

# *PROGRAM OF STUDIES GUIDE*

(2022-2023)

Little Falls High School  
1 High School Road  
Little Falls, NY 13365



**“Home of the Mounties”**

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**New York State Diploma Requirements Applicable to All Students Enrolled in  
Grades 9-12**

# CREDIT REQUIREMENTS

**(Apply to all diploma types: local, Regents, Regents with advanced designation)**

	MINIMUM NUMBER OF CREDITS
English	4
Social Studies (see note #6) <i>Distributed as follows:</i> <i>U.S. History (1)</i> <i>Global History and Geography (2) Participation in</i> <i>Government (½) Economics (½)</i>	4
Science <i>Distributed as follows:</i> <i>Life Science (1)</i> <i>Physical Science (1)</i> <i>Life Science or Physical Science (1)</i>	3
Mathematics	3
Languages Other than English (LOTE)	1(**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	0.5
Electives	3.5
<b>Total</b>	<b>22</b>

(\*\*)Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

## Updated January 2019

### EXAMINATION REQUIREMENTS

REGENTS EXAM or passing score on a Department approved alternative	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65	1	1 Regents exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents exams with a score of 65 or above	1	2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65 or above	1	55*^	1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 or above, <u>OR</u> 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65 or above †
Math	1	65	1		1		1	55*^		
Science	1	65	1		1		1	55*^		
Social Studies	1	65	1		1		1	55*^		
Pathway <i>(See note 1 below)</i>	1 or CDOS	65 if Regents Exam	1 or CDOS		1 or CDOS		1 or CDOS	55*^ if Regents Exam	1 or CDOS	
Compensatory Safety Net	<i>Non-Applicable</i>		<i>Non-Applicable</i>		<i>Non-Applicable</i>		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics.		<i>Non-Applicable</i>	

## 1.) Pathways

A student must either:

- complete all the [requirements for the CDOS Commencement Credential](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/cdos-field-memo-june-2016.pdf) (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/cdos-field-memo-june-2016.pdf>); or
- pass an additional math Regents examination in a different course or Department approved alternative; or
- pass an additional science Regents examination in a different course or Department approved alternative; or
- pass an additional social studies Regents examination in a different course or Department approved alternative; or
- pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
- pass a Department approved pathway assessment in the Arts; or
- pass a Department approved pathway assessment in a Language Other than English (LOTE)

See [Multiple Pathways](http://www.nysed.gov/curriculum-instruction/multiple-pathways) (<http://www.nysed.gov/curriculum-instruction/multiple-pathways>).

See [Department Approved Alternative Examinations](http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf) (<http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>).

## 2.) Appeals

Appeals are subject to local district approval.

See [Information on an Appeal to Graduate with a Lower Score on a Regents Examination](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/3-18appealformincludingell-swdmarch2018.pdf)

(<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/3-18appealformincludingell-swdmarch2018.pdf>).

## 3.) Special Endorsements

**Honors:** A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents examinations. The locally developed Checkpoint B LOTE examination is not included in the calculation.

**Mastery in Math and/or Science:** A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.

**Technical Endorsement:** A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3- part technical assessment.

## 4.) Languages Other than English (LOTE) Exempt Students

Students with a disability may be excused from the required units of credit in LOTE if so indicated on their IEP, but they must still earn 22 units of credit to graduate. A LOTE exempt student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of LOTE in order to meet the assessment requirements for the advanced diploma.

## 5.) Superintendent Determination of a Local Diploma

Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. See [Superintendent Determination Option for Graduation with a Local Diploma](http://www.p12.nysed.gov/specialed/publications/superintendent-determination-option-august-2018.html) (<http://www.p12.nysed.gov/specialed/publications/superintendent-determination-option-august-2018.html>).

## 6.) Social Studies Requirement for Students entering grade 9 prior to September 2016

All students first entering grade 9 in 1985 and thereafter but prior to September 2016, shall earn four units of credit in social studies. Such requirements shall include: one unit of credit in American history and one half unit of credit in *Participation in Government* and one half unit of credit in *Economics*.

## PARTIAL CREDIT FOR COURSES

Partial credit may be awarded in the following instances:

1. **If a student has completed a full year's program at BOCES BUT HAS NOT MET ALL THE REQUIREMENTS OF THE COURSE, credit for 1/2 year's work (2 units) may be awarded (credit for a full year's work is normally 4.00 units).**

2. **If a student has set up an approved independent study contract with a teacher for a full year's work for one unit of credit (1.00), but has not met all the terms of the contract, credit for 1/2 year's work (0.5 units) may be awarded.**

3. **Independent Study: Students may elect an independent study program in addition to the minimum course load. This may be substituted for the sixth course only with the permission of the pupil's counselor and the Principal. Approval for Independent Study ultimately rests with the Principal.**

4. **Auditing: Students may audit any course above the minimum schedule, with the permission of the teacher and the student's counselor. Arrangements for attendance and class work are at the discretion of the teacher and the student**

5. **Class Placement: Is based upon the number of credits previously earned. A student must have earned a minimum of four (4) units to be ranked as a sophomore, nine (9) units to be a junior and fourteen (14) units for classification as a senior. Students must also be in the appropriate English and Social Studies classes for that grade level.**

6. **Students repeating a course may have the option to test out by taking the final examination in January, upon the recommendation of the classroom teacher. The final course average is computed by averaging the best quarters, and the best final examination from either year.**

7. **Students will be promoted to the next grade level upon completion of the following requirements:**

**9th Grade - 5.5 credits earned, 3 core subjects passed**

**10th Grade- 11 credits earned, 7 core subjects passed**

**11th Grade- 16.5 credits earned, 11 core subjects passed**

**Each academic department will review doubling in core areas. Departments will determine eligibility on a case by case basis.**

## REGENTS DIPLOMA with ADVANCED DESIGNATION

Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in multiple ways. Students seeking the Regents diploma with Advanced Designation may choose from the following assessment options:

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the arts or CTE.
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) or complete the requirements for the CDOS Commencement Credential = 7 (+CDOS) or 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the arts or CTE.
STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math‡, 2 science (1 life science, 1 physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B Exam or a 5-unit sequence in the arts or CTE.
STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5-unit sequence in the arts or CTE.

\* A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. See [Diploma Requirements Chart: Local diploma for Students with Disabilities \(http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf#page=4\)](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf#page=4).

^In the event a student with a disability is unable to attain a passing score on any Regents examination, the student may be eligible for a [Superintendent Determination of a local diploma](http://www.p12.nysed.gov/specialed/gradrequirements/home.html). See [Information Related to Graduation Requirements for Students with Disabilities \(http://www.p12.nysed.gov/specialed/gradrequirements/home.html\)](http://www.p12.nysed.gov/specialed/gradrequirements/home.html).

‡English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time. See [Diploma Requirements Chart: Local Diploma: English Language Learners Only \(http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf#page=6\)](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf#page=6).

‡The 4<sup>th</sup> mathematics examination can be selected from the list of [Department Approved Alternative Examinations \(http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf\)](http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf).

## FINAL TESTS

At the conclusion of each course of study, a comprehensive final exam will be given to each student by all teachers. Exceptions may be made at the teachers request with approval by the Principal. Final examinations carry a weight of 20% (1/5) when computing the final course average.

(1) All students are to be present for final exams unless excused by the teacher. Students who have an unauthorized absence from final exams are subject to failure if average is failing or an "Incomplete" if average is passing.

(2) If a student is excused from a final exam by the teacher, his final class average will be figured on class average (1st-4th quarters).

(a) Final averages in 1/2 unit courses will be computed by adding the two quarterly averages and multiplying by 2, and then the score of the final exam divided by 5.

(b) With the exception of Physical Education, 4th quarter incompletes must be made up by the last exam date. If course average is failing due to non-completion of course requirements, then credit for that course is not granted. No extensions may be offered.

## EXAMINATION ABSENTEES

If a student is absent from an exam other than due to a test conflict, he or she should fit into one of the following:

1. If excused by the Principal, teachers will be notified of this in writing.

2. Unexcused absences from an examination will be treated as a zero by the teacher. A zero grade will be entered in the exam column. If the average results in failing, the pupil fails the course. (No credit allowed) Mid-term examination grades are to be used at the discretion of the teacher.

In all cases, students who are absent from a final examination will be reported immediately by the test Proctor to the Principal's Office.

In the event a student has been excused from a final examination, the teacher will be notified as soon as possible. At that time, instructions will be given as to arrangements for course completion.

## WITHDRAW PASSING/WITHDRAW FAILING

Students who drop a course resulting in the number of units taken being less than 5 cannot be considered for Honor Roll listing unless the drop is recommended by the Guidance Counselor with approval of the Administration. The recommendation would only be made for reasons of inability or limited ability or circumstances not in the best academic interest of the student.



## **RANK IN CLASS**

RANK IN CLASS indicates a student's academic achievements in relation to those achievements of the students' classmates.

RANK IN CLASS will be computed based on final course grades. Physical Education grades will be excluded.

CLASS RANK will be computed at the end of the Junior year and again at the end of the first semester of the Senior Year. All students in a class will be included in the determination of Rank in Class, except those who have not been a student at Little Falls High School the previous year.

When there are ties in rank, students who are tied will be given the same rank number.

RANK IN CLASS will be expressed 1 in 150, 2 in 150, etc. The Guidance Department will furnish the basis of the High School's computation of Rank in Class. High School marks and marks of high school subjects taken in the Middle School will be used in the computation. Summer School and transfer grades will also be used. When a course is repeated, the higher of two marks will be used. Each student will be notified of his/her individual standing, upon request, from the Guidance Department.

## **HONORS DIPLOMA**

The words "with honors" may be added to the endorsement if a student has earned an average of at least 90 percent in the Comprehensive Regents Examinations in English and Social Studies and in those Regents Examinations that must be passed to complete the major sequence. No other Regents Examination scores may be included in the computation.

For the purpose of computing the average, each Regent Examination score carries a weight of 1; it is not multiplied by the number of units (e.g., English, 92%; Social Studies, 85%; tenth year mathematics, 90%; eleventh year mathematics, 93%; total 360 divided by 4=90 Percent.

## **COMMENCEMENT**

Only those students who have satisfactorily completed all graduation requirements by June may graduate with that year's class.

Students who complete graduation requirements in January may, at their request, participate in the June Commencement.

Students who complete graduation requirements by attending Summer School may participate in the June Commencement exercise the following year.

## **Honors, High Honors, and Highest Honors**

It is an honor for me to inform you that starting with the 2008-09 school year Little Falls High School will begin an Honors Program that will recognize students who decide to elevate their instruction through accomplishing a more rigorous curriculum. Above the New York State Regents there are three levels of higher recognition: Honors, High Honors, and Highest Honors. The differences between the levels will be the number of credits earned, difficulty of the coursework, and the grade point average maintained in specific classes.

The Honors Program provides the availability for more students to receive the recognition deserved for the effort expended. This new program will encourage students to take more rigorous classes that will prepare them for the next level of their growth. If the students in the Honors Program wish to attend college they will be better prepared to compete with their peers from across the country.

More information about the requirements is enclosed. Please look over the sheet and the schedule of your child. If you need to make a schedule change then contact Mr. Judd during the designated time for 9<sup>th</sup> graders and he will be happy to assist in the process.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>1</b>	<b><u>NYS Regents Level</u></b>	<b><u>Honors</u></b>	<b><u>High Honors</u></b>	<b><u>Highest Honors</u></b>
<b>2</b>	4 English	4 English	4 English	4 English
<b>3</b>	4 Social Studies	4 Social Studies	4 Social Studies	4 Social Studies
<b>4</b>	3 Math	4 Math	4 Math	4 Math
<b>5</b>	3 Science	4 Science	4 Science	4 Science
<b>6</b>	1 LOTE	1 LOTE	2 LOTE	3 LOTE
<b>7</b>	1 Arts	1 Arts	1 Arts	1 Arts
<b>8</b>	2 P.E.	2 P.E.	2 P.E.	2 P.E.
<b>9</b>	0.5 Health	0.5 Health	0.5 Health	0.5 Health
<b>10</b>	3.5 Electives	3.5 Electives	4.5 Electives	5.5 Electives
<b>11</b>				
<b>12</b>	<b>22 total credits</b>	<b>24 total credits</b>	<b>26 total credits</b>	<b>28 total credits</b>
<b>13</b>			<b>Additional Classes &amp; Exams</b>	<b>Additional Classes &amp; Exams</b>
<b>14</b>			2 AP	3 AP or 2AP & 4yrs *LOTE
<b>15</b>			Honors English 11, Honors English 12 or College English	Honors English 11, Honors English 12 or College English
<b>16</b>				
<b>17</b>	<b>Exams Requiring Passing Grade</b>	<b>Exams Requiring Passing Grade</b>	<b>Exams Requiring Passing Grade</b>	<b>Exams Requiring Passing Grade</b>
<b>18</b>	Math (Algebra)	Math (Algebra)	Math (Geometry)	Math (Algebra II/ Trigonometry)
<b>19</b>	Science (1 Regents Exam)	Science (1 Regents Exam)	Science (2 Regents Exams)	Science (3 Regents Exams)
<b>20</b>	Global History and Geography	Global History and Geography	Global History and Geography	Global History and Geography
<b>21</b>	English Language Arts	English Language Arts	English Language Arts	English Language Arts
<b>22</b>	U. S. History and Government	U. S. History and Government	U. S. History and Government	U. S. History and Government
<b>23</b>			*LOTE	*LOTE
<b>24</b>			**FLACS A	**FLACS A and B
<b>25</b>	<b>GPA of 65%</b>	<b>GPA of 90%</b>	<b>GPA of 90%</b>	<b>GPA of 90%</b>
<b>26</b>	<i>This is Normal Regents LvL</i>			
<b>27</b>		*LOTE = Language other than English	**Foreign Language Administrators Consortium	

## **General Information**

### **LFHS Attendance Philosophy**

Every student has a right to educational opportunities that will enable the student to develop his or her full potential. Attendance regulations are based on the principle that regular school attendance maximizes the student's interaction with his or her teachers and peers and is a major component of academic success. Improved school attendance generally increases student achievement. Therefore, attendance regulations that provide for the early identification of attendance problems and effective methods to address them will allow students to be more successful. Implementation of attendance regulations requires cooperation among all members of the educational community, including parents, students, teachers, administrators, and support staff.

An amendment of section 104.1 of the Regulations of the Commissioner of Education concerning pupil attendance allows school districts to develop a comprehensive attendance policy that will help establish and manage student attendance in relation to receiving course credit. These attendance regulations will make it clear to students and their families that the Little Falls High School now has a zero tolerance for truancy. Attendance in school is the responsibility of the students and their parents.

#### **The objectives of the regulations are to:**

1. Keep records for the use of verification and compliance with compulsory education.
2. Know the whereabouts of every student for safety and other reasons.
3. Identify attendance patterns to design improvement efforts.
4. Close gaps in student performance.
5. Stress the importance of the interaction that occurs in the classroom between students and teachers.

#### **Legal Absences**

The Little Falls High School has defined the following reasons to be legal absences: inter and extra school sponsored activities, sickness and medical reasons, religious reasons, family death, legal reasons, and other reasons approved by the building administrator and/or superintendent. Collegiate visits must be pre-approved through the Guidance Department. Students are responsible to make up any course work that has been missed immediately upon their return.

Students must bring a written excuse explaining the reason for the absence signed by a parent and/or guardian upon their return to school. All excuses will be verified through the main high school office. Attendance will be taken at the beginning of each class and will be recorded on the students' report cards.

## **Determination for Class Credit**

- Half year classes – credit will be denied if a student misses five classes
- Full year classes – credit will be denied if a student misses ten classes
- If students are legally absent, teachers, at their design and discretion, may allow students to make up the class.
- Students who make up the actual class at another time will be credited with attending and will not be charged with an absence.

## **Tardiness**

Students who are tardy to school will be warned after the first offense and consequences will be assigned after the warning. Students who are tardy to class three times will be charged with an absence unless an approved excuse is given. Students who are tardy and miss 50% of class for unexcused reasons shall be marked absent for that class.

## **Illegal Absences**

All illegal absences from class will be reported to the main office. A notice will be sent home notifying parents of the absences. When a student reaches a total of three absences, the teacher will send a memo to the main office. A letter will be sent to the parents explaining the number of days and the school policy regarding attendance. For full year courses, parents will be notified in writing at the 3<sup>rd</sup>, 6<sup>th</sup>, and 9<sup>th</sup> absence. For half-year courses, parents will be notified in writing at the 2<sup>nd</sup> and 4<sup>th</sup> absence.

If a student and/or parent feel that there are extenuating circumstances regarding an absence(s), an appeal can be made to the Building Principal and/or Superintendent. After careful determination, the Building Principal and/or Superintendent will make the final decision.

In cases of habitual truancy, the Building Principal can file a PINS petition (Person In Need of Supervision) through family court.

## **Discipline**

If a student exceeds the number of allowed absences, he or she will be denied credit for the course but will be given the option to continue attending. If the student continues to attend class and completes all other requirements, he or she will be allowed to attend Summer School. Upon the completion of Summer School, his or her grade will be recalculated using the four quarter grades (plus midterm and final exams if required) plus the two Summer School grades. If he or she successfully completes all the course requirements and maintains a minimum of a 65 average, he or she will be granted course credit.

**BOCES COURSE OFFERINGS**

**1 YEAR COURSE  
4 UNITS**

The Board of Cooperative Educational Services offers a wide range of occupational courses. The courses meet for one half day for a full year. The other half day is spent in the home school district.

Four credits are earned for each course. The BOCES courses are primarily for high school Juniors and Seniors. Some Sophomores and Freshmen are permitted to attend these programs provided they are 16 years of age.

For further information and registration, contact the High School Guidance Counselor or call the Herkimer County BOCES Director of Occupational Education at 315-867-2000. Information may also be obtained at [www.herkimer-boces.org](http://www.herkimer-boces.org)

***Example of Applying BOCES CTE Credits in Little Falls District***

Our district accepts all BOCES grades and in the recommended distribution. Our report cards and student management system will report grades to students exactly as they were reported by BOCES.

John Doe	Business Management	90	2.5 credits
	College Now ELA	82	0.5 credits
	College Now Statistics	86	0.5 credits
	Conceptual Physics	78	0.5 credits

**HERKIMER COUNTY BOCES CAREER-TECH PROGRAMS**

- AUTOMOTIVE TECHNOLOGY**
- BUILDING CONSTRUCTION**
- CHILD AND FAMILY SERVICES**
- CONSERVATION**
- COSMETOLOGY**
- CRIMINAL JUSTICE\***
- CULINARY ARTS**
- HEALTH SCIENCE CAREERS**
- HEAVY EQUIPMENT OPERATION**
- INFORMATION TECHNOLOGY ACADEMY\***
- OUTDOOR POWER EQUIPMENT**
- VISUAL COMMUNICATIONS MEDIA ARTS\***
- WELDING & METAL FABRICATION**

***\*Programs with CollegeNow Credit from Herkimer College***

**ART DEPARTMENT****MRS. LUCZYNSKI-PERCH  
DEPARTMENT CHAIR****STUDIO IN ART  
GRADES 9 - 12****1 YEAR COURSE  
1 UNIT****Recommended for 9<sup>th</sup> Grade**

Studio in Art is the art course that fulfills the Regents Action Plan, as well as the New Standards requirements. It is a required credit for most students to graduate. Studio in Art is also a prerequisite for Advanced Art electives (does not include Digital Photography). Students will have the opportunities to develop their knowledge, understanding, and skills in art by creating their own art forms. Studio in Art will enable students to express with a variety of art materials and techniques, their own ideas and feelings in a visual form. Students will also learn about cultural and historical influences in the arts.

**GRAPHIC DESIGN  
GRADES 9-12****½ YEAR COURSE  
½ UNIT****Prerequisite: Studio in Art.**

This course will teach the fundamentals of graphic design through the creative process of combining art and technology to communicate ideas. It is intended for the student who is interested in learning about visual communication, which includes typography, product design, book/page/poster design, advertising, Illustration and logos. Students will learn the visual problem-solving process of following a concept through its initial creation to the finished product, using Adobe Photoshop and Illustrator. Students will also explore various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages.

**DRAWING AND PAINTING  
GRADES 9 - 12****½ YEAR COURSE  
½ UNIT****Prerequisite: Studio in Art**

Drawing and Painting students must have successfully completed the prerequisite course, Studio in Art. Students pursuing a career in the arts will be given preference for admissions. Students will explore the full range of painting and drawing mediums and have an opportunity to study a wide variety of techniques and materials. Students will have the opportunity for individual expression using various two dimensional media which include: acrylic paints; charcoal; pencil, watercolor and ink. The goal of Drawing and Painting is to encourage students to use a variety of materials and to begin to develop a unique style of their own.

**CERAMICS  
GRADES 9 - 12****½ YEAR COURSE  
½ UNIT****Recommended for 10<sup>th</sup>, 11<sup>th</sup> & 12<sup>th</sup> grades****Ceramics has no prerequisite but is the prerequisite to Advanced Ceramics, College Now Ceramics & AP 3D Portfolio.**

Ceramics will provide students with an introduction to the basic techniques for building pots with clay. These techniques will include coil, slab, sculpture and the use of the potter's wheel. The goal of this course is to provide students with the opportunity to explore and experiment while making functional and decorative objects.

**MIXED MEDIA  
GRADES 9 - 12****½ YEAR COURSE  
½ UNIT**

This course will offer in-depth exploration of techniques and new ways to see, use, and interpret found objects. Students will create multi-directional compositions with a variety of materials, paint, images, found objects, and ink painting. Techniques will include collage, monotype printing, drawing, painting, mixing, assemblage, cutting, and pasting, etc. This course is designed to give students a wide variety of art making experiences and allows students to continue to explore various visual art forms and techniques through the elements and principles of art and design. Students will produce original artworks and learn skills and techniques associated with a variety of art media. Emphasis will be placed on the elements of art and design with an emphasis on color, mood, intuition, texture and composition. Students will develop technical skills and personal style. Students explore the world of relief. Both traditional and non-traditional approaches are taught. Many projects may include ordinary objects that can be transformed into creative works of art.

**DIGITAL PHOTOGRAPHY**  
**GRADES 9 - 12**

**½ YEAR COURSE**  
**½ UNIT**

**Recommended for 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade**

**Photography has no prerequisite but is the prerequisite to Advanced Photography**

Students will be introduced to digital cameras and a digital darkroom (Adobe Photoshop and Lightroom). Students will express visual relationships between tangible things, emotions and themes. Identify and solve a variety of photographic challenges. They will learn to make better pictures, acquire, transfer and edit/develop in Photoshop and Lightroom. Students will apply elements and principles of design to their photos to develop critical thinking skills and to build a vocabulary to express visual and technical ideas. Students will also practice basic technical skills and shoot pictures with style. Investigate and experiment with Adobe Photoshop and Lightroom, Prepare a print for exhibit.

**COLLEGE NOW CERAMICS**  
**GRADES 11 - 12**

**½ YEAR COURSE**  
**½ UNIT**

**Prerequisite: Ceramics**

**3 COLLEGE CREDITS**

This introductory studio course, for college credit, in ceramics is designed to acquaint the student with various on and off the wheel forming processes. Lecture and labs will study the practical aspects of clay, clay bodies, glaze formulation, and developing a personal style in clay. This course is designed to: Instill proficiency in college level ceramic skills. Demonstrate manipulation of various ceramic materials to create a body of ceramic works, including creating works on the potter's wheel, and using hand building techniques. Introduce the history of ceramics, and the various cultures that created ceramics as a utilitarian art form. Provide an understanding of firing, and glazing techniques in the discipline of ceramics.

**COLLEGE NOW DRAWING**  
**GRADES 11 - 12**

**½ YEAR COURSE**  
**½ UNIT**

**Prerequisite: Studio in Art and Drawing & Painting**

**3 COLLEGE CREDITS**

This course, for college credit, is designed to introduce students to the approaches of drawing as expression and provide hands-on opportunities to use various media. The elements of line, shape, value and perspective are emphasized. This course is designed to: Actively engage students in the acquisition of skills needed to develop a proficiency in the use of the basic tools, techniques and materials of drawing. Provide students with the knowledge and ability to employ and manipulate the visual elements and principles of design to create a successful drawing. Enable students to analyze and discuss the aesthetics of a drawing.

**COLLEGE NOW PAINTING**  
**GRADES 11 - 12**

**½ YEAR COURSE**  
**½ UNIT**

**Prerequisite: Studio in Art and Drawing & Painting**

**3 COLLEGE CREDITS**

This course is designed to introduce students to the fundamental techniques of color mixing and application in acrylic painting and to help develop skills necessary for the more sophisticated problems of conveying mood and feeling. This course is designed to: Actively engage students in the acquisition of skills needed to develop a proficiency in the use of the basic tools, techniques and materials of acrylic painting. Provide students with the knowledge and ability to employ and manipulate the properties of color (hue, value, intensity) to create form and content in a painting. Enable students to analyze and discuss the aesthetics of a painting.

**COLLEGE NOW GRAPHIC DESIGN**  
**GRADES 11 - 12**

**½ YEAR COURSE**  
**½ UNIT**

**Prerequisite: Studio in Art and Graphic Design**

**3 COLLEGE CREDITS**

This course offers fundamental skills relevant to the discipline of graphic design. Through studio projects, students learn the vocabulary of visual communication design and become familiar with graphic design digital production processes. Student's will develop the ability to analyze design using basic principles and theory applicable to all forms of art. The course is based on the application of the fundamental elements of art. The student is introduced to tools and techniques used in today's communication industry.



**COLLEGE NOW DIGITAL PHOTOGRAPHY  
GRADES 11 - 12**

**Prerequisite: Studio in Art and Digital Photography**

**½ YEAR COURSE  
½ UNIT**

**3 COLLEGE CREDITS**

This is an introductory course dealing with small format digital techniques. Students will have the opportunity to express themselves through the medium and build confidence in their ability to create and appreciate art. Students will utilize and become familiar with several technical methods in the production of Photographic imagery as well as wrestle with aesthetic issues and their meanings. Students will demonstrate their learning through the production of a photographic portfolio, self-assessment, and reflective thinking. The core of the course will be on the composition of good photos through studying the Elements of Art and the Principles of Design. Emphasis will be placed on hands-on problem solving, aesthetics and reflection.

**ADVANCED PLACEMENT STUDIO ART  
GRADES 11 – 12**

**Recommended for 12<sup>th</sup> Grade**

**Prerequisite: Studio in Art and Drawing & Painting/Digital Photography/Ceramics and Teacher Recommendation**

**1 YEAR COURSE**

**1 UNIT**

Advanced Placement Studio Art students must have satisfactorily completed Studio in Art and Drawing & Painting/Digital Photography/Ceramics and received teacher recommendation. This course is designed for juniors and seniors with a strong interest and ability in the subject. The purpose of the course is to provide motivated high school students with a college-level experience. At the end of the year students submit a portfolio to *College Board* for an opportunity to earn college credit.

**FACULTY:  
MRS. MILIANTA  
MS. DAVIS**

**BUSINESS DEPARTMENT**

**MRS. MOSHER  
DEPARTMENT CHAIR**

**COLLEGE NOW  
ACCOUNTING I  
GRADES 11 - 12  
College Now Course 3 college credits**

**1 YEAR COURSE  
1 UNIT**

This first year course provides an introduction to financial accounting for sole proprietorships. Emphasis is placed on using accounting software to record journal entries in general and special journals, maintain general and subsidiary ledgers, and prepare financial statements. Procedures used to account for cash, receivables, inventory, and fixed assets are examined.

**COLLEGE NOW  
BUSINESS AND PERSONAL LAW  
GRADES 11 - 12  
College Now Course 3 college credits**

**½ YEAR COURSE  
½ UNIT**

This course examines the origin and development of contemporary contract law with emphasis placed on the formation of valid contracts. Third party rights, performance and discharge, breach of contract and remedies are also examined. Basic concepts of negotiable instruments are presented. A brief overview of criminal versus civil law will also be presented.

**PRINCIPLES OF BUSINESS  
GRADES 11-12**

**½ YEAR COURSE  
½ UNIT**

Business Organization and Management provides a comprehensive introduction to fundamental business principles and procedures. Emphasis is on how the factors of production are used in free-market economies to provide consumers with goods and services.

**CAREER AND FINANCIAL  
MANAGEMENT  
GRADES 9 - 12**

**½ YEAR COURSE  
½ UNIT**

The semester-long personal finance course covers all of the essential personal finance topics necessary to become a financially capable student. Topics include banking, credit, budgeting, investing, career planning, and more. By the end of this course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after graduation.

**BUSINESS COMMUNICATION  
GRADES 10-12**

**½ YEAR COURSE  
½ UNIT**

Business Communication is designed to introduce you to skills and practices that will help you communicate and develop communication strategy for yourself in business and/or for your business and your clients/stakeholders. This semester, we will explore how to communicate in written and oral form. We will look at the standard practices for communicating within and across business sectors. We will practice some of the fundamentals of business writing, including memoranda, email, business letters, and discuss how to be persuasive and engaging in these writings. Additionally, we will explore oral presentation as it exists in different professional contexts and settings.

**SOCIAL MEDIA MARKETING  
GRADES 10 – 12**

**½ YEAR COURSE  
½ UNIT**

This course investigates the rise of social media and how marketers integrate social media tools into their overall marketing strategy. Students will learn how to manage a successful social media presence for an organization, how to gain customer buy-in to achieve their marketing goals, and how to properly select the platforms to engage consumers and measure the results of these efforts.

**SPORTS AND ENTERTAINMENT  
MARKETING  
GRADES 9-12**

**½ YEAR COURSE  
½ UNIT**

Sports and Entertainment Marketing is a course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Sports Marketing addresses such diverse products as the sporting event itself, its athletes, sports facilities or locations, sporting goods, personal training, and sports information. Entertainment Marketing includes events such as fairs, concerts, trade shows, festivals, plays, product launches, causes, etc. Students will develop skills in the areas of merchandising, advertising, public relations/ publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry.

**BUSINESS MATH  
Grades 10-12**

**FULL YEAR  
1 UNIT**

This course focuses on mathematical functions using whole numbers, fractions, decimals, and percents that are required to function in today's business world as well as to handle personal finance. The ability to estimate and approximate answers in solving financial problems will be emphasized. Students will work with computer spreadsheets and learn to create and interpret graphic representations of numerical data. Business topics that will be covered include interest rates, job costing, merchandising, payroll, credit, taxes, insurance, and global business. Satisfactory completion of this course satisfies one math credit for graduation

**COMPUTER APPLICATIONS  
GRADES 9 – 12**

**½ YEAR COURSE  
½ UNIT**

This course examines the impact of computers in society covering terms and concepts to provide a fundamental knowledge of the computer age. Windows-based application software will be used. Hands-on sessions utilizing popular software products will allow students to become familiar with word processing, spreadsheet, database and presentations software. Students will have an opportunity to take a certification exam that measures their ability to perform essential tasks in Microsoft Office productivity applications (Microsoft Word, Excel, and PowerPoint).

**ENTREPRENEURSHIP  
GRADES 11-12**

**½ YEAR COURSE  
½ UNIT**

This course is designed for students who are considering becoming an entrepreneur or working for a small business. A project based learning approach is used to explore: business opportunities, the business plan process, and the challenges of entrepreneurship. It will include an overview of the following business concepts: sales, marketing, building customer relationships, accounting and management.

**FACULTY:  
MRS. BARNES**

**ENGLISH DEPARTMENT**

**MRS. ORIOLO  
DEPARTMENT CHAIR**

**\*All students must pass the Regents in English. \***

**English AIS (Academic Intervention Services)**

\*Placement in the writing intervention program is based upon eighth grade ELA tests scores as well as teacher and guidance recommendation.

\*Based on State regulations for Next Generation, school districts are required to provide Academic Intervention Services to students who score below the state designated performance level on the ELA exam.

\*Eleventh grade students, who are unsuccessful with the English Regents Exam or are in jeopardy of failing the exam, will also be placed in the intervention program.

**CONTENT SUPPORT LAB**

To be used for assistance in the enhancement of writing assignments and/or projects. Students attend on a mandatory basis and receive no credit. Lab times are distributed to the faculty and to students.

**ENGLISH 9**

**1 YEAR COURSE  
1 UNIT**

Students will be analyzing both literary works and informational texts using the close reading process. Students will engage in literary analysis through class discussion and writing with the focus on critical thinking. Such works may include short stories, in addition to *Speak*, *Night*, *12 Angry Men*, and *Of Mice and Men*. They will utilize technology as required for research and in both the creation and presentation of work.

Students missing more than nine classes will not receive credit for English 9. Students who are absent must see the instructor regarding which classes can be made up to make up for any absences.

**ENGLISH 9 HONORS**

**1 YEAR COURSE  
1 UNIT**

English 9 Honors is intended for the more proficient student who has excelled in previous ELA classes. In addition to the content of English 9, students will be challenged with more rigor in writing, research, and projects. Work is more in depth and there are higher expectations for critical thinking, writing, and work ethic. The prerequisite of a summer reading assignment must be completed prior to the start of 9th grade. Students must maintain a minimum grade of 85% in order to receive honors credit and receive teacher recommendation for the following year.

**ENGLISH 10**

**1 YEAR COURSE  
1 UNIT**

English 10 is a course which emphasizes critical reading and thinking and research (using MLA format). Students will be developing the skills necessary to meet the Next Generation ELA standards of reading, writing, speaking and listening; the same skills crucial for success in college and/or career. English 10 is also the course in which students will be introduced to the reading and writing tasks included in the New York State Regents Exam in ELA. Students will be analyzing literary and informational texts using the close reading method. Informational text will include historically significant speeches, articles from *The New York Times* *Upfront*, *Time*, and *Newsweek*, as well as video and transcripts from CNN Student News. Analysis will be done both orally and in writing. Literary text will include a variety of short stories, such as “The Masque of the Red Death” and “The Cask of Amontillado”, poems, essays and full-length texts which may include *Monster*, *All American Boys*, and *Animal Farm*. English 10 students are required to complete two research papers throughout the school year, as well as complete various independent reading and TED-Talk style oral presentation projects.

Students missing more than nine classes will not receive credit for English 10. Students who are absent must see the instructor prior to the next class. The decision of which classes can be made up is at the discretion of the instructor.

**PRE AP II/English 10**

**1 YEAR COURSE  
1 CREDIT**

Pre-AP II is a course designed to develop advanced language, vocabulary, and writing skills. Students will be able to enhance their abilities in these areas through our study of classical and contemporary world literature, formal and creative writing, and proper language usage while utilizing rhetorical appeals to formulate proper arguments. The expected arc for participating students is to enroll in AP English Language and Composition in their 11th year. Prerequisites for this course include teacher recommendation and a minimal average of 85% in ELA 9.

**ENGLISH 10 HONORS**

**1 YEAR COURSE  
1 UNIT**

English 10 Honors is intended for the more proficient students who wish to take a more challenging course. English 10 Honors will include the Next Generation content of English 10 with additional literature and writing tasks. This literature may include selections such as *I Am Malala*, *To Kill a Mockingbird* and *Macbeth*. English 10 Honors focuses on introducing students to the reading and writing tasks included in the New York State Regents Exam in ELA. English 10 Honors students will also be required to complete independent reading projects with selections from a list of classics and other novels recommended for the college-bound student. The work in English 10 Honors will be more in depth and the expectations are significantly higher than those of the regular English 10 course. Acceptance to English 10 Honors is through teacher recommendation. Other requirements include a teacher-selected summer reading assignment to include a creative project, presentation to the class and a passing grade on the test for the summer reading. A minimum 85% GPA is required to receive honors credit.

Students missing more than nine classes will not receive credit for English 10 Honors. Students who are absent must see the instructor prior to the next class. The decision of which classes can be made up is at the discretion of the instructor.

**ENGLISH 11**

**1 YEAR COURSE  
1 UNIT**

English 11 is a course focusing on the writing tasks included in the New York State Regents Exam in ELA that is administered to all eleventh grade students in January and June. If mastery, which is considered 85%+ by the State, is achieved in January, the student is exempt from retaking the exam in June. Common Core for Language Arts has been replaced by the State of NY with Next Generation Standards. This course stresses critical reading and thinking and research (using MLA formatting), which are components of this curriculum and meets the new standards. The literature in English 11 is primarily American Literature with an emphasis on the use and development of literary elements. Full-length works of literature included in the course are *The Crucible* and *The Glass Castle*, as well as informational texts.

**AP ELA & COMP/ENGLISH 11**

**1 YEAR COURSE  
1 UNIT**

**Course Description:** AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore such topics as rhetorical situations, claims and evidence, reasoning and organization, and style.

Prerequisites for this course include teacher recommendation, a minimal 85% average in ELA 10, mastery (85%+) on the ELA Regents in June of the 10th grade year, and successful completion of a summer reading assignment and the test for the book which is administered in September.

**ENGLISH 11 HONORS****1 YEAR COURSE  
1 UNIT**

English 11 Honors is designed for students with exceptional ability in English who wish to take a more challenging course. English 11 Honors will include the new Next Generation Standards instituted by the State of NY for English 11, with assignment of additional literature, the titles of which vary from year to year. The New York State Regents Exam in ELA is administered to all eleventh grade students in January and June. If mastery, which is specified by the State as 85%+, is achieved in January, the student is exempt from retaking the exam in June.

Acceptance into Honors English is through teacher recommendation. Other requirements include a summer reading of the book *East of Eden*, a passing grade on the test for that book administered in September, and a minimum 85% GPA to receive honors credit. Not meeting these requirements could result in removal from the Honors class and will definitely result in honors credit being denied.

\* Students must adhere to the LFHS attendance policy. Excessive absences could result in loss of credit for the course as per Little Falls attendance policy. Students who are absent from English 11 must see the instructor prior to the next class. At the instructor's discretion, an absence may be made up if the work missed was independent in nature; an absence may not be made up if the class consisted primarily of discussion or group work. Students are requested to notify the teacher of anticipated absences.

**COLLEGE NOW ENGLISH 12****English 1: College Writing  
EN 111 OA****½ YEAR COURSE  
½ UNIT**

**Course Description:** This course is designed as an intensive writing course that covers the following stages of writing: preliminary thought and discussion, research, organization, writing, revising, and editing. Students produce at least ten pages of formal prose intended for a critical reader as well as at least 15 pages of informal work such as a personal journal. Students work in traditional rhetorical forms and write a research paper.

**COLLEGE NOW ENGLISH 12****English II: Introduction to Literature  
EN 112 OA****½ YEAR COURSE  
½ UNIT**

**COURSE DESCRIPTION:** This course is designed as an introduction to literary genres leading to greater appreciation of fiction, poetry, and drama. This class will be reading intensive and class discussions will be imperative for a better understanding of the literature. The chosen selections will be a sampling from a variety of authors from different time periods.

**ENGLISH 12****1 YEAR COURSE  
1 UNIT**

**COURSE DESCRIPTION:** Each senior must successfully complete one year of English 12 or Honors English 12 at Little Falls High School in order to receive one unit of credit. The English 12 course is divided into two sections: English 12 Composition and English 12 Literature. Together these form a general literature and writing course, which will be based upon selected literature and non-fiction, as well as the writing text, *Write for College*. Both sections will adhere to the Next Generation Core Standards, as they prepare students to be college and career ready. In the literature section, students will be expected to complete assigned readings as well as independent outside reading. There will be a focus on analyzing literature as we explore fiction, poetry and short stories. Some of the works include: *Into the Wild*, *In the Matter of Michael Vogel*, *Breakfast at Tiffany's* and *Fences*. In Composition, writing assessments will be designed to prepare students for college-level writing. Students will be expected to produce samples of personal, analytical, and persuasive writing, which will, where appropriate, be relevant to assigned readings and require both electronic and print research. A full-length research paper will be required for passing English 12 Composition. Course credit will be denied if a student misses five classes of English 12 Composition or English 12 Literature. Absences beyond five can only be made up at the instructor's discretion. The decision which classes can be made up rests with the instructor. Students who know in advance they will be absent are advised to notify the instructor as early as possible.

**ENGLISH 12 HONORS**

**1 YEAR COURSE  
1 UNIT**

This is an honors literature and writing course which will follow the basic format of the English 12 program, with augmentation by additional reading requirements, more detailed writing assessments, and projects. Some of the larger selections we will be reading and discussing are *Oedipus the King*, *Hamlet*, *The Alchemist*, and *Talking to Strangers*. Selection for this class is through teacher recommendation. Summer reading, successful completion of a test on the reading, and maintaining an 85% GPA are all requirements for honors credit.

**CREATIVE WRITING  
ENGLISH ELECTIVE**

**½ YEAR COURSE  
½ UNIT**

Students will be expected to develop and display various types of creative writing such as short story, poetry, drama, and descriptive writing. Each student will develop a portfolio of work completed during the semester. Enrollment is based on teacher recommendation.

**NOVEL CLASS  
ENGLISH ELECTIVE**

**½ YEAR COURSE  
½ UNIT**

This English elective is designed for mature and insightful readers who wish to expand their literary repertoire by reading and analyzing various novels. A primary focus is on class discussion and interpretive essays of literature and appropriate elements.

**COLLEGE NOW  
PERSONAL AND PUBLIC SPEECH  
ENGLISH ELECTIVE  
GRADES 10 – 12**

**½ YEAR COURSE  
½ UNIT**

**Course Description:** This course is designed to build a student's skill in Oral rhetoric. Emphasis is on research, organization, and presentation of speeches that inform and persuade. Delivery, style, and audience analysis are stressed. The group evaluates extemporaneous speeches. Course objectives of Herkimer College are followed for this course. A minimum grade of C must be achieved to receive college credit for the course.

**FACULTY:  
MR. CASULLO  
MRS. GRIMALDI  
MRS. MIZGALA  
MRS. ORIOLO**

**FOREIGN LANGUAGE DEPARTMENT**

**Elizabeth Mosher  
Department Chair**

**SPANISH 1**  
**No prerequisite.**

**1 YEAR COURSE**  
**1 UNIT**

Spanish 1 is offered in grades 9-12. Students in this level will build their language proficiency through exposure to high-frequency structures in a variety of texts by reading, writing, listening, and speaking. Students will understand, interpret, and analyze what is heard, read, or viewed on a variety of topics, using a range of diverse texts. Topics at this level will relate to students' everyday experiences. Students will hear and read Spanish in the present tense most of the time. They will be expected to produce and demonstrate their Spanish skills in this tense. They will be able to request information and respond to basic questions using memorized short sentences, basic survival phrases, recognizing cognates, and introducing themselves and others using simple sentences. **This course is the minimum requirement for graduation. A student must have a 65% or better average to earn 1 credit.**

**SPANISH 2**  
**Prerequisite: Spanish 1**

**1 YEAR COURSE**  
**1 UNIT**

Spanish 2 is offered in grades 9-12. Students in this level will continue on building their language proficiency through exposure to high-frequency structures in a variety of texts by reading, writing, listening, and speaking. Students will understand, interpret, and analyze what is heard, read, or viewed on a variety of topics, using a range of diverse texts. Students will hear and read Spanish in the present and past tense most of the time. They will be expected to produce and demonstrate their Spanish skills in these two tenses. Topics at this level will require students to communicate about topics beyond their immediate experiences. In addition to language skills, this course provides an in-depth study of the Hispanoamerican culture and people. **This course is the minimum requirement for High Honors Regents Graduation. A student must have a 65% or better average to earn 1 credit.**

**SPANISH 3**  
**Prerequisite: Spanish 2**

**1 YEAR COURSE**  
**1 UNIT**

Spanish 3 is offered in grades 10-12. Students in this level will continue building their language proficiency through exposure to high-frequency structures in a variety of texts by reading, writing, listening, and speaking. Students will understand, interpret, and analyze what is heard, read, or viewed on a variety of topics, using a range of diverse texts. Students will hear and read Spanish in all tenses. They will be expected to produce and demonstrate their Spanish skills in these tenses as well. Students will be able to handle language, create and find points of view with supporting arguments, and write and speak in detail. In addition to language skills, this course provides an in-depth study of the Hispanoamerican culture and people. **This course is the minimum requirement for Highest Honors Regents and/or Regents Diploma with Advanced Designation Graduation. A student must have a 65% or better average to earn 1 credit.**



**SPANISH 4**

**Prerequisite: Spanish 3**

**1 YEAR COURSE**

**1 UNIT**

Spanish 4 is offered in grades 11-12. Students in this level will continue building their language proficiency through exposure to high-frequency structures in a variety of texts by reading, writing, listening, and speaking. Students will understand, interpret, and analyze what is heard, read, or viewed on a variety of topics, using a range of diverse texts. Students will hear and read Spanish in all tenses. They will be expected to produce and demonstrate their Spanish skills in these tenses as well. Students will be able to narrate and describe in paragraphs, understand messages without confusion, participate in debates orally and written, and narrate stories in the past, present, and future. In addition to language skills, this course provides an in-depth study of the Hispanoamerican culture and people. **A student must have a 65% or better average to earn 1 credit.**

**COLLEGE NOW SPANISH 1**

**Spanish II**

**FL: 101**

**1 YEAR COURSE**

**1 UNIT**

**3 College Credits**

**Prerequisite: 8th Spanish CheckPoint A & Recommendation by the Spanish Department**

College Spanish 1 is offered in grades 9-12. This course is designed to provide the students with reading, listening, writing, and speaking skills in Spanish. Students at this level will be exposed to an intense course involving communication in the present and past tense. They will be expected to produce and demonstrate their Spanish skills in these two tenses. Students will build their language proficiency through exposure to high-frequency structures in a variety of texts by reading, writing, listening and speaking, and basic grammatical phrase formations. Students will understand, interpret, and analyze what is heard, read, or viewed on a variety of topics, using a range of diverse texts. In addition to language skills, this course provides an in-depth study of the Hispanoamerican culture and people. **A student must have a 65% or better average to earn 1 credit.**

**COLLEGE NOW SPANISH 2**

**Spanish III**

**FL: 102**

**1 YEAR COURSE**

**1 UNIT**

**3 College Credits**

**Prerequisite: College Now Spanish I or Spanish II**

College Spanish 2 is offered in grades 10-12. This course is designed to provide the students with reading, listening, writing, and speaking knowledge of Spanish. Students at this level will be exposed to an intense course involving all tense skills. Students will build their language proficiency through exposure to high-frequency structures in a variety of texts by reading, writing, and speaking and advanced grammatical phrase formations. In addition to language skills, this course provides an in-depth study of the Hispanoamerican culture and people. They will be expected to produce and demonstrate their Spanish skills in all tenses.

**A student must have a 65% or better average to earn 1 credit.**

FACULTY:

MRS. PUZNOWSKI

MISS HULL

**MATHEMATICS DEPARTMENT****CAROLYN WALLACE-EATON  
DEPARTMENT CHAIR****ALGEBRA I (COMMON CORE)****GRADES 9 – 10****Prerequisite: None****1 YEAR COURSE****1 UNIT**

This course represents the first course of the three-year sequence in Regents Mathematics. The purpose of the course is to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibits a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Students in this course will take the Algebra I (Common Core) Regents Exam in June.

**\*Students must successfully complete both this course and the Algebra I Common Core Regents Exam in order to progress to another regents Mathematics course.**

**CAREER READY (APPLIED MATH)  
(REAL WORLD APPLICATIONS)****GRADES 10-12****Prerequisite: Successful completion of Algebra I Common Core.****1 YEAR COURSE****1 UNIT**

This course is for students that intend to enter the workforce after graduation and/or students that attend a vocational program at BOCES. Topics of study will include but are not limited to: basic number systems, conversions, area vs. perimeter, compound interest, federal taxes, depreciation values, ratios and rates, loan rates and maximization problems. Students will complete on-going simulation projects based on career and consumer choices.

**CTE MATH SUPPORT I****GRADES 9-12****Prerequisite: None****½ YEAR COURSE****½ UNIT**

The purpose of this course is to support the mathematics needed in the CTE program at BOCES. Basic number systems and their computations with/without calculators, unit conversions, and ratios are a few topics to study. Courses will be custom built depending on students enrolled and what their course of study is at BOCES.

**ELEMENTS OF MATH 1****GRADES 9-12****Prerequisite: None****½ YEAR COURSE****½ UNIT**

The purpose of this course is to support the mathematics needed to transition between math courses at LFHS and/or the CTE program at BOCES. Basic number systems and their computations with/without calculators, unit conversions, ratios, basic algebraic and geometric applications are a few topics of study. Course will be custom built depending on students enrolled and what their course of study is.

**PROJECT BASED LEARNING (PBL) MATH****GRADES 10-12****Prerequisite: None****1 YEAR COURSE****1 UNIT**

This course is for students that have intentions of attending college and are looking for a challenging course. This course will be a Project-Based Learning math course and will only be suitable for students willing to work in groups, doing research, complete and present projects in our community and those who can self-initiate and self-monitor project progress. This course will prepare students for college and work projects.

**GEOMETRY (COMMON CORE)  
GRADES 10 – 12**

**1 YEAR COURSE  
1 UNIT**

**Prerequisite: Students must successfully complete CC Algebra I and pass the Algebra I Regents Exam**

This course completes the 2<sup>nd</sup> year of the 3-year sequence in Regents Mathematics. Topics include deductive reasoning, similarity and congruence transformations, proving theorems, using coordinate geometry to prove geometric theorems algebraically and other topics necessary to prepare students for the Geometry Common Core Regents in June.

**CONTEMPORARY MATH (COLLEGE NOW)  
GRADES 11 - 12**

**1 YEAR COURSE  
1 UNIT**

**Prerequisite: Regents Algebra and a second year of high school math**

This course is for 11<sup>th</sup> and 12<sup>th</sup> grade students that intend to continue their education after graduation. The course would be helpful to students preparing to take SAT's or ACT's. This course will be best suited for students attending college as non-math majors. Topics include inductive and deductive reasoning; techniques for solving problems; set theory; number theory and the real number system; and logic. Additional topics will be chosen from among the following:

- Number representation and calculation
- Algebra: Equations and Inequalities
- Algebra: Graphs, Functions, and Linear Systems
- Personal Finance
- Geometry
- Counting Methods and Probability Theory
- Statistics

This course will also help students prepare for college entrance exams by requiring them to complete tasks without a calculator, and will expose them to college websites and the online registration process. Students successfully completing this course will receive Herkimer College credit (MA 124).

**ALGEBRA II (COMMON CORE)  
GRADES 10 – 12**

**1 YEAR COURSE  
1 UNIT**

**Prerequisite: Common Core Geometry and a passing score on the Common Core Geometry Regents Exam.**

**\*Students may take this course concurrently with Pre-Calculus, if approved by the Math Department.**

This course completes the 3-year sequence in Regents Mathematics. Topics include advanced algebra, trigonometry, probability, statistics, series and sequences. In addition, students will learn to use the graphing calculator to perform various tasks. Students will take the Algebra II Common Core Regents Exam in June.

**PRE-CALCULUS (COLLEGE NOW)  
GRADES 10 - 12**

**1 YEAR COURSE  
1 UNIT**

**Prerequisite: Algebra II (Common Core)**

**\*Students may take this course concurrently with Algebra II, if approved by the Math Department.**

This course is designed to provide students intending to continue their study of mathematics and/or science with a solid mathematics foundation. Topics include trigonometry; polynomial, exponential, logarithmic, and rational functions; polar coordinates; conic sections. If time permits an introduction to limits and basic differentiation as well as some of its applications may be covered. In addition, students will learn to use the graphing calculator to perform various tasks. Students taking this course have the option to receive Herkimer College credit (MA 141).

**CALCULUS I (AP and/or COLLEGE NOW)**  
**GRADES 11-12**

**1 YEAR COURSE**  
**1 UNIT**

**Prerequisite: Pre-Calculus**

This course is an introduction to calculus, including functions, limits, continuity, differentiability, the derivative, the derivatives of simple functions and trigonometric functions, and the application of the derivative and anti-differentiation. Students taking this course have the option of receiving Herkimer College credit. In addition, students may take the Advanced Placement Calculus AB Exam in May and have this course listed as AP Calculus AB on their transcript.

**CALCULUS II (AP and/or COLLEGE NOW)**  
**GRADE 12**

**1 YEAR COURSE**  
**1 UNIT**

**Prerequisite: Calculus I**

This course is a continuation of Calculus I. Topics include integration techniques; applications of integration; infinite series; conics; parametric equations; polar coordinates; and vectors. Students should take the Advanced Placement Calculus (AB or BC) Exam at the end of this course. Those who take the AP Calculus BC Exam in May will have this course listed as AP Calculus BC on their transcript. In addition, students taking this course have the option of receiving Herkimer College credit.

**STATISTICS I (COLLEGE NOW)**  
**GRADES 11 - 12**

**1 YEAR COURSE**  
**1 UNIT**

This course is designed to explore topics from descriptive and inferential statistics: graphing, measures of central tendency and variation, probability, Central Limit Theorem, estimation, the binomial distribution, the normal distribution and hypothesis testing. Labs are required in this course, mostly performed in a spreadsheet environment. In addition, students will learn to use the graphing calculator to perform various tasks. Students taking this course have the option of receiving Herkimer College credit (MA 127)

**FINANCIAL MATHEMATICS**  
**GRADES 11 – 12**

**1 YEAR COURSE**  
**1 UNIT**

**Prerequisite: Successful completion of two high school Mathematics courses.**

This course is designed to emphasize applications to business and financial operations. Topics include banking, payroll, taxes, budgeting, interest, credit and payments, financial analysis, and statistics. Hands-on application of real-life experiences are a constant factor in this course.

**STEAM APPLICATIONS**  
**GRADES 10-12**

**1/2 YEAR COURSE**  
**1/2 UNIT**

**Prerequisite: None**

This course is for high school students that are interested in learning about how math can be seen and used outside of math class. This course will develop logical thinking skills, develop the ability to read and understand math texts and extend and improve communication skills in mathematics. Topics of study will include, but are not limited to: mathematical writing (proofs), hands-on activities (origami, puzzles), patterns in music (basic music theory), simple tech activities (program apps and/or basic robots), art-based activities (tessellations, fractals, cooking and/or recipes).

**COMPUTER INFORMATION SYSTEMS (1 & 2)**  
**GRADES 11-12**

**1 YEAR COURSE**  
**1 UNIT**

**Prerequisite: None**

This course will provide students a basic understanding of computer components including the hardware and software needed to make them functional on their own and when connected to other pieces of hardware. It is anticipated that the students will learn the computer components, installation of an operating system, basic networking skills such as building a small network, creating and

joining a group and creating a file share, understanding what an IP address is and how to configure it, and data restoration. Most of the topics will contain information directly related to the Comptia A + certification.

**INTRO TO COMPUTER SCIENCE 1**

**½ YEAR COURSE**

**GRADES 9-12**

**½ UNIT**

**Prerequisite: None**

This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further studies in computer science, including Introduction to Computer Science 2 and then AP Computer Science Principles. This course is offered with the Amazon Future Engineer program and their educational provider, Edhesive.

**INTRO TO COMPUTER SCIENCE 2**

**½ YEAR COURSE**

**GRADES 9-12**

**½ UNIT**

**Prerequisite: Introduction to Computer Science 1**

This course builds upon what was learned in Introduction to Computer Science I. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further studies in computer science, including AP Computer Science Principles. This course is offered with the Amazon Future Engineer program and their educational provider, Edhesive.

**AP COMPUTER SCIENCE PRINCIPLES**

**1 YEAR COURSE**

**GRADES 10-12**

**1 UNIT**

**Prerequisite: Introduction to Computer Science 1 and 2**

This course addresses the seven “Big Ideas” of computer science and six “Computational Thinking Practices”, as specified by the College Board’s AP Computer Science Principles curriculum framework. Students are encouraged to explore advantages and societal impact of computational technology while developing their own programming and computational thinking skills. This course is offered with the Amazon Future Engineer program and their educational provider, Edhesive.

**\*\* Please Note:**

**Any concessions regarding the sequence of math courses will be determined by the Math Department Chairperson, the Instructor and administration on a case by case basis.**

**FACULTY:**

**MRS. BROWN**

**MR GRABINSKI**

**MRS. KREIDER**

**MRS. WALLACE EATON**

**MRS. WIND**

**MUSIC DEPARTMENT**

**MRS. LUCZYNSKI-PERCH  
DEPARTMENT CHAIR**

**INDIVIDUAL INSTRUCTION – Lessons (Band/Chorus)**

**GRADES 9 - 12**

Small group instruction is required of High School Band and Chorus Students on a pull-out, rotating schedule. It is designed to improve the skills and techniques of students through the study of appropriate literature. Meets by assignment of instructor. Band lesson schedules are posted in Google classrooms as well as on Remind (“Band Lessons”) All students are responsible for making up the work/assignments from the class they are missing due to lessons. Lessons are between 30 – 40 minutes each.

**Individual lessons are part of the requirements for band/chorus.**

**SENIOR BAND**

**1 YEAR COURSE**

**GRADES 9 - 12**

**1 UNIT**

**Prerequisite: Middle School Band**

Concert Band is a cumulative course starting from 4<sup>th</sup> grade and continuing on through High School. Your grade will be based on class attendance, participation, effort and progress on your instrument as well as lessons, a mid-term exam and a final exam. Four years of consecutive participation is expected of each student. Attendance at all performances, in and out of school, is mandatory. (Concerts, Parade, Football Games, Community events, etc.) “Independent Study” will not be offered for credit or a grade. Students with irresolvable scheduling conflicts may participate at their leisure, with permission from the director.

**CONCERT CHOIR**

**1 YEAR COURSE**

**GRADES 9 - 12**

**1 UNIT**

Concert Choir is open to any student who has a desire to sing. The foundation of correct vocal production and ensemble singing are developed through the study of appropriate choral literature. Attendance at all performances is mandatory. Your grade will be based on attendance, participation and effort, and attendance at lessons. Four years of choir is expected for each student. “Independent Study” will not be offered for credit or a grade. Students with irresolvable scheduling conflicts may participate at their leisure, with permission from the director.

**SELECT CHOIR**

Select group of dedicated musicians wanting to experience different styles of vocal music.

**ATTENDANCE AT ALL PERFORMANCES IS REQUIRED.**

**FACULTY:  
MS. GRIMALDI  
MS. LUCZYNSKI-PERCH**

**PHYSICAL EDUCATION & HEALTH**

**MRS. TOOLEY  
DEPARTMENT CHAIR**

**PHYSICAL EDUCATION  
GRADES 9 - 12**

**1 YEAR COURSE  
½ UNIT**

## **Physical Education Rules and Procedures**

### **Attendance/Participation**

Depending on the schedule, Physical Education classes meet an average of 10-20 times each quarter. Students must participate in 80% of those classes to receive credit for Physical Education for the quarter. Students are given a letter grade for their class participation. The letter grade is not averaged into the student's GPA. Students who participate in less than 80% of the classes due to absence, being unprepared, lack of participation, removal from class for behavior issues, etc. will receive a grade equivalent to their participation. Students performing at a level below a "D" will receive an INCOMPLETE for that quarter. The INCOMPLETE will remain on the student's report card until all missed classes are made up. Incompletes not made up before the end of the school year, 4<sup>th</sup> quarter marking period, will be changed to a failing grade. All failing quarters will be required to be fulfilled in their entirety the following year(s). The students schedule will be arranged to complete the PE requirement needed.

\*\*\*\*Students MUST have a PASSING grade in Physical Education in order to graduate\*\*\*\*

### **Make-up Classes**

Students who need to make up classes must meet following requirements before being eligible to gain credit for making up a class.

\*PLEASE NOTE: Classes are only to be made up during study hall, NOT during other academic classes.

1. Get a pass from the Physical Education teacher whose class they will be in prior to the make up day.
2. Attend the class they signed up for properly dressed and be actively involved for the entire class. If they are not an active participant, the student WILL NOT receive credit for making up the class.

This must be done for each class that the student must make up, even if they are doubled up with classes.

### **Medicals**

Students who are unable to participate in Physical Education class due to a medical condition must provide a copy of a Doctor's note to the Physical Education teacher detailing the specific condition of the student and any limitations that they have. Instead of physically participating in class, students on medical leave must submit a written work for each class they miss due to the medical condition. This should be done during class time in google classroom. Students may choose to wait until they are "cleared" by a physician and then physically make-up classes.

### **Dress**

All students must be dressed in active attire for class. This includes shorts or sweatpants, T-shirt, and sneakers. No jeans, sandals, or bare/socked feet will be allowed. Clothing that is worn for the duration of the school day cannot be worn during Physical Education class. Clothing is available, when requested. Students who choose to participate in their school clothes will be deducted points from the class rubric.

### **Tardiness**

Students who enter the gym after the bell will be considered tardy unless they have a pass. Students who are not ready for class by the designated start time will also be considered tardy. Both situations will be entered into the school attendance program as tardy.

### **Class Procedure & Grading**

Physical Education classes are organized using the following procedure:

1. Change Time - Students have 3 minutes from the bell to be properly dressed and in the gym.
2. Cardio - Students will engage in a cardio activity (jog, circuit, etc.) for the designated period of time.
3. Organized Group Flexibility - Students will perform the instructed stretches as a group.
4. Muscular Endurance/Strength Training –Weight room, weight equipment, specific exercises in the gym.
5. Day's Activity
6. Change Time - All students must remain in the gym until the end of class bell sounds.

Grading Rubric is based on the procedures of class. Rubric items include: Changing, Participation in; Cardio, Flexibility, Strength and Class Activity along with effort put forth and citizenship within the class. Written tests will be administered and averaged into the grade as well.

### **Language**

Inappropriate language WILL NOT be tolerated. This includes curse words or words and phrases that have an inappropriate connotation. Students will receive ONLY 1 WARNING! A second offense will result in removal from class and each subsequent offense will result in a referral.

### **Other Issues**

1. Cell Phones should be left in the locker rooms, locked in the student's lockers. Phones should not be with the student during class time.
2. No towels will be issued by any teacher. Students who wish to shower after class must bring their own.
3. The weight room is off limits during school hours. No one will be allowed in the weight room for any reason unless it is for the day's activity in Physical Education class. Students need to be properly supervised by an adult to be allowed in the weight room.
4. The gym will be closed when not in use by a Physical Education class. No one will be allowed be in the gym during this time.
5. If you wish to participate in a Physical Education class during a study hall, you must sign up for the class and get a pass prior to the day you plan on attending. No "walk-ins" will be allowed.
6. **Credit is REQUIRED for High School Diploma.**

If you have any questions, please see your Physical Education teacher. Parents can feel free to call 823-1167(ext. 3135), to speak with Mrs. Tooley or Mr. Shepardson.

**FACULTY:**  
**MR. SHEPARDSON**  
**MRS. TOOLEY**



**SENIOR HIGH HEALTH  
GRADES 10 - 12**

**½ YEAR COURSE  
½ UNIT**

Students must complete one semester of Senior High Health to complete graduation requirements. During the semester, the following topics are covered relating to Mental/Emotional, Physical and Social Health: Mental Illness, Suicide, Opioid Addiction, Anxiety/Depression, Grief/Loss, Sports and Conditioning (Fitness), Nutrition, Drug Use and Abuse, Tobacco, Communicable Diseases, STI's and HIV/AIDS, along with other Health related topics. The student must also work independently on topics of his/her own choosing along with group projects. Emphasis is on the fact that Health is a TRIPLE SCIENCE - physical, mental/emotional, and social well-being. Health is a science that aids the individual in making informed choices.

**Credit is REQUIRED for High School diploma.**

**FACULTY:  
MR. SCAPARO**

**SCIENCE DEPARTMENT**

**MR. STEHNACH  
DEPARTMENT CHAIR**

- I. **In Regents Level Science Courses, students must complete all required labs in order to sit for the Regents Exam.**
- II. **AP Science students must be enrolled in the Regents Science sequence of courses prior to and concurrent with AP Science courses.**

**Regarding the Regents Science Course Sequence and AP Courses**

The science department is proud to offer 2 AP courses (AP Chemistry and AP Biology)

- Students wishing to graduate with **ONE AP SCIENCE** class should not be afraid to take Regents Physics concurrently (or to double up on Regents classes along the way). It is both manageable and common. Here are some suggested sequences for graduating with four Regents science classes and one AP science class.

	<b><u>SEQUENCE 1</u></b>	<b><u>SEQUENCE 2</u></b>	<b><u>SEQUENCE 3</u></b>	<b><u>SEQUENCE 4</u></b>
<b>9<sup>th</sup> Grade</b>	Regents Earth Science (R-ES) & Regents Living Environment (R-LE)	R-ES	R-ES	R-ES
<b>10<sup>th</sup> Grade</b>	Regents Chemistry (R-Chem)	R-LE & R-Chem	R-LE	R-LE
<b>11<sup>th</sup> Grade</b>	Regents Physics (R-Phys)	R-Phys	R-Chem & R-Phys	R-Chem
<b>12<sup>th</sup> Grade</b>	AP Chem OR AP Bio	AP Chem OR AP Bio	AP Chem OR AP Bio	R-Phys & AP Chem OR AP Bio

Students wishing to complete **BOTH AP Biology AND AP Chemistry** before they graduate will have a much more challenging schedule. Here are some suggested sequences for graduating with four Regents science classes and both AP science classes.

	<u>SEQUENCE 1</u>	<u>SEQUENCE 2</u>	<u>SEQUENCE 3</u>	<u>SEQUENCE 4</u>	<u>SEQUENCE 5</u>	<u>SEQUENCE 6</u>
<b>9<sup>th</sup> Grade</b>	R-ES & R-LE	R-ES & R-LE	R-ES & R-LE	R-ES	R-ES	R-ES
<b>10<sup>th</sup> Grade</b>	R-Chem & R-Phys	R-Chem	R-Chem	R-LE & R-Chem	R-LE & R-Chem	R-LE
<b>11<sup>th</sup> Grade</b>	AP Chem OR AP Bio	R-Phys & AP Chem OR AP Bio	AP Chem OR AP Bio	R-Phys & AP Chem OR AP Bio	AP Chem OR AP Bio	R-Chem & R-Phys
<b>12<sup>th</sup> Grade</b>	AP Chem OR AP Bio	AP Chem OR AP Bio	R-Phys & AP Chem OR AP Bio	AP Chem OR AP Bio	R-Phys & AP Chem OR AP Bio	AP Chem & AP Bio

**REGENTS EARTH SCIENCE  
GRADES 9 - 12**

**1 YEAR COURSE  
1 UNIT**

This course follows all the new state mandates for regents earth science “the physical setting.” It is intended to challenge all grade levels. A strong background in mathematics, especially graphic analysis, is required for satisfactory completion. The physical setting is designed to provoke thought and interpretation, not just the memorization of earth science principles. Laboratory completion is mandatory in order to be eligible to take the regents exam.

**OCEANOGRAPHY  
GRADES 9-10**

**1 YEAR COURSE  
1 UNIT**

**This course will explore the topic of oceanography while reinforcing topics incorporated in Regents Earth Science and Regents Living Environment. The course will explore the geography and topography of the oceans, properties of water, tides, currents, ecosystems, and marine life. Participants will explore these topics through a variety of activities to improve understanding of the ocean and develop research and problem solving skills. Basic math, reading and science skills are required to be successful in this course.**

**THE LIVING ENVIRONMENT  
(Formerly Regents Biology)  
GRADES 10 - 12**

**1 YEAR COURSE  
1 UNIT**

This course has been developed to meet the Living Environment component of Standard 4 of the New York State *Learning Standards for Mathematics, Science, and Technology*. This standard states: “Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.”

The course will deal with Animal Maintenance, with an emphasis on humans and Plant Maintenance with an emphasis on Photosynthesis. Ecology, Evolution and Genetics will also be covered in some detail.

The new emphasis is on understanding and application of science concepts rather than straight memorization of facts and terms. The new exam reflects this emphasis. Passing this course is one of the NY State graduation requirements.

To take the Regents Examination in the Living Environment, students must have successfully completed 30 laboratory experiences with satisfactory written reports for each laboratory investigation. There are four New York State mandated lab experiences included in the 30 required labs. It is expected that laboratory experiences will provide the opportunity for students to develop scientific inquiry techniques, learn the interconnectedness of content and problem solving, as well as develop laboratory skills related to the living environment.

**AP BIOLOGY  
INSTRUCTOR’S DISCRETION**

**1 YEAR COURSE  
1 UNIT**

**Prerequisites** for this course include chemistry teacher recommendation; Completion of Regents Chemistry and a minimal 75% overall average in Regents Chemistry; Completion of Regents Living Environment and a minimal 85% (mastery) overall average in Regents Living Environment; Successful completion of a summer assignment and a passing score on the test for the summer assignment which is administered in September. Students must also be concurrently enrolled in Physics and an upper level Math.

AP Biology will prepare the student to take the Advanced Placement Biology examination conducted each May, with a goal of entering college with either advanced standing or credit for general biology.

Students should expect a rigorous, fast paced curriculum covering Molecules, Cells, Principles and Theories of Evolution, Comparative Anatomy, Plant Structure and Function, Human Physiology, and Population Biology and Ecology. A substantial amount of independent work should be expected.

Written examinations, required laboratory reports, projects, and homework will serve as the basis for a grade.

**REGENTS CHEMISTRY  
GRADES 10 - 12**

**1 YEAR COURSE  
1 UNIT**

**Prerequisite: Geometry (may be taken concurrently)**

**Must have completed and passed Regents Algebra**

**Must have completed and passed one or both – Earth Science/Living Environment Regents**

**Unless special permission is granted by instructor**

This course is outlined in a NYS core curriculum. Students will use mathematical analysis and scientific inquiry to pose, seek, and develop solutions to posed problems. Studies in atomic models, element properties, organic and inorganic chemistry, solubility, acids and bases, kinetic molecular theory, chemical bonding, and nuclear energy are included. Laboratory experiences are required. This course culminates in the New York State Regents Exam.

**AP CHEMISTRY**

**1 YEAR COURSE**

**INSTRUCTOR'S DISCRETION**

**1 UNIT**

**Prerequisites: Must have completed Regents Chemistry**

**Must have completed Trigonometry**

**Regents Physics must be completed or taken concurrently**

AP Chemistry will prepare the students to take the Advanced Placement Chemistry examination conducted each May, with a goal of entering college with either advanced standing or credit for general chemistry. **All students enrolled in the course will take the official AP Examination or an equivalent local examination.**

Only the most motivated and driven students should consider enrolling in AP Chemistry. They should expect a rigorous, fast paced curriculum with a significant amount of independent work.. The curriculum will cover inorganic chemistry, atomic theory and structure, chemical bonding, states of matter, solutions, chemical reactions, stoichiometry, equilibrium, kinetics, and thermodynamics.

Laboratory experiences are required.

Written examinations, laboratory reports, and homework/classwork will serve as the basis for a grade.

**ANATOMY & PHYSIOLOGY 1  
GRADES 11 – 12**

**½ YEAR COURSE  
½ UNIT**

**Prerequisite: Successful Completion of Regents Living Environment (Formerly Regents Biology)**

This study of Biology contributes to the general cultural knowledge of the student. Beyond this, a course in physiology meets the needs of a more complete understanding of the basic principles of one's own body and its functions. This course will cover the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, and nervous systems. Those students interested in health professions are introduced to the concepts which will provide them a foundation for further studies.

**ANATOMY & PHYSIOLOGY 2  
GRADES 11 – 12**

**½ YEAR COURSE  
½ UNIT**

**Prerequisite: Successful Completion of Regents Living Environment (Formerly Regents Biology)**

This study of Biology contributes to the general cultural knowledge of the student. Beyond this, a course in physiology meets the needs of a more complete understanding of the basic principles of one's own body and its functions. This course will cover the sense organs, endocrine, circulatory, digestive, respiratory, urinary, and reproductive systems. Those students interested in health professions are introduced to the concepts which will provide them a foundation for further studies.

**PHYSICS  
GRADES 11 - 12**

**1 YEAR COURSE  
1 UNIT**

**Prerequisite: Geometry**

Students will explain, analyze, and interpret physics processes and phenomena and generate scientific inquiry through mathematical analysis. Studies in mechanics, electricity, waves, and atomic theory will stress energy relationships. Laboratory experiences are incorporated into the course so that there is no separate lab period scheduled. Participation in the New York State Regents Exam is not required. However, students will accumulate enough laboratory time to challenge the exam if they choose to.

**REGENTS PHYSICS  
GRADES 11 - 12**

**1 YEAR COURSE  
1 UNIT**

**Prerequisite: Algebra II (may be taken concurrently)  
Must have completed and passed 2 or more Regents Science Exams -  
Earth Science/Living Environment/Chemistry**

This course is outlined in a NYS core curriculum. Students will explain, analyze, and interpret physics processes and phenomena and generate scientific inquiry through mathematical analysis. Studies in mechanics, electricity, waves, and atomic theory will stress energy relationships. Separate laboratory experiences are required. This course culminates in the New York State Regents Exam.

**Forensic Science 1  
Grades 11 – 12**

**1/2 YEAR COURSE  
1/2 UNIT**

**Prerequisite: Successful Completion of Regents Earth Science and The Living Environment  
This course is not recommended for students who have already passed three Regents science courses.  
Enrollment preference will be given to students who require a third science for graduation purposes.**

This course investigates how scientific principles (especially chemical processes) can be used in criminal investigations. Students will study scientific concepts in the context of real and staged criminal investigations. Topics covered include metric measurement, unit conversion, chemical equations, atomic structure, solubility, chromatography, handwriting analysis, microscope use, hair and fiber analysis, acids, and bases.

**Forensic Science 2  
Grades 11 – 12**

**1/2 YEAR COURSE  
1/2 UNIT**

**Prerequisite: Successful Completion of Regents Earth Science and The Living Environment  
This course is not recommended for students who have already passed three Regents science courses.  
Enrollment preference will be given to students who require a third science for graduation purposes.**

This course investigates how scientific principles (especially chemical processes) can be used in criminal investigations. Students will study scientific concepts in the context of real and staged criminal investigations. Topics covered include metric measurement, unit conversion, chemical equations, energy, entropy, phases of matter, phase changes, hydrates, print casting, Archimedes' Principle, electron transitions, blood analysis, and fingerprint analysis

**FACULTY:  
MRS. FAHEY  
MR. LYNCH  
MR. SALAMONE  
MR. STEHNACH  
MRS. WHITE**

**SOCIAL STUDIES DEPARTMENT**

**MR. MOROTTI  
DEPARTMENT CHAIR**

**GLOBAL HISTORY AND GEOGRAPHY I 9**

**1 YEAR COURSE  
1 UNIT**

**COURSE DESCRIPTION**

Global Studies consists of a two – year curriculum which culminates with students completing the NYS Regents exam in Grade 10. Grade 9 begins with Introductory Global Studies Concepts, the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks across the globe. The course emphasizes the key themes of: interactions over time, shifts in political power, and the role of belief systems. In addition, this 9<sup>th</sup> grade course will include not only historical content, but also will focus on social studies practices such as reading, writing, interpreting evidence, and geographic reasoning. These skills are essential in mastering the NYS Global Studies Regents exam which will be administered at the end of 10<sup>th</sup> grade.

**GLOBAL HISTORY & GEOGRAPHY II 10**

**1 YEAR COURSE  
1 UNIT**

**COURSE DESCRIPTION**

The purpose of this course is to develop a greater understanding of the evolution of global processes and contacts and their interaction in different types of human societies over time. This understanding is achieved through a combination of selective factual knowledge and analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. This is a conceptually oriented course not necessarily a fact-based one. The course will cover a number of historical periods, beginning around the year 1750 will continue through to the present day. The course ends with the New York State Global History and Geography Exam which is based entirely on the 10<sup>th</sup> grade curriculum

**The Global History Regents must be passed in order to receive New York State credit for this course. Classified students can take the Global History RCT for New York State credit.**

**ADVANCED PLACEMENT WORLD HISTORY**

**1 YEAR COURSE  
1 UNIT**

AP World History is designed to be the equivalent of an introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1250 C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. In order to be eligible for college credit, students enrolled in this course must score a passing grade on the Advanced Placement World History exam offered by the College Board upon completion of the course.

**An Advanced Placement World History is offered in May. This exam currently costs \$84, and is to be paid by the student prior to taking the exam.**

**SOCIAL STUDIES 11  
UNITED STATES  
HISTORY & GOVERNMENT**

**1 YEAR COURSE  
1 UNIT**

Eleventh grade Social Studies offers a comprehensive study of American history from The American Revolution to the present. The course is organized chronologically, and includes the following units of study: Constitutional Foundations, Westward Expansion,

Industrialization, Twentieth Century Reform Movements, The Great Depression, America as a World Power, The Cold War, Decades of Change, Recent American Presidents. This course culminates with a State Regents Exam.

**ADVANCED PLACEMENT UNITED STATES  
HISTORY AND GOVERNMENT (grade 11)**

**1 YEAR COURSE  
1 UNIT**

The Advanced Placement U.S. History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and material in American History. The course work prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college classes. This course is very fast paced, and there is a considerable amount of outside work required. In order to be eligible for college credit, students enrolled in this course must score a passing grade on the Advanced Placement United States History Exam offered by the College Board upon completion of the course.

\*The College Now American History I and II is also offered within this same section.

**An Advanced Placement United States History Exam is offered in May. This exam currently costs \$84, and is to be paid by the student prior to taking the exam.**

**SOCIAL STUDIES 12**

**PART I  
PARTICIPATION IN GOVERNMENT**

**½ YEAR COURSE  
½ UNIT**

**PART 2  
ECONOMICS**

**½ YEAR COURSE  
½ UNIT**

**PARTICIPATION IN GOVERNMENT** is designed to help and encourage seniors to:

1. define and appreciate their responsibilities as citizens
2. analyze and discuss public policy issues and proposals
3. study the nature of power and politics in a democracy
4. assess how decisions are made in organizations and society
5. learn how to become actively involved in the democratic process

**ECONOMICS** is outlined to survey the following:

I. Intro to Economics and Economic Systems

- A. why study economics
- B. economic systems
- C. supply, demand, prices

II. Micro-economics

- A. the consumer
- B. business
- C. labor
- D. agriculture
- E. public spending

III. Macroeconomics

- A. economic measuring
- B. money
- C. unemployment, inflation, income
- D. tax
- E. economic growth

IV. U.S. and the World Economy

- A. international trade
- B. alternative economic systems
- C. population, scarcity, and growth



**COLLEGE NOW  
INTRODUCTION TO SOCIOLOGY SS161  
GRADES (11-12)**

**½ YEAR COURSE  
½ UNIT  
3 COLLEGE CREDITS**

**COURSE DESCRIPTION**

This course is designed to familiarize students with the concepts and methods of sociology. The concepts include culture, socialization, deviance, and social stratification. The concepts are used to analyze major aspects of society including racial and ethnic relations, the family, politics and the state, education, population and social change and social movements.

**COURSE OBJECTIVES**

This course is designed to...

1. Introduce students to major ideas, perspectives, and controversies of sociology as they apply to society and social behavior with special focus on symbolic interactionism, functionalism, and conflict perspectives.
2. Expose students to the tools sociologists use to investigate social phenomena including theory participant observation, experimentation, survey research construction, conceptualization, theory construction, operationalization, hypothesis development, and techniques of observation and analysis.

**COLLEGE NOW  
WESTERN CIVILIZATION I  
GRADES (11-12)**

**½ YEAR COURSE  
½ UNIT  
3 COLLEGE CREDITS**

This college level course is designed to examine the economic, political, and social development of the major periods of Western Civilization. Emphasis is on developing an understanding of the Ancient and Classical World, the Middle Ages, and the Renaissance and Reformation. Class assignments involve a significant amount of reading and writing both in and out of class. Students are required to have finished Global Studies I and II before enrolling,

**COLLEGE NOW  
WESTERN CIVILIZATION II  
GRADES (11-12)**

**½ YEAR COURSE  
½ UNIT  
3 COLLEGE CREDITS**

This course is designed to examine the economic, political and social development of the major periods of Western Civilization. Emphasis is on developing an understanding of the Age of Absolutism, the Enlightenment, the French Revolution, Industrial Revolution, Nationalism, the Wars of the 20<sup>th</sup> Century and the Modern World. Class assignments involve a significant amount of reading and writing both in and out of class. Students are required to have finished Global Studies I and II before enrolling

**COLLEGE NOW  
AMERICAN GOVERNMENT 141**

**½ YEAR COURSE  
½ UNIT  
3 COLLEGE CREDITS**

This course will enable the student to:

1. Recognize that American society is a compound community of communities, with major and increasing proportions of an urban population, an industrial economy, and national problems in a complex and changing world.
2. Understand the functioning processes of these community governments below the national level in the political, legislative, executive, and judicial fields.
3. Relate our continental geographic base, cultural heritage, and institutional developments as backgrounds for our contemporary multiplicity of governmental units with their unending continuity and continuous change in a highly technological age.
4. Understand the growing role and relationships of our national government with respect to the governance of states and state subdivisions.

**COLLEGE NOW  
AMERICAN HISTORY I  
GRADE 11**

**½ YEAR COURSE  
½ UNIT  
3 COLLEGE CREDITS**

This college level course is designed to develop the student's understanding of the political, economic, social, and intellectual history of the United States. Emphasis is placed on the European background, the founding of the American colonies, the establishment of a new nation, and the testing of the union.

This course requires a significant amount of reading and writing.

\*The College Now course does not have to be taken within the Advanced Placement U.S. History Section. The College Now course is offered as a separate section.

**COLLEGE NOW  
AMERICAN HISTORY II  
GRADE 11**

**½ YEAR COURSE  
½ UNIT  
3 COLLEGE CREDITS**

This college level course is designed to examine the reconstruction of the South, the effects of industrialization, the reform movements of the Twentieth Century, and the emergence of the United States as a world power.

This course requires a significant amount of reading and writing.

\*The College Now course does not have to be taken within the Advanced Placement U.S. History Section. The College Now course is offered as a separate section.

**COLLEGE NOW INTRODUCTION  
TO PSYCHOLOGY  
(Grades 11 & 12)**

**½ YEAR COURSE  
½ UNIT  
3 COLLEGE CREDITS**

This course is designed to familiarize students with the major divisions of psychology, including physiology, learning, perception, motivation, emotion, personality, adjustment, and abnormal behavior. Attention is focused on the mastery of basic concepts and theories, along with supporting research and application.

**COLLEGE NOW INTRODUCTION  
TO MACROECONOMICS 185**

**½ YEAR COURSE  
½ UNIT  
3 COLLEGE CREDITS**

This course is designed to familiarize students with the economy as a whole, including such topics as national income, inflation, production and employment, money and banking, supply and demand, fiscal and monetary policy, economic growth and development, and international trade.

**FACULTY:  
MR. FINGER  
MR. KELLY  
MR. MOROTTI  
MRS. TRACY**

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