

# BERLIN MIDDLE HIGH SCHOOL 2011-2012 CURRICULUM GUIDE

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## *Graduation Requirements*

### REQUIREMENTS FOR GRADUATION FOR STUDENTS GRADUATING IN 2011

#### **Designation Regents Diploma**

22 ½ credits must include  
English – 4 credits  
Social Studies – 4 credits  
Math – 3 credits  
Science – 3 credits (INCLUDES 1 LAB SCIENCES)  
Health Education – ½ credit  
Art or Music 1 credit  
Foreign Language – 1 credit (2 years)  
Physical Education – 2 credits

#### **Advanced Regents Diploma**

22 ½ credits must include  
English – 4 credits  
Social Studies – 4 credits  
Math – 3 credits  
Science – 3 credits (2 LAB SCIENCE)  
Health Education – ½ credit  
Art or Music 1 credit  
Foreign Language – 3 credits  
Physical Education – 2 credits

### TESTING REQUIRED FOR GRADUATION

Students must demonstrate competency in reading, writing, math, science, U.S. history and global studies by passing the examinations listed below:

<b>Regents Diploma</b>	<b>Advanced Regents Diploma</b>
Comprehensive English Regents Exam	Comprehensive English Regents Exam
Algebra Regents Exam	Algebra, Geometry, Trigonometry/Algebra
Global History & Geography Regents Exam	Global History & Geography Regents Exam
U.S. History & Government Regents Exam	U.S. History & Government Regents Exam
One Science Regents exam	Two Science Regents exams
	Regents Exam in Foreign Language

## *Earning Credit*

### **SELECTING COURSE OF STUDY**

Prior to entering Grade 9, each student and a student's parents are afforded an opportunity to meet with a guidance counselor to choose a course of study. This session will allow all parties to review academic potential, staff recommendations and student/parent educational goals. Hopefully, this provides a sound basis for course selection decisions and for subsequent student/parent and counselor meetings. Parents are encouraged to discuss courses and programs with their son or daughter.

### **CREDITS REQUIRED TO ENTER GRADE 10**

Five and one-half (5 ½) credits are required for promotion to grade 10. Two of these credits must come from the four academic constants of English, social studies, mathematics and science. Students who do not meet the requirement for promotion to grade 10 may enroll in a summer school. Successful completion of a summer school program may be used to meet the requirement for promotion.

### **CREDITS REQUIRED TO ENTER GRADE 11**

Eleven (11) credits are required to enter Grade 11.

### **CREDITS REQUIRED TO ENTER GRADE 12**

Sixteen and one-half (16 ½) credits are required to enter Grade 12. Where failure has occurred in English or social studies, students are not allowed to select double classes in English or social studies until the 12<sup>th</sup> grade.

### **EDUCATIONAL SUPPORT SERVICE**

Some students may need support services as they progress toward the attainment of a diploma. At the Berlin Middle-High School, these services include: special education services for students who are approved by the Committee on Special Education and Academic Intervention Service (AIS) in English, social studies, math and science.

## *Art*

**Satisfactory completion of one credit in Studio in Art may be used to meet the one credit of art or music required of ALL students to meet graduation requirements as prescribed by the New York State Education Department.**

We believe the most common misconception students have about taking art classes is that you have to already be talented in the arts in order to take them. This is simply not true! Our philosophy is that...EFFORT, PARTICIPATION, ATTENDANCE and a GOOD ATTITUDE are more important than being a skilled artist at this age. That's what we're here for! To teach our students the skills and techniques they need to express themselves creatively within their individual abilities. We develop projects/courses that can cater to the more advanced students, as well as the children that need more guidance and practice.

**College preparation is our biggest concern for those students interested in pursuing the arts as a career. Gaining basic knowledge, skills and appreciation for the arts is the goal for our students less interested in making the arts their career.**

### *Studio In Art*

Grades 9-12 1 credit

#### **Course Description**

- More in depth investigation of many art media (drawing, painting, printmaking, sculpture, photography) through learning of cultures, art movements in history, famous artists etc.
- What is taught is different than what was learned in MS, at a higher, but still basic level.
- Preparation and encouragement for more advanced HS art electives.
- Art careers/colleges

### *Art & Media*

Grades 9-12 ½ credit

#### **Course Description**

½ year course, Rotating years offered

Effects of media on society. (PSAs, posters in society, social commentary, how media effects art and visa versa, advertising, marketing, cartooning)

### *Drawing and Painting*

Grades 10-12 ½ credit

Prerequisite: Studio In Art

#### **Course Description**

- **Drawing:** contour, perspective, still life, figure, portraiture and abstract drawing with ebony pencil, black charcoal, white charcoal, colored pencil, pastels, inks etc.
- **Painting:** Watercolors, oil pastels, inks, oil paint, acrylic paint. Focus on still life, figure/portraiture and abstract painting.

### ***Studio Photography***

Grades 10-12 1 credit

Prerequisite: Studio in Art

#### **Course Description**

Black and White Darkroom Photography and a smaller emphasis on Digital Photography.

There is more science to be learned in darkroom: how to use a manual camera, chemical safety etc. which takes this generation longer than learning Adobe Photoshop.

### ***Studio in Design***

Grades 10-12 ½ credit- rotating years

Pre-requisite: Studio Art

#### **Course Description**

Introduce students to Digital photography, Printmaking and Adobe Photoshop. These are the triad of tools for graphic designers so that's where our focus will be. (PSAs, posters in society, social commentary, how media effects art and visa versa, advertising, marketing, cartooning)

### ***Sculpture & Ceramics***

Grades 10-12 ½ credit, rotating years

Pre-requisite: Studio Art

#### **Course Description**

3D based: Found object sculpture, ceramic pots/vases with wheel work and free form, abstract, figurative, wood and wire sculptures. Ideal for the more kinesthetic, hands-on learner

### ***Introduction to Art History***

Grades 10-12 ½ credit, rotating years

#### **Course Description**

Any art program in college will require an art history course. We delve into many artists and art movements in all of our art instruction, but this course would be writing, discussion and art criticism intensive. Ideal for students interested in travel or history or being art critics, art historians & artists.

### ***Advanced Studio***

Grades 10-12 ½ credit

Pre-requisite: Drawing & Painting, Photography or Sculpture & Ceramics

#### **Course Description**

Based on the **serious** art student's concentration (For example, if the student wants to be a photographer, he/she would take this semester to develop a photographic portfolio on their own, with guidance from the teacher). Each student enrolled would be making art in the area that interests them to pursue after graduation.

## *Career and Technical Education in Business/Computer Information Systems*

### *Accounting*

#### **Course Description**

This introductory accounting course is designed to bring the real world of accounting into the classroom. Students will learn the fundamentals of double-entry accounting and will work through the financial accounting cycle and payroll for a sole proprietorship. Career opportunities will be explored to see what the future holds for the accounting profession.

Topics include preparation of financial statements such as the balance sheet, income statement, and cash flows statement.

Unit of Credit: 1  
Grade Level: 10-12  
Course Length: 40 weeks  
Prerequisite: None

### *Fashion Marketing*

#### **Course Description**

This course is designed to introduce students to the fashion industry with a focus on current fashion trends. Students will acquire an understanding of fashion terminology, the consumers of fashion, and specific marketing strategies used in retail fashion. Guest speakers will be invited to provide students with "real world" perspectives and experiences. A field trip to NYC and a fashion show will enhance the classroom experience.

Unit of Credit: 1/2  
Grade Level: 9-12  
Course Length: 20 weeks  
Prerequisite: None

### *HVCC-Organization and Management (BADM 221)*

#### **Course Description**

This 20 week college course provides a basic study of the principles of management. Topics include planning, leading, organizing, and controlling; with emphasis on practical business applications. Students will acquire an understanding of the different aspects of business through team and individual activities; and Internet based assignments.

Unit of Credit: 1/2  
Grade Level: 10-12  
Course Length: 20 weeks

Prerequisites: An interest in business and the desire to take an advanced college course.

\*Three (3) HVCC college credits may be earned through College in the High School Program.

## ***Business Technology (replacing Introduction to Computer Applications/Keyboarding 1)***

### **Course Description**

This full year introductory course is recommended for all students to ensure that they have the technology skills necessary to be successful in any course or learning experience beyond high school. Students will be introduced to Microsoft Office 2010 using Word, Excel, PowerPoint, Publisher, Access, and the Internet. Keyboarding instruction will be integrated with each application.

Unit of Credit: 1  
Grade Level: 9-12  
Course Length: 40 Weeks  
Prerequisite: None

## ***HVCC- Personal Computer Concepts/Applications 1 (CMPT I01)***

### **Course Description**

This college course provides both a practical and conceptual background in microcomputer fundamentals. Students receive hands-on experience while learning the latest graphical interface technology, and how it interacts with word-processing, spreadsheets, database management, presentation graphics, and the Internet. Microsoft Office and Windows XP operating system are currently used.

Unit of Credit: 1/2  
Grade Level: 10-12  
Course Length: 20 weeks  
Prerequisite: Computer Applications/Keyboarding 1

**\*Three (3) HVCC college credits may be earned through the College in the High School Program.**

## ***HVCC- Personal Computer Concepts/Applications 11 (CMPT I05)***

### **Course Description**

This college course introduces the students to *advanced* information processing concepts and applications. Students will receive hands-on experience learning and applying the latest graphical user interface (GUI) technology, advanced features in word-processing, spreadsheets and database management, and the Internet. Microsoft Office and the Windows XP operating systems are currently used.

Unit of Credit: 1/2  
Grade Level: 10-12  
Course Length: 20 weeks  
Prerequisite: Personal Computer Concepts/Applications I (CMPT 101)

**\*Three (3) HVCC college credits may be earned through the College in the High School Program**

## ***Business Personal Finance***

### **Course Description**

This full year interdisciplinary business course is designed to help students understand the complex financial world they will encounter during their lives. Students will learn to prepare financial goals, create budgets, and evaluate investment options and much more. *The course is a specialized full year math course and may be used to help students fulfill one of the three units of mathematics required for a Regents Diploma.*

Unit of Credit: 1  
Grade Level: 10-12  
Course Length: 40 weeks

Prerequisites: Successfully complete the appropriate Math regents' exam(s) (i.e. at least Math A). Successfully completed at least two Math courses required for graduation, and/or successfully completed an introductory Business course such as, Fashion Marketing, Accounting, or an equivalent course.

## ***CyberLaw***

### **Course Description**

This 20- week course is designed to educate students in the basics of cyber law and to guide them in exploring topics of current concern. It is an interesting and dynamic field of study for students who want to learn about freedom of speech, right to privacy and intellectual property such as copyrights, patents, and trademarks. The course begins with a brief history of the Internet and the World Wide Web.

Unit of Credit: 1/2  
Grade Level: 10-12  
Course Length: 20 weeks  
Prerequisites: None

## ***Career and Technical Education in Family and Consumer Services***

### ***Clothing Construction***

Course Length: 20 weeks  
Unit of Credit: ½ Credit

### **Course Description**

When combined with Housing and Interior Design can be used for art credit. Strongly recommended for students planning to take Fashion Design in 2009-2010. Students will learn basic sewing techniques, use of the sewing machine, projects using patterns, pattern and fabric selection. Study of fashion history, elements and principles of design will be a foundation for this class.

## ***Event Planning and Hospitality***

Grades 10-12

Course Length: 40 weeks

Unit of Credit: 1 Credit

### **Course Description**

Students enrolled in this course will plan and carry out two career days, one for middle school and one for high school. Students will learn about surveying, interpreting results, communication skills and networking. They will reach out to community members and businesses and resources for the events planned. Students will use skills learned in planning the career days to help plan and facilitate other events at Berlin Middle High School and with the Berlin District.

## ***Housing and Interior Design***

Grades 10-12

Course Length: 20 weeks

Unit of Credit: ½ Credit

### **Course Description**

When combined with clothing construction can be used for art credit. Students will study historical aspects of housing, famous architects and interior designers. Students will use color, design principles and elements of design to create projects. Recyclable projects will also be part of the course.

## ***Catering***

Grades 9-12

Course Length: 40 weeks

Unit of Credit: 1Credit

### **Course Description**

Students will study safety and sanitation, time management, nutrition, food preparation, food presentation, food pricing as well as event planning, marketing and many other skills. The skills learned will be put to use as the class caters events for staff and students in the building and in the community.

Students will explore many food related careers and will visit several area restaurants.

## ***Food and Nutrition***

Grades 9-12

Course Length: 40 weeks

Unit of Credit: 1

### **Course Description**

The Food and Nutrition Class will cover topics such as influences on food choices, application of nutrition principles, food science, safety and sanitation, and food preparation across the food groups. Meal management,

food purchasing, and careers in foods will be covered. Topics such as sports nutrition, health and fitness will work their way into the program.

## *English*

**All students must pass four credits of English and the New York State Comprehensive English Regents Examination to meet requirements for graduation.**

### *English 9*

Grade 9                      1 Credit

#### **Course Description**

This is the first of the 3 years' preparation for the English Regents Examination, administered at the end of the third year of high school English. Emphasis is upon the reading and interpretation of various types of literature. Writing skills are reinforced and vocabulary, spelling, and grammar are studied. The development of oral and listening skills is also emphasized.

### *English 9 Honors*

Grade 9                      1 Credit

#### **Course Description**

This class is designed for students who excel in reading and writing and are willing to actively participate in group discussions. The students will be expected to work more independently on reading and writing so that class time can be devoted to in-depth discussions of the results the independent work has produced. These discussion topics will not only be on reading assignments but on writing assignments too where peer editing will play a big role. This will allow the students a better opportunity to pick up subtleties in published author's works as well as their own writing.

Materials:     The Odyssey  
                  Romeo and Juliet  
                  Great Expectations  
                  Short stories and biographies from the anthology

### *English 10*

Grade 10                    1 Credit

#### **Course Description**

There are four major units of study in tenth grade with the first being *Shakespeare's Julius Caesar*. This will cover a background to Shakespeare's, *Julius Caesar*, and Shakespeare's dramatic art form with an emphasis on character development and motivation particularly regarding platform versus propaganda. Following the study of the play there will be outside reading by groups of students, projects, presentations, vocabulary enrichment and grammar work.

The next unit of study will use a historical novel and discuss a background to Dickens' England, and the historical backdrop Europe during 1700's and 1800's. Each student will prepare a short research project

pertaining to the times. They may cover any one of many topics such as weapons of the time period, dress of the time period, scientific advances, music of the time, art, drama, other writers, events of other nations during the French revolution, etc. Again the students will have the opportunity for oral presentations, note taking, etc.

The third unit of study will incorporate a major writing assignment. It will follow a research format and be of various topics. It will be a typed project with a bibliography and culminate with an oral presentation by each student.

The final unit is entitled **Modern Times**. The student will look at his/her times through film, music, art, current events, and literature of the 20<sup>th</sup> century. We will use short stories, essays, poetry, and biographies from our anthology. The student will also have the opportunity to explore the “voice” today’s “common” people have in their lives.

### ***English 10 Honors***

Grade 10                      1 Credit

#### **Course Description**

The grade 10 honors course will be designed to challenge those students coming from ninth grade who demonstrate a desire for a superior skill level in reading and writing.

Objectives:

There will be less time reviewing basic skills and more time on analytical and critical discussions of literature. There will be a broader range of literary works covered, which will enable the students to make comparisons between different writers’ perspectives on common themes.

Because of this broader range of literary examples studied, the student will be able to “see” how these relate to other fields of study such as global studies, science, etc.

There will be four major writing assignments. These will relate to the themes covered in each quarter.

The major literary forms covered will include: biographies, fiction, critical essays, non-fiction works, and drama.

### ***English 11***

Grade 11                      1 Credit

#### **Course Description**

English 11 is the third year course in the required English sequence. Study focuses on the American experience as expressed through American literature. Students read and discuss a variety of short stories, essays, and poetry from the anthology, *The Language of Literature: American Literature*. In addition, longer works are read every marking period. These may include, but are not limited to, *House on Mango Street* by Sandra Cisneros, *Running Loose* by Chris Crutcher, *A Raisin in the Sun* by Lorraine Hansberry, *Hiroshima* by John Hersey, *A Separate Peace* by John Knowles, *To Kill a Mockingbird* by Harper Lee, *The Crucible* by Arthur Miller, *Dinner at Homesick Restaurant* by Anne Tyler, *Night* by Elie Wiesel, and *Native Son* by Richard Wright. Students must read at least twenty-five books by the end of the school year; books read for other classes count toward this total. Students must complete a variety of writing this year, including expository and persuasive pieces such as letters, articles, and essays, and may include descriptive, narrative, and creative pieces. Vocabulary and grammar are studied in the context of the students’ reading and writing. The Regents examination is administered at the completion of the course.

## ***English 11 Honors***

### **Course Description**

English 11 Honors is the advanced level of the third year course in the required English sequence. Study focuses on the American experience as expressed through American literature. Students read and discuss a variety of short stories, essays, poetry, etcetera from the anthology, *The Language of Literature: American Literature*, as well as supplemental sources. In addition, longer works are read independently or in groups. These may include, but are not limited to, *Something Wicked This Way Comes* by Ray Bradbury, *House on Mango Street* by Sandra Cisneros, *A Raisin in the Sun* by Lorraine Hansberry, *The Scarlet Letter* by Nathaniel Hawthorne, *Hiroshima* by John Hersey, *A Separate Peace* by John Knowles, *To Kill a Mockingbird* by Harper Lee, *The Crucible* by Arthur Miller, *Gone with the Wind* by Margaret Mitchell, *Dinner at Homesick Restaurant* by Anne Tyler, *Slaughterhouse-Five* by Kurt Vonnegut, *Night* by Elie Wiesel, and *Native Son* by Richard Wright. Students must read at least twenty-five books by the end of the school year; books read for other classes count toward this total. Students must complete a variety of writing this year, including expository and persuasive pieces such as letters, articles, and essays, and may include descriptive, narrative, and creative pieces. Students will compose extensive critical essays about their reading. Vocabulary and grammar are studied in the context of the students' reading and writing. The Regents examination is administered at the completion of the course.

## ***English 12***

Grades 12

1 Credit

### **Course Description**

In the senior year, vocabulary development, speaking, reading and composition skills are stressed. Anthologies and paperbacks are used to explore literature. Each student is given an opportunity to present oral work before the class in the form of a project involving research and/or process demonstration. Seniors will also learn the necessary skills for obtaining employment, succeeding in the job, and working as part of a team. They will also learn to become informed consumers, how to use credit, buy insurance, and purchase financial services. Students will prepare a portfolio for employment, including resumes, cover letters, follow-up letters and mock interviews.

## ***Creative Writing***

Grades 11 and 12

½ Credit

This is a half-year course to be offered to seniors and juniors. The course requires students to complete writings in a variety of genres, including drama, short story, personal essay, and poetry. Critiquing of writing is done in class. Reading from a variety of contemporary literature is also required. At the end of the course, the class publishes a compilation of student work.

## *Foreign Language*

**Regents Advanced Diploma must pass Spanish IA, IB, Spanish II and Spanish III. At the end of Spanish III a comprehensive Regents Examination will be given.**

**Regents Diploma must pass Spanish IA and IB.**

### *Spanish I A*

Grades 8-12

Credit after completion of Spanish I B

#### **Course Description**

Spanish IA is usually taken in 8<sup>th</sup> grade. This course is an introduction to the basics of the Spanish language and cultures. The four primary language skills of hearing, speaking, reading and writing will be covered. Students are expected to learn vocabulary. They are also expected to speak conversationally with partners and in groups. Students will explore Hispanic cultures. Students must pass this course in order to continue in Spanish IB.

### *Spanish IB*

Grades 9-12

1 Credit

#### **Course Description**

Spanish IB is usually taken in 9<sup>th</sup> grade. The pre-requisite for Spanish IB is Spanish IA. Students will continue to learn the basics of the language, with more exposure to grammar, verb tenses, idioms and language usage. The four skills of hearing, speaking, reading and writing will be covered. Students are expected to learn vocabulary and are expected to improve conversation skills as they speak with partners and in groups. Students will further explore Hispanic cultures. Students will take the New York State Language Proficiency Exam in June of this second year.

### *Spanish II*

Grades 9-12

1 Credit

Prerequisite: Spanish I B

#### **Course Description**

Spanish II focuses on the development of communication and comprehension skills. Learning activities are similar to Spanish I A & B. Knowledge of vocabulary and commonly used idioms is expanded. Emphasis is placed on grammar. Conversational proficiency is developed through the use of dialogues.

### *Spanish III*

Grades 10-12

1 Credit

Prerequisite: Spanish II

#### **Course Description**

In Spanish III all four skills (understanding, speaking, reading and writing) are integrated. Students will read and use authentic sources from the target language. They will learn about the geography, history, and culture of Spanish speaking countries. Emphasis is on intensive grammar, speaking, and writing skills in preparation for the New York State Regents Examination. Students will be assigned workbooks and use audio, visual, and computer technology throughout the course.

## ***Spanish 1C***

Grades 9-12

Prerequisite: Spanish 1A

### **Course Description**

This course focuses on the geography, history, and culture of Spanish speaking countries. Students will participate in virtual tours through at least ten countries and complete research projects. Students will be required to do online readings and participate in weekly blogs (online discussions). Spanish 1C is designed for students who have attempted to pass Spanish 1B but have difficulty with language acquisition.

## ***International Cooking Class – Gastronomic Geography***

Grades 10-12

No pre-requisite

### **Course Description**

Students will gain knowledge of world geography while learning basic and advanced cooking skills and terminology. This multi-cultural course is designed to expand students' culinary tastes and generate an understanding of how geography creates diversity in cooking. Students will be required to complete a research project on a country complete with its geography and how it relates to the countries main dishes. They will also be required to make a dish from that country. Students will be assessed on vocabulary, geography, and classroom participation. Students will learn how to collaborate in this course and the importance of teamwork. They will learn to respect the diversity of foods consumed throughout the world. They will learn to respect other people's culinary tastes and to respect other cultures in a safe and accepting environment. Everyone will have a solid understanding of how food presentation and meal patterns differ and how nutritional needs are met. They will also acquire a basic background knowledge of the cuisine of each country covered.

Upon completion of this course all students will be able to prepare a recipe

1. Having a sound knowledge of ingredients.
2. Being able to measure ingredients accurately.
3. Comprehending cooking terminology.
4. Having basic cooking skills.
5. Being proficient at using a kitchen in a safe and hygienic fashion.
6. While taking pleasure in cleaning up quickly and efficiently.

## ***Mathematics***

***All students must earn three credits in Mathematics to meet requirements for graduation with a Regents diploma. All students who wish to receive an Advanced Regents diploma must successfully complete all of Math A & B and pass the state regents exams.***

### **MATH REGENTS PREPARATION PROGRAM**

*The college bound students should recognize that a regents program in mathematics might not fulfill the requirements for admission into scientific and technical programs at many local colleges.*

#### ***Algebra I***

Grades 9-12

1 Credit

#### **Course Description**

This course covers the following topics: the language and properties of algebra; basic operations with real numbers; solving and graphing linear equations and inequalities; basic operations with polynomials; factoring polynomials; solving and graphing quadratic equations; basic operations with radical expressions; right triangle trigonometry; basic probability and statistics.

This course is offered over one or two years. In order to receive a high school diploma, a student must pass both the course and the required Regents exam.

#### ***Geometry***

Grade s 9-12

1 Credit

#### **Course Description**

This course covers the following topics: Points, lines, planes, and angles; inductive and deductive reasoning and proofs; parallel and perpendicular lines; Congruent Triangles; triangle parts and relationships; similar triangles and polygons; right triangle trigonometry; properties of quadrilaterals; transformations; circle parts and relationships; area of polygons and circles; surface area and volume of three dimensional figures. This course is a one-year course with a Regents exam at the end.

## ***Non Regents Geometry***

Prerequisites – Pre-Algebra (Math 8) and Integrated Algebra  
Grades 10-12                      1 Credit

### **Course Description**

Students will engage in mathematical thinking and problem solving in this Geometry course. This course includes two- and three- dimensional figures, with an emphasis on the properties of symmetry, congruence and similarity, the Pythagorean Theorem and special right triangle relationships. There will be a basic introduction to justifying ideas through use of proofs. This course is offered to students who will not be taking the NYS Geometry Regents. (Students will not be able to get an advanced Regents diploma with this course.)

## ***Algebra II and Trigonometry***

Grades 10-12                      1 Credit

### **Course Description**

This course covers the following topics: Review of solving and graphing linear equations and inequalities; review of solving and graphing systems of linear equations and inequalities; review of solving and graphing quadratic equations; Matrices; solving polynomial equations and inequalities; solving radical equations and inequalities; graphing conic sections; solving exponential and logarithmic equations; Sequences and Series; Probability and Statistics; Trigonometric functions, graphs, and identities. This is a one-year course that ends with a Regents exam.

Students must pass a Regents Exam.

## ***Pre Calculus***

Grades 11-12                      1 Credit

Prerequisites: *Successful completion of Math B course or Algebra II/Trigonometry.*

### **Course Description**

Pre Calculus is a course designed for the math/science oriented college-bound student. Topics of study include: sequences and series, matrices, and determinants, polynomial functions, the Cartesian Plane, conic sections, basic limit theory, elements of differential calculus, and basic elements of integral calculus.

## ***Calculus I (HVCC) 1/2 year***

Grade 12                              ½ Credit

Prerequisite: Pre Calculus

(can be taken without college credit)

### **Course Description**

Topics covered include but are not limited to: limits, continuity, differentiation and integration of elementary functions (including selected transcendental functions), with applications to curve sketching, optimization problems, related rates, area under a curve problems and solutions to elementary differential equations

## ***Calculus II (HVCC) 1/2 year***

Grade 12                      ½ Credit  
Prerequisite: Calculus I  
(can be taken without college credit)

### **Course Description**

Topics covered include but are not limited to: Techniques of integration, improper integrals, sequences and series, conic sections, parametric equations, polar coordinates and applications of integration

## ***Music Department Offerings***

Satisfactory completion of Music Theory, Music in Our Lives, or one credit of Band, Chorus or Guitar meets the one credit of art or music required of all students to meet graduation requirements as prescribed by the NYS Education Department.

### ***Music Theory***

Grades 9-12    1 Credit  
Prerequisite: None

### **Course Description**

Students will develop skills necessary to read, listen to and perform music with a more complete understanding of musical structures as well as be able to analyze different forms of music. Members of this class will begin to develop the basic skills necessary for writing their own music.

Grading is based on class participation, homework assignments, quizzes and tests, and composition projects.

### ***Guitar***

Grades 9-12    ½ Credit per semester

### **Course Description**

Level IA: Any students may enroll regardless of experience. Basics of melodic & chordal playing, basic finger-picking, reading of standard notation and tablature are covered.

Level IB: Students must have successfully completed Level IA. Skills developed in IA are expanded in this course.

Level IIA: Students must have successfully completed Level IB. Advanced chords, picking styles, riffs and techniques are covered.

Level IIB: Students must have successfully completed Level IIA. Skills developed in IA are expanded in this course.

## *Chorus*

Grades 9-12 ½ Credit

### **Course Description**

Prerequisites: Students must have successfully completed Chorus the previous year, or have the director's permission.

Students will develop skills in 4-part choral singing, sight-singing, and individual vocal development. Members of the Chorus perform in fall and spring concerts, with additional opportunities to participate in NYSSMA and All-County festival, the Winter Cabaret, and seasonal concerts. Each concert features selections from a wide variety of musical styles. The class meets every other day. A required group lesson meets once every two weeks.

## *Band*

Grades 9-12 ½ Credit

Prerequisites: Students must have successfully completed Band the previous year, or have the director's permission.

### **Course Description**

Students will develop skills in ensemble playing and sight reading through the preparation of quality music. Students will continue to develop skills specific to their instrument during group lessons. Members of the Band will be given opportunities to participate in NYSSMA and All-County Festivals, as well as seasonal concerts. Each concert features music from a variety of musical styles. Required lesson groups meet once every five days.

## *Physical Education*

### **Physical Education**

This physical education program focuses on the study, practice and appreciation of the art and science of human movement. The goal of this course is to engage, challenge, and motivate the student in a variety of sports, recreational skills, and fitness activities in a safe environment that encourages character building and lifelong fitness.

### **NYS Learning Standards**

**Standard 1:** Personal Health and Fitness; Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

**Standard 2:** A Safe and Healthy Environment; Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

**Standard 3:** Resource Management; Students will understand and be able to manage their personal and community resources.

## **Character Education**

Through our physical education program, the students will be given the opportunity to demonstrate various character education traits. These traits will be displayed through various activities such as, skill development, knowledge of rules, and team play. These character education traits are identified as the following: *Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship, Honesty, Courage, Diligence, and Integrity.*

### **Objectives:**

- Possess a lifelong desire to maintain a healthy level of physical fitness and wellness.
- Practice safety and risk reduction.
- Demonstrate good character in all activities.
- Develop respect, compassion, and tolerance for other students.
- Take responsibility for his/her own actions.
- Appreciate teamwork and the group process.

## **Physical Education Activities**

Upon commencement students will be exposed to, but not necessarily limited to, the following activities:

Aerobics, Badminton, Basketball, Conditioning, Cross Country Running Skiing, Dance/Movement, Fitness Foundation, Football, Golf, Lacrosse, Orienteering, Project Adventure (Introductory), Project Adventure (Low Elements), Racquetball, Soccer, Softball, Speedball, Step Aerobics, Team Handball, Weight Training, Yoga.

**All students are required to earn two credits in physical education to meet requirements for graduation.**

### ***Physical Education Core Program***

Grades 9-12            ½ Credit

### ***Sports Model***

Grades 9-12            ½ Credit

### **Course Description**

This course selection is an in-depth and intensive physical education class that emphasizes team sports and vigorous participation. Each unit will be 6-8 weeks in length. Students will be expected to learn and understand the rules, skills, etiquette and strategies necessary to be proficient in a variety of activities. Students will participate in a team setting. A student's grade will be based on his/her ability to demonstrate the skill, knowledge and strategy of the activity. Students will be expected to be prepared to play. Teamwork, cooperation and good sportsmanship will be required.

### ***Fitness Model***

Grades 9-12            ½ Credit

### **Course Description**

This course selection emphasizes fitness related activities, individual and lifetime sports. Each unit will be 4-6 weeks in length and will include the four components of physical fitness (strength, flexibility, muscle endurance and cardiovascular endurance). Students will be engaged in 30-40 minutes of moderate activity. A student's grade will be based on his/her participation and activity level as it relates to his/her ability. Students will be expected to keep a journal and track progress.

### ***Traditional Model***

Grades 9-12            ½ credit

#### **Course Description**

This course description emphasizes participation at a recreational level in team and individual sports as well as fitness and recreational activities. The goal of this class is to expose students to a variety of activities in a fun and challenging manner.

## ***Health***

### ***Health***

Grades 11-12            ½ Credit

#### **Course Description**

The program of instruction in health science offers the student the opportunity to gain accurate health knowledge, acquire intelligent health attitudes, and develop effective health practices. Candid discussion of some of the vital health issues of our times include drug use and abuse, disease prevention and control, maintaining personal health, mental health, reproduction and sexuality, the environment, safety, community health, and emergency first aid.

### ***Exploration of Careers in the Health Professions***

Semester I

Grades 11 & 12            ½ Credit  
Grade 10 with teacher/counselor recommendation

Not sure what you want to do with your life yet? Interested in careers with minimal additional education but great money? This course is all about career opportunities in the field of science. Listen to guest speakers' talk about their careers in fields like Dental Assisting, Dental Hygiene, Radiology, EMT Paramedic, Nursing Assistants, Nursing, Medical Transcription and more. Also, become First AID/CPR/AED certified (a requirement for health-related fields).

### ***Personal Health & Wellness***

Semester II

Grades 11 & 12            ½ credit  
Pre-requisite – High School Health

This class we have in-depth class discussions surrounding real-life situations related to sexuality, alcohol, tobacco, and other drugs, personal safety, stress management. You will have an opportunity to learn stress management techniques like meditation, yoga; personal safety techniques like self defense, financial health including banking, investments, and credit related issues.

## Science

*Pursuant to Section 207 of the NYS Education Law, Section 8.2(c) of the rules of the Board of Regents states, “only those persons who have satisfactorily met the laboratory requirements as stated in the State Syllabus for a science shall be admitted to the Regents examination in such science.”*

*Successful completion of the State mandated laboratory requirement will be satisfied when the student has participated in and written a satisfactory report for each of the 30 mandated laboratory activities assigned in that course.*

*All students must earn three units of credit in science to meet requirements for graduation with a Regents diploma. Of the three units, one must be from the Living Environment curriculum and one from the Physical Setting.*

*Students who desire an Advanced Regents diploma must earn three units of credit in any of the four Regents Science courses including the passing of two New York State Regents examinations in respective Science courses (One Physical Setting and Living Environment).*

### ***Academic Intervention Service***

Grades 9-12            2-5 periods per week    No Credit

Placement Criteria:

- Students who fall below the NYS standard on the Intermediate Examination for Science.
- Students who fail a Regents examination in science.
- Students whose teacher recommended them.

In an effort to assist students in passing the NYS Regents Exam in science that is required for graduation from high school, additional instruction is offered in the science department academic intervention service. Students receive teacher assistance either one-on-one or in a small group (not to exceed 10 students with one teacher).

The emphasis is in skills needed for science as well as on science content. Typically students need help with reading, simple math, and with construction and interpretation of graphs.

### ***General Science***

Grades 9-12            1 Credit (1 Physical Setting Credit)

#### **Course Description**

This course allows students to become familiar with concepts such as weather, erosion, rocks, minerals, and natural disasters. Students will also gain an understanding the earth, the universe, and their interrelationships. This course challenges students to use her/his reasoning ability to determine the logical order of events. Finally, basic biology, chemistry, and physical science concepts are introduced as well.

Final examination: Final Power Point presentation

### ***Earth Science***

Grades 9-12            1 Credit (1 Physical Setting Credit)

### **Course Description**

This course provides students with a better understanding of the constant changes occurring on their home planet and studies the relationship between Earth and other objects in our solar system and universe. This course follows the New York Curriculum. There is a heavy emphasis on laboratory work and reports. A Regents examination is required and there is a mandatory lab requirement in order to qualify for the Regents exam in Earth Science.

Areas of study include: Physical geology, historical geology, astronomy, climatology, meteorology, and oceanography. Success in this course requires that the student write extensively and do homework regularly.

Final examination: NYS Regents Examination

### ***Living Environment***

Grades 10-12

1 Credit (1 Living Environment Credit)

### **Course Description**

This is a laboratory course, which also includes lectures and class discussions. Topics covered include: cells, biochemistry, plants, and animals, reproduction, genetics, evolution, and ecology. The final examination is the New York State Regents Examination in Living Environment. The student is also required to complete a specific number of laboratory experiments. A Regents examination is required.

Great emphasis is placed on language usage, reading comprehension, and writing. Regular outside – of – class preparation is essential.

Final examination: NYS Regents Examination

### ***Chemistry***

Grades 10-12

1 Credit (1 Physical Science Credit)

Prerequisite: *Satisfactory completion of the Regents exam in Earth Science, Algebra and Geometry, Living Environment*

Recommendation:

Successful completion of Algebra and Geometry, including a passing grade on the Algebra Regents Exam and an average of 70 or better in a Regents science class.

Students wishing to take chemistry concurrently with Geometry should have achieved a final average of 85 or better in a Regents science course.

A student who has achieved less than 85 in Algebra may expect considerable difficulty.

### **Course Description**

The chemistry curriculum focuses on matter, its composition, properties and changes, and the energy relationships in chemical change. This is a comprehensive chemistry course dealing with the substances of the physical world and their interactions at the particle level.

Topics include: atomic structure, chemical bonding, periodic properties, acid-base chemistry, electrochemistry, and organic chemistry. Chemistry classes are scheduled to meet the state laboratory requirements. A Regents examination is required.

Considerable outside-of-class preparation is required.

Final examination: NYS Regents Examination

## ***Physics***

Grades 11-12                      1 Credit (1 Physical Science Credit)

Prerequisite: Algebra 2/Trigonometry, Chemistry or 2 credits in science and teacher recommendation.

Recommendation:

Algebra including a passing grade on Geometry regents examination OR have passed Algebra2/Trigonometry.

All physics students must be enrolled in a math course.

### **Course Description**

Physics represents a comprehensive curriculum including the principals of mechanics, sound, light, electricity, magnetism, and atomic physics. Students planning to take this course should be well grounded in the mathematical skills of Algebra and the Trigonometry of right triangles. The content and methods of this course are indispensable components of all four year college programs in engineering and the physical sciences and many two-year technical programs. Physics classes are scheduled to meet the laboratory requirements. A Regents examination is required.

Final examination: NYS Regents Examination.

## ***Forensic Science***

Grades 10-12                      ½ Credit (1/2 Living Environment Credit)

Prerequisite: *Two science credits, one must be Regents Biology/Living Environment and a passing grade on a Regents science examination.*

*OR*

Successful completion of BOTH the Living Environment and Earth Science or General Science.

### **Course Description**

This course is designed to fulfill the ½ credit of the 3 credit science requirement. Learn about the world of criminal investigations by studying forensics. This class will be heavily oriented toward hands on activities. Students will use standard scientific procedures and current techniques to analyze collected evidence. Topics will include but are not limited to collecting evidence, analyzing the crime scene, fingerprinting, and careers in forensic science.

Final Examination: Final crime scene investigation.

## ***Foundations in Physics***

GRADES 11-12                      1 Credit (1 Physical Setting Credit)

Prerequisite: Successful completion of Algebra 1, two science credits, one must be Regents Biology/Living Environment and a passing grade on a Regents science examination.

*OR*

Successful completion of BOTH the Living Environment and Earth Science or General Science.

### **Course Description**

This course will cover the mechanics of energy, light and sound. Long term projects such as the building of the mousetrap cars, model roller coasters, water bottle rockets and musical instruments will take place.

**Criteria for placement:** This course is recommended for students who feel that they will benefit from a course that does not involve a high stakes exam.

This course covers some of the material outlined in the New York State Core curriculum for the Physical Setting/ Physics. Lab work is an important part of this course and will be scheduled within the confines of meeting five periods per week.

Lab work will concentrate on laboratory, inquiry, and study skills that will be necessary for success in this field of study. Topics such as simple mechanics, magnetism, and electricity will be introduced as means of exercising those skills mentioned above.

Final examination: Portfolio of student work in addition to a written exam.

### ***General Chemistry***

GRADES 10-12                      1 Credit (1 Physical Science Credit)

Prerequisite: *Successful completion of Algebra 1, two science credits, one must be Regents Biology/Living Environment and a passing grade on a Regents science examination.*

*OR*

*Successful completion of BOTH the Living Environment and Earth Science or General Science.*

### **Course Description**

This course is designed to increase awareness of chemistry in the real world.

**Criteria for placement:** This course is recommended for students who feel that they will benefit from a course that does not involve a high stakes exam.

This course covers some of the material outlined in the New York State Core curriculum for the Physical Setting/Chemistry. Lab work is an important part of this course and will be scheduled within the confines of meeting five periods per week. Lab work will concentrate on laboratory, inquiry, and study skills that will be necessary for success in this field of study. Topics such as atomic structure, nuclear chemistry, formulas and equations, solutions, acid- base, and electrochemistry will be introduced as means of exercising those skills mentioned above.

Final examination: Written exam.

### ***Marine Biology***

Grades 10-12                      ½ Credit (1/2 Living Environment Credit)

Prerequisite: Two science credits, one must be Regents Biology/Living Environment and a passing grade on a Regents science examination.

*OR*

*Successful completion of BOTH the Living Environment and Earth Science or General Science.*

### **Course Description**

The theme of this course will be meeting the challenges presented to organisms by the marine environment. The course will provide an overview of the physical marine environment including geography, physics, and chemistry of the ocean. Students will be introduced to the taxonomy and anatomy of the organisms with an emphasis on those that appear in the marine environment. Students will conduct lab activities, study and maintain a marine habitat, and learn about careers in this field of science whose subject covers over 70% of our planet. This course is designed to fulfill the ½ credit of the 3 credit science requirement.

Final examination: Portfolio of student work and observations of marine environment, in addition to a written exam.

## ***Social Studies***

*All students must earn four credits by passing Global History I, II, U.S. History and Government, Economics and Participation in Government. In addition, all students must pass a New York State Regents examination in U.S. History and Government in grade 11 and a New York State Regents examination in Global History at the end of grade 10.*

### ***Global History***

Grades 9 and 10                      1 Credit

#### **Course Description**

The Global History curriculum is covered in two grade levels: 9 and 10. Global History I will provide 9<sup>th</sup> grade students an understanding of social studies standards according to history, geography, economics and civics. Global History I topics include introduction and examination of ancient world civilizations and belief systems; expansion, exchange and encounters among world civilizations; global interactions and the first Global Age.

In the second year of the curriculum, students enrolled in Global History II study the following topics: An Age of Revolutions, A Half-Century of Crisis and Achievement, The 20<sup>th</sup> Century since 1945 and Global Connections and Interaction.

Global History I and Global History II are a requirement for all high school students. The New York State Regents examination is administered at the completion of Global History II.

### ***Global History I***

Grade 9                                      1 Credit

### ***Global History II***

Grade 10                                      1 Credit

Pre-requisite: Global History I

### ***U.S. History & Government***

Grade 11                                      1 Credit

Pre-Requisite: Global Studies II

#### **Course Description**

This course is designed to provide a solid background in American History in order to prepare the student for citizenship in the 21<sup>st</sup> Century. The focus is on the thirteen enduring constitutional issues: National Power, Federalism, Judicial Power and Policy, The Constitution, Civil Liberties, Equality, Presidential Power, Separation of Powers, Property Rights, Rights of Women, and Constitutional change. Research projects and term papers are assigned for greater in-depth study in American History. A student must pass the Regents Examination in U. S. History and Government in order to receive a *high* school diploma. A review book will be offered for purchase in the fall.

## ***Interpretations of American History I & 2141 II***

Grade 11 1 Credit

HVCC 6 College Credits

Prerequisite: *Global Studies II and recommendation by Global History Teacher*

### **Course Description**

This course provides a solid background in American History and Government, preparing the student for leadership in the 21<sup>st</sup> Century. This is a high intensity course with several term papers and projects designed to enhance the learning of American History. Course 2140 covers history from the explorers through the Reconstruction Era at the close of the Civil War. A final exam will be given in January for this course for college credit. Course 2141 continues from reconstruction through today. The student must have completed and successfully passed 2140 to take 2141. The student will be given a final exam for the college course in June and will be given the opportunity to take the NYS Regents Exam in U. S. History and Government in order to receive high school credit for the course. A review book will be offered for purchase in the fall.

### ***Participation in Government***

Grade 12 ½ Credit

Prerequisite: *U. S. History – Government*

### **Course Description**

This course is required for all high school students getting a regents diploma. The student will respond to local, state, national, and international issues and participate in representative public policy issues from a decision-making perspective. As a culmination of the social studies program, the goals for this course include the development of individuals who have the characteristics that define a citizen: civic-mindedness, civic intelligence, and civic literacy.

### **Economics**

Grade 12 ½ Credit

Prerequisite: *U. S. History—Government*

### **Course Description**

This course will provide students with an understanding of the fundamental concepts and principles of economics those that are a basic part of the American economic system. Students will gain the knowledge and skills necessary to function as informed and economically literate citizens in our society and in the world.

## ***Advance Placement European History***

Grades 11 & 12

1 Credit

### **Course Description**

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the framework for understanding the development of present-day institutions, the role of stability and change in current society and politics, and the evolution of current forms of artistic expression and intellectual communication. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop:

1. An understanding of the principal themes in modern European History.
2. The capacity to analyze historical evidence and historical interpretation.
3. An ability to comprehend and express historical understanding in writing.

Additional requirements:

1. Strong essay writing skills.
2. Reading at near or above a college level.
3. Above average oral comprehension skills.

There will be a summer assignment, due the first day of class, as well as numerous research opportunities. This class is a lecture style course in which you will need to rely on your own abilities to stay organized and on task. There is an exam in May, which you are expected to take to achieve college credit.

### ***Enrichment Criteria***

The enrichment courses for social studies 9-12 will provide students who demonstrate a desire to excel academically a more in-depth inquiry of various social studies themes. These themes will include areas in Geography, World History, U.S. History and U.S. Government-Economics.

Parents will receive letters notifying them that their child has been selected to participate in the enrichment program. Please see the attached sheets for the criteria that will determine eligibility for these students.

The high school Social Studies Department will meet with middle school Social Studies teachers and guidance to evaluate candidates for the enrichment program.

Students selected for the program will be evaluated every 5 weeks on the above-mentioned criteria.

- Poor performance in any of the areas will be noted and students and parents will be informed.
- If after ten weeks improvement has not been shown, the student will be removed from the enrichment course.

Teacher Rating

Student Name \_\_\_\_\_

- 4 Consistently displays the ability
- 3 Frequently displays the ability
- 2 Occasionally displays the ability
- 1 Seldom displays the ability

CRITERIA	4	3	2	1	0
1. Homework assignments are completed on time and are of excellent quality.					
2. Projects/extended tasks are above and beyond expectations.					
3. Exhibits excellent writing skills.					
4. Demonstrates ability to use primary source documents as applied to Social Studies.					
5. Demonstrates ability to work cooperatively within the classroom.					
6. Demonstrates ability to work cooperatively within the classroom.					
7. Regular Attendance.					

TOTAL SCORE \_\_\_\_\_

***Honors Social Studies Criteria***

• Social Studies cumulative average for three quarters.	95-100	90-94	85-89	80-84	75-79
• Overall Report Card cumulative average for three quarters.	95-100	90-94	85-89	80-84	75-79
• Teacher rating	26-28	23-25	20-22	17-19	14-16
• Teacher rating	26-28	23-25	20-25	17-19	14-16

Maximum Total 20

Honors Score 15

## ***Career and Technical Education in Engineering and Technology***

### ***Introduction to Computer Aided Drafting (CAD)***

Grades 9-12

1 Credit

*11<sup>TH</sup> and 12<sup>TH</sup> grade students may use this course to satisfy IDLT-105 Micro Computers Drafting-Auto CAD 2002*

Course Length: 40 Weeks

Grading: Numerical

Prerequisite: None

THIS COURSE MEETS NYSED TECHNOLOGY5- LEARNING STANDARDS IN: Engineering Design, Computer Technology, and Management of Technology.

*This course is for the student who is pursuing an education or job in the following fields: engineering, manufacturing, industrial, and construction/building.*

### **Course Description**

This course is based on the command structure of AutoCAD as used within a Windows XP Professional Environment. Basic AutoCAD commands will be practiced by the completion and plotting of primarily engineering drawings. Topics include: AutoCAD screen, files, input techniques, tool bars, drawing setup, draw commands, text, styles, layers, world coordinate system, object snaps, grips, editing, view manipulation, preferences, blocks, inquiry commands, plotting, dimensioning, tolerance, orthographic and isometric drawings, section views, auxiliary view, introduction to wire frame models, introduction to paper space. Windows XP Professional topics include: network and account access, input techniques, browsing, find, file, print, plotters, and Internet access.

### ***Architectural (MICRO-COMPUTERS)***

Grades 11-12

1 Credit

Course Length: 40 Weeks

Grading: Numerical

Prerequisite: INTRODUCTION TO COMPUTER AIDED DRAFTING (6249) (MICRO-COMPUTERS) AND STRUCTURAL (624) (MICRO-COMPUTERS)

THIS COURSE MEETS NYSED TECHNOLOGY –5 LEARNING STANDARDS IN: Engineering Design, Computer Technology, Impacts of Technology and Management of Technology.

*This course is a two-part series: Structural design and Architectural design, oriented for the student who is pursuing an education or job in the following fields: Architecture, Architectural Engineering, Construction/Building Trades or for the future home buyer/owner.*

### **Course Description**

This course is a study of basic residential design, construction techniques, and auto-cad techniques as it relates to the residential architecture. A complete set of house plans for a single floor three-bedroom house will be designed and drawn for presentation. The house plans will include the following: site plans, foundation plans, floor plans, elevations, plumbing and heating and electric. The utilization of new and common construction materials and standard building techniques will be explored through a series of cross section drawings. This course will also examine cultural and historic architecture and its influence on today's buildings.

### ***Alternative Energy Engineering***

Grades: 11 &12

Course Length: 40 Weeks 1 Credit

Prerequisite: None

This course meets NYSED Technology 5 Learning Standard's in: Engineering Design, Computer Technology, and Management of Technology.

### **Course Description**

This is a new course that is designed for the advanced student in 11<sup>th</sup> and 12<sup>th</sup> grades. This course will be limited to 12 students. This course will take an exploratory look at Berlin Jr./Sr. High School building, examining the electrical system, heating system, and insulation properties from these findings, the students will develop an alternative energy plan that would lower the operating costs of the building and make Berlin Jr./Sr. High School a greener school.

This course will examine all types of alternative energy sources (wind, solar, hydro, etc.) and their applications experts in these fields will be asked to participate and share their knowledge for a more in-depth understanding of alternative energy resources and their applications.

### ***Electricity***

**1/2 credit**

### **Course Description**

This is a project based course introducing the basic principles of electricity. Topics covered include electron theory, conductors and insulators, units, current and voltage, resistance, work and power, series and parallel circuits. Home wiring including electrical outlets, switches, and light fixtures will also be covered.

### ***Desktop Publishing***

**1 credit & 3 HVCC credits \$105.00**

### **Course Description**

HVCC CMPT125 course Electronic Publishing & Design:

Using Adobe InDesign, the student will design and produce professional quality documents by using text, graphics, illustrations, and photos. With the use of the additional desktop publishing tools like design templates, graphic manipulation tools, color schemes and wizards, the student will create, edit, and modify newsletters, brochures, merged documents, clipart, plus others. Students will create professional-looking layouts that incorporate illustrations and bitmap graphics as well as sophisticated presentations of text and typography and publish these documents to the Web.

### ***Design and Drawing for Production (fulfills H.S.. art credit requirement)***

1 Credit

### **Course Description**

DDP provides you with opportunities to be creative and to apply your decision-making and problem-solving skills to various design problems. You will use powerful computer hardware and software (Inventor) to develop 3-D models of objects. Using this computer aided design system, you will learn the design process by creating, analyzing, drawing, and producing a model.

### ***Basic Woodworking***

½ Credit

### **Course Description**

This course is designed to introduce the student to basic woodworking practices. A short book work section has a strong emphasis on workshop safety with an understanding of woodworking power and hand tools. Students will then work in the shop the remainder of the semester on selected projects.

### ***Career Tech Education Course Offerings***

Courses are offered at the Questar III Rensselaer Ed Center in Troy. Credits earned are counted toward diploma requirements at Berlin Junior Senior High School.

CTE courses are scheduled for one-half of the school day (2 ½ hours), Monday through Friday. Students will spend half of the day at the Rensselaer Ed Center and half of the day at the high school.

To be eligible to attend the Rensselaer Ed Center, the student must have successfully completed the following:

English	2 credits
Social Studies	2 credits
Science	2 credits
Mathematics	2 credits
Art/Music	1 credit
Physical Education	1 credit

Courses include: Automotive Mechanics, Automotive Body, Child Care, Carpentry, Cosmetology, Culinary Arts, Academy for Information Technology (AIT), Nursing, and Security & Law.

### ***New Visions***

New Visions programs are offered through Questar to highly motivated, academically capable and mature high school seniors whom are serious about learning more about careers in a specific field. Students will spend their entire day at the New Visions Program.

METS – Math, Engineering, Technology, Science at RPI.

Visual & Performing Arts – Arts Center of the Capital Region

Science Research & World Health – SUNY East Campus

**Detailed descriptions of all Career Tech  
Ed Courses are available in the Questar  
III Course Catalog**

## *Middle School*

**6th Grade ELA** is unit/theme based. The four themes students are introduced to are:

Quarter 1: Overcoming Adversity with the book, “Maniac Magee” by Jerry Spinelli.

Quarter 2: Choices with “Tuck Everlasting” by Natalie Babbitt.

Quarter 3: Friendship with “Holes” by Louis Sachar.

Quarter 4: Author’s Craft with several books by Ben Mikaelson with a research project on an author’s of his or her choice.

In addition to the classroom book, each quarter students will be expected to choose two books to read throughout the quarter that connect to the theme we are working on. For the first of the independent books, students are expected to complete a book talk during the quarter (students must sign up by the second week of each quarter) and for the second book, choose a book project from the teacher’s list (this project due the last week of each quarter). Students will also be working on a year-long writing piece; an autobiography and be completing a variety of writing pieces in the areas of sensory/descriptive, imaginative/narrative, practical/informative, and analytical/expository. The writing pieces that the students work on throughout each quarter include (are) several different types of essays, poems, stories, etc. On average, the students are expected to have completed one writing piece due every two weeks.

**Literacy** class is designed to help students improve their reading/writing skills based on the principles below:

- create a community of readers in their classroom
- reinforce the reading/writing process
- build on student’s reading and writing experience
- use literature such as Time for Kids, DayBook 6, *Number the Stars*, *Walk Two Moons*, *Earth to Matthew* and other instructional materials to reinforce reading and writing skills
- use a variety of assessment procedures to document students learning
- develop a balanced approach to literacy instruction

## ***Sixth Grade Math***

### **Course Description**

Sixth Grade Math at Berlin Central covers the following topics: Number Sense and Operations including reading and writing whole numbers, decimals, fractions, and percents; locating, ordering and multiple representation of rational numbers; ratios, rates, and proportions; adding subtracting, multiplying and dividing fractions and mixed numbers. The topic of Geometry covers corresponding sides of similar triangle; perimeter and area of regular and irregular polygons; radius, diameter, chord, central angle, circumference, area and area of a sector of circles; Coordinate Geometry; Customary and Metric Measures of Volume; Collecting and Organizing Data into frequency tables and Venn diagram; Analysis of Data covers reading and interpreting bar graphs, line graphs, circle graphs, pictographs, histograms, determining the mean, median, mode, and range of a given set of data; Statistics and Probability includes outcomes of compound events and the probability of dependent events.

See the New York State Math Standards for further information.

## *Sixth Grade Science*

### **Course Description**

Middle school science focuses on 15 main areas of study. These areas are divided up among sixth, seventh, and eighth grades.

Currently, the sixth grade in our school focuses on **Earth's Waters** (oceans, lakes, & rivers), **Weather & Climate**, **Astronomy** (sun, moon, stars, planets, galaxies, solar systems), **Inside Earth** (plate tectonics, volcanoes, earthquakes), and **Sound & Light**.

Schools have the option of teaching the fifteen middle school units in any order they choose, so a student transferring from a different district may end up either missing a topic or covering it twice.

Units may be added to or deleted from a grade level at the discretion of the science department.

## *Seventh Grade English*

### **Course Description**

Seventh Grade English is concerned with raising skill levels in both reading and writing. Areas concentrated on are: grammar, sentence structure, capitalization, punctuation, word usage, paragraphing and using basic skills that will help students succeed on the eighth grade assessment exam in ELA. Spelling and vocabulary are also done on a weekly basis. This is another area that will help the student expand his/her skills in order to meet New York State standards.

Reading is done through literature using critical thinking and interpretive skills. One day a week is set aside where reading is the main focus of the class.

Notebooks are also an important part of seventh grade English. Besides keeping a permanent place for what has been covered in class, it helps each student develop organizational skills they will need to successfully pass future NYS tests.

## *Seventh Grade Math*

### **Course Description**

Seventh Grade Math class includes Interpreting Data and Statistics, Applications of Decimals, Integers, Equations, Fractions, Proportions, Percents, Geometric Figures, Area, Perimeter, Measurement, Graphing and Probability.

We cover the seven strands of the New York Syllabus by covering Mathematical Reasoning, Number and Numeration, Operations, Modeling, Measurements, Uncertainty and Patterns and Functions.

## *Seventh Grade Social Studies*

### **Course Description**

Seventh Grade Social Studies is the first year of a two-year course in American History. Focusing on New York State Learning Standard 1, students use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. Content covered in seventh grade includes pre-Columbian peoples, European exploration and colonization of the Americas, the American Revolution, the U. S. Constitution, U.S. expansion, and the American Civil War. New York Standards 2 (World History), 3 (Geography), 4 (Economics), and 4 (Civics, Citizenship, and Government) are also included.

## *Seventh Grade Science*

**The Science program for middle school introduces students to a variety of science- related disciplines that will prepare them for the New York State Grade 8 Science Assessment.**

### **Course Description**

The Science 7 program is designed to allow students to apply their science understandings and measurement skills to a variety of life science topics. Areas of study include: classification and taxonomy of living things, cellular biology, plants, environmental science, human body systems, and genetics. Since investigative activities are central to the program, students are placed in situations in which they can manipulate objects, pose questions, and compare results from one activity to another. The students' learning occurs through concrete activities dealing with key concepts and processes of the life sciences. Students are provided opportunities that develop higher-level thinking skills, as well as science process and inquiry skills.

Students in grades 7 and 8 are also given the opportunity and support to participate in Future City, where a team research project and model of the future is presented.

## *Intermediate Health Grades 7/8*

### **Course Description**

The direction of school health education has changed throughout New York State. The weaving together of content knowledge and skills form the basis of helping students learn what they need to know and be able to do to be safe and healthy. Health is taught in 7<sup>th</sup> and 8<sup>th</sup> grade for a 10 week block of time.

Students are expected to achieve the three New York State Learning Standards:

#### **Standard 1: Personal Health and Fitness (NYSHE 1. Personal Health)**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

#### **Standard 2: A Safe and Healthy Environment (NYSHE 2. A Safe and Healthy Environment)**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

#### **Standard 3: Resource Management (NYSHE 3. Resource Management)**

Students will understand and be able to manage their personal and community resources.

**Health Education 7 Curriculum Content:** Mental health, personal health, development, disease prevention and control, injury prevention/safety, environmental health, and life skills.

**Health Education 8 Curriculum Content:** Mental health, personal health, growth and development, alcohol-tobacco and drugs, consumer/community health, and nutrition.

The functional knowledge for student is included in the curriculum content areas listed above. Students learn and practice essential skills in the context of real-life health issues that impact their health now and in the future.

**Health enhancing skills:**

Communication  
Decision Making  
Planning and Goal setting  
Stress Management  
Advocacy  
Self management

***Eighth Grade English*****Course Description**

Eighth Grade English follows the NYS English standards. A variety of topics is covered including, but not limited to, reading comprehension, writing, listening and speaking skills, story elements, literary devices, dialogue, Greek and Latin bases, and of course, preparing for the 8<sup>th</sup> grade NYS ELA exam.

***Eighth Grade Math*****Course Description**

Eighth Grade Math follows the NYS Math standards for 8<sup>th</sup> grade mathematics. Some of the topics covered are: equations, factors and fractions, ratios, proportions and percents, inequalities functions and graph and statistics and probability. Also, the basic math skills such as multiplication tables and opposite operations are reinforced.

***Eighth Grade Science*****Course Description**

Eighth Grade Science follows the NYS Science standards. There is a NYS standardized Performance test and a written test. Topics studied throughout the year include energy, motion, simple machines, properties of matter, electricity and magnetism.

***Eighth Grade Social Studies*****Course Description**

Eighth Grade Social Studies program follows the NYS Social Studies standards for 7<sup>th</sup> and 8<sup>th</sup> grade. The 8<sup>th</sup> grade program continues the study of American History that was begun in 7<sup>th</sup> grade. The areas of study, according to the New York State Curriculum are: Division and Reunion, An Industrial Society, The United States as an Independent nation in an increasingly Interdependent World, The United States Between the Wars, The United States Assumes Worldwide Responsibilities, The Changing Nature of the American People from World War II to the Present. There is a NYS standardized test.

***Eighth Grade Spanish - Spanish I A*****Course Description**

Credit awarded after completion of Spanish B.

Spanish IA is usually taken in 8<sup>th</sup> grade. This course is an introduction to the basics of the Spanish language and cultures. The four primary language skills of hearing, speaking, reading and writing will be covered. Students are expected to learn vocabulary. They are also expected to speak conversationally with partners and in groups. Students will explore Hispanic cultures. Students must pass this course in order to continue in Spanish IB.

## *Middle School Art*

### **Course Description**

The New York State requirements for middle school art provides for a structured exploration of an art curriculum that will create a foundation for the unit of credit required for a high school diploma. The sixth, seventh and eighth grade cumulative course work covers these four standards:

#### Standards

1. **Creating**, performing and participating in the arts.
2. Knowing and using arts **materials** and resources.
3. Responding to and **analyzing works** of art.
4. Understanding the **cultural dimensions** and contributions of the arts.

## *6th Grade Music*

### **Course Description**

Based on state and national music standards, the 6<sup>th</sup> Grade Music curriculum includes the following: Rhythmic and melodic music notation; instrumental instruction using recorders; ear training for rhythm and melody; music form and composition; vocal instruction; and music history.

## *6th Grade Chorus*

### **Course Description**

The 6<sup>th</sup> Grade Chorus curriculum focuses on individual progress and group singing skills, using unison, 2-part, and 3-part choral selections. Aspects of study include vocal development, ear training, sight singing, style and expression, and theory and analysis.

## *General Music 7*

### **Course Description**

Students will compose their own music using percussion instruments and recorders. They will also learn a very brief history of music, including Rock-n-Roll and radio. Student will do listening logs every week that are geared toward music they bring in, and answer questions about what they hear about the performance and groups.

## *8th Grade Music*

### **Course Description**

Based on state and national music standards, the 8<sup>th</sup> Grade Music curriculum includes the following: Rhythmic and melodic music notation; instrumental instruction using guitars; basic chord structure; music form and composition; and music history.

## *Middle School Chorus*

### **Course Description**

The Junior High Chorus curriculum continues the development of individual and group singing skills. A wide variety of choral selections in 2-part and 3-part harmony are used to teach vocal development, ear training, sight singing, style and expression and theory and analysis.

## ***Middle School Band Grades 6-8***

### **Course Description**

Pre-requisite: Students must have at least 6 months of teacher instruction on the instrument they wish to play. Students will learn to play more difficult band literature by a variety of composers. This will include more difficult fingerings and rhythms such as cut time and six-eight time signatures. Students will be required to play major scales and write more difficult key signatures. There will be a playing and written midterm and final exam for this course.

Students are required to attend one lesson a week as well as band in order to receive a passing grade. Practice at home is required in order to learn new material.

## ***Middle School Computer Literacy***

### **Course Description**

This 10 week course introduces three core concepts: proper keyboarding techniques, computer applications such as Word, Excel, PowerPoint, and Internet Safety. Students will learn valuable computer skills that can be applied to their high school coursework.

No. of Credits: 1/4  
Grade Level: 6  
Course Length: 10 weeks

## ***Seventh Grade Technology***

Course Length: 20 Weeks  
Grading: Numerical  
Pre-Requisite None

### **Course Description**

This course meets NYSED Technology 5 Learning Standards.

This course is the first part of a comprehensive broad-based introduction to the study of technology. The course will include studies in the following areas: Resources, Systems, Problem Solving, Technological Processes, Societal/Environmental Impacts, and a perspective on its History and Future. All this will be presented in the engineering study, designing, building, and testing of model bridges. The student will also be introduced to basic Micro-Computer Drafting techniques.

## ***Eighth Grade Technology***

Grading: Numerical

### **Course Description**

Meets NYS Standard 5 Technology: Engineering Design; Tools, Resources, and Technological Processes; Technological Systems; Impacts of Technology; Management of Technology.

This is the second half of a comprehensive introduction to the study of technology. The course includes studies in the following areas: production systems; processing materials; power and transportation; and communication systems. The study, design, building and test of model cars will be the major application. The students will also be introduced to technical drawing and the manufacture of an individual project.