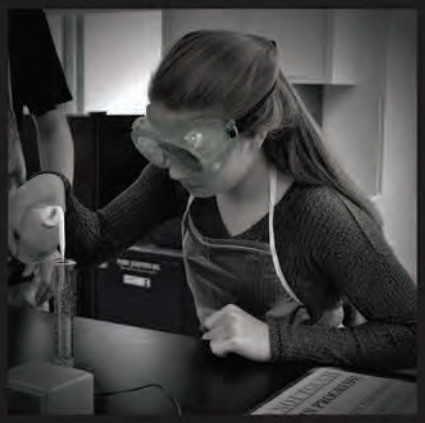
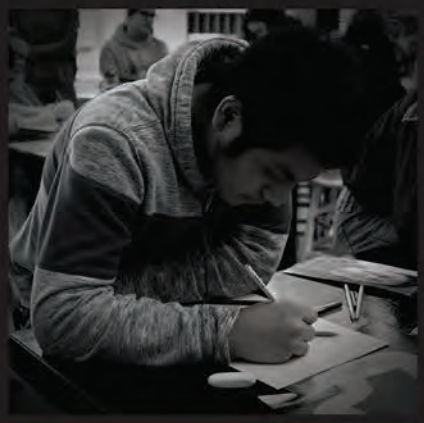
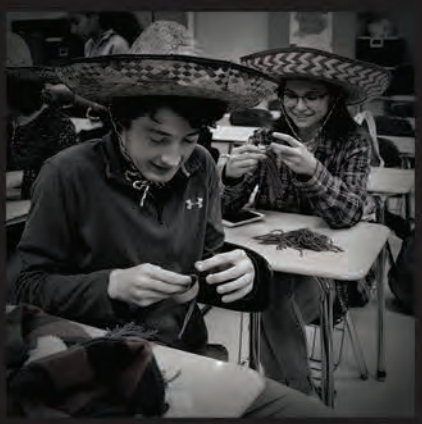
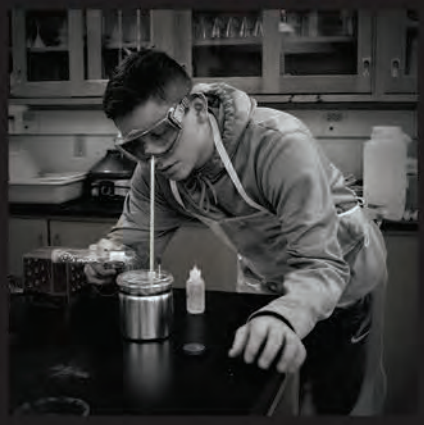
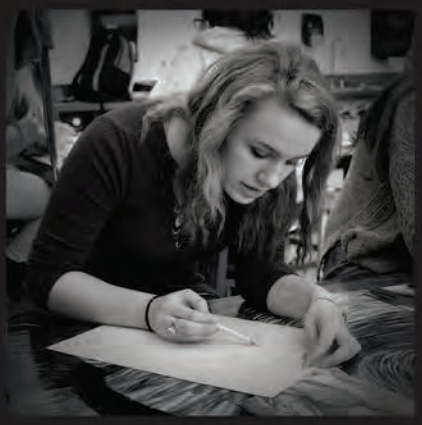
Schuylerville High School

Course Description Guide





2019-2020

Contents

Student Services

The philosophy of the Student Services Center is to serve each student's educational, vocational, social and personal needs. With this goal in mind, the center is made up of a team of professionals, including a career education counselor, guidance personnel, a psychologist and health professionals. This team works to ensure success for each student...in school and beyond.

Throughout the school year, students meet with Student Services staff members to discuss class scheduling, test scores, college admission procedures and employment aspirations. The Student Services Center is always open to discussions about such issues as peer relations, loneliness, family difficulties, drug and alcohol decisions or any other personal concerns. Students also are invited in to research colleges and careers. The Center has a wealth of materials available, including college catalogs, vocational materials, career and college databases, etc.

Students and parents are invited to call the Student Services Center at 695-3255, extension 2239 with any questions or concerns.

STUDENT SERVICES CENTER

Sarah Rust.....High School Counselor

Janine O'Brien.....High School Counselor

Karen Maciariello.....School Psychologist

Carrie Bean.....Career Education Coordinator & Intervention Counselor

Stacey Dooley.....Secretary

Current Graduation Requirements

PATHWAYS TO GRADUATION

All students must take Regents exams in Algebra I, Global History & Geography or U.S. History & Government, ELA, and Science, plus at least one of the following;

- (Humanities Pathway) Either an additional Regents assessment, or a NYSED approved alternative, in a different course in Social Studies (Global History & Geography or U.S. History & Government) or in English; or
- (STEM Pathway) One additional Regents Examination in a different course in mathematics or science or a NYSED-approved alternative; or
- (LOTE Pathway) A pathway assessment approved by the Commissioner in a Language Other Than English (LOTE), which could include a Biliteracy Pathway; or
- (CTE Pathway) A CTE pathway assessment, approved by the Commissioner, following successful completion of a CTE program; or
- (Arts Pathway) An arts pathway assessment approved by the Commissioner.

General education students must pass all required Regents examinations and/or pathway assessments at a score of 65 or above. In order to earn a Regents diploma, students must earn a minimum of 65 on all required Regents exams and/or pathway assessments.

REGENTS DIPLOMA WITH ADVANCED DESIGNATION

Students may earn a Regents Diploma with Advanced Designation by also passing two additional Math Regents exams (both Geometry and Algebra II), a second Regents exam in Science, and one of the following: 3 credits in a language other than English (LOTE), 5 credits in career and technical education (CTE), or 5 credits in the arts.

SAFETY NET

In addition to the above, students with an Individualized Education Plan (IEP or 504 Plan) are eligible to receive a Local Diploma. Students must receive a grade of 55 or higher on five NYS Regents exams (English, Global Studies, U.S. History, Math and Science); OR students must receive at least a 55 in English and Math and utilize the Compensatory Safety Net option. Students with IEP's should seek additional detailed information from their guidance counselor, special education teacher or special education director regarding this option. (Also see outline on Schuylerville Central School District website – special education section).

Students with disabilities, as recommended per their IEP, may seek additional credentials of a NYS CDOS (Career Development and Occupational Studies) Commencement Credential ** OR SACC (Skills and Achievement Commencement Credential).

**CDOS: Can be used as a supplemental credential to an earned diploma (Regents or local), OR a stand-alone credential in lieu of a high school diploma.

CDOS supports preparation for entry-level employment entering post-secondary. District support includes:

1. Opportunities to earn regular high school diploma and access to participate and progress in the general curriculum
2. Develop and annually review a career plan
3. Evidence of commencement level knowledge and skills (CDOS learning standards)
4. At least 2 units of study in CTE courses and/or Work Based Learning experiences with a minimum of 54 hours documented WBL experiences
5. Skills employability profile (at least 1)

COUNTING ALPHA GRADES IN COLLEGE COURSES

As of the 2017-18 school year, all college credit courses that receive only an Alpha grade (A, B, C, etc.) will not count in a student's GPA or class rank. The course and Alpha grade will still appear on the student's high school transcript, and the student will still receive .5 high school credits for each college course taken. In addition, any 12th grader taking nine or more alpha-grade-only college credits per semester will be ineligible for distinction as Valedictorian or Salutatorian.

Dropping or Adding Courses

- For all courses, there is a posted 3 week ADD/DROP Deadline of 9/27/2019
- A request for a withdrawal after the above timeline will be made in writing by a parent/guardian, with the reasoning for the drop, to the student's School Counselor. At this time a meeting with the student, parent guardian, teacher and School Counselor will occur. Discussions will take place about the reasoning of the withdrawal and to attempt to remedy the student's desire to withdraw. At this time, if the withdraw is still desired by the student and family, it will be granted with the following documentation on a student's transcript based on their existing grade from the class:

W - Withdrawal

Classes that are removed from a student's schedule will be replaced with another course when possible.

COURSE AVAILABILITY

Not all courses listed in this guide will run next year. Decisions regarding which courses will run will be based on student enrollment/interest and available staffing.

English

ENGLISH 9
One-Year Course
A comprehensive overview of a variety of literary genres, including novels, short stories, plays and poetry. Includes an emphasis on study and application of literary elements and techniques. Areas of written instruction include, but are not limited to, the persuasive essay, the comparison/contrast essay and general compositions. Focus on the process of research writing culminates in a research paper unit. Creative writing includes such items as diary entries, letters, newspaper articles and poetry. A significant amount of consideration is given to the acquisition of listening and speaking skills, including a variety of required oral class presentations.

ENGLISH 9 HONORS
One-Year Course
Prerequisites: English 8 course grade ≥93%, or English 8 teacher recommendation. A writing sample and assigned summer reading are required for admission to the course.
This class is designed for the highly motivated, self-disciplined learner who excels in reading and writing. Learners must be able to prioritize and self-organize. Requires extensive independent reading, regular written assignments and the ability to meet deadlines. Learners must demonstrate a strong grasp of grammar and usage in their writing. Homework is assigned regularly and the expectations for timely completion are demanding. Learners must possess solid organizational skills, as well as the ability to function well independently. Emphasis is placed on the study and application of literary elements and techniques. Areas of written instruction include, but are not limited to, essay-writing, research-writing (five-page paper), creative writing, report writing. Significant time is given to the acquisition of vocabulary and listening and speaking skills. Oral presentations are a must. All learners will be expected to complete short evidence-based claim papers as well as a longer, more sustained piece of research writing. This requires the ability to independently analyze the text, as well as support ideas with specific text references. Strong critical thinking and writing skills are essential for completion of this final project, as well as the course.

ENGLISH 10
One-Year Course
English 10 is a foundational course that prepares students for the New York State Regents using the Common Core standards. The course focuses on a wide variety of informational, argument-based, and literary texts to improve students' abilities to cite evidence and develop claims. Course texts range from the classic to the contemporary, and include international and American texts in poetry, literary-fiction, literary-non-fiction, journalism, and primary historical documents. Text annotations, frequent wide-ranging discussions, and daily writing assignments serve as assessments focusing on the close reading done in class. In addition to shorter writing assignments, students will have the opportunity to craft several extended responses. These longer written pieces will immerse students in the writing process from researching evidence, to drafting, revision, and publishing work for an audience. Students are also expected to complete independent reading assignments in this course to expand reading comprehension, vocabulary, and to develop a love of reading.

ENGLISH 10 HONORS
One-Year Course
Prerequisite: English 9 Honors course grade ≥85%, or English 9 Honors teacher recommendation. Or, English 9 course grade ≥90%, or English 9 teacher recommendation.
Course includes all components of the English 10 course (see above), including an emphasis on British literature. However, students' literary interpretations and applications are challenged with the inclusion of synthesis and evaluation questions and assignments, which are often cross-curricular. It is assumed that students entering the honors course can already comprehend challenging literature and generate writing showing a control of standard written English with minimal errors, even with sophisticated language. This prerequisite is necessary for students to create their own literature and/or formulate opinions, judgments or decisions regarding the studied material. All students in the course are being prepared for the English Regents exam.

ENGLISH 11
One-Year Course
Focusing on American literature, course covers critical analysis of novels, poetry, short stories, drama, essays, speeches, print media and Internet sources. Readings range from classic to contemporary, across genres from science fiction to historical fiction and adventure. Writing opportunities include the traditional literary essay, creative writing, free association writing and script-writing, character sketches, persuasive writing and Internet research projects. Expanding vocabulary, analyzing language and varying sentence structure are covered. Course concludes with a comprehensive Regents exam in June.

ENGLISH 11 HONORS

One-Year Course

Prerequisite: English 10 Honors course grade ≥85%, or English 10 Honors teacher recommendation. Or, English 10 course grade ≥90%, or English 10 teacher recommendation.

An enriching and challenging experience in literature and writing. Literature (above grade level) will be assigned for independent reading. Insightful, analytical writing with minimal errors in mechanics is assumed as a starting point in this class. In addition to the objectives of English 11, this course seeks to broaden student understanding of the author's craft and why a narrative of any genre is created as seen in final form. Students will be expected to sustain a devotion to quality work and a responsible commitment to deadlines. The course will conclude with a comprehensive Regents exam in June.

ENGLISH 12

One-Year Course

Units of study focus on both the college-bound and work-bound learner. Literary analysis of novels, plays, short stories and poetry are incorporated into thematic units. Writing includes literary analysis papers, essays, short answer papers, resume-writing, business correspondence and the college essay. Emphasis is placed on the acquisition of vocabulary and public speaking skills, as well as research skills using online databases and Internet sources. The course culminates in a film unit of study with an emphasis on analytical writing.

CREATIVE WRITING

One-Year Course

Prerequisite: Juniors and seniors only. Sophomores admitted only with prior permission of instructor. Students should possess a solid grasp of grammar, as well as the ability to communicate effectively in writing.

One-year elective designed to free the creative writer within. Ability to meet deadlines, a willingness to share in both small- and large-group settings and a love of words are the only prerequisites needed. Emphasis is placed on the acquisition of tools essential for writing creatively. All learners will prepare and submit a piece for submission to the school literary/art journal Looking Glass and for the BOCES publication Talent Unlimited.

CREATIVE WRITING II

One-Year Course

This course is designed for writers who have already taken Creative Writing and wish to further their craft. Focus is on creating longer pieces of writing and the development of a strong narrative voice. Writers are expected to meet deadlines in a timely fashion, as well as share their pieces with others in the class.

JOURNALISM

Half-Year Course

Prerequisite: This course is open to juniors who have earned a minimum final average of 85 in English 10, and seniors who have earned a minimum final average of 85 in English 11.

This half-year course immerses students in the work of print and broadcast journalists. Topics include hard news; feature writing; editorials; reviews of movies, television, restaurants, music; broadcast journalism; blogging and podcasting. Additionally, students will learn the skills of interviewers and critique the work of professional journalists. As part of this class, students will create both print and Internet publications in cooperative learning groups. Students will use Google Classroom as the primary class interface so students interested in this course should have some basic word processing and computer skills. While students are not required to have computer/Internet at home, it is recommended. Students that do not have access at home must schedule time in a school computer lab or public library outside of class regularly.

THE SHORT STORY

Half-Year Course

Prerequisite: This course is open to juniors who have earned a minimum final average of 85 in English 10, and seniors who have earned a minimum final average of 85 in English 11.

This half-year course is a critical exploration of the short story in its many forms. The course will survey works from classic masters (such as Chekhov, Lawrence, Poe and Hawthorne) and more modern technicians (Hemingway, Cheever, Dubus, Carver, and Lahiri). Students will also learn various models of critical studies through which to analyze the stories, including psychological analysis, gender studies, new critical studies, and liberal humanism. Class discussions will be the center of the course, with each student taking a turn in role of "expert" and "discussion leader." Students will use Google Classroom as the primary class interface so students interested in this course should have some basic word processing and computer skills. While students are not required to have computer/Internet at home, it is recommended. Students that do not have access at home must schedule time in a school computer lab or public library outside of class regularly.

ENGLISH 12 ADVANCED PLACEMENT

One-Year Course

Prerequisite: English 11 Honors course grade ≥90%, or English 11 Honors teacher recommendation. Or, English 11 course grade ≥92%, or

English 11 teacher recommendation.
Focuses on a wide variety of literature with emphasis on drama, novels and poetry. Class time is devoted to discussion and analysis. It is expected that students already have superior writing skills. Writing assignments are done in the form of analytic and persuasive essays, usually with a 45-minute time limit. Advanced Placement exam will be given in May.

SAT-PREP/ENGLISH
One-Year Course
This course has a goal of improving SAT scores using resources from Khan Academy and the College Board. Much of this course will be student driven as Khan Academy uses an individualized digital interface to meet students at their current reading levels. Additionally, students will develop test awareness and section strategies in the reading, writing and optional essay sections. Test-taking skills and time management skills will also be addressed through practice and repetition. This will help students prepare for all tests that include reading and writing, including the English Regents.

PUBLIC SPEAKING
Half-Year Course
This course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. The goal is to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches. By the end of this course, students will be able to:

1. Plan and prepare speeches that inform, persuade, or fulfill the needs of a special occasion;
2. Use presentation aids to enhance speeches;
3. Outline speeches in a logical and thorough fashion;
4. Conduct meaningful research on a variety of topics;
5. Analyze audience and design speeches to reflect that analysis;
6. Evaluate speeches based on a variety of verbal and non-verbal criteria;
7. Listen effectively, regardless of interest in the subject matter;
8. Understand and explain the communication process.

ELA-AIS GRADES 9-11
The long-term goal of this ELA-AIS program is on success on the Comprehensive English Regents exam administered in June of 11th grade. Students meet in small groups every other day and receive individualized and immediate feedback on all tasks. The program is congruent with NYS Learning Standards and classroom teachers often award students extra credit for work completed in their language arts lab. ELA-AIS 9 is an enriched experience that assists students with the transition to the demands of high school language arts. In grade 10, the reading and writing skills introduced in grade 9 are expanded, refined and practiced. The goal of the 11th-grade program is either to maintain or achieve a level of competency necessary to meet the NYS Standards and students receive instruction on the tasks presented on the ELA Regents exam.

Social Studies

WORLD HISTORY 9 & 10
A two-year course organized chronologically to study all areas of the world with the exception of the United States. Grade 9 covers the development of cultures and civilizations from prehistoric times through the 18th century. Grade 10 continues the course through the 19th and 20th centuries. Interaction and links among nations and peoples will be explored within specific time periods to ascertain how the past influences the present. Cultures and historical development of different geographical regions will be studied in depth. Attention will be paid to the social sciences. Focus is on reading and writing skills. Regents exam covering the content of grades 9 and 10 will be taken at the end of 10th-grade.

WOLRD HISTORY 9 HONORS
One-Year Course
Prerequisite: Minimum final course grade of 92 in both Social Studies 8 and English 8, or teacher recommendations from both Social Studies 8 and English 8 teachers.
World History 9 Honors is year one of the New York State World History course requirement. This particular course will be geared towards students who hope to take World History Advanced Placement in 10th grade, but is not limited to those students. It will be formatted to align with the AP World History course but will also prepare the students for the Global History and Geography Regents exam given at the end of 10th grade.

ADVANCED PLACEMENT WORLD HISTORY
One-Year Course
This course will cover the origins of human civilization from its earliest times to the modern day. The Advanced Placement exam highlights six overarching themes: impact of societal interactions, change and continuity across world history periods, impact of

technology and demography, social and gender structures, cultural and intellectual developments, and functions and structures of states. There will be weekly essays, exams and Document-Based Questions (DBQs) on a regular basis. Students are required to take the Advanced Placement exam in May.

WORLD HISTORY 10 HONORS

One-Year Course

Prerequisite for World History 10 Honors: World History 9 Honors course grade ≥85%, or World History 9 Honors teacher recommendation. Or, World History 9 course grade ≥90%, or World History 9 teacher recommendation.
Students must be able to work cooperatively, as well as individually. Course challenges students to understand the major political, social, economic and cultural trends leading to recent historic events. Students critically evaluate a variety of historical sources and interpretations. Grade 9 covers a chronological study of world cultural systems from prehistoric times to the 1700s. Grade 10 continues the course from the 1800s to the present. Course requires students to develop written and oral expression skills through essays, group reports, web page designs and computer-assisted and individual presentations. Other skills emphasized are research, public speaking, documents, geography, graph- and chart-reading and use of the Internet. Regents exam covering the content of grades 9 and 10 will be taken at the end of 10th-grade.

UNITED STATES HISTORY AND GOVERNMENT 11

One-Year Course

Includes a chronological survey of American history in general, with emphasis on the United States from the post-Civil War era to the present. Constitutional and legal issues are explored in depth. The structure and operation of American government is covered. Focus is on reading and writing skills and analysis of historical data. A Regents exam covering the course content is taken at the end of the year.

ADVANCED PLACEMENT U.S. HISTORY

One-Year Course

Prerequisite for Advanced Placement U.S. History: World History 10 Honors Course Grade ≥90%, or World History 10 Honors teacher recommendation; OR, World History 10 Course Grade ≥92%, or World History 10 teacher recommendation.
A chronological study of American history from the pre-Colonial Era to the present that will emphasize the development of thinking skills used by historians and aligning with contemporary scholarly perspectives on major issues in U.S. history. Course designed to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in U.S. history. Workload of eight to 10 hours per week of outside reading, writing and research. Can be used for graduation requirement in grade 11 only. All students are required to take the national Advance Placement exam in May. Scores of three or higher (on a five-point scale) may be accepted by some colleges for credit. Students take the U.S. History and Government Regents exam in June.

ECONOMICS/PARTICIPATION IN GOVERNMENT 12

One-Year Course

An integrated approach examining groups of people making decisions and the applications of those decisions in the developing global economy. Emphasizes fundamental communication skills, building work teams and total quality management. Current events are discussed within the perspective of which events are part of the growing trends of changing technology, greater opportunity and the expanding global capitalist society. The fall semester of Economics explores basic micro- and macro-concepts, as well as the political and social impact decisions have on our economy and world economies. Students also examine their role in our economic system as consumers, workers, investors and citizens. The spring semester of Participation in Government emphasizes the interaction between citizens and government at all levels––local, state and federal. This section focuses on participatory exercises, including discussions, seminars and group/individual reports.

GLOBAL ISSUES AND CURRENT EVENTS

Half Credit, One Semester

Students will use current national and international events as a lens through which to examine and analyze diverse global issues as they evolve. Students will study a wide range of issues that may include political, diplomatic, military, environmental, social, human rights, regional, and global events and developments; including the manner in which various media outlets present and interpret these issues. Students will play a lead role in determining the specific issues and events to be studied and will complete individual and group tasks and projects.

SPORTS AND AMERICAN SOCIETY

Half Credit, One Semester

Students will examine the cause and effect relationship between amateur and professional sports and American society; analyzing and evaluating the impact that each has on the other. Major themes of study will be the roles and interplay between youth, collegiate, and professional sports, the economics of collegiate and professional sports, the role of collegiate and professional sports and athletes as agents of change in key areas (ex. race relations, domestic violence, recreational and performance enhancing drugs, etc.), and responsibilities of athletes as role models, philanthropists, and political/social activists. Students will play a lead role in selecting specific topics related to these general themes and the course will evolve in response to current

events. Students will complete individual and group tasks and projects.

WAR AND DIPLOMACY
Half Credit, One Semester
Students will play a lead role in selecting key American wars and diplomatic endeavors to examine in detail. Students will analyze the causes and effects, the impact and effectiveness of diplomatic efforts, the military strategies and costs, and the short-term and long-term impact associated with the selected wars/military actions. Students will also study the domestic responses and social impact of each war on the homefront. An emphasis will be placed on understanding, documenting, and honoring the experiences of veterans of the U.S. Armed Forces in each of the selected wars. Students will complete individual and group tasks and projects.

PRESIDENTIAL POLITICS
Half Credit, One Semester
Students will study the evolution of the American presidency over the course of our nation's history. Topics may include key presidencies and pivotal presidential elections, factors that shape presidential elections, the electoral college system, the role of media in shaping presidential elections and politics, presidential actions and initiatives, and presidential approval ratings and legacies. Students will play a key role in shaping the direction of the course through the selection of discussion topics, and current events will be used as opportunities to analyze and evaluate major concepts related to the presidency. Students will complete individual and group tasks and projects.

AIS UNITED STATES HISTORY
AIS WORLD HISTORY
These courses are designed to give students a foundation of the basic social studies vocabulary and various elements that are a part of all civilizations. The courses will take a thematic approach to history, helping students categorize the material they learn. Students will be taught the skills necessary to be successful on each part of the Regents exam. The courses will include numerous activities designed to improve essay-writing.

Mathematics

ALGEBRA I
One-Year Course
Prerequisite for the class of 2018 and beyond: Math 8 final course grade ≥75%, or Math 8 teacher recommendation.
This Regents-level course is the first of a three-year program that integrates the topics of secondary mathematics. Major emphasis is on introduction to algebra, but units on functions, statistics and real numbers are also included. The Algebra I Regents exam is administered in June.

ALGEBRA A/B
One-Year Course
Prerequisite: Math 8 course grade ≥ 65%, or Math 8 teacher recommendation.
This Regents level course delivers the Algebra 1 curriculum in a daily, two-period block, scheduled back-to-back. Major emphasis is on introduction to Algebra, but units on functions, statistics and real numbers are also included. The double period of instruction provides students with increased opportunities for practice and collaborative problem solving with the support of the teacher. Students have the opportunity to earn two math credits. The Algebra 1 Regents exam is administered in June.

GEOMETRY
One-Year Course
Prerequisites for the class of 2018 and beyond: Algebra I course grade ≥75% and Algebra I Regents grade ≥65%, or Algebra I teacher recommendation. Or, Pre-Geometry course grade ≥75% and Algebra Regents grade ≥65%, or Pre-Geometry teacher recommendation. Or, Mod. Algebra A/B course grade ≥80% and Algebra I Regents grade ≥65%, or Modified Algebra A/B teacher recommendation.
This course is the second of the three-year program that integrates the topics of secondary mathematics. Major topics included are standard Euclidean geometry, constructions, modeling and extension of the study of logic, proof writing and fundamentals of algebra introduced in Algebra I. The Geometry Regents exam is administered in June.

PRE-GEOMETRY
One-Year Course
Prerequisites for the class of 2018 and beyond: Algebra I course grade ≥65%, and Algebra I Regents grade ≥65%. Or, Modified Algebra IB course grade ≥65%, and Algebra I Regents Grade ≥65%.
This course is offered as a less rigorous alternative to Geometry, while still preparing students to take Geometry and the Geometry Regents the following year.

ALGEBRA II

One-Year Course

Prerequisite for the class of 2018 and beyond: Geometry course grade ≥80%, and Geometry Regents grade ≥65%, or Geometry teacher recommendation. Or, Pre-Algebra II course grade ≥75%, or Pre-Algebra II teacher recommendation.

Content consists of continuing most of the concepts introduced in Algebra and Geometry. Course represents a combination of intermediate algebra, plane trigonometry, and coordinate and transformation geometry. The concepts of statistics are considered on a higher level, along with topics of logarithms and binomial theorem. Study of complex numbers, relations and functions, circular functions and transformational geometry are new concepts that are covered. The Algebra II Regents exam is given in June.

PRE-ALGEBRA II

One-Year Course

Prerequisite for the class of 2018 and beyond: Geometry course grade ≥70%, or Geometry Regents grade ≥65%, or Geometry teacher recommendation.

Course is offered as a less rigorous alternative to Algebra II, while still preparing students to take Algebra II in 12th-grade. Some algebra and geometry concepts also will be included.

PRECALCULUS

One-Year Course

Prerequisite for the class of 2018 and beyond: Algebra II course grade ≥75%, or Algebra II teacher recommendation.

Purpose is to give students a solid foundation for calculus. Necessary topics from algebra, algebra II, analytic geometry, and functions and their graphs are covered extensively. If time permits, an introduction to calculus may be added.

ADVANCED PLACEMENT CALCULUS AB

One-Year Course

Prerequisite for the class of 2018 and beyond: Pre-Calculus course grade ≥80%, or Pre-Calculus teacher recommendation.

Recommended for pre-engineering students or college-bound students majoring in math. A first-semester college calculus course and some work from second semester are covered. The first half of the year covers differential calculus (finding derived functions and their application). The second half consists of the study of integral calculus (finding integrals and their application). College credit can be earned by taking the Advanced Placement exam in May.

COLLEGE PREPARATORY MATH

One-Year Course

Prerequisites: Two high school math credits (not including Math/Financial Applications or Accounting) and a passing grade on the Algebra I Regents Exam.

This course is dedicated to preparing students with the math skills needed to successfully start and finish the freshman year of college. Prior to entering college, it is likely that students will be required to take a college entry exam that will determine their placement in the appropriate college-level math course. The goal of this class is to strengthen math skills that may have become weak due to the common use of the calculator and to prepare students for success in an introductory college-level math course. Topics to be covered include algebra, geometry, simple trigonometry, probability, statistics and graphing. The course can be used as a third high school math credit.

SAT-PREP/MATH

One-Year Course

This course is designed for students to prepare for the math portion of the SAT exam. Students will learn test taking techniques and how to apply them to the questions on the exam. Material from the exam will be taught, and practice will be given with SAT type questions. In addition, Khan Academy will also be used for more extensive practice with SAT type questions.

MATH–AIS

The goal of this class is to provide additional support for students preparing for the Algebra Regents exam at the end of ninth or 10th grade. Students meet in small groups every other day and receive individualized and immediate feedback on all tasks. Assignment to the class is determined by the eighth-grade New York State Math exam and/or teacher recommendation.

Science

EARTH SCIENCE: THE PHYSICAL SETTING

One-Year Course

Prerequisite for the class of 2018 and beyond: Science 8 course grade ≥75%, or Science 8 teacher recommendation, or Applied Living Environment course grade ≥ 65% and Living Environment Regents Exam grade ≥ 65%.
Investigates processes and changes taking place on earth and how they impact humans. Areas covered include: skills in laboratory measurement, astronomy, meteorology, geology, geologic history, environmental issues and stewardship of the earth. Class meets every day, with an additional lab period every second day. Students will have to satisfy the New York State lab requirement. There will be three final exams in June: a local final exam, the Regents Laboratory exam and the Regents written exam.

APPLIED LIVING ENVIRONMENT

One-Year Course

Prerequisite: Science 8 course grade ≥ 65, or Science 8 teacher recommendation.
This Regents level course delivers the Living Environment curriculum in a one-year format, with a daily class period and an every-other-day lab period. The traditional Living Environment curriculum has been adjusted to promote a deeper understanding of the most important concepts. Students will strengthen their scientific literacy and generate their own explanations of key topics and concepts. The Living Environment Regents exam is administered in June.

THE LIVING ENVIRONMENT

One-Year Course

Prerequisite for the class of 2018 and beyond: Earth Science course grade ≥65%
Major topics include: the nature of life, ecology, cells, genetics, evolution, microorganisms and fungi, plants, invertebrates, chordate and the human body. Students are also required to complete the laboratory component of the course, which investigates the 10 topics above, as well as such skills as lab safety, recognizing lab equipment, making metric measurements, applying the scientific method, using the compound electric microscope and graphing. Students must successfully complete 1200 minutes of lab instruction.

CHEMISTRY

One-Year Course

Prerequisite for the Class of 2018 and beyond: Concurrent enrollment in a full credit math class of Geometry or higher (eligible math courses include Geometry, Pre-Algebra II, Algebra 2, Pre-Calculus and AP Calculus).
A comprehensive and rigorous introduction to the basic principles of chemistry. Areas covered will include: skills used in mathematical and conceptual problem-solving, atomic structure, periodic table, stoichiometry, chemical bonding, physical behavior of matter, principles of chemical reactions, energy relationships in kinetics/equilibrium, oxidation-reduction and organic compounds. Students must satisfy the New York State lab requirement in order to sit for the Chemistry Regents exam. An in-class final exam and the Chemistry Regents exam will be given in June.

ENVIRONMENTAL SCIENCE

One-Year Course

Prerequisites: Two years of high school science and a passing grade on either the Earth Science Regents or the Living Environment Regents exam.
This course is designed as an alternative to Regents Chemistry or Regents Physics for those students needing a third year of science. Students will examine the most current and relevant global, state and local issues in environmental science. Topics will include global warming and climate change, air pollution, water quality, soil conservation and the various environmental implications of economic development and population growth. There will be an emphasis on local issues, such as PCBs in the Hudson River, acid rain in the Adirondack Mountains, landfills, recycling and burn plants and environmentally responsible agriculture. Additional learning opportunities may include the study of a local stream, local field trips, guest speakers and a "get involved" project that requires hands-on experience.

PHYSICS

One-Year Course

Prerequisites: Successful completion of Algebra II or concurrent enrollment in Algebra II with a Geometry Regents grade of 85 or higher.
An introduction to physics concepts with an emphasis on mathematical problem-solving that includes major units on mechanics (including forces and motion), work and energy, electricity and magnetism, waves (including sound and light) and modern physics (including quantum theory, mass-energy equivalence and an introduction to particle physics). An in-class final exam and the Physics Regents exam will be given in June. Students must satisfy the New York State lab requirement in order to sit for the Physics Regents exam.

INDEPENDENT RESEARCH
Three-Year Course
Recommended start in 10th-grade.
A student-centered course allowing participants to experience science first-hand. Students choose and explore a topic of interest. The scientific method is the essence of the course. This consists of the following elements: a review of the literature, a statement of hypothesis, methodology, a presentation, conclusions, bibliographic work and footnotes. Students contact scientists and authors of articles they have studied to build relationships and eventually choose an appropriate mentor who will assist and communicate with the student via e-mail. Progress is carefully monitored to assure students are attaining the desired capabilities. Opportunity exists for students to earn college credit through the University at Albany.

ADVANCED PLACEMENT BIOLOGY
One-Year Course
Prerequisites: A grade of 85 in Regents Living Environment, successful completion of Regents Chemistry and permission of the instructor.
Students use the methods of science to become familiar with the processes of scientific investigation. They learn how to handle data, use literature and develop experiments and ideas in investigating biological phenomena. The final is the exam administered by the College Board Testing Service, by which students may earn college credits.

ADVANCED PLACEMENT PHYSICS 1
One-Year Course
Prerequisites: Grade of 85 or higher in Geometry and Chemistry. Students must have taken or be concurrently enrolled in Algebra II.
This is a college-level, algebra based Physics course with an emphasis on motion, forces, energy, momentum, waves and electricity. The course is recommended for motivated students considering pursuing science, technology, engineering, or mathematics in college or for students who want to challenge themselves academically. There is a lab component to the course, and students will take the AP Physics 1 exam in May and the Regents exam in Physics in June.

Foreign Language

EXPLORATORY FOREIGN LANGUAGE
One-Year Course
Develops language skills involving greetings and expressions of courtesy, foods, shopping, travel and weather. Expands cultural awareness by including the art, literature, music, sports and geography. This course is designed for students who experienced difficulty in Spanish 8 or French 8 (had an average below 80 in Spanish 8 or French 8) and who only plan to take one year of foreign language in high school. Depending on available staffing, this course may include French and/or Spanish.

FRENCH/SPANISH II
One-Year Course
Prerequisite: Must pass French I (8) or Spanish I (8) with an average of 81 or higher.
Beginning with a brief review of French/Spanish I, advanced vocabulary and grammatical concepts are stressed. Listening, speaking, reading and writing skills are emphasized for mastery in the foreign language. Cultural differences and similarities are explored and analyzed throughout the year.

FRENCH/SPANISH III
One-Year Course
This course is designed for advanced language students. Review of level I and II fundamentals are drilled for mastery. Emphasis is on listening, speaking, reading and writing skills. Advanced language skills, such as deductive reasoning and circumlocution, are developed. Cultural awareness is integrated throughout the curriculum.

FRENCH IV
One-Year Course
Prerequisite: Minimum score of 85 on the French III final and a course grade of 85 or higher.
An advanced study of grammar built on the Regents-level skills of level III. Listening comprehension is enhanced as the class is conducted primarily in French. Literature skills are developed by the study of a novel and short stories. Verbal skills culminate in individual student oral presentations in French. May be taken for college credit.

SPANISH IV
One-Year Course
Prerequisite: Minimum score of 85 on the Spanish III final and a course grade of 85 or higher.
Designed to enhance students' creativity, proficiency and awareness of the Spanish language and culture. All instruction is thematically introduced throughout the year and culture becomes the focus of the curriculum. Student-developed journals,

compositions, short stories, poetry and presentations are used to strengthen oral and written expression. Listening and reading comprehension also are challenged through various films, documentaries, short stories and Spanish plays. May be taken for college/university credit.

SPANISH V
One-Year Course

Prerequisite: Minimum course grade of 85 in Spanish IV or permission of instructor.
Spanish V is designed to develop both composition and conversation at a more intensive level. Conducted mainly in Spanish, students will be introduced to a variety of topics meant to stimulate student interest and participation through discussions, debates and personal reactions to events and societal issues. With culture as the main focus, students will explore the many Hispanic influences that are evident in our society and discuss the similarities and differences that also exist between cultures. May be taken for college/university credit.

French V
One-Year Course

Prerequisite: Minimum course grade of 85 in French IV or permission of instructor.
French V is designed to develop both composition and conversation at a more intensive level. Conducted mainly in French, students will be introduced to a variety of topics meant to stimulate student interest and participation through discussions, debates and personal reactions to events and societal issues. With culture as the main focus, students will explore the many Francophone influences that are evident in our society and discuss the similarities and differences that also exist between cultures. May be taken for college/university credit.

Fine Arts

STUDIO ART
One-Year Course

A general introduction to the aspects of two-dimensional and three-dimensional art, including use of such artistic approaches as drawing, painting, sculpture and printmaking. This course introduces students to the elements and principles, art history, and a look at contemporary trends. Course is a prerequisite for all advanced art courses.

PRISMACOLOR AND PASTEL
One-Year Course

Prerequisite: Studio Art.
This course explores the different techniques, styles and artists involved with prismacolor, chalk pastel and oil pastel. Students will be exposed to a variety of cultures, artists and artistic movements. There will be a strong emphasis on color theory, elements of art, principles of design and styles and movements from different artists. The teacher will facilitate student-led discussions with a focus on art criticism and interpretation. Students will work with a wide range of techniques in the field of prismacolor and pastel. The course will be a divided into three sections: prismacolor, pastel and chalk pastel.

DRAWING AND PAINTING
One-Year Course

Prerequisite: Studio Art.
Requires students to produce an extensive body of art using pencil, charcoal, pastels, etc. Students will also have an opportunity to experiment with watercolor, tempera, inks and acrylic paints. The lives and works of famous artists, past and present, will be discussed.

3-D Design in Art
One-Year Course

Prerequisite: Studio Art.
Students are introduced to the principles and styles of three-dimensional forms. Exploration of natural, abstract and synthetic forms through the use of traditional materials, including clay, plaster, wood, fiber, plastic and metal. Students will be introduced to the conceptual sculptural methods of addition, reduction and substitution. Students are introduced to pottery as a sculptural medium, as well as a functional medium. The processes of firing the clay in a kiln and glazing the clay will be taught, demonstrating that finishing is important in a work of art.

DIGITAL PHOTOGRAPHY
One-Year Course

Prerequisite: Studio Art or Graphic Arts. Must own a working digital point-and-shoot (preferably with manual setting capabilities) or SLR camera and be able to bring that camera to class every day. Must have daily access to a computer and to the Internet.
This course introduces students to a variety of photography skills from beginner to expert. Students will learn the principles of

capturing digital images that illustrate the use of elements and principles of art and design by creating portraits, still-lifes, and landscapes. Students will learn the basic skills of digital photography, including adjusting white balance, aperture, shutter speed and ISO. There are four mandatory field trips for this course that provide students with opportunities to complete advanced assignments.

PORTFOLIO PREPARATION AND ASSESSMENT

One-Year Course

Prerequisite: Studio Art and an additional art course. Open to juniors and seniors.
Course is designed for the more serious art student. Both teacher-directed and student-initiated projects will be included. Students' area of concentration, whether in fine or commercial arts, will be developed. Students will create a series of artwork in their area of concentration to include in their portfolios. Students must be able to work independently. Work will be exhibited. Emphasis will be placed on portfolio development. Students should have a genuine interest and motivation to create art.

MIXED MEDIA

One-Year Course

Prerequisite: Studio Art.
This course will provide upper level art students opportunities to explore many different art mediums, such as printmaking, jewelry making, and sculpting from clay, wood, plaster and found materials. Students will also learn to manipulate clay on the potter's wheel to create sculptural and functional objects. They will be encouraged to try different mediums and art disciplines to discover a direction that is personally exciting for them. Students will be able to choose from the concepts learned to find a particular medium to explore in depth.

Music

SENIOR CHORUS

(Half-Credit) One-Year Course

Senior Chorus is made up of students in grades 9 through 12. This chorus meets two or three times a week for the entire school year. Students are required to perform in the winter, spring and pop concerts. Students also will participate in voice lessons. Students learn the fundamentals of singing, as well as sight-reading. Individual students may be chosen to participate in the New York State School Music Association Solo Festival Competitions.

SYMPHONIC BAND

One-Year Course

Prerequisite: Elementary Band, Middle School Band and permission of instructor.
Students meet two to three times per week for rehearsals and are expected to perform in the winter and spring concerts. Students also participate in group instrumental lessons. One credit is earned for each year of participation. Senior band members can attend adjudication festivals to obtain New York State solo ratings, which are then used to determine selection to All-County and All-State Concert Bands.

MUSIC THEORY

One-Year Course

Prerequisite: Students must be able to read music and have permission of the instructor.
Fundamentals and basic principles of Western music theory and their applications are presented. Specific areas of concentration include the study of clefs, scales, key signatures, intervals and triads. Music notation and terminology will be discussed. Course covers four-part harmonic writing and use of chords in root position and inversions. Students will be exposed to instrument transpositions, including some part-writing and arranging. Basic ear training will be employed, too. Course offered every other year.

JAZZ ENSEMBLE

(Half-Credit) One-Year Course

Prerequisite: Ability to read music and permission of instructor by audition.
Students meet two to three times per week for rehearsals and are expected to perform at public performances throughout the year. Students must be enrolled in band and be taking lessons for their instrument(s). Exceptions are given for guitar, bass and piano (those students must be studying privately on their respective instruments). All members must read music (guitar/bass tablature is not reading music). Course will entail performance, history, listening and research of a wide variety of jazz music styles. Members may attend festivals to obtain New York State solo ratings, which are then used to determine selection to All-County and All-State Jazz Ensembles.

SYMPHONIC BAND

One-Year Course

Prerequisite: Permission of instructor.
Students will learn the fundamentals of recording technology, gaining understanding and application skills to use recording

techniques in the academic and practical realms. Students will have hands-on experience with microphone placement, microphone types, recording and mastering, editing and CD production. Students will be expected to record music department performances during evening performances throughout the year. Course offered every other year.

Health

HEALTH
(Half-Credit) One-Year Course
Designed to enable and empower students to make healthy lifestyle choices, this year-long course is goal-oriented and skills-driven. It provides students with opportunities to develop and apply healthy practices to enhance physical, mental and emotional well-being. Topics of study include self-management, relationship management, goal-setting/planning, decision-making, communication skills, stress management, nutrition and physical activity, accident/injury prevention, first aid, HIV/AIDS and addiction.

Physical Education

PHYSICAL EDUCATION
(Half-Credit) One-Year Course
Required for all students. Course is graded Pass/Fail.
This course is designed to provide students with knowledge and understanding of how to train individually for lifelong health and fitness. Students will be taught many different components of fitness, strength building and cardiovascular endurance. Through progressions, each student will be able to work to the best of their ability. Purposeful activities and workouts are designed to improve energy systems, power/explosiveness, muscular strength, muscular endurance, flexibility/mobility, and general body movement through practical application. Traditional PE activities will be implemented throughout the school year to compliment the Functional Fitness training.

Business

ACCOUNTING
One-Year Course
Introduces basic accounting concepts and progresses through the accounting cycle. Students work both manually and on the computer with journals, ledgers and accounts. Students will have a complete understanding of financial statements along with adjusting and closing entries for the accounting cycle. Course counts in a math sequence after passage of the Algebra Regents exam.

BUSINESS AND PERSONAL LAW
One-Year Course
This course is designed to provide students with an overview of our legal system. This includes statutes and regulations that affect businesses and individuals in a variety of ways. Knowledge of our laws and how they are applied is particularly useful because all students eventually assume the role of citizen, worker and consumer in society. They will study topics on tort law, contract law, employer-employee relations, insurance, real estate matters and consumer protection laws. This course also teaches the difference between criminal and civil law, covering trial procedures for crimes versus torts.

SPORTS ENTERTAINMENT/SPORTS LAW
One-Year Course
Students will evaluate the marketing strategies used by successful sports and entertainment marketing firms. Includes investigation of Internet marketing and discovering how the Internet is a major tool for today's marketers. Course also explores some common myths that surround advertising and promotion in the sports and entertainment field. Examines legal and ethical issues that exist in the industry. Sports Law is the application of a variety of legal doctrines to a range of sporting activities. Areas of the law include, but are not limited to, contracts, labor law, collective bargaining, discrimination, employment, torts, crimes and constitutional and common law. New issues arise on a daily basis due to court decisions, new legislation and regulations.

PRINCIPLES OF MARKETING
One-Year Course
This course covers the history of marketing and development of current marketing practices. Emphasis is on the marketing concept and the decision making process. Includes practical applications designed to develop student interest in the field of marketing.

PRINCIPLES OF MANAGEMENT

One-Year Course

This course develops both the content and process issues of management. Defines the functional activities of planning, organizing, staffing, directing and controlling, while stressing the areas of communications, decision making, group dynamics, conflict resolution, motivation, leadership, and individual self-improvement.

GENERAL INTERNSHIP PROGRAM

One-Year Course

Open to seniors only. Program consists of placing a student in appropriate work sites for a minimum of two hours a day for a four- or five-day week. Each student will be given at least three different experiences throughout a 40-week school year. Classroom activities with the program coordinators also are required on an as-needed basis. The student will be consulted as to what work experience areas he/she would like to explore but the final placement decisions will be determined by the career education coordinators. Students are not paid for this work experience and must provide their own transportation. Participants are excused for up to three periods and earn one credit.

Agriculture

INTRODUCTION TO AGRICULTURAL SCIENCE

One-Year Course

All students enrolled will be added to FFA.

Introduces students to global agriculture. The five general areas of study are plant science, animal science, business, mechanics and FFA. Includes instruction in agriculture careers, forestry, landscaping, wildlife management, leadership skills, communications and personal finance. Students develop skills in the livestock industry, horticulture industry, computer use in agriculture and such mechanics skills as the use of agricultural equipment, power tools, welding and project design and construction. Activities include aquaculture, tractor-driving, robotics, shop projects, large and small animal care, landscaping/horticulture projects and field trips.

ANIMAL SCIENCE

One-Year Course

Prerequisite (one of the following): Living Environment, Earth Science, Modified Living Environment I, Ag Science I.
All students enrolled will be added to FFA.

This is an applied biology course that explores the large- and small-animal industry. Covers the use of animals in everyday life, anatomy, physiology, nutrition, reproduction, biotechnology, food, draft and laboratory animal technology and careers in the animal industry. Course will apply the principles of biology to animal agriculture by having students participate in dissections, building models, field trips to animal production businesses, researching current issues in the animal industry and listening to guest speakers currently working in an animal science field.

AGRICULTURAL BUSINESS

One-Year Course

All students enrolled will be added to FFA.

Sales, advertising and marketing! In this course, students gain hands-on experience in the agricultural business world. Projects include marketing an agricultural product, sales techniques, market research, creating a usable business plan and computer record-keeping. Visit county agriculture businesses while learning about business management, computer applications, time management and people skills. This applied course provides opportunities for individual and group projects that teach students what it takes to develop a business idea. Students learn the positives and negatives of business from local entrepreneurs who have learned real-life lessons.

AGRICULTURAL MECHANICS

One-Year Course

All students enrolled will be added to FFA.

Students will use the shop area and tools to learn and perform hands-on skills that they can take with them the rest of their lives. Discover the processes of metallurgy and the physics of welding; learn metal-cutting, O & A welding, ARC welding and MIG welding. Develop practical skills in plumbing, soldering, electrical work, carpentry and small engine diagnosis/repair. Instruction includes operation, assembly, maintenance, marketing and sales of agricultural and construction equipment, as well as a tractor/equipment restoration project.

LEADERSHIP IN AGRICULTURE

One-Year Course

Prerequisite (one of the following): Introduction to Ag, Animal Science, Plant Science, Equine Science, or Ag Mechanics.
Students must obtain a recommendation from the teacher.
All students enrolled will be added to FFA.

Introduces students to the world of leadership through exploration of the FFA organization, parliamentary procedure, goal-setting

and several other essential skills for success and positive influence. Students will work with the FFA chapter members at monthly meetings to determine and lead committees. Students will develop skills needed for employability in today's world, including: confidence in teamwork, time management, public speaking, interviewing skills, and team leader skills.

EQUINE SCIENCE

One-Year Course

All students enrolled will be added to FFA.

Course gives students an in-depth introduction to the field of animal health care and equine science. Students will complete a curriculum that covers breeds, anatomy, nutrition and feeding, conformation faults, diseases, reproduction, behavior, facilities and stable practices, careers, business management and FFA leadership. Students who complete the course will be well-equipped for the equine industry or further education.

PLANT SCIENCE

One-Year Course

Prerequisite: Biology, Earth Science or Ag Science I.
All students enrolled will be added to FFA.

Plant science is an applied biology and earth science course that will explore the many aspects of plant growth, including soil structure, plant systems, plant reproduction, genetic engineering and biotechnology, plant diseases, pests and pesticides, crop and weed science and meeting human needs with plants. Students will apply their knowledge to growing plants, designing and building their own hydroponics systems, landscaping on school grounds, as well as research projects and designing and carrying out numerous plant growth experiments. Student will develop an understanding of how plant-growing concepts affect the agricultural industry.

BIOTECHNOLOGY AND AGRISCIENCE RESEARCH

One-Year Course

Prerequisite: Introduction to Agricultural Science, plus two of the following: Animal Science, Plant Science, Equine Science.
All students enrolled will be added to FFA.

An advanced agricultural course designed for students in 12th grade with a strong interest in agricultural research. Students will learn the history and development of laboratory techniques as they apply modern procedures in a variety of agriscience research fields. Though the primary focus of the course is biotechnology, students will receive instruction in a wide array of biological fields including, but not limited to: genetics/heredity, anatomy, plant physiology, biochemistry, and microbiology. Students will be required to embark on an individual agriscience experiment project. The project will require them to research and develop a hypothesis in the field of agriscience and then test their hypothesis using the scientific method and laboratory skills.

Technology

DESIGN AND DRAWING

One-Year Course

Course emphasizes two-dimensional and three-dimensional solid modeling. Development process of a product and how a model of that product is produced, analyzed and evaluated is covered. Students create realistic-looking 3-D solid modeling parts and assemblies of real products through the use of 3-D solid modeling and photorealistic software. Animation of assembled parts will be created for presentation purposes. Art credit and computer literacy credit can be earned with this course.

ARCHITECTURAL DESIGN

One-Year Course

Recommended for grades 10-12. An introductory course for drafting and design in the area of architecture. Students will use traditional drafting equipment, as well as computer software (Autocad and Chief Architect). Topics include two- and three-dimensional drawings, computer-aided design and careers in architecture. Students will study residential and commercial buildings, which will include room planning and design, floor plans, elevations and scale modeling. Students also will be introduced to residential construction.

TECHNICAL TRADES

One-Year Course

Offered for students in grades 10-12, this course offers a wide variety of technical skills that can be used in everyday life. The culmination of units will introduce students to different career topics, as well. The course is structured as four 10-week units covering: electricity and electronics; residential structures/construction; plumbing and HVAC; and materials processing.

INTRODUCTION TO NANOTECHNOLOGY AND RELATED FIELDS

One-Year Course (50% Nanotechnology and 50% Digital Electronics)

This course will introduce students to nanotechnology and related fields, and will expose students to the fundamentals of

Electricity, Digital Electronics, Programming, as well as Nanoscience and Nanotechnology.
This class is an exploratory course designed to prepare students for higher level education courses in the fields of Nanotechnology, Electronics, Engineering and Semiconductor Manufacturing. The course will be taught through the research and sharing of pertinent areas in the fields of Nanotechnology and Digital Electronics. The course will be taught through "hands-on" learning based activities whenever and wherever possible. Connections will be made between the course content and "real world" applications. Projects include: building circuits, sensors, circuit boards, and programming Lego robots. In the lab setting, students will learn to use Multi-meters, Lego NXT Robotics (programming), electronic circuit trainers, and various measurement devices. Each student will be required to complete a comprehensive final exam.

PRINCIPLES OF ENGINEERING

One-Year Course

Prerequisites for grades 10 and 11: Design and Drawing for Production and Algebra or above. Grade 12 prerequisite: none.
Survey course to help students understand engineering and technical careers. Students are exposed to several different content areas, including, but not limited to, energy, electricity, alternative energy, strengths of materials, hydraulics, pneumatics and mechanical systems. Through theory and projects/lab work, students experience the basics of engineering and technical careers.

COMPUTER-INTEGRATED MANUFACTURING

One-Year Course

Prerequisite: Design and Drawing for Production and Algebra or above.
Course builds on skills learned in Design and Drawing for Production. Students solve problems through individual- and group-related design activities using 3-D solid modeling software with enhanced photorealistic rendering capabilities and computer-aided machining software. Mass property analysis (study of relationship among design, function and materials), study of computer numeric control machining, robotics programming, product presentation and portfolio development will also be stressed.

PRODUCT DESIGN AND DEVELOPMENT

One-Year Course

This is a capstone class that allows students to continue their study of technology, technical drawing, engineering, and/or architecture. Each student will work with the teacher to design an independent advanced project to continue his/her study of a topic based on a strong personal interest. Students will conduct research related to the project topic, document all work through a project journal, complete a career comparison, and make a formal project presentation at the conclusion of the course. Goal setting, time management, and independent learning are skills developed in this course. This class will be instrumental in helping students make future career and educational decisions related to technology and/or engineering.

GRAPHIC ARTS

One-Year Course

Students will learn and apply the fundamentals of various software applications (including Corel Draw X6, Illustrator, Photoshop, and Balfour Online Publishing), template layout, image editing, drawing and graphic design. Students will engage in challenging real-world projects that are typical of the graphic design industry. Students will often work in teams, but will also be expected to complete individual assignments. Classroom activities will include research, problem solving, and multimedia/graphic design projects. Students will be given an introduction to the use of various pieces of equipment, including the following: computer, scanner, digital camera, digital tablet, printer, and laser engraver.

INTRODUCTION TO COMPUTER SCIENCE

One-Year Course

Introduction to Computer Science will introduce students to the foundational concepts of programming and computing. Students will engage with computer science for creative projects that work on their communication, collaboration, and problem-solving skills. Through the course, students will learn how to build their own websites, apps, games, and devices.

Family and Consumer Science

GOURMET FOODS

(Half-Credit) One-Year Course

Learn food preparation skills through hands-on cooking labs. Students will plan food labs and follow recipes to ensure successful products. Through these food labs, students develop an understanding of nutritional meals and what goes into planning, shopping and preparation. Participants also explore the employment opportunities related to food preparation and nutrition.

Distance Learning

The Distance Learning Network connects up to four school districts at the same time into a single electronic classroom via "real time" video conferencing technology. Each year, a limited number of courses are available to our students via distance learning, enabling our students to take courses that would not normally be available to them at school. For the 2019-20 school year, we hope to receive the following courses, provided that there is both sufficient interest and availability on the distance learning network.

AGRICULTURAL BUSINESS

One-Year Course (AGBU 101 - SUNY Cobleskill)

A study of the nature and functions of the agricultural business industry. The component parts of the industry will be identified and studied in terms of size, purpose, functions performed, and interrelationships with other components.

AP PSYCHOLOGY

One-Year Course

Prerequisite: Must be a junior or senior in good standing and capable of handling Advanced Placement-level work. Students must be able to work independently.

The purpose of this course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The course content will be integrated with case studies, experimentation and student research. This course culminates in an Advanced Placement examination in psychology, which enable students to receive college credit for high performance on the test. Students will be required to take the AP exam.

AP ECONOMICS

One-Year Course

Prerequisite: Must be a junior or senior in good standing and capable of handling Advanced Placement-level work. Students must be able to work independently.

This course studies the choices that individuals, businesses, governments and entire societies make as they cope with scarcity and the incentives that influence and reconcile those choices. The focus of this course will be mainly on microeconomics: the study of choices that individuals and businesses make, the way these choices interact in markets and how they are influenced by governments. Students will be required to take the Advanced Placement examination in Microeconomics in May. Note: The course runs from 7:15 to 7:55 a.m. Students must provide their own transportation to school in the morning.

ASTRONOMY

Half-Year Course

Prerequisite: Course is for juniors and seniors. Counts toward third science credit requirement for graduation.

This astronomy course is designed to have students learn more about the solar system, galaxy and universe than was covered in Earth Science. Students will learn about motions in the heavens, including planets, our moon, stars and more. Lecture will focus on stars and galaxies leading to exploration of modern cosmology. Taught at a college level with a computer-simulated lab built into the course.

BUSINESS COMMUNICATIONS (FULTON-MONTGOMERY COMMUNITY COLLEGE)

Half-Year Course

Prerequisite: Students must be in grades 11 or 12 with a minimum overall average of 80 or higher.

This course focuses on composing various types of business communications in a clear and concise manner, while maintaining the readers' goodwill. The course also includes a review of grammar and the mechanics of writing, spelling, and some public speaking. Students may earn 3 college credits from Fulton-Montgomery Community College.

CRIMINOLOGY (SOCIOLOGY 211)

Half-Year Course (Second Semester)

Prerequisite: Principles of Sociology (Sociology 101).

This course is a survey of various schools of thought in criminology with emphasis on theories and studies relating to causation of delinquency and crime. Analysis of methods used in prevention and control of delinquency and crime are also included. Upon successful completion of this class, students will earn three college credits through SUNY Adirondack. Tuition cost will be approximately $150. This course is offered Monday, Wednesday, Friday, ninth period until 2:40 p.m. Students may take the 3:00 p.m. bus home.

ELEMENTARY ITALIAN I AND II

One-Year Course

Prerequisite: Course is for juniors or seniors.

Elementary Italian I is taken during the first semester and Elementary Italian II is taken during the second semester. It is assumed that the student has little or no Italian background. This course focuses on students communicating from day one. Students

prepare grammatical material and bring questions to class. Class time is then spent on the use and practice of new material. Students are evaluated by a mid-term, a final, oral exams, journal (writing) assignments, and class participation. Quizzes may also be administered periodically during the semester. This course is not open to Native or Heritage speakers of Italian. Students can register with Fulton Montgomery Community College to receive 3 college credits per semester at a reduced rate of tuition.

GAME IT

One-Year Course

A course in game design and development that engages students as a real life game development company. Throughout the course students act as a game development company to craft a game. After completing 3 guided games, students form teams and truly dive into how a real game development company comes up with a game from start to finish. The course is more than building a game, it's the process of development. Teams are required to come up with an idea and marketing plan, outline various roles, develop a proposal, provide weekly status reports and more. Finally, students will build upon their portfolio and learn about colleges in their area that offer programs in game development and research game development career opportunities.
The Spring semester provides an introduction to C# programming and 3D game development with Unity. No prior knowledge of programming or C# are required.

HISTORY OF SPORT

One-Year Course

This Social Studies elective class will examine the development of sport(s) in America as well as throughout world history. Our historical study will focus on helping students gain a better understanding of the inner relationship that sport has on social, economic, cultural and political forces that are at work in the United States as well as the world. We will examine the historical context as well as the significance of gender, race, ethnicity and social class. We will do our historical investigation through readings, primary sources, audio and visual materials as well as class discussions and guests. We will unlock the mystery "hold" that sport has on the American public through our analysis and discussion. Students will gain historical knowledge about the historical origins and development of various sports in America as well as worldwide, major political, social, cultural, economic, and intellectual concepts throughout chronological history of sport. Students will understand why and how sports have become a popular cultural phenomenon. Students will also learn a greater appreciation for the issues that have affected sports such as gender, discrimination, race bias, and class economics. Students will also begin to recognize the influence that commercialization has within the sports world.

MARINE SCIENCE

One-Year Course

Prerequisite: Regents Living Environment and Regents Earth Science; for juniors or seniors.
Class is about the ocean and ocean life. Students will explore the history of the ocean, marine environments, bacteria, algae, marine plants, marine invertebrates, marine worms, fishes and marine reptiles, birds and mammals. Course includes hands-on projects, computer-based projects, as well as traditional lecture-based instruction. Students also will participate in virtual field trips.

METEOROLOGY

Half-Year Course

Difficulty of course should limit enrollments to juniors and seniors but exceptions will be considered. Counts toward third science credit requirement for graduation.
Course will focus on weather systems, including some of the physics that determine how they form and move. Class also will cover severe weather, basics of forecasting, how oceans affect weather, weather maps and such large-scale events as El Nino. Students will take quizzes, do reading/homework assignments and turn in a final project on basic forecasting.

MODERN COSMOLOGY

Half-Year Course

Prerequisite: Course is for juniors or seniors. Astronomy is offered in the Fall semester and is encouraged but not necessary. Counts toward third science credit requirement for graduation.
Go beyond the solar system and learn about what lies in our galaxy and our universe! We will study the theories and data-gathering that scientists have come up with to describe the organization of our universe and its origin. We will also look at how scientists discover exo-planets and study the possibility of life on other planets. We will discuss why scientists believe in black holes, dark matter, and dark energy.

MUSIC IN OUR LIVES

One-Year Course

Topics to be covered include: musical styles and periods (Baroque, Classical, Romantic, and Contemporary); music of other cultures; composing and analyzing; performance; electronic and computer music. The intent of this course is to expose students to as many types of music as possible.

PRINCIPLES OF BUSINESS (FULTON-MONTGOMERY COMMUNITY COLLEGE)

Half-Year Course

Prerequisite: Students must be in grades 11 or 12 with a minimum overall average of 80 or higher.
This course introduces students to the exciting world of business. This course covers topics including, but not limited to: entrepreneurship, marketing, management, human resources, economics, accounting, and finance. Additionally, this course is designed to introduce students to systems, techniques and best practices that will help students to be successful in business courses and their careers. Students may earn 3 college credits from Fulton-Montgomery Community College.

PRINCIPLES OF SOCIOLOGY (SOCIOLOGY 101)

Half-Year Course (First Semester)

Prerequisite: Junior or senior with minimum overall average of 80.
This course is an introduction to primary concepts, terminology and methods of investigation employed in analysis of social institutions. Processes leading to social stratification, analysis of various types of groups and their interrelationships, social class and social change, ethnic groups, problems of population growth and development of human resources. Upon successful completion of this class, students will earn three college credits through SUNY Adirondack. Tuition cost will be approximately $150. This course is offered Monday, Wednesday, Friday, ninth period until 2:40 p.m. Students may take the 3:00 p.m. bus home.

THEORETICAL PHYSICS

Half-Year Course

Prerequisite: Course is for juniors or seniors. Counts toward third science credit requirement for graduation.
Hollywood Sci-fi films often utilize some ultra cool but unbelievable technologies that blow our minds! In this class, we will study if any of it will ever be possible. We will look at some modern theoretical physics ideas on deep space travel, time travel, lasers as weapons, dark energy, and more! Dr. Michio Kaku's TV show "Physics of the Impossible" is a huge inspiration for this class and we will study a lot of his ideas as well as research others as we explore the future of human achievement.

VETERINARY SCIENCE

One-Year Course

This course is designed to provide students (in grades 10 -12) with the insight needed to make a decision to further their education in Veterinary Medicine. The course will focus on various aspects of veterinary medicine including: comparative anatomy, safe handling and restraint, clinical exams and diagnoses, hospital procedures, lab techniques, surgery, veterinary tools and terminology, disease prevention and treatment, and parasitology.

BOCES

VOCATIONAL TECHNICAL PROGRAMS

Prerequisite for all BOCES courses (except Service Level): Successful completion of two credits in each subject area: English, Social Studies, Math and Science.

ADVANCED MANUFACTURING

Students in this two-year program will receive a mix of college-level courses, job skills and technical education that will help train them to work in the advanced technical field of manufacturing. BOCES educators and SUNY Adirondack professors will provide students with a trans-disciplinary environment that encompasses all learning styles and individual strengths. This course will also provide students with work-based learning experiences such as internships, job-shadowing and mentorship. Upon completing the Advanced Manufacturing program, students receive 4 nationally recognized industry credentials. Students will also earn up to 28 tuition-free college credits toward an Associate in Applied Science (AAS) degree in Electrical Technology. Students in this career can go on to be Manufacturing Technicians, Industrial Engineers, Industrial Product Managers, Fabrication Specialists, Research Analysts, and Quality Control Managers.
GOAL: Earn college credits & industry credentials.

AUTO BODY REPAIR

Two-year program based on automotive service excellence task lists for painting and refinishing and non-structural analysis and damage repair. Includes safety; use of computers, tools and technology; body alignment, dent removal, welding, painting, refinishing, trim, glass work and shop operations. Students use state-of-the-art paint booth and work on vehicles owned by real customers.
GOAL: Post-secondary education and entry-level employment as an auto body technician, vehicle reconditioner, estimator, or vehicle refinisher.

AUTOMOTIVE TECHNOLOGY

Program based on automotive service excellence task lists for brakes; electrical and electronic systems; engine performance; steering and suspension. Includes latest technology to build diagnostic and repair skills. Students work with computers and high-tech equipment and repair vehicles owned by real customers. Two-year program.
GOAL: Post-secondary education and entry-level employment as an automotive technician, estimator or shop manager.

BUSINESS ENTREPRENEURSHIP

Students in this two-year program will engage in a combination of college courses, technical education and job skills related to the field of business and entrepreneurship. Students are dually enrolled in high school and SUNY Adirondack, Wilton Center, as a non-matriculated student for this two-year program. Upon completion, a student is eligible to earn up to 26 college credits toward one of the following degrees:

- Associate in Applied Science (AAS) in Accounting, Management, Marketing and Entrepreneurship, or Hospitality and Tourism Management.
- Associate in Science (AS) degree in Business Administration.

Students successfully completing this high school program qualify to work in the fields of: Entry-Level Business Administrator, Entry-Level Business Management (including Retail), Entry-Level Marketing, Sales & Human Resources.

CLEAN TECHNOLOGIES & SUSTAINABLE INDUSTRIES EARLY COLLEGE HIGH SCHOOL (ECHS) PROGRAM

This four-year program, which starts in 9th grade, prepares students for college and careers in the fields of Clean Energy, Computer Science, Semiconductor/Advanced Manufacturing (Mechatronics), and Innovation/Leadership/Entrepreneurship. The mission of the program is to develop and support pathways to higher education that lead to careers in STEM fields for students through rigorous academic programming and a collaborative approach to learning. The Clean Technologies & Sustainable Industries ECHS (a NYS P-TECH) program provides students a distinct opportunity to pursue coursework leading to an Associate's Degree while preparing them to seamlessly transition into key industry sectors within our economic region.

CONSTRUCTION TRADES

Two-year program based on the National Center for Construction Education and Research (NCCER) ContrenTM Learning Series. Includes standardized construction, maintenance and pipeline curricula for more than 40 crafts. Students learn all aspects of residential construction, from safety and materials to blueprints and project management.
GOAL: Post-secondary education and entry-level employment as a carpenter, construction laborer/manager, front-line supervisor, carpenters helper, cost estimator, painter, or brickmason.

COSMETOLOGY

This two-year, 1,000-hour program prepares students for current and emerging careers in natural hair styling, esthetics, nail specialty and cosmetology. Combines crucial elements of art, science, technical skills, interpersonal skills and entrepreneurship. Students participate in actual operation of a full-service salon, catering to real customers to gain management and customer service skills.
GOAL: Post-secondary education and entry-level employment as a cosmetologist/stylist, product representative/ demonstrator, or nail technician.

CRIMINAL JUSTICE STUDIES

Based on the education and training objectives set forth by the International Foundation for Protection Officers (IFPO). Program promotes philosophy of prevention rather than apprehension. Covers terrorism, VIP protection, homeland security, emergency planning, disaster control, crowd control, law, crisis intervention, public relations and professional ethics. Students participate in mock trials, crime scene investigations, forensics, budget development and writing police reports. Two-year program.
GOAL: Post-secondary education and entry-level employment as a security/protection officer or corrections officer.

CULINARY ARTS AND HOSPITALITY

Implements the ProStart® Program, a two-year industry-based program that prepares students for careers in restaurant and food service careers. Curriculum includes kitchen basics, preparing and serving safe food, nutrition, breakfast foods, sandwiches, salads, fruits and vegetables, potatoes and grains, desserts, meat, poultry, seafood, stocks, soups and sauces. Incorporates skills in business math; standardized accounting practices; purchasing/inventory; customer relations and food service, lodging, tourism and retail industries. Students participate in front- and back-of-the-house operations, menu planning, food and cost control and hospitality marketing.
GOAL: Post-secondary education and entry-level employment as a line cook, assistant chef, head waiter/waitress, banquet/ catering staff.

EARLY CHILDHOOD EDUCATION

Focuses on developing skills in early childcare and education professionals. Provides the opportunity to work with three- and four-year-olds in a preschool. Students learn to establish and maintain a safe, healthy learning environment while nurturing the physical, intellectual, social and emotional development of the young child. Participants also learn to provide guidance and promote positive and productive relationships with families. This two-year program is based on Child Development Associate (CDA) competencies and requirements.
GOAL: Post-secondary education and entry-level employment in a day care or preschool.

ENVIRONMENTAL CONSERVATION & FORESTRY

This is a two-year program that aligns with the Society of American Foresters Programs in Forestry Technology standards and procedures. Students spend 75% of their time outdoors in "land labs." The program emphasizes forest ecology and silviculture, forest management, woods safety, forest land usage, forest protection, fish and wildlife management, forest recreation, trends in urban forestry, and current and emerging environmental conservation issues.
GOAL: Post-secondary education and entry-level employment in the forestry/logging industry, or as a heavy equipment operator or commercial truck driver.

GRAPHIC & VISUAL COMMUNICATIONS

Students use state-of-the-art computer and digital equipment to create websites, brochures and videos. Instruction includes the basics of layout and design for all mediums (television, print, Internet), digital photography and illustration, audio and video editing and animation. This two-year program provides comprehensive instruction in such applications as QuarkXpress, Photoshop and Illustrator. Students also gain the necessary skills for building, maintaining and growing client relationships.
GOAL: Post-secondary education and entry-level employment as a digital pre-press operator, ad designer, or web designer.

HEALTH OCCUPATIONS

Two-year program that offers the nurse assisting curriculum in year one and health occupations (including medical assisting) in year two. Nurse Assisting covers skills in basic nurse assisting, medical terminology, safety, body mechanics, symptoms of health and disease, infection and control, patient care, holistic health, consumer rights, ethical and legal issues and communications. Health Occupations covers medical office management, office communication, organization, records management, patient database management and performance of some patient care. Students are in clinical settings at hospitals, nursing homes, physicians' offices, clinics, insurance companies and community agencies.
GOAL: Post-secondary education and entry-level employment as a medical assistant, nursing aide, personal/home health aide, orderly, or attendant.

HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION (HVAC&R)

Two-year program is aligned with current HVAC excellence modules relevant for this geographic area and industry needs and trends. Students learn skills necessary for installation, service and repair of heating, air conditioning and refrigeration systems in residential and commercial applications. Integrates shop operations, job planning and estimating, customer service and ethics, while emphasizing Environmental Protection Agency (EPA) regulations.
GOAL: Post-secondary education and entry-level employment as an HVAC technician, HVAC installer, or appliance repair person.

HEAVY EQUIPMENT MAINTENANCE AND OPERATION

Students learn to operate, maintain, diagnose and repair construction-related equipment, such as backhoes, bulldozers, bucket loaders, excavators, dump trucks and hydraulic systems. Curriculum includes safety, diesel engine theory, diesel engine overhaul and hydraulic systems. Two-year program is based on National Center for Construction Education and Research (NCCER) ContrenTM Learning Series for Heavy Equipment Operations.
GOAL: Post-secondary education and entry-level employment as a mechanic, commercial truck driver, or construction laborer.

HORSE CARE

Includes training of standardbred horses for racing, using all related tack and equipment. Encompasses equine systems and physiology, nutrition, health, disease, emergency medical care and stable management. Students learn about bloodlines, breeding, purchasing, selling, daily care of horses, safety, handling of horses and breaking yearlings. Participants spend a majority of their time at the Saratoga Equine Sports Center. Two-year program is aligned with the U.S. Trotting Association (USTA) requirements for basic licensing as a trainer/driver.
GOAL: Post-secondary education and entry-level employment as a groom or hot walker.

HORTICULTURE, LANDSCAPING & FLORAL DESIGN

Two-year program that integrates contemporary knowledge, skills and trends in horticulture, landscape design, greenhouse production, floral design, retail sales, merchandising and shop management. Curriculum covers botany, soil science, plant propagation and integrated pest management. Students design landscaping for some of the area's finest gardens and see their vision grow from start to finish. Education centers operate student-run greenhouses and on-site floral shops.
GOAL: Post-secondary education and entry-level employment as a groundskeeper; crop, nursery or greenhouse worker; retail florist; floral designer; or landscaping assistant or apprentice.

HOSPITALITY AND HUMAN SERVICES - SERVICE LEVEL PROGRAM

GOAL: Independent employment.

I.T. COMPUTER NETWORKING

Students in this two-year program have the opportunity to learn job-ready skills and earn free college credits toward a technology degree. Courses in Science, Technology, Engineering and Math (STEM) are taught by Cisco Systems trained SUNY Adirondack professors and BOCES educators through a collaborative approach. This course devotes equal time to hands-on learning in state-of-the-art labs and classroom instruction with provided computers and laptops. I.T. Computer Networking students are trained as

part of the Cisco Networking Academy at SUNY Adirondack and receive a Cisco Certified Entry Networking Technician (CCENT) license along with 2 other nationally recognized certificates upon graduation. Students will earn up to 28 tuition-free college credits toward an Associate in Applied Science (AAS) degree in I.T. Computer Networking. Students in this career can go on to be I.T. Support Specialists, Network Support Technicians, Computer Support Specialists, Computer Programmers, System Analysts & Managers, and Customer Service Specialists.
GOAL: Earn college credits & industry credentials

NEW MEDIA
This two-year program combines the strengths of the SUNY Adirondack Media Arts program and the WSWHE BOCES Graphic & Visual Communications program. The New Media program exposes students to graphic design, photography, and video editing and production, as well as communications theory and practice. It blends art, technology and soft skills through a highly integrated, hands-on curriculum. Students will become versed in industry standard software (Adobe Creative Suite), have opportunities to work with/design for local non-profit agencies, and learn project management skills. Upon completion, a student is eligible to earn up to 32 college credits toward an Associate in Applied Science (AAS) degree, a SUNY Adirondack Media Arts Certificate, three industry-recognized Adobe Certifications, and an Adobe Certified Associate (ACA) Certificate. Students successfully completing this high school program qualify to work as: Graphic Designer, Photo Editor, Digital Lab Technician, Entry-Level Web Designer, Freelance Artist.

NEW VISIONS ENGINEERING
This is an academically rigorous one-year program for college-bound high school seniors who plan to major in an engineering discipline. New Visions Engineering students receive instruction in AP Calculus, AP Physics, and various engineering principles. Students explore the world of engineering through hands-on projects that integrate academics and engineering concepts.
GOAL: Post-secondary education

NEW VISIONS HEALTH CAREERS EXPLORATION
One-year program in which students learn and work in a hospital setting with a wide range of healthcare professionals, including physicians, nurses and physical therapists. Students receive classroom instruction two days per week and attend clinical rotations in different health professions three days per week. Program located in Wesley Health Care Center and Glens Falls Hospital; rotations occur at these facilities and at private practices and clinics throughout the Saratoga and Glens Falls areas. See WSWHE BOCES Career and Technical Education program guide for details on requirements and credits.
GOAL: Post-secondary education

TECHNICAL AND TRADE SERVICES - SERVICE LEVEL PROGRAM
These programs are open to students in 11th and 12th grade, and are designed to explore career clusters within either the hospitality and human services field, or the technical and trade services field. The courses are designed as a vehicle to engage, interest, and prepare students for success at work, school, and in the community. These CTE trade areas are used as a vehicle to deliver work-readiness credentials and engage students in planning a career path. For students in Hospitality and Human Services, focus is placed on Caretaking and Hospitality. For students in Technical and Trade Services, focus is placed on Trades and Mechanical Basics, as well as Distribution and Materials Handling.
GOAL: Independent employment

WELDING
Covers industrial welding levels I, II and III; oxygen/acetylene welding; MIG and TIG welding; basic rod identification and use; and layout and design. Program integrates safety, blueprint reading, electrode selection, joint design, rigging, metallurgy, technology and welding detail drawings. Two-year program based on the National Center for Construction Education and Research (NCCER) ContrenTM Learning Series for welding.
GOAL: Post-secondary education and entry-level employment as a welder, burner, brazer, iron worker, sheet metal worker, or apprentice.

Schuylerville CENTRAL SCHOOL DISTRICT

Profile

Class of 2018-2019

Administration

Dr. Ryan Sherman,
Superintendent

James Ducharme,
Principal

Sarah Johnson,
Assistant Principal

Student Services Center

Janine O'Brien,
School Counselor

Sarah Rust,
School Counselor

Carrie Bean,
Career Education Coordinator/ School Counselor

Karen Maciariello,
School Psychologist

Lynn Mastrianni,
Director of Special Education Registrar

Stacey Dooley,
Secretary

College Entrance Examination Board (CEEB) Code

335140

Location

Fifty miles north of Albany and 10 miles east of Saratoga Springs.

Demographics

Suburban/rural setting in the Saratoga/Capital District regions of upstate New York. Suburban community for the cities of Glens Falls and Saratoga and for the greater Capital District region. Historically-significant area of the American Revolution with the site of the Saratoga National Historical Park within the district boundaries.

Enrollment

Grades 9-12: Approximately 505 students

Senior Class: 136 students

Graduation Requirements

New York State Regents Diploma: 24 credits
Local School Diploma: 24 credits

Class Rank

All students are ranked in September and March of their senior year. All courses are included in the calculation of student grade point averages, with the exception of Physical Education. No weighting system is used for advanced academic work.

September Ranking: Based on three complete years of academic work (quarterly averages and final exams).

March Ranking: Includes data from September GPA plus three quarters of academic work from a student's senior year. This calculation is used to post final class rankings.

Marking Periods, Credit & Grading

Four marking periods comprise 180 days of instruction; each marking period is 10 weeks in length.

Credits are awarded on an annual basis with one unit being awarded for successful completion of the 180-day academic year.

Profile

Schuylerville CENTRAL SCHOOL DISTRICT
14 Spring Street • Schuylerville, N.Y. 12871
(518) 695-3255

Schooling • Caring • Succeeding

Grade Information

65% is passing.

Final Grade

Final grade is determined using final exam grades and the averages over four marking periods, which are weighted equally. If Regents exam score is higher than yearly average, the higher score is used.

Advanced Placement Classes

Advanced Placement courses are offered in:

- American History
- Biology
- Calculus
- Economics
- English
- Physics
- Psychology
- World History

Students may also earn college credit in French 4, French 5, Spanish 4 and Spanish 5 through the University in the High School Program. Through SUNY Adirondack, students can earn college credit for Sociology and Criminology, through Syracuse University, students can earn college credit for Psychology, and through Fulton-Montgomery Community College, pupils can earn college credits for Elementary Italian, Principles of Business and Business Communications.

College Attendance

Schuylerville graduates attend a wide array of colleges. Recent graduates went on to:

- Castleton University
- Cazenovia College
- City College of New York
- Clarkson University
- Cornell University
- Dartmouth College
- Fashion Institute of Technology (FIT)
- Hobart & William Smith Colleges
- Ithaca College
- Massachusetts College of Liberal Arts (MCLA)
- Manhattan College
- Princeton University
- Rensselaer Polytechnic Institute (RPI)
- Rochester Institute of Technology (RIT)
- Roger Williams University
- Siena College
- SUNY Colleges - Albany, Binghamton, Buffalo, Cortland, ESF, Fredonia, Geneseo, Morrisville, New Paltz, Oswego, Plattsburgh, Potsdam, Stony Brook
- SUNY Community & Technical Colleges: Adirondack, Hudson Valley, Schenectady
- The Sage Colleges
- UMass (Amherst & Boston)
- University of Glasgow
- University of New Hampshire
- University of Rochester
- University of Vermont
- Utica College
- Virginia Tech

Students Attending College, Going into the Military or Taking Jobs

Two-Year College	36%
Four-Year College	50%
Employment	7%
Military	3%
Trade School	2%
Undecided	2%
Graduation Rate	94.1%

Mean SAT & ACT Scores

(2018 Schuylerville Graduates)

SAT	
Evidence Based Reading and Writing	566
Math	575
ACT	
English	25.4
Math	25.6
Reading	26.5
Science Reasoning	26.1
Composite	26

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