience

Length of Course: 20 Weeks
Credits: . 5

Description: This course is intended for a Spanish student who is interested in a career in the medical/health field. It will focus on vocabulary related to the health professions with a strong emphasis in building fluency in Spanish. This course is designed to provide students with the specific medical vocabulary and terminology necessary to communicate with and help treat Latino patients with limited English proficiency. It will include specific vocabulary groups relating to assessment and care of patients, vocabulary to establish rapport, discussions leading to cultural competencies. This course will use pre-designed dialogues to review and learn vocabulary and grammar structures, as well as workshop settings designed to put students into scenarios where they can use both their speaking and listening skills. Most of the course will be taught in Spanish and because this is an Intermediate course, students will be expected to have taken Spanish and retained basic conversational abilities.

Name of Course: Spanish for the Legal Professions and Law Enforcement

Prerequisite: Senior with at least Spanish 2 experience

Length of Course: 20 Weeks

Credits: . 5

Description: This course is intended for a Spanish student who is interested in a career in law enforcement, such as State Police, Border Patrol, Corrections, Customs and Immigration. It is a practical study of Spanish that will focus on vocabulary related to legal professions \& law with a strong emphasis in building fluency, in Spanish in all four skills: listening, speaking, reading and writing. Emphasis is placed on developing Spanish language skills and cultural understanding through activities and role play related to application in the field of law enforcement. The course will use pre-designed dialogues to review and learn vocabulary and grammar structures, as well as workshop settings designed to put students into scenarios where they can use both their speaking and listening skills. Most of the course will be taught in Spanish and because this is an Intermediate course, students will be expected to have taken Spanish and retained basic conversational abilities.

Name of Course: Sign Language I
Length of Course: 40 Weeks

Prerequisite: None
Credits: 1

Description: This course will help the student develop an understanding of basic sign language. Sign Language is a complex visual-spatial language that is used by the Deaf community in the United States and English-speaking parts of Canada. It is a linguistically complete natural language. It is the native language of many Deaf men and women, as well as some hearing children born into Deaf families.

Sign Language has a very complex grammar. Unlike spoken languages where there is just one serial stream of phonemes, sign languages can have multiple things going on at the same time. This multiple segmentation makes it an exciting language for linguists to study and a frustrating language for Deaf-impaired (aka, hearing) people to learn. Sign Language has its
own morphology (rules for the creation of words), phonetics (rules for hand shapes), and grammar that are very unlike those found in spoken languages. Sign languages promise to be a rich source of analysis for future linguists to come.

Name of Course: Sign Language II
Length of Course: 40 Weeks

Prerequisite: Sign Language I
Credits: 1

Description: American Sign Language 2 is a continuation of ASL 1. 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.

## MATH

Name of Course: Algebra
Prerequisite: Successful completion of 8th grade mathematics (Pre-Algebra)

Description: Topics studied are a Common Core approach to Algebra. Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, algebra, and data analysis. The Common Core Algebra regents is the final exam in this course.

Name of Course: Algebra A Length of Course: 40 Weeks
Prerequisite: $\quad$ Successful completion of 8th grade mathematics (Pre-Algebra)

Description: Algebra A is designed for students who need additional time to master the skills and objectives of Common Core Algebra. The basic algebra skills are covered and reinforced. It is the first year of the two year program.

Name of Course: Algebra B Length of Course: 40 Weeks
Prerequisite: Successful Completion of Algebra A Credits: 1
Description: This course is a continuation of Algebra A. All necessary skills and objectives are studied by the conclusion of this course. The Common Core Algebra Regents exam is the final exam for this course. This is the $2^{\text {nd }}$ year of the two year Algebra program.

Name of Course: Geometry
Prerequisite: Successful completion of Algebra 1 with With a passing grade of 65 on the regents

Length of Course: 40 Weeks

Credits: 1

Description: Geometry is the study of reasoning beginning with definitions, postulates and the laws of reasoning. The students will learn to apply the laws of logic to traditional deductive proofs in geometry, both direct and indirect. Traditional synthetic geometry, coordinate geometry transformations, concurrence theorems, solid geometry and algebraic skills. The Common Core Geometry regents is the final exam in this course.

Name of Course: Elements of Geometry
Prerequisite: Successful Completion of Algebra 1

Length of Course: 40 Weeks
Credits: 1

Description: Geometry is the study of reasoning beginning with definitions, postulates and the laws of reasoning. The students will learn to apply the laws of reasoning in Algebraic and practical situations. Traditional, synthetic geometry, coordinate geometry and transformational geometry is integrated throughout the text. Specific topics studied are coordinate geometry, transformations, concurrent theorems, solid geometry and algebraic skills. Proofs will not be studied in this course. There is a final exam in this course but not regents.

Name of Course: Geometry Honors
Length of Course: 40 Weeks
Prerequisite: Successful Completion of Algebra 1
Regents exam (recommendation of 75 or greater) Credits: 1

Description: Geometry is the study of reasoning beginning with definitions, postulates and the laws of reasoning. The students will learn to apply the laws of logic to traditional deductive proofs in geometry, both direct and indirect. Traditional synthetic geometry, coordinate geometry transformations, concurrence theorems, solid geometry and algebraic skills. The Geometry Common Core regents is the final exam in this course.

Name of Course: Algebra II / Trigonometry
Length of Course: 40 Weeks

Prerequisite: Successful completion of Geometry with With a minimum of 65 on the Regents
Prerequisite. Successful completion of Geometry with

Credits: 1
Description: This is an integrated approach which builds and connects each concept. The primary emphasis is on operations, variables and expressions, equations and inequalities, trigonometric functions, patterns, functions and relations, coordinate geometry measurement, probability and statistics. Problem solving is emphasized throughout the course. The graphing calculator is used as a routine mathematical tool. The Trigonometry regents is the final exam in this course.

| Name of Course: | Elements of Algebra II / Trigonometry | Length of Course: 40 Weeks |
| :---: | :---: | :---: |
| Prerequisite: | Geometry or Elements of Geometry | Credits: 1 |
| Description: | The topics will be similar to Algebra II / Trigonometry but at a slower pace, stressing the practicality of Algebra and trigonometry. A preparatory course for students going to college but weak in math. |  |
| Name of Course: | Algebra II / Trigonometry Honors | Length of Course: 40 Weeks |
| Prerequisite: | Passing Geometry Regents Recommendation of 75 or greater on exam | Credits: 1 |
| Description: | This is an integrated approach which builds and connects each concept. The primary emphasis is on operations, variables and expressions, equations and inequalities, trigonometric functions, patterns, functions and relations, coordinate geometry measurement, probability and statistics. A graphing calculator is required for this course. |  |
| Name of Course: | Pre-Calculus Honors | Length of Course: 40 Weeks |
| Prerequisite: | Algebra II / Trigonometry | Credits: 1 |
| Description: | This is an in depth curriculum with the purpo College Calculus. Topics covered include ma graphing calculator is needed for this course | of preparing students for a course in AP or ices, functions, trigonometry, and limits. A |
| Name of Course: | Statistics | Length of Course: 40 Weeks |
| Prerequisite: | Algebra II / Trigonometry | Credits: 1 |
| Description: | Statistics is a course that deals with the colle information or data, drawing conclusions, a appropriate for students pursuing majors in sciences of psychology and sociology to areas business, economics, engineering, the huma communications, and liberal arts. | tion, classification, analysis interpretation of making predictions based on the data. It is wide variety of disciplines ranging from social such as education, the allied health fields, ities, the physical sciences, journalism, |
| Name of Course: | Calculus (College Credit Paul Smiths) | Length of Course: 40 Weeks |
| Prerequisite: | Pre-Calculus | Credits: 1 |
| Description: | Calculus is a course in which mathematical explored. It is a tool of fundamental signific mathematics. Included are basic concepts and differentiation of algebraic functions, implic derivatives to curve sketching, related rates (indefinite integral) and the definite integral course allows for the use of a graphing calcu | ationships between variable quantities are ce in all areas of science, engineering and applied d transcendental functions of limits and continuity, differentiation of algebraic functions, application of and maximum/ minimum problems, Riemann sums and applications of integration to areas. This tor. |

Name of Course: AP Calculus AB

Prerequisite: Pre-Calculus

Length of Course: 40 Weeks

Credits: 1

Description: Calculus $A B$ is primarily concerned with developing students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically and verbally.

AP courses in Calculus consist of a full high school academic year of work and are comparable to Calculus courses in colleges and universities. It is expected that students who take an AP course in Calculus will seek college credit, college placement, or both from institutions of higher learning.

AP Calculus AB represents college-level mathematics for which most colleges grant advanced placement and/or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation, as measured by the results of an AP Exam or other criteria. Appropriate credit and placement are granted by each institution in accordance with local policies. Many colleges provide statements regarding their AP policies in their catalogs and on their websites.

Success in AP Calculus is closely tied to the preparation students have had in courses leading up to their AP courses. Students should have demonstrated mastery of material from courses that are the equivalent of four full years of high school mathematics before attempting Calculus. (College Board AP-Calculus AB/BC Course Description-Effective Fall 2012)

Name of Course: Introduction to Mathematical Concepts (NCCC credit) Length of Course: 40 Weeks
Prerequisite: $\quad 12^{\text {th }}$ Grade
Credits: 1

Description: A study of mathematical concepts for high school seniors intended as preparation for college mathematics. Topic included are drawn from several areas of mathematics: algebra, geometry, financial mathematics, and an introduction to statistics. There will be attention to applications throughout the semester. At the conclusion of this course, the student will be able to:

1. Demonstrate knowledge and ability to perform basic arithmetic manipulations.
2. Apply algebraic techniques to real-world problems.
3. Exhibit knowledge of ratios, proportions and their applications.
4. Display a competency of geometry including angle relationships and polygon formulas.
5. Demonstrate an ability of using introductory statistics as a means of analyzing data.
6. Apply his/her knowledge of financial topics to both personal and professional instances

## MUSIC

Name of Course: Chorus

Prerequisite: None

Length of Course: 40 Weeks

Credits: 1

Description: Acceptance is based on audition; previous choral experience is recommended, but not required. Students are taught music reading skills and basic vocal techniques. Music is learned in four parts: soprano, alto, tenor, and bass. Two evening concerts and two in-school assemblies are scheduled and students are required to participate. In addition, it is possible that the choir will participate in out-of-town festivals or performances. A variety of music is performed using an overall vocal repertoire. Students complete a sectional singing test each semester; one written assignment each semester and a solo or ensemble performance for each other at the end of the year. Students must attend one sectional rehearsal each week. Quarterly grades are determined using the above as well as teacher evaluation on student participation. Considered in the teacher evaluation is musicianship, attendance, attention, participation, enthusiasm, loyalty, good citizenship, and leadership.

Name of Course: Swinging Sounds

Prerequisite: Membership in Chorus or Band Audition required
Description: Acceptance is based on an audition; however, in order to audition, a student must be a member of the Band or Chorus unless their schedule does not allow. Music performed includes: pop, rock, show, jazz, and Dixieland. Swinging Sounds is considered a "show choir." This means that in addition to singing, students perform their music with choreography. Students are encouraged to participate in the planning of choreography. Swinging Sounds meets Wednesday evening from 6:00-8:00 pm. In addition, students are required to attend one-in-school sectional per week. Performances include two evening concerts, two in-school assemblies, and performances at local service clubs, area clinics, and festivals.

Name of Course: Music In Our Lives I
Length of Course: 20 Weeks

Prerequisite: None
Credits: . 5

Description: Explore how music affects our daily lives and improve perceptive listening skills. Participate in units of study such as beat, rhythm, and the staff, to enhance music reading skills Students will also develop instrumental skills on guitar and percussion instruments. Computer technology may be used to develop music reading and playing skills.

Name of Course: Music In Our Lives II
Length of Course: 20 Weeks

Prerequisite: None Credits: . 5
Description: Students will continue to explore how music affects our daily lives. Additional units of study include: perceptive listening, a survey of Western classical music, non-Western music and the role of music in early civilizations as well as today.

## Name of Course: Music Theory

Prerequisite: 1 credit of Band or Chorus Private piano Instruction Permission of Instructor

Length of Course: 40 Weeks

Credits: 1

Description: Music Theory focuses on the fundamentals of music in a comprehensive musicianship approach. Students will learn how music is put together, how it "works", and how the elements of music interrelate to form musical compositions. Students will perform, create, read, write, analyze, transpose, and harmonize music. Students will use computer technology as a tool to aid in these music experiences.

Name of Course: Symphonic Band Length of Course: 40 Weeks
Prerequisite: Enrollment in Instrumental Program Credits: 1
Description: Membership in the symphonic band is open to all who satisfactorily completed the previous year of instruction in Instrumental Music. Transfer students must audition. Each member must attend all regularly scheduled rehearsals. Seating in the band is based on the student's ability as determined by audition and by the needs of the Band itself. Along with the group experience, a small group lesson requirement is required to complete the course.

Name of Course: Wind Ensemble Length of Course: 40 Weeks
Prerequisite: Auditions Credits: 1

Description: Acceptance is based on audition. The Director selects the members of this group based on instrumentation needs from the Symphonic Band and on occasion from the Advanced Band at the Middle School. Transfer students must audition. Each member must attend all regularly scheduled rehearsals. Seating in the Wind Ensemble is based on the student's ability and by the needs of the group. Along with the group experience, a small group lesson requirement is required to complete the course.

Name of Course: Jazz Ensemble
Prerequisite: Participation in Symphonic Band or Wind Ensemble AND an audition

Description: The director selects the members of this Band from the Symphonic Band and wind Ensemble Personnel based on a performance and an audition given in September. Once a student accepts the invitation to join the Jazz Ensemble he/she is expected to attend ALL rehearsals and performances. Their performance, attitude and conduct should be the same as that in the Symphonic Band or Wind Ensemble. The Jazz Ensemble studies the styles of jazz, rock, jazz-rock, Latin, blues and improvisation. The Jazz Ensemble meets once weekly, in the evening, for two and one-half hours.

## SCIENCE

The 1200 minute laboratory experience and the laboratory performance test are required by the NYSED to qualify to take any Science Regents exam. Students must complete satisfactory written lab reports as a prerequisite for admission to the Regents exam.

| Name of Course: | Earth Science | Length of Course: 40 Weeks (2 double period labs per cycle) |
| :---: | :---: | :---: |
| Prerequisite: | None | Credits: 1 |
| Description: | This laboratory course is designed to encourage students to investigate their world through first-hand experiences. Major earth system concepts are developed through problem-solving approaches using various specifically designed models and materials. Students must be able to critically analyze data using scientific methods to arrive at sound conclusions. Students often work in groups and must demonstrate the ability to work with others toward a common goal. This course meets the following state standards: <br> -process skills $1,2,6$, and 7 <br> -all key ideas included in standard 4 |  |
| Name of Course: | Living Environment Honors | Length of Course: 40 Weeks |
| Prerequisite: | Teacher recommendation | Credits: 1 |
| Description: | This course covers all the topic areas of Living Environment. In addition, there is in depth coverage of biochemistry and molecular genetics. |  |
| Name of Course: | Living Environment | Length of Course: 40 Weeks |
| Prerequisite: | None | Credits: 1 |
| Description: | This course is centered around the six themes of the New York State Living Environment core curriculum. These themes include (1) evolution, (2) energy, matter, and organization, (3) maintaining a dynamic equilibrium, (4) growth, reproduction, and development, (5) genetics and molecular biology, (6) interaction and interdependence. |  |
| Name of Course: | Environmental Science | Length of Course: 40 Weeks |
| Prerequisite: | $11^{\text {th }}$ and $12^{\text {th }}$ graders | Credits: 1 |
| Description: | This course is designed as a successfully completed two Students will draw on past Environmental Problems th company which will come | course for students whom have courses with the required labs. rrent events to research cing. The class will operate as a lutions to these problems. Students |

will present their solutions to the class.


#### Abstract

Name of Course: Bioethics Prerequisite: Students will have successfully completed two lab science courses and will have passed one Regents science exam.

Description: This course is designed to confront the collision of personal morals, societal ethics, technology, and science. Students are introduced to the idea of debate vs. dialog, justice, creating logical arguments, and empathy for others. This course is designed to increase critical thinking skills, improve verbal and written skills, allow students to do research with a purpose, and to appreciate that ethical issues are disagreed on. Few issues in the "real world" are black and white.

\section*{Name of Course: Forensic Science}

Prerequisites: Successful completion of Living Environment with satisfactory performance on the Living Environment Regents Exam

Description: The course is designed to provide the student with an overview of the methods and practices of forensic science, as well as to build the scientific background needed to understand how the investigation of a crime is carried out both forensically and from a law enforcement perspective. Students will be exposed to a variety of laboratory techniques used in forensic labs with hands-on opportunities where possible. Students will be encouraged to utilize a variety of electronic information searching methods. Students will develop writing and speaking skills while building on the capacity for inquiry and cooperation. When possible, forensic, law enforcement and legal professionals will be utilized in the classroom to enrich discussion. When possible, students will travel on-site to various facilities to observe law enforcement and forensic analysis in action.


Name of Course: Chemistry Honors

Prerequisite: Successful completion
Living Environment \& Earth Science

## Credits: 1

Description: All topics listed in Regents Chemistry will be covered. All topics are covered in greater depth with emphasis on problem solving skills. All students must meet Regents lab requirements and will take the Chemistry Regents Exam. The SAT II in Chemistry can be substituted for the Regents exam.

| Name of Course: | Regents Chemistry | Length of Course: 40 Weeks |
| :---: | :---: | :---: |
| Prerequisite: | Successful completion of Living Environment and Earth Science | Credits: 1 |
| Description: | Material covered will include atomic stru energy, acids and bases, kinetics and equ lab skills All students must meet Regents Exam. The SAT II in Chemistry can be sub | re, nuclear chemistry, Periodic Table, matter and rium, oxidation and reduction, organic Chemistry and b requirements and will take the Chemistry Regents tuted for the Regents exam. |
| Name of Course: | Chemistry B | Length of Course: 40 Weeks |
| Prerequisite: | Passed Living Environment course. | Credits: 1 |
| Description: | This is a general chemistry course designe "real" world. Students will be encourage be given. Students will not meet the Re course. | to introduce students to how chemistry is used in the o learn through hands-on activities. A local final will ts exam eligibility for chemistry by taking this |
| Name of Course: | Physics Honors | Length of Course: 40 Weeks |
| Prerequisite: | Academically motivated students who have completed Regents A courses in Earth Science, Biology, Chemistry Algebra, Geometry and Trigonometry | Credits: 1 |
| Description: | Honors Physics is a Core based physics pr course is an inquiry-based program desig relationships, processes, mechanisms, an provide explanations in their own words, informed decision making. The course is context, applications and scientific inquir A student completing Honors Physics is exp | am for highly motivated students. This d to focus on student understandings mathematical he application of concepts. Students will be able to hibiting creative problem solving, reasoning, and extension of the Physics A course including historical <br> cted to take the Physics Regents Exam. |
| Name of Course: | North Country College Physics 101 | Length of Course: 40 Weeks |
| Prerequisite: | Academically motivated students who have completed Regents courses in Earth Science, Biology, Chemistry Algebra, Geometry and Trigonometry | Credits: 1 |
| Description: | An algebra-based course in the basic prin students to investigate and understand the molecules to stars \& galaxies. Course top sound and light, optical principles, electri theories of relativity. A lecture and labor majors including those intent on transfer programs. | les of classic and modern physics which allows workings of the physical universe from atoms \& will include discussions of motion and waves in \& magnetism, atomic nuclear reactions and the y course designed for Liberal Arts math/science a 4-year program and for students in select technical |

Name of Course: AP Physics C Mechanics
Prerequisite: Academically motivated students who have completed Regents A courses in Earth Science, Biology, Chemistry Algebra, Geometry, Trigonometry and Pre-Calculus

Description: The AP Physics course provides a systematic introduction to the main principles of physics and emphasizes the development of problem solving ability. It is assumed that the student is familiar with algebra and trigonometry. The B course provides a foundation in physics for students planning careers in the life science, pre-medicine and some applied sciences, as well as other fields not directly related to science. Students intending to pursue physics or engineering would benefit as well from this course. The Regents Physics A course is a subset of the AP Physics B course and therefore the AP Physics B course could take the place of the traditional Regents Physics course for these students. A student completing the AP Physics B is expected to take the Physics Regents Exam in addition to the AP exam.

In some circumstances, students who have completed Regents Physics will be permitted to take AP Physics B as an independent study.

Name of Course: AP Biology
Length of Course: 40 weeks

Prerequisites: $\quad 12^{\text {th }}$ grader. Successful completion of chemistry Credit: 1

Name of Course: Epidemiology: Nasty diseases that have plagued humanity.

Length of Course: 40 Weeks

Completion of Global History and US History Credits: 1
Completion of 2 Regents Science Classes

Description: A yearlong problem-based research course offering elective credit in history and science. This course will delve into various diseases including bubonic plague and influenza that have changed history. Epidemiology gives the student a chance to apply their science and math skills to understanding the basics of epidemics. This course also offers an interesting historical understanding of how the study of disease began and emerged into today's cutting edge organizations including the Centers for Disease Control and the World Health Organization. The primary method of learning will be research utilizing critical thinking skills. There will be a culminating research project/presentation instead of a written final exam.

## SOCIAL STUDIES

Name of Course: Global History \& Geography 9 (Honors)
Prerequisite: None (teacher recommendation encouraged) Credits: 1

Description: Global History and Geography Honors is a rigorous two-year comprehensive course covering the culture and history of the world with the exception of the United States. The course is set up to provide honor students with the opportunity to study other nations and their cultures within a framework that is designed to develop a global perspective. Our goal is to cultivate in students' knowledge, skills, and attitudes needed to function effectively in a world characterized by ethnic diversity and increasing independence. The course is reading and writing intensive with multiple projects assigned.

A chronological order of the following areas of study are included as part of the 9 th grade level of study from early civilization to early modern times (circa 1500)

| Culture- General Concepts | Indian Subcontinent | The Middle East |
| :--- | :--- | :--- |
| China | Africa | Japan |
| Latin America | Southeast Asia | Europe |

This course is designed to prepare the student for the United States History (Advanced Placement) available during the Junior Year of high school.

Name of Course: Global History \& Geography 9

Prerequisite: $\quad$ Successful completion of Grade 8 Social Studies

Description: Global History and Geography is a two year comprehensive course covering the culture and history of the world with the exception of the United States. The course is set up to provide students with the opportunity to study other nations and their cultures within the framework that is designed to develop a global perspective. Our goal is to cultivate in students knowledge, skills, and attitudes needed to function effectively in a world characterized by ethnic diversity and increasing independence. The B level course contains methods and strategies that are geared toward helping to meet the needs of those students who may have difficulty with more traditional classroom teaching styles.

Prerequisite: None (teacher recommendation encouraged) Credits: 1
Description: Global History and Geography is a rigorous two year comprehensive course covering the culture, history, and geography of the world with the exception of the United States. The course is set up to provide honor students with the opportunity to study other nations and their cultures within the framework that is designed to develop a global perspective. Our goal is to cultivate in students knowledge, skills and attitudes needed to function effectively in a world characterized by ethnic diversity and increasing interdependence. The material covered begins with 1500 A.D. to the present day. Class assignments are reading and writing intensive. Students will need to think and reason analytically. In June, the student will be required to pass a Regents Exam comprised equally of ninth and tenth grade material.

This course is also designed to prepare students for the United States History (Advanced Placement) available during their Junior Year of high school.

Name of Course: Global History \& Geography 10
Length of Course: 40 Weeks
Prerequisite: Global History 9
Credits: 1


#### Abstract

Description: Global History and Geography is a two year comprehensive course covering the culture, history, and geography of the world with the exception of the United States. The course is set up to provide students with the opportunity to study other nations and their cultures within the framework that is designed to develop a global perspective. Our goal is to cultivate in students' knowledge, skills, and attitudes needed to function effectively in a world characterized by ethnic diversity and increasing independence. The material covered begins with 1500 A.D. to the present day. In June, the student will be required to pass a Regents Exam comprised equally of ninth and tenth grade material. The B level course contains methods and strategies that are aimed toward helping to meet the needs of those students who may have difficulty with more traditional classroom teaching skills.


Name of Course: United States History \& Government Advanced Placement

Prerequisite: None- Interest in upper level Social Studies

Length of Course: 40 Weeks

Credits: 1

Description: This course is a full-year introductory college level course in United States history on the period from the first explorations of the Americas to the present. The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students need to demonstrate self-discipline and motivation. The course is reading and writing intensive. An Advanced Placement exam will be offered in May. Cost of the examination is the responsibility of the student. Colleges may award credit based on the test score achieved by a student. In June, students are also required to pass a Regents Exam in order to attain Regents credit.

Name of Course: United States History \& Government

Prerequisite: Global History \& Geography 9 \& 10

Length of Course: 40 Weeks

Credits: 1

Description: U.S. History and Government is a course designed to prepare students for life in our democratic society. The purpose of the curriculum is to show students how the Constitution is a "living" document and how it is relevant to everyday life. A chronological approach to America history is used as a vehicle to teach how the Constitution governs our behavior and influences the operation of government at all levels. The B level course contains methods and strategies that are geared toward helping to meet the needs of those students who may have difficulty with more traditional classroom teaching styles.

Name of Course: Economics
Length of Course: 20 Weeks
Prerequisite: U.S. History
Credits: . 5

Description: This is an introductory Micro and Macroeconomics theory and application course. The students learn basic theory from a textbook, and then through the use of supplemental article assignments and long-term projects, apply the theory to our everyday lives. The course is taught as a college "prep" course which emphasizes writing skills, synthesis and analysis of how the materials apply. General topics covered in the class include: supply and demand; market structure; economic growth; inflation and unemployment; economic enterprises; monetary and fiscal policy; money and banking. There is also a culminating project that consists of a research paper and an oral project ( $B$ level students have a choice as to which they wish to pursue).

Name of Course: Participation in Government
Prerequisite: U.S. History
Length of Course: 20 Weeks
Credits: . 5

Description: The Participation in Government (P.I.G.) course is designed to give students an understanding of how they can become active participants in the formal governmental process and their community. The course teaches students ways they can influence their government officials directly and indirectly. Also it shows them various forms of political activism that can be used to accomplish their political goals and agendas throughout life. The curriculum places a great deal of emphasis on the "civic responsibilities" that each citizen must accept if we are to maintain our democratic way of life. The course instructs how to identify public policy issues, how to analyze public policy issues, and how to prescribe public policy as a solution to a problem faced by local, state, national or international governments. The curriculum utilizes discussion and study of current public policy issues of community and issues of a criminal nature facing the United States.

| Name of Course: Participation in Government (NCCC credit) | Length of Course: 20 Weeks |
| :--- | :--- | :--- |
| Prerequisite: $\quad$ U.S. History | Credits: . 5 |

Description: The Participation in Government (P.I.G.) course is designed to give students an understanding of how they can become active participants in the formal governmental process and their community. The course teaches students ways they can influence their government officials directly and indirectly. Also it shows them various forms of political activism that can be used to accomplish their political goals and agendas throughout life. The curriculum places a great deal of emphasis on the "civic responsibilities" that each citizen must accept if we are to maintain our democratic way of life. The course instructs how to identify public policy issues, how to analyze public policy issues, and how to prescribe public policy as a solution to a problem faced by local, state, national or international governments. The curriculum utilizes discussion and study of current public policy issues of community and issues of a criminal nature facing the United States.

Name of Course: Holocaust Length of Course: 20 Weeks
Prerequisite: $\quad 10^{\text {th }}, 11^{\text {th }}, 12^{\text {th }}$ graders
Credits: . 5

| Description: | This course will study the period domination in Europe. The Holocau potential for extremes of both go following: | f 1933 through 1945, during the time of Nazi ust is a compelling case study of human d and evil. Topics of study will include the |
| :---: | :---: | :---: |
|  | Prejudicial attitude | The Final Solution-deportation/resistance |
|  | Forerunners to the Holocaust | Concentration Camps/Liberation/Survivors |
|  | Implications for the Future | Anti-Semitism/Traditional and Racial |
|  | Nazi Thought | Afterward-Nuremberg Trials/Eickmann Trial |
|  | Adolf Hitler's Rise to Power | Response by Individuals, Institutions \& Nations |

Name of Course: AP Psychology Length of Course: 40 Weeks
Prerequisite: $\quad 11^{\text {th }}$ or $12^{\text {th }}$ graders
Credits: 1

Description: The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

Name of Course: Sociology
Perquisite: $\quad 11^{\text {th }} / 12^{\text {th }}$ graders

Length of Course: 40 weeks

Credit: 1

Description: The study of human society, social behavior, and social change. In this course, students examine sociological concepts and methods to understand the social interactions of everyday life as well as social organizations and institutions. Some topics addressed in the course include: culture, socialization, inequality, deviance, race, ethnicity, gender, family, education, political and economic order, and social change.

## TECHNOLOGY

Name of Course: Architectural Drawing

Prerequisite: Technical Drawing or Drawing Design for Production

Length of Course: 20 Weeks

Credits: . 5

Description: A study of design and drafting related to building construction. Topics include culture and history, tools, and techniques, lettering and dimensioning, and preparation of site plans, floor plans, elevations and sections. If a student takes both Technical Drawing and Architectural Drawing it will fulfill their Art/Music graduation requirement.

Name of Course: Drawing and Design for Production
Prerequisite:
None
Length of Course: 40 Weeks

Description: A course that encourages visual problem solving, using common graphic language to describe forms in the man-made environment. Topics include elements of design and the application of drafting and design techniques to solve practical problems. This course satisfies the graduation requirement of 1 unit of Art/Music.

Name of Course: Computer Aided Drafting and Design (CADD 1) Length of Course: 20 Weeks

Prerequisite: None
Credits: . 5

Description: CADD programs have many uses including the creation of technical drawings, 2D and 3D models, the generation of mass properties data. CADD designs may be modified quickly to try "what if" solutions to design problems. In the CADD course, students will learn to create technical drawings, models, and assemblies with an industrial quality CADD program. Most technical schools and colleges are changing their basic drawing courses to be computer drawing courses.

Name of Course: Computer Aided Manufacturing (CADD 2)
Prerequisite: CADD

Length of Course: 20 Weeks

Credits: . 5

Description: In this course, students will create CADD designs then produce physical models. The students will use computer-controlled machines, such as 3D printers, CNC lathes and mills to fabricate their models. Topics include measuring with precision, tolerance, elements of design, basic machine operation, industrial automation, computer numeric control programming, and CNC machine operation.

Name of Course: Principles of Engineering
Prerequisite: 2 years Regents Level Math, 2 years
Regents Level Science, Desirable Physics
Technical Drawing, or Instructors Permission.
Description: This is an integrated hands-on laboratory based course which introduces students to concepts of engineering. The focus of the course is on the applications of engineering concepts and strategies to the solutions of real-world problems. Students will be expected to apply skills and knowledge they have learned in their math and science courses.

Name of Course: Computer Graphics and Animation 1

Prerequisite: None

Length of Course: 20 Weeks

Credits: . 5

Description: This course is designed to introduce students to a variety of 2D computer graphic applications. Topics include image creation using bitmap and vector graphics editors, image processing, cel animation, key frame animation, video processing and special effects. Typical activities will include free-hand sketching, drawing with shapes, creating cartoons, modifying photographs, and producing an animated music video.

Name of Course: Computer Graphics and Animation 2

Prerequisite: Computer Graphics and Animation 1
Length of Course: 20 Weeks

Description: The focus of this course is on 3D computer graphic design. Students will use a 3D modeling program to create realistic objects and scenes. The students will create a 3D rendered video for a final project.

## Name of Course: Materials Processing

Prerequisite: None

Length of Course: 20 Weeks

Credits: . 5

Description: This course is designed to introduce the student to a variety of methods for processing material resources to make them more useful and to satisfy human needs and wants. The activities of this course are organized around five major families of processes: casting and molding, forming, separating, conditioning, and assembling. Properties of various materials will also be studied to see what they can and can not do. This course includes instruction and safety procedures on how to operate all shop equipment. Safety is given a priority.

Name of Course: Transportation Systems
Prerequisite: None

Length of Course: 20 Weeks
Credits: . 5

Description: An overview of aerospace, land and marine transportation systems from the wheel to the space shuttle and beyond. Students will become aware of the impact each new system has on our everyday need to commute from place to place. How we maintain and control various systems will also be explored.

Name of Course: Technical Drawing
Length of Course: 20 Weeks

Prerequisite: None
Credits: . 5

Description: This course provides a student with the basic concepts and principles of technical drawing as opposed to artistic drawing. Instruction is provided in seven basic areas: Sketching, Orthographic Projection, Pictorial Drawing, Section, Auxiliaries, Revolutions, Transitions, and Developments. Basic drawing technique and use of tools are covered. Typical activities include many drawings in the seven basic drawing areas: drafting board and tool drawings; drafting machine drawings.

Name of Course: Construction Systems
Length of Course: 20 Weeks
Prerequisite: None
Credits: . 5
Description: This course provides instruction in construction (on-site building) methods used in the production industries. Activities might include: Model construction and possibly the construction of a small shed. It will also include some basic electrical wiring for switches and plug-ins plus some basic plumbing using copper and plastic pipe.

## Name of Course: Manufacturing Systems

Prerequisite: None

Length of Course: 20 Weeks

Credits: . 5

Description: This course provides instruction in the production of goods/services in a factory setting. Instruction is centered around the activities in five different areas: Research and Development, Production, Marketing, Industrial Relations, and Finance and Control. Typical activities involve: Forming a company, Designing and mass-producing a product.

Name of Course: Robotics 1

Prerequisite: Successful completion of Algebra

Length of Course: 20 Weeks

Credits: . 5

Description: Students will learn the fundamentals of electricity and electronics as applied to robotic systems. Students will use sensors and motors to control a robotic vehicle. Topics include analog and digital circuits, sensors, effectors, indicators, microcontrollers, and robots.

Name of Course: Robotics 2
Prerequisite: Robotics 1

Description: Students will use the skills and knowledge from the Robotics 1 course to design and build their own robotic device or vehicle. Topics include servomotors, circuit board design and fabrication, 3D CAD modeling, computer programming, and systems integration. The students will design a robotic device/vehicle in a 3D modeling program, design and create the electronic circuit board to control the robot, and then they will use the shop tools, computer controlled machines, and 3D printers to fabricate the parts for their design.

Name of Course: The World of Technology
Prerequisite: None (Suggested one year of High School Math.)

Description: The World of Technology will provide students with opportunities to develop an Understanding of technology in the past, present and future. Through designbuild and test activities students will model solutions to real life problems. Emphasis will be placed on MST Learning Standard 5 "Technology in a learner centered, laboratory based environment where students engage in processing materials, energy and information. Students will be provide with opportunities to reach high levels of learning, explore their abilities at innovation, and apply concepts of mathematics, science and other disciplines. This course will fulfill the requirement of a $3^{\text {rd }}$ year of Math or Science.

## NEW VISION PROGRAMS-BOCES

| Name of Cour | Health Care Careers Length of Course: 40 weeks |
| :---: | :---: |
| Credits: | 4 |
| Prerequisite: | $12^{\text {th }}$ grade students who have an interest in pursuing a health/medical major in college. Students must have completed three years of Math and three years of science (including Living Environment and Chemistry. In addition, they must be recommended by their guidance counselor or the principal. |
| Description: | The New Vision concept will place students who have any interest in an allied Health career into a structured half day credit bearing program at Alice Hyde Medical Center. Students will have an opportunity to shadow every possible health related career that exists at our local hospital. Over 50 different shadowing experiences are available to the student. Students will spend at least half a day at the Alice Hyde Medical Center. Participants will take English 12, Anatomy and Physiology, Economics/Government and the Health Career Exploration Experience. |

Name of Course: Law and Government
Length of Course: 40 weeks

## Credits: 4

Prerequisite: $\quad 12^{\text {th }}$ grade students who plan on pursuing a post-secondary education in a legal field (lawyer, law enforcement, Department of Social Services). Students must have three math and three science credits. In addition, they must be recommended by their guidance counselor or the principal.

Description: The New Vision Law and government program will place students in a half day credit bearing program at the courthouse and other appropriate agencies in the Malone area. Students will have the opportunity to shadow a wide variety of careers. Participates will take English 12, Government, Economics, Political Science and a Law and Government Exploration Class while at New Vision.

Name of Course: Game Design and Development Length of Course: 40 weeks
Credits: 4

Prerequisites: Students must have taken Algebra, Geometry, and Trigonometry and maintained a minimum 85 average.

Description: $\quad 12^{\text {th }}$ grade students who have an interest in the process of designing and coding programmatic logic for games, including game rules, mechanics and simulations, to create and complete modules and game experiences. Students will learn the fundamentals of programming, design and production of modern gaming systems. They will be immersed in such scripted programming languages as C\# (pronounced C sharp), gaming engines (such as Unity, UnReal, and Microsoft Visual Studio). Students will have access to a laptop computer, remote server access, and an on-line classroom environment in addition to classroom instruction.

## Career and Technical Education-BOCES

Students attend half day at Franklin Academy and the other half at the North Franklin Educational Center or Salmon River satellite campus. These are 2 year programs starting in junior year. Students earn a half credit each year of Technical English, Math, and Science in addition to 2.5 elective credits.

## Automotive Technology

The Automotive Technology course is a training program that focuses on the inspection, diagnosis, repair, maintenance and adjustment of cars and light trucks. The student will develop a broad understanding of the scientific principles underlying the function of the various systems found in today's vehicles. Theory and practical work are provided in areas ranging from lubrication systems to engine analyzers and wheel alignment. Student and community members' cars are used to develop skillful use of all tools and equipment found in the automotive trade.

## Building Trades

Building Trades is composed of several modules of instruction including basic construction, siding, roofing, and masonry. Students learn to frame a building, do estimating, layout, apply siding, gather systems and form moldings. There is also an introduction to "trowel trade", concrete and block work. Practical experience is gained on small projects completed in the classroom and on job sites building homes. Work continues on outdoor projects throughout the year regardless of the weather.

## Culinary Arts

Culinary Arts is a program of training in preparing and serving food with "hands-on" and short-order cooking are emphasized. The major areas of instruction include the preparation of meats, poultry, fish, salads, sandwiches, desserts and bakery items.

## Cosmetology

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 one thousand instructional hours. To achieve this the student must have exceptional attendance. The successful completion of the program qualifies the students to take the New York Cosmetology Licensing Examination.

## Early Childhood Education

The course will provide the student with a knowledge base and practical experience in Child Development for application to his or her present role as a family member, as a future parent, and particularly in a career. The students will explore how to help all children, prenatal through school age, establish optimal physical, emotional, social and cognitive foundations. The student will have the opportunity to interact with children in a pre-school or kindergarten classroom several days a week.

## Electrical Trades

Electrical trades is a program providing classroom instruction and on-site activities in the installation, troubleshooting and repair of residential, commercial and industrial electrical wiring systems. Training is given in the installation and maintenance of motors, generators and control equipment used in homes, office, stores and factories.

## Health Occupations

Health Occupations is a program providing basic entry level skills in the health care field. Students will receive American Heart Association certification in CPR, AED, and First Aid. The first year students focus on the theory and clinical skills to become a Certified Nurse's Aide. The successful completion of the first year qualifies the student to take the New York State Nurse Aide Exam. The second year students expand their opportunities in the health care field by Focusing on maternity, Alzheimer's, EKG, and Phlebotomy. After the successful completion of the EKG and Phlebotomy units students are eligible to take the National EKG and Phlebotomy certification exams.

## Heating Ventilation and Air Conditioning (HVAC)-(Salmon River)

Students who enter the HVAC program will be exposed to entry level skills in heating
Ventilation and air conditioning. The entire offering will encompass two years of study. The first year focuses on safety, tools, blue print reading, pipefitting and piping practices, soldering and brazing, sheet metal and duct fabrication, design and installation of heating and cooling systems, gas and oil furnaces and burners, boilers and radiant-in-floor heating systems, basic electricity, control circuits, customer relations, employability and job seeking skills. The second year will focus on refrigeration systems, air conditioning systems, motors, motor controls, electromagnetic controls, plumbing tools, water distribution systems, plumbing drainage and venting, fixtures and faucets, commercial plumbing, and blueprint reading.

## Heavy Equipment

Heavy equipment Operation \& Repair is a program emphasizing the basic heavy equipment operation. The program includes theory and "hands-on" experience in the areas of preventative maintenance, reconditioning, and troubleshooting heavy equipment track and rubber-tired vehicles, as well as their operation.

## Welding- (Salmon River)

Students entering the Welding Technology Program will be eligible for multiple certifications; encompassing two years of study. The first year focuses on safety, surface preparation, tool usage, blueprint reading, metallurgy, oxy fuel gas welding, employability skills, plasma arc cutting, gas tungsten arc welding, gas metal arc welding, shielded metal arc welding, flux core arc welding, metal fabrication, artistic design, budgeting, and personal professional development. The second year of study will prepare students through hands-on fieldwork through an integrated advanced curriculum for several certifications in the field of Welding Technology and Metalworking.

