COURSE SELECTION GUIDE 2017-18

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New This Year... With many of the nation's education leaders focused on the importance of STEM education, the movement to add music and art to the equation is getting more attention at WAJ. To help make this happen, three new courses will be added: AP Music Theory, Studio in Sculpture, and Introduction to Piano Workshop. These additions will help us turn STEM (Science Technology Engineering Math) into STEAM.

Windham-Ashland-Jewett Central School will provide the resources and environment that maximize the opportunity for each and every student to reach his or her academic, creative and athletic potential.

Learning is more than the acquisition of the ability to think; it is the acquisition of many specialized abilities for thinking about a variety of things.

L. S. Vygotsky (1896-1934)
Thought and Language

KEY PEOPLE TO HELP YOU.....AT 518-734-3400 (MAIN PHONE)

High School Guidance Counselor	Mike Pellettier	Ext. 1170	mpellettier@wajcs.org
Elementary Guidance Counselor	Nicole Baldner	Ext. 1116	nbaldner@wajcs.org
Guidance Secretary	Cathi Aplin	Ext. 1122	caplin@wajcs.org
Assistant Superintendent of Curriculum & Instruction	Tammy Hebert	Ext. 1183	thebert@wajcs.org
Director of Special Education	Janna Buell	Ext. 1122	jbuell@wajcs.org
Director of Instructional Technology	Carly Mead	Ext 1172	cmead@wajcs.org
Building Principal	David Donner	Ext. 1182	ddonner@wajcs.org
Main Office Secretary	Chrissy Thorington	Ext. 1130	chthorington@wajcs.org
School Psychologist	Janna Buell	Ext. 1155	jbuell@wajcs.org
Greene County Mental Health	Darcy Rossignol	Ext... 1185	drossignol@wajcs.org
Director of Technology	A.J. Savasta	Ext. 1159	asavasta@wajcs.org
Superintendent of Building/Grounds	John Mattice	Ext. 1190	jmattice@wajcs.org
District Business Manager	Shelly Mattice	Ext. 1178	mmattice@wajcs.org
Food Service Manager	Diana Potter	Ext. 1133	dpotter@wajcs.org
Transportation	Wendy Oftedal	734-3206	woftedal@wajcs.org
Superintendent	John Wiktorko	Ext. 1177	jwiktorko@wajcs.org

PLANNING YOUR COURSES.....

The purpose of the Course Selection Guide is to provide a road map to a successful high school experience that will ultimately prepare students for meaningful post-secondary experiences in college and career readiness. Students are encouraged to choose an appropriate program and to evaluate that program each year with the help of the guidance counselor and parents.

Cooperation among parents, students and staff is important when selecting a program of study that will provide for the educational needs of each student. The WAJ staff will provide assistance to you in the decision-making and problem-solving process. Student conferences will also be scheduled for this purpose. If you have any questions, you are urged to call the Guidance Office.

PLEASE NOTE....

This guidebook is published annually stating policies and procedures that are up to date at the time of publication. All policies and procedures are subject to change based on changes mandated by the New York State Education Department, WAJ Board of Education, or as determined necessary by school administration. All course offerings and programs are subject to change based on enrollment, funding, staffing implications and other relevant data used to develop our academic program.

Top: *Erik Potts is attentive to the details of all of his academic classes—including Art.*

Title IX

WAJ hereby advises students, parents, employees and the general public that it offers employment and educational opportunities, without regard to sex, race, color, national origin or handicap. Grievance procedures are available to interested persons by contacting the office of the Assistant

GUIDELINES FOR PLANNING YOUR COURSES.....

- Establish personal goals. Even though your plans may change, you should have some general educational, occupational and personal objectives.

  •Honestly evaluate your strengths, interests, aptitudes, and needs.

- Learn the requirements for entrance to the college or program of your choice or to the career area you plan to pursue after graduation.
- During your junior year, visit the colleges or vocational resources of interest to you.
- Consult your parents, talk with your teachers and consult your school counselor in order to benefit from their experiences. Talk and visit with citizens of the community who are currently working in the professions that you find most interesting.
- Select the subjects that will contribute MOST toward helping you achieve your goals.
- If you want to add or delete a course after you receive your schedule, please bring a note from your parents to your counselor.
- Parents and students are encouraged to use the Naviance website to help with college and career planning. The Naviance College and Career Readiness Curriculum is a blended learning solution for students in grades 6-12 that helps them develop critical non-cognitive skills and college knowledge, and instills confidence so that they'll persevere to reach their long-term college and career goals. This website can be found on the WAJ homepage. See your counselor for more details on how to maximize your use of the site.

NAVIANCE

REQUIREMENTS FOR GRADE-

Grade Level / Class	Graduation Year	Units of Credit Required
Grade 9 / Freshman	2021	Promotion from 8th Grade
Grade 10 / Sophomore	2020	Students must have earned five (5) units of academic credit* including at least one (1) unit of credit in English, and/or one (1) unit of social studies, and one (1) unit of credit in math or science
Grade 11 / Junior	2019	Students must have earned ten (10) units of academic credit including at least three (3) units of English and/or social studies, one (1) unit of math, one (1) unit of science, one (1) unit of L.O.T.E., and in addition, at least one half (.5) unit of physical education.
Grade 12 / Senior	2018	Students must have earned fifteen (15) units of academic credit including at least five (5) units of English and/or social studies, two (2) units of math, two (2) units of science, and in addition, at least one (1) unit of physical education and the student must be enrolled in courses that will meet all graduation requirements by June of their senior year.

** Academic credit includes all courses other than physical education.*

Course Requirements

REQUIRED SUBJECTS	REGENTS DIPLOMA	ADVANCED REGENTS DIPLOMA****
English	4 Units	4 Units
Social Studies	4 Units	4 Units
Mathematics	3 Units	3 Units
Science	3 Units	3 Units
Second Language	1 Unit	* 1-3 (units vary)
Health	1/2 Unit	1/2 Unit
The Arts **	1 Unit	1 Unit
Physical Education	2 Units	2 Units
Sequences/Electives	3 1/2 Units	* 1 1/2 - 3 1/2 (units vary)
Total	22 Units	22 Units

Testing Requirements ***

REQUIRED TESTS	REGENTS	ADVANCED REGENTS
Comprehensive English	Required	Required
US History	Required*	Required*
Global History & Geography	Required*	Required*
Integrated Algebra or Algebra I	Must pass ONE of these three math exams--usually Integrated Algebra	Required
Geometry		Required
Algebra II / Trigonometry		Required
Living Environment	Must pass ONE of these science exams--usually Earth Science OR Living Environment	Required
Earth Science		Must pass a second Science exam (in addition to Living Environment)
Chemistry		
Physics		

Important Notes

* To earn the advanced designation, the student must complete **ONE** of the following:

☑ A language other than English (total of three sequential credits)

☑ Career and Technical Education (five credits) plus one credit in a language other than English; Career and Technical Education includes Business, Family and Consumer Sciences, and Technology programs.

☑ The arts (five credits) plus one credit in a language other than English

** The arts include dance music, theater, and visual arts

***CSE students may qualify for safety net provisions. Students should see their guidance counselor.

****Advanced Regents Diploma with Honors - awarded to those students who complete all the requirements of the Regents diploma with Advanced Designation and achieve an average of at least 90% on all Regents exams.

****Additional pathways to graduation can be substituted for one of the two required Social Studies Regents exams. See your counselor for details.

Advanced Placement, Single-Course Acceleration and College Courses

ADVANCED PLACEMENT

Preparation for AP exams in English, US History, Art, Calculus, and Biology are offered at this time. Students interested in electing any one of these college-level courses should consult with their teachers and school counselor. Colleges may give credit and/or advanced course placement to those students who take the AP examination and demonstrate mastery of the material presented in the course. Students and parents should contact colleges directly for full information about their AP credit policies. Not every AP course is offered every year, so students should plan accordingly.

Students should refer to the Course Selection Guide for the prerequisite requirements for each course; however, generally speaking, students need an 85% average for courses taken since 9th grade in the content area. Teacher recommendation is also needed for ALL AP courses. Five (5) quality points are given for each AP course successfully completed when the weighted GPA average is calculated during the senior year to determine class rank.

AP Courses offered during 2017-18 are as follows:

AP US History

AP World History

AP Calculus

AP English

AP Biology

AP Music Theory

AP Computer Science

The AP exam must be taken in order to earn the AP designation on the transcript and the weighted rank calculation. All WAJ students who take AP courses pay the exam fee. Fee waivers and reductions may be available through your school counselor. Advance Placement exam fees average $93.00 per exam.

CRITERIA FOR AP RECOMMENDATIONS

The Student:

- Works well independently; seeks help only when necessary; does not require detailed or repeated directions from teacher in order to proceed.
- Is creative; can think of methods to try; or use original methods when faced with a problem or situation.
- Readily applies learned principles to new situations; can solve novel problems; responds well to guided discovery.
- Responds positively to challenging situations; shows persistence in searching for solutions; finds satisfaction in independently solving a problem rather than accepting another person's solution or help.
- Likes to analyze, generalize, derive, prove, abstract to investigate relationships and alternative solutions.
- Has a strong intuitive sense for the subject matter.
- Sorts out key relationships quickly.
- Shows a high degree of interest and motivation; is intellectually curious and a critical thinker.
- Has experienced high achievement in past courses without undue stress; has not depended heavily on rote learning or tutoring.

Dante Savasta and Lukas Knudsen help with a fundraiser for the band at the 2017 Autumn Affair.

Advanced Placement, Single-Course Acceleration and College Courses - continued

- Shows above average ability in oral and written expression.
- Has the ability to demonstrate long-term planning skills.

(Adopted from the College Board Advanced Placement Statistics List serve.)

ACCELERATION (SINGLE COURSE ADVANCEMENT IN GRADE 8)

Single-course acceleration is available to 8th graders in math and science only. If students are interested in taking a credit-bearing 9th grade course, they should complete a Request for Acceleration form. Teacher recommendation is also needed for students to qualify for single-subject acceleration.

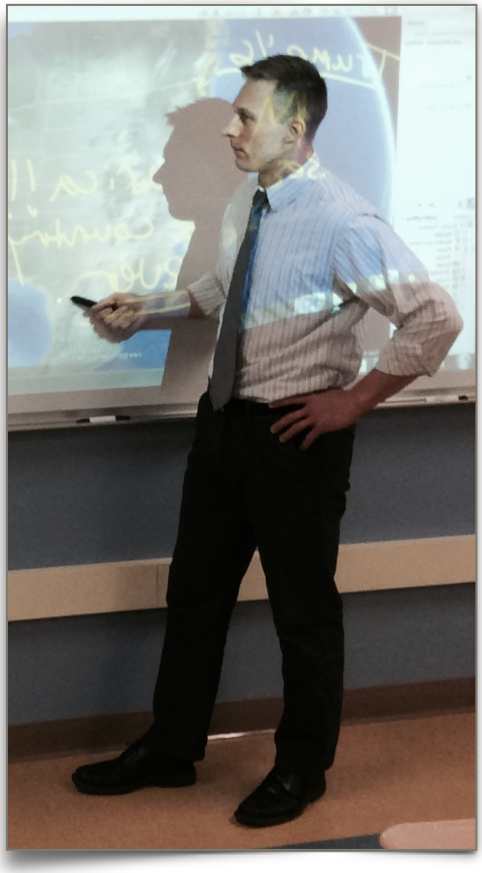
Additionally, one quality point will be awarded for successful completion of each accelerated course. These quality points will be added when the weighted average is calculated for class rank during the senior year. For more information on WAJ's Acceleration Policy (BOE policy #7431), locate the link on the online version of the Course Selection Guide.

COLLEGE-LEVEL COURSEWORK

WAJ offers many courses for college credit that are taught at WAJ or through the Distance Learning Lab. These courses are taught by adjunct instructors at WAJ, at other Distance Learning institutions, or at the college location. Students can earn up to 50 college credits over the course of four years of high school at WAJ.

College Courses offered during 2017-18 are as follows (pending enrollment and college approval)

- English 101 (3 credits) CGCC
- English 102 (3 credits)CGCC
- Spanish (8 credits) SUNY Albany
- Biology 101 (4 credits) CGCC
- Biology 102 (4 credits) CGCC
- Health 103 (3 credits) CGCC
- Statistics (3 credits) CGCC
- Computer Applications (3 credits) CGCC
- Motion Graphics (3 credits) CGCC
- Digital Photography (3 credits) CGCC
- Computer Graphics (3 credits) CGCC
- The United States of America Civil War (3 credits) CGCC
- General Psychology (3 credits) CGCC
- Introduction to Sociology (3 credits) CGCC
- United States History 1492-1865 (3 credits) CGCC
- United States History 1865-Present (3 credits) CGCC
- Intro to Film (3 credits) CGCC



- Macroeconomics (3 credits) CGCC
- American Government (3 credits) CGCC
- Precalculus (4 credits) CGCC
- College Algebra (4 credits) CGCC
- Calculus I (4 credits) CGCC
- Physical Geology (4 credits) CGCC
- Visual Arts 3D (3 credits) CGCC

Important Considerations and Other Options

Students should consult the *Course Selection Guide* for each college's prerequisite requirements. Additionally, four quality points will be added to the GPA for each successfully-completed college course when the weighted average is calculated for class rank during the senior year.

UPPER-LEVEL STUDY IN MATH AND SCIENCE

Students are encouraged to continue their course of study during their senior year by enrolling in a 4th year of math and /or science . Such courses include--but are not limited to--Physics, AP Biology, Pre-Calculus, AP Calculus, College Algebra, Statistics, AP Statistics, Forensics, Geology, and Biology. Two additional quality points will be awarded for a 4th year of math and/or science.

DISTANCE LEARNING ELECTIVES

In addition to the college courses available through Distance Learning, WAJ also offers other electives to provide students additional rigor in their schedules. These courses for the 2017-18 school year include--but are not limited to Criminal Justice, Accounting - SUNY Cobleskill, Financial Accounting - SUNY Delhi, Anthropology - TC3, and Micro Computer Application - SUNY Cobleskill. Distance Learning allows students to connect to other schools in our region and to learning opportunities around the world. A distance learning room has a fiber optic broadband connection that links to a network of more than 20 other schools in our region that have interactive TV classrooms. Distance Learning courses allow students to:

- Expand horizons with a much greater selection of course offerings.
- Take Advanced Placement courses and courses for college credit.
- Experience cutting-edge technology in a hands-on environment.
- Interact with students and teachers from other schools and communities in a setting that helps prepare you for advanced educational and real-world situations.
- Meet new students with common concerns and different perspectives.

DOUBLING FOR MANDATED COURSES REQUIRED FOR GRADUATION

Mandated courses are required for graduation. If a student does not pass a required course, he or she can request to repeat the failed course in tandem with the next course in the sequence, popularly known as "doubling." The assistant superintendent of curriculum and instruction finalizes all decisions regarding a student's doubling privileges. WAJCSD does not guarantee the accommodation of student requests. If afforded the privilege of doubling, a parent or guardian must provide signed approval. Daily attendance is a factor in determining and maintaining eligibility for doubling. At the end of the first semester, a student is granted course credit if he or she earns a cumulative average of 65% or higher in the repeated course, including passing the final examination. Students enrolled in a course offering a regents exam as the final exam must remain in the course until they are eligible to retake the regents exam. Students who previously earned a passing regents score as their final exam can earn course credit in conjunction with passing the semester with at least a 65%. If the student is doubling a half-year course, the student must pass the first quarter and the final exam with at least a 65%.

Important Considerations and Other Options

Taking a full academic program and obtaining a high level of achievement, together with activities that show the student is willing to participate in and contribute to the school or community, are the best ways to assure that a student will meet the requirements for college entrance. Students should check college bulletins and consult their counselor for specific information as they make their choices.

NEW VISIONS

New Visions is a one-year, honors-level program that turns area businesses and government buildings into classrooms for highly motivated, academically successful high school seniors. New Visions programs are offered in Engineering, Health Careers, Journalism and Media Studies, and Law & Government. Classes meet from 8-11:30 a.m.(The Engineering program at ONC BOCES is a full-day program.). The Health Careers classroom is located at Ellis Hospital in Schenectady or St. Peter's Hospital in Albany. Journalism & Media Studies students meet for class at the Times Union in Colonie, and the Law & Government classroom is located at the State Education Building, directly across from the Capitol in Albany. The New Visions Engineering Program is offered through ONC BOCES. Students learn through traditional methods (lecture, reading, research, writing and focused study), group discussion, and internships and rotations.

COLLEGE AND ENTRANCE REQUIREMENTS

Colleges prefer a strong academic preparation in high school. Specific subject and grade average requirements vary from one institution to another, as the institutions themselves vary in the programs they offer and the kinds of students they seek. Generally speaking, colleges prefer students who have had a high school program that includes four years of English and social studies, three to four years of mathematics, three to four years of science, and two to five years of foreign language. College-bound students who choose to "drop" one of these areas before they graduate should do so only after careful consultation with teachers, counselors, and parents.

CAREER TECH PROGRAMS

WAJ is able to offer its students a variety of vocational options through ONC BOCES. To be eligible to attend a Career Tech program, a student must meet the following requirements:

1. As an enrolled student in grades 9-11, students must complete their basic graduation requirements in their freshman and sophomore years before attending Career Tech, unless the student is serviced through the Committee on Special Education.
2. Students must show an interest in the area chosen.
3. Students must realize that they cannot drop from a chosen Career Tech program until June of that school year.

Course Selection Process

4. Based upon current grades and attendance, students must demonstrate that they have the potential to complete the program chosen.
5. Students must notify their counselor of intent prior to March 1st.
6. Students not accepted into their chosen program will meet with the counselor in June to select courses offered at WAJ.

Course descriptions are available in the guidance office and are distributed to all sophomores during the Career Tech Orientation Program. The courses shown below are based upon availability.

Career Tech Programs for Juniors & Seniors

- Auto Technologies I & II
- Culinary Arts I & II
- Building Trades I & II
- Auto-mechanic Tech I & II
- Equipment Operation & Repair I & II
- Visual Communications I & II
- Cosmetology I & II

* New Visions programs, (based upon BOCES's ability to provide them), are available to incoming seniors who have a minimum of 85% GPA. Seniors may earn high school credit for English 12, Economics, and Participation in Government through this program. Please see your counselor for further details.

Enrollment in ALL Career Tech Programs is contingent upon district approval of the applicant.

*

COURSE LOAD REQUIREMENTS

Students in grades 9-11 must carry a minimum of 6 credits PLUS Physical Education each semester. **Seniors** must carry a minimum of 5 credits PLUS Physical Education each semester.

COURSE SELECTION PROCESS

- STEP ONE: Planning for course selection is an ongoing process. Every 9th grader will create a tentative 4-year plan which will be evaluated--as needed--with the school counselor. (See page three for additional guidelines.)
- STEP TWO: The Course Selection Guide will be provided for every student in grades 8-11 prior to course registration. Parents are asked to review the course description and policies with their child as they help them make appropriate selections.
- STEP THREE: Each student in grades 8-11 will then meet with the counselor to make the final course selections in eSchool. A transcript check will be part of this meeting which will confirm that the student is on track for meeting graduation requirements. The student will also be responsible for sharing with parents the course selections that were made in eSchool.
- STEP FOUR: Parents are required to sign a parent approval form after reviewing the Course Selection Form.

Course Selection Process - Continued

PROCEDURES FOR SCHEDULE CHANGES

For any schedule change, a *DropAdd Course Request Sheet* must be obtained from the Guidance Office. A meeting must also be scheduled with the school counselor to discuss the change. Students will not be able to make any level changes after the school year begins. In some of our subject areas, levels of instruction have been established to appropriately challenge the academic ability of students. Decisions regarding the level placement of a student in a course are based on the student's past performance in the subject area, teacher recommendation, and the student's standardized testing record (when applicable). For some courses, the subject teacher(s) makes a recommendation for the course or level of instruction for the next school year. If parents or students want to challenge a course higher than that which was recommended by the teacher, this request needs to be made in writing to the Assistant Superintendent before the school year begins.

DROPPING COURSES

Students will be allowed to drop a semester or a full-year course in which they are enrolled, without penalty, prior to the end of the first marking period.

Students wishing to drop a course at any time must initiate a conference with their guidance counselor to secure a *Change of Schedule* form. This form must be returned to the Guidance Office signed by the appropriate teachers and a parent, when requested.

When dropping a course, students must continue to attend the class until all signatures are obtained, the form is returned to the Guidance Office and the counselor has notified the student that the change has been made. Missing class before the drop procedure is completed will be regarded as an unexcused absence.

ADDING COURSES

Students will be permitted to add a full-year course within the first 10 school days (two weeks) of the course. Students are responsible to make up all missed work. A second semester (1/2 year course) may be added prior to the first day of the new semester.

- Students wishing to add any new course after the time period outlined above must additionally submit to the Guidance Office a written contract between the student and the teacher outlining all requirements necessary to complete the missed work. Permission of the instructor is required before the course will be added.
- When adding a course, a student must continue to attend all previously scheduled classes and study halls until all change forms are completed and the student's schedule is changed.

Nonessential Programmatic Changes will not be made unless extenuating circumstances exist. Examples of such changes include
• change of lunch period
• change of teacher
• change of course period
The only exception is when a Physical Education teacher or lab teacher writes a note requesting a student be changed in order to balance enrollment in classes.

GRADUATION IN LESS THAN FOUR YEARS

WAJ students may graduate in less than four years. The decision to do so should be made by parents and students based on the student's goals so that the time gained by this decision will be put to good use in work, travel, or continued study at some other institution.

After a parent and student have discussed the proposal thoroughly, they should consult the student's counselor for a careful consideration of how such a decision could affect the student's future plans. Some considerations might include the student's age and maturity, the approval of the parent, the student's reason for desiring early post-secondary education, and whether or not the school would have anything to offer the student during the fourth year that would benefit the student's goals and career choice.

NCAA ELIGIBILITY DISCLOSURE

The National Collegiate Athletic Association has its own process for determining which courses they will accept for student eligibility. The NCAA is an independent organization with no affiliation with the New York State Education Department or any other formal entity as it relates to academics at the secondary level. Each high school in the country must submit courses to the NCAA for approval on a yearly basis. Therefore, if you are a prospective student athlete for competition at the Division I, I-AA, or II levels, you must go through the NCAA clearinghouse process. We strongly urge students who are candidates for collegiate athletics to meet with their school counselors on a regular basis to review the transcript and verify which courses will be accepted by the NCAA. For more information on the NCAA process, students and parents may visit their website at eligibilitycenter.org.

ADVANCING THROUGH SEQUENTIAL COURSES

There are specific requirements or prerequisites for advancing through sequential courses in most content areas. Please read those departmental sections carefully. When in doubt about electing the next sequential course, consultation with the teacher and school counselor is recommended. Also, there are some allowable substitutions (e.g. college-level coursework) for some Regents-level courses. (e.g. substituting Accounting for a required math credit). Students should make these requests to the counselor when making their schedule. Students may NOT

request substitutions for any course that includes a state-mandated Regents exam (e.g. US History) unless the substituted course is equally able to satisfy the graduation requirement (e.g. substituting Living Environment for Earth Science in order to meet the Regents exam requirement for graduation).

LEVELS OF COURSES

WAJ has five levels of courses: Regents, Accelerated, Upper-level Academic, College-level, and Advanced level.

Regents-level courses are all courses not designated as AP or college-level for students receiving a Regents or Local diploma. This includes all courses needed for graduation and all electives.

Accelerated courses are those that meet the requirements of the district's Acceleration Policy. Currently, WAJ only offers acceleration to grade 8 students in math and science (for 9-12 courses).

Upper-level courses are 4th year courses that are NOT required for graduation. Generally, these courses are taken in the senior year; however, some students (because of acceleration or doubling) could take them in years other than the senior year. Such courses include--but are not limited to--Physics and Calculus.

College-level courses are any college courses taken with institutions that have agreements with WAJ. Currently, these institutions are SUNY Albany, SUNY Delhi, SUNY Cobleskill, TC3, Syracuse University, Columbia Greene Community College, and Hudson Valley Community College. WAJ's agreements with these institutions are for specific courses identified in the Course Selection Guide only--or courses that get added via Distance Learning agreements with ONC BOCES. Parents and students will be notified if additions are made prior to the 2017-18 school year so that all students have equal access to those opportunities.

Advanced Level courses are Advanced Placement courses. Students must complete these courses and take the exam in order to qualify for quality points.

WEIGHTED CLASS RANK & GPA

Class rank will be determined by weighted averages. Adding all of the weighted grades and dividing by the total number of credits will determine the final average. (Earned grade + quality point = weighted grade.) The calculation of the weight is as follows: Regents courses = 0 quality points; Accelerated courses = 1 quality point; Upper-Level = 2 quality points; College level = 4 quality points; and Advanced level (AP) = 5 quality points. For more information, please see your counselor and/or consult BOE policy #7430.

HOW 4-YEAR COLLEGES VIEW YOUR HIGH SCHOOL PROGRAM

Four-year colleges look for students who have taken the most challenging program available to them and in which they can demonstrate success. Most colleges indicate that the single most important part of a student's application is the high school transcript.

The transcript includes:

- The names and levels (e.g. AP, Regents, College-Level)
- The final averages earned in each course completed

Support Services

- Final exam and Regents exam scores
- The 4-year cumulative grade-point average.
- Weighted and unweighted GPA

STUDENT ASSISTANCE / SUPPORT SERVICES

If you find that you are having difficulty in school with academics or issues outside of school, there are people in the high school who can help you.

School Counselor

Your counselor is your academic advisor, helping you to choose appropriate courses which will prepare you for college, the military or full-time employment after high school. If you are having personal or social concerns, your counselor can also provide you with assistance.

School Social Worker

WAJ provides crisis counseling and referrals to Greene County Mental Health for students experiencing personal or family problems. Also, they provide networking and assistance when students are placed or referred to other outside agencies.

School Psychologist

This professional performs psycho-educational evaluations to determine eligibility for special support services for students who are encountering academic and/or emotional difficulties in school.

Classroom Teacher

Your classroom teacher is available during the school day to provide extra help. Before and/or after school help may be available as well. See your teachers to make arrangements.

Assistant Superintendent of Curriculum and Instruction

This administrator is available to assist you with questions you may have regarding curriculum and specific course offerings.

Homework Club

Students can get academic assistance from teachers or student tutors after the regular school day in Homework Club. This is run on days that there are late bus runs.

WAJ has a commitment to provide a comprehensive education program and the support required to enable all students to meet the New York State learning standards and be successful.

In keeping with this commitment, the District provides a variety of integrated services, technology platforms, and personnel to help all students in their academic success.

Parents can also track their child's progress in every class through the use of the technology platform, eSchool. Contact the guidance office for a login and password to be able to view your student's classes and grades.

WAJ prioritizes the core classes as they are required for graduation and prepares our students for commencement level exams; thus, we meet as grade levels every five weeks to monitor every student's progress toward success on these assessments.

Special Education Supports & Services

ACADEMIC INTERVENTION SERVICES

"Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies, and science, or at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments." (Commissioner's Regulations, adopted by the Board of Regents in July 1999; Section 100.1(g)). AIS is offered at WAJ in a variety of ways: during the school day as a pull-out service, during activity period after school, as additional instruction during the school day, and before school-- or any combination thereof.

At WAJ, students are placed within these services based on the following criteria:

- Students who have not passed state-mandated assessments in subjects listed above
- Students who either have not met requirements of state-mandated assessments, but have passed the course, or who score at level 1 or 2 on the grade 8 ELA assessment

Students who have a disability may be eligible for an individualized plan that provides accommodations and/or services to assist the student in meeting the New York State learning standards.

Section 504 Accommodation Plan

Students who have a disability that affects the student's ability to be successful in the general education setting without accommodations may need a Section 504 Plan. With a 504 Plan, student are provided classroom accommodations such as preferential seating, being allowed to leave class to go to the Health Office, or use of the elevator. Students may also receive testing accommodations such as a scribe or separate location. Students receive minimal services with a 504 plan, such as access to resource room or social work counseling.

Individualized Education Plan under IDEA

Students who have a disability that adversely affects their learning may need an Individualized Education Plan (IEP). The IEP describes the student's educational strengths and needs related to the disability. It also outlines the special education and related services goals, services, classroom accommodations, technology needs, and testing accommodations that the student requires. WAJ offers a full continuum of special education services and supports for students with disabilities.

Related Services

Students may receive related services (speech therapy, adapted physical education, and/or counseling) 1-5 times per week. Related services may be provided within the general

education classroom, in a special education classroom, or in a therapy room. Services will be individual or group.

Life Skills Instructional Program

This program is for students with an IEP who are pursuing an IEP diploma and who need a life skills-based curriculum. During the freshman and sophomore years, the students are enrolled in Life Skills classes in English, math, science, and/or social studies. Students also take physical education and electives. During the junior and senior years, the students are enrolled in Life Skills classes in English and math and physical education for half a day. For the remainder of the day, the students may participate in a career and technical work program through either WAJ or ONC BOCES.

Functional Skills Instruction Program

This program is for students with an IEP who are pursuing an IEP diploma and are eligible for the New York State Alternate Assessment. Students participate in functional skills instruction through the Functional Skills Instruction classroom and through community-based instruction and work experiences. Students in this program generally remain eligible for the program until age 21. As the students progress through high school and their post-graduate years, the focus is on transitioning to post high school experiences. Additionally, their time spent in the community-based work program increases and their classroom-based instruction decreases.

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Co-Taught Academic Support Program

This program is for students with an IEP who are pursuing a high school diploma and who need significant support and modifications in the general education program due to reading and math skills that are well-below grade level. The general education teacher and the special education work together during classroom instruction to maximize the success of all students in the class.

Art Department

STUDIO IN ART

Credit: 1 Grades 9-12

Prerequisite to all other art courses.....This is an introductory foundation course that provides a multiplicity of visual experiences in drawing, painting, printmaking, and sculpture. Studio in Art is a prerequisite to all other high school art courses.

The goals of this course are:

- to encourage a personal approach and interpretation, as well as develop related skills and techniques;
- to assist the student in forming value judgments of diverse form and scope, of their own work and the work of others;
- to provide opportunities to explore and use a wide variety of materials and tools.

DRAWING & PAINTING I

Credit: .5 Grades 10-12

Prerequisite: Studio in Art-Students may take part 1 or both parts 1 & II.

This is an advanced course for grades 10, 11, or 12 which may be elected after a student has completed ***Studio in Art***. This course provides a multiplicity of visual experiences in drawing and painting that are broad in scope and that will challenge the student's ability.

The goals of this course are:

- to encourage a personal approach and interpretation, as well as develop related skills and techniques;
- to assist the student in forming value judgments of diverse form and scope, of their own work and the work of others;
- to provide opportunities to explore and use a wide variety of materials and tools.

DRAWING & PAINTING II

Credit: .5 Grades 10-12

Prerequisite: Studio in Art and Drawing & Painting I. Students may take part 1 or both parts 1 & II.

See description of Drawing & Painting I

CERAMICS I

Credit: .5 Grades 10-12

Prerequisite: Studio in Art-Students may take part 1 or both parts 1 & II.

This course provides a multiplicity of experiences in working with clay. It includes the use of the potter's wheel, the creation of ceramic sculpture, and the use of ceramic glazes.

The goals of this course are:

- to encourage a personal approach and interpretation, as well as develop related skills and techniques;
- to assist the student in forming value judgments of diverse form and scope, of their own work and the work of others;
- to provide opportunities to explore and use a wide variety of ceramics methods and tools.

CERAMICS II

Credit: .5 Grades 10-12

Prerequisite: Studio in Art and Ceramics I. Students may take part 1 or both parts 1 & II.

See description of Ceramics I.

STUDIO IN SCULPTURE

Credit: 1 Grades 10-12

Prerequisite: Studio in Art

Studio in Sculpture is an introduction to sculpture, emphasizing an understanding and manipulation of three-dimensional space using form and scale. Students explore various processes, materials, techniques and tools. Competence in basic drawing is essential. Includes an historical overview. The goals of this course are:

- to develop an understanding of basic design principles with an eventual emphasis on three-dimensional design. The development of solutions to aesthetic and design problems.
- to develop an understanding of the possibilities and limitations of various materials.
- to develop skills in the use of basic tools, techniques, and processes to work from concept to finished product.
- to develop visual, verbal, and written responses to visual phenomena, and organize perception both rationally and intuitively.
- to make valid assessments of quality and effectiveness in design projects and works of art, especially their own.
- to develop the capacity to explain and defend one's views effectively and rationally.

Music Department

INTRODUCTION TO PIANO WORKSHOP

Credit: .5 Grades 9-12

This course is designed for students who wish to develop basic piano playing skills and beginner technique. Students will gain an understanding of music theory as they learn to read and play music in different genres that is notated in both treble and bass clef. They will have the opportunity to improve their individual playing skills and learn effective practice techniques. In addition, students will play cooperatively in an ensemble and accompany others. Students will develop their performance skills by playing for their peers. At the end of the year, the student's hard work will culminate in a full class piano recital. Additional performance opportunities may arise throughout the year for students who are interested in an extra challenge. There is no pre-requisite for this class.

SENIOR CHORUS

Credit: .5 Grades 9-12

Prerequisite: Junior Chorus; Students can receive .5 credit for each year.

Students in 9-12 are eligible to become a member of Senior Chorus where they will explore a variety of choral music styles in an ensemble setting. Working together as a team is an essential and necessary element of this class. Students will expand their music literacy skills learned in Junior High Chorus, leading them to become a well-rounded musician. They will also expand their knowledge about their own voice, through further exploration of vocal technique, health, and pedagogy. Senior Chorus will give students the skills to become a better musician and singer, as they will become well informed about their own voice as well as how to use their own voice while singing with others. Senior Chorus is meant to follow participation in Junior Chorus, preparing students for studies in music in College. Students in Senior Chorus will strive to perform vocal pieces in 2-4 parts, levels II-IV (medium to advanced). Senior Chorus will allow students supplementary opportunities that will also help them to grow as a musician, such as All-County Chorus, NYSSMA Solo Festival and other unique hands-on opportunities. This course meets every other day.

SENIOR BAND

Credit: .5 Grades 9-12

Prerequisite: Junior Band; Students can receive .5 credit for each year.

Senior Band is for students having acquired the skills necessary to play instrumental music at an advanced high school level, as determined by the Band Director. Students in grades 9-12 will typically receive one group lesson per week and the full band will rehearse on Monday, Wednesday and alternating Fridays. Senior Band may participate in any or all of the following: concerts, performing for school programs & graduation ceremonies, competing at contests, marching in parades, and collaborating with other performing groups within the community.

MUSIC IN OUR LIVES

Credit: .5 Grades 9-12

Music in Our Lives is a course designed to examine music and its role in our lives. We will study the significance of music as a form of human expression and how it relates to our culture and other cultures. Curriculum will be developed based on the interests of the students enrolled in the course, and will incorporate collaborative and project-based learning.

AP MUSIC THEORY

Credit: 1 Grades 11-12

Prerequisite: Permission of instructor, AND prior completion of Music Theory. Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

The AP Music Theory Course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as Musicianship skills, including dictation and other listening skills, site singing and harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also a part of the curriculum through the practice of site singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed and fluency with basic materials are also emphasized.

English Department

Note: College English may be substituted for any Regents-level course except English 11 (unless approved by the English 11 instructor). Students must also meet the pre-requisite qualifications of the college or university.

ENGLISH 9

Credit: 1 Grade 9

Students are engaged in many reading, writing, listening, and speaking activities. Students will study literature using lass sets of novels and a textbook containing short stories, nonfiction, poetry, and drama. Independent reading is required throughout the year. Students are encouraged to select from an approved reading list. Many of the writing requirements will be completed in school. Students will complete a research assignment. Instruction will align with the NYS Common Core learning standards.

ENGLISH 10

Credit: 1 Grade 10

Prerequisite: English 9.

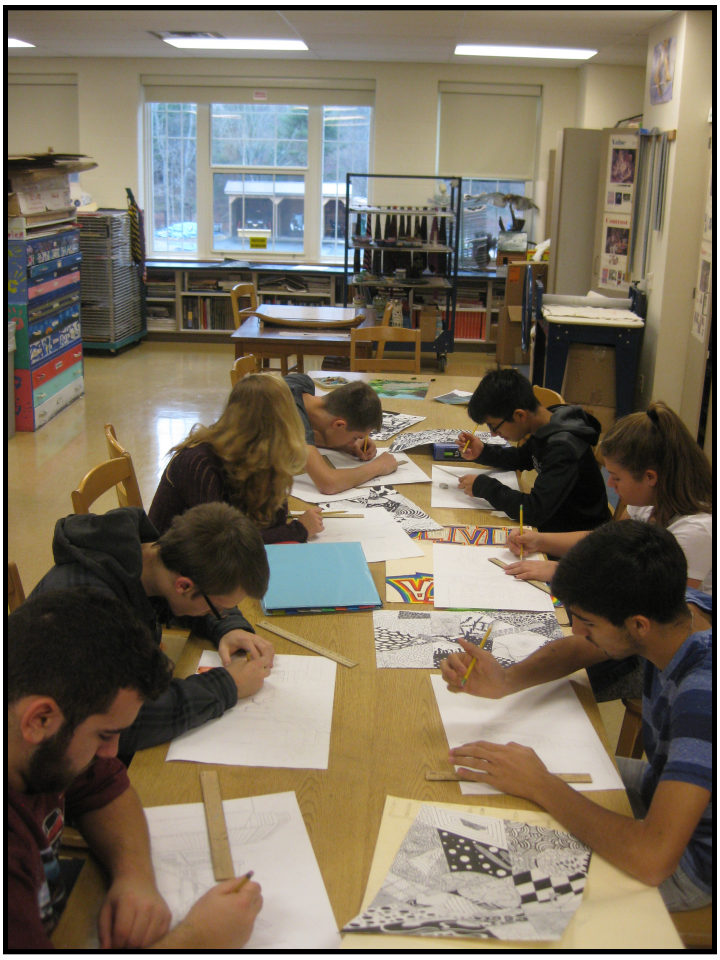
Tenth grade English emphasizes the influence and importance of American and English literary classics that cover a variety of subjects and periods in order to develop an appreciation of classical themes and styles while developing skills in reading, writing, listening, and speaking. Students will develop their writing skills through creative writing assignments, narrative writing, and expository essays. Students will also be introduced to, and receive extensive practice in, the Common Core New York State English Regents Examination taken in the eleventh grade which is a New York State graduation requirement

ENGLISH 11

Credit: 1 Grade 11

Prerequisite: English 10.

Students will examine social, political, and cultural events in American history and their effects on the discipline of literature. Lively discussions, debates, and writing activities will be the primary means of student to student and student to teacher communication. In addition, students will learn strategies and skills to prepare them for the SAT verbal section, as well as, the NYS Common Core English Regents examination. Reading, writing, speaking, and listening are experienced as interactive and interrelated processes. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and



ENGLISH 12

Credit: 1 Grade 12

Prerequisite: English 11.

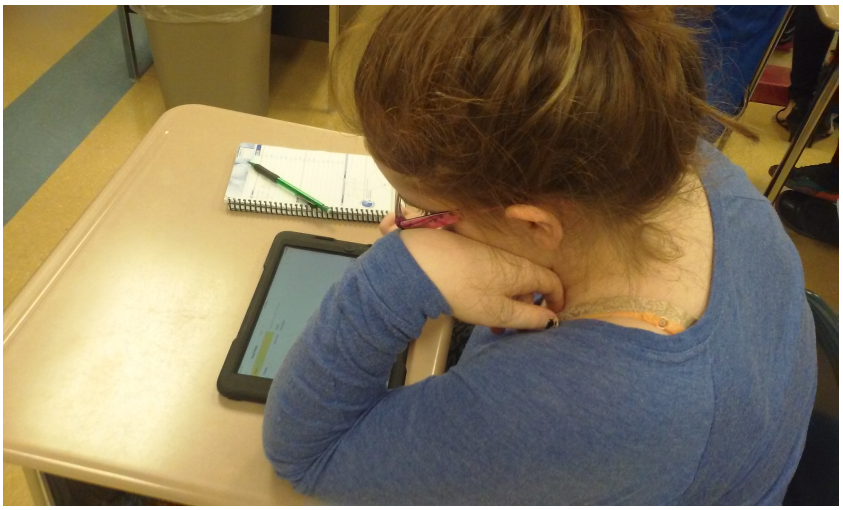
Twelfth grade English recognizes the needs of the college-bound student by placing a special emphasis on the development of critical thinking skills. The course also examines various themes in literature including: Identity and Life's Values; Parents and Their Children; War, Death, and Violence; Youth and Age; and Love and Courtship/ Husbands and Wives. Exploration of the treatment of these themes in fiction, poetry, drama, and film allows for the development of reading, writing, listening, and speaking skills. Language skills in vocabulary, spelling, grammar, correct usage, and punctuation are supplemented by separate texts and assignments and developed through written and oral work. Progress is evaluated by oral and written assignments, quizzes, tests, and classroom participation.

Creative Writing (EN 211)
Columbia Greene Community College
(3 credits)

Credit: .5 Grade 11-12

Prerequisite: EN 101 and EN 102
(This course can be substituted for the second semester of English 12.)

Weekly writing assignments in fiction, poetry, and drama emphasize the creative process



and specific techniques from initial idea through final revision. Class sessions are devoted to examining students' written work. There will also be in-class writing assignments. Students are encouraged to work on creative efforts for publication as well as share poems and stories by writers they admire with classmates and the instructor. The dos and don'ts of submitting for publication will also be covered.

Poetry (EN 236)
Columbia Greene Community College
(3 credits)

Credit: .5 Grade 11-12

Prerequisite: EN 101 and EN 102

(This course can be substituted for the first semester of English 12.)

This course will familiarize students with the nature, techniques, and structure of poetry. To increase appreciation of the poem, historical, intellectual, and literary backgrounds are considered. Representative British and American poets are studied.

SAT Prep

Credit: .5 Grade 10-12

Prerequisite: elective credit only

Are you intimidated by your college placement test for math or English? Or the college entrance exams like the SAT or ACT? This course will help you to recall all the facts and skills required to be successful as you prepare for your future college-level courses. Time will also be spent investigating the specific colleges you are applying to to be sure you have the knowledge in math and ELA to be accepted and pass the entrance exam.

AP ENGLISH, LITERATURE, AND COMPOSITION

Credit: 1 Grade 12

Prerequisite: AP English is offered as an elective to those students who have demonstrated an exceptional ability and an interest in English. In order to be considered for AP English, the student must meet the following criteria: a minimum of 9- on the NYS English Regents exam, recommendation of the 11th grade English teacher, permission of the AP English teacher, and successful completion of a summer assignment.

Students in this highly demanding English course study literature derived from American and British tradition found on the Advanced Placement Reading List. Included are various genres from different eras. Expectations include immersion in assigned readings for sophisticated analysis of literature through discussion and the use of highly developed composition skills. Articulation in class discussion is required to demonstrate the ability to think independently, creatively, and critically. Multi-draft essays must produce extended analysis and critical interpretation of literature. A research paper adhering to MLA format is required in the second semester. Required summer reading is assigned and later assessed in the opening days of the class. Students will receive intense preparation for the Advanced Placement English Literature and Composition Exam. Successful completion of this exam can earn the student college credit. This course follows the AP English Course Description published by The College Board.

ENGLISH 101 (EN 101)

Columbia Greene Community College (3 credits)

Credit: .5 Grade 11-12

Prerequisite: 80% cumulative GPA in prior English coursework in grades 9-12.

English 101 is an introductory college course emphasizing the process and patterns of writing college-level expository prose. This course includes reading assignments, extensive practice in writing clear, well-developed, grammatically correct essays, a research paper, and an oral presentation.

ENGLISH 102 (EN 102)

Columbia Greene Community College (3 credits)

Credit: .5 Grade 11-12

Prerequisite: EN 101

English 102 includes a range of texts from short stories and poetry to plays and/or novels. continues the reading and writing of English 101. Writing includes both formal and informal criticism and analysis of the texts. This course is a general survey of literature. We will discuss short stories, poems, and plays. Your level of participation will determine how much you garner from this course. My goal is to create an intimate community of readers who will discuss the readings and how they are relevant to our lives. Extensive practice in writing and a great deal of reading are expected.

Foreign Language

SPANISH 1A (LOTE 7)

Credit: 1 Grade 7-12

Note: No credits are assigned for this course until the end of grade 8.

Spanish in the seventh grade will serve as the first half of Spanish I and follow Check Point A of the New York State Syllabus in communication and cultural awareness proficiencies In seventh grade the student will learn very basic language for each topic and be able to ask and answer questions, in order to communicate in each topic. Instruction will be given orally. Listening is the most important skill. Students will make presentations, present conversations and work on projects in class. There will be a final exam at the end of the course to measure student growth and it will count as one fifth of the student's grade.

SPANISH 1B

Credit: 1 Grade 8-12

Note: Students must pass the local exam AND the course to receive credit. Spanish in the eighth grade is the second half of Spanish I and will follow Check Point A of the New York State Syllabus. Upon the successful completion of seventh grade, eighth grade and the final exam at the end of eighth grade, students will gain one high school credit. This credit is necessary for high school graduation for all students in New York State. After Spanish I in the eighth grade, students may go on in their study of the language or leave the program. At the end of this course there will be a final exam which will be worth one fifth of the final grade. Upon a very successful experience in Spanish I, students will be recommended for Spanish II.

SPANISH II

Credit: 1 Grade 9-12

Prerequisite: Student must have passed the Spanish 1B local exam. The Spanish II class will follow Check point B of the New York State Syllabus and standards. Emphasis will be placed on complex grammar structures and some tenses, and a more in depth ability to communicate in all topics in Check points A and B. We will begin reading and listening to longer items of fiction and "realia" as well as expanding our vocabulary knowledge, concentrating on everyday occurrences in the past and present. Composition skills will become sharpened as we write longer passages as a preview of what will be expected in Spanish III. At the end of this course there will be a final exam fashioned much like the Spanish III Exam with listening, reading, writing and grammar components.

SPANISH III

Credit: 1 Grade 10-12

Prerequisite: Spanish II. The Spanish III class will follow and complete all requirements of Check point B of the New York State Syllabus. Proficiency in this course consists of being able to read historical pieces of writing in Spanish and answer questions of comprehension, carry on conversations of at least six exchanges, write letters and compositions of 100 words, listen to radio and television broadcasts and have a broad knowledge of cultural nuances in language and practice. This course prepares students for the teacher's local final exam. The local exam replicates the former Regents Exam in format and standard with an additional part concentrating on grammar skills. Upon successful completion of the Spanish III course, students will have satisfied a foreign language sequences necessary for an Advanced Regents Diploma and will be well prepared for Spanish IV and V.

SPANISH IV

U Albany

Credit: 1 Grade 11-12

(3 college credits)

Prerequisite: Spanish III.

Upon a positive experience in Spanish III students can go on to Spanish IV. The Spanish IV course will follow Check Point C standards of the New York State Syllabus as well as the standards and program approved by the University in the High School Program at SUNY, Albany. Students may take this course for one high school credit only, or students may opt to take Spanish IV for one high school credit and four college credits having obtained an 85% average and exam grade in Spanish III.
This course is designed for the mature student who can work independently and wishes to perfect their language abilities and cultural awareness.

SPANISH V

U Albany

Credit: 1 Grade 11-12

(3 college credits)

Prerequisite: Spanish IV. The Spanish V / UHSP 104 course is designed for the student who wishes to improve their language skills in the situations of speaking, reading, writing, grammar and augment their cultural knowledge and understanding. The student interested in the Spanish V course is one who is capable of working independently and is able to integrate knowledge and research to produce informative, interesting and entertaining projects. Students may take this course after being successful in Spanish IV or under teacher recommendation in special circumstances. Students may take Spanish V for high school credit or high school and college credit. Upon applying and registering with the University of Albany students may earn four transferrable college credits.

The course will follow New York State, Check Point C level of standards for Communication and Culture. This course is designed so that students can take a closer look at their personal health behaviors and the impact it will have on their overall wellness. Through various activities and learning experiences students will gain the knowledge and experience to live a long and healthy life.

Math Department

ALGEBRA I

Credit: 1 Grade 9

Prerequisite: Math 8

This course is the first course in a three-year math sequence designed for students entering a four-year university. Topics include the real number system, basic statistics, solving equations, solving inequalities, linear functions, linear systems, exponents, polynomials, quadratics, and exponentials. The Algebra I (Common Core) Regents exam is given in June, which students must pass to receive a Regents Diploma. Note: Algebra I may NOT be taken simultaneously with Geometry.

ALGEBRA R1

Credit: 1 Grade 9

Prerequisite: Math 8

This is the first year of a 2 year algebra course and will provide one math credit. Students will cover approximately half of the standards set forth for Algebra I (Common Core) by NYS. Topics include function families, linear functions and inequalities, linear and inequality systems, quadratic functions,exponential functions, polynomials and bivariate data.

ALGEBRA R 2

Credit: 1 Grade 10

Prerequisite: Algebra R1

This is the second year of a 2 year algebra course and will provide one credit. Students will review R1 material and cover the remaining standards set forth by NYS. Topics include function families, linear functions and inequalities, linear and inequality systems, quadratic functions, exponential functions, polynomials and bivariate data. Students will take the Algebra I (Common Core) Regents Exam during this course.

GEOMETRY

Credit: 1 Grade 9-12

Prerequisite: satisfactory completion of Algebra I or Algebra R1 AND R2.

This course is the second course in a three year math sequence designed for students entering a four-year university. Primary focus throughout this course will be on geometric reasoning to develop theorems to write proofs using congruence statements. Students will model theorems using constructions and patty paper labs. Topics include basic constructions, coordinate geometry, locus, transformations, logic used to prove theorems, parallel and perpendicular lines, congruent triangles, quadrilaterals, similarity, right triangle trigonometry, circles, and modeling applications using surface area and volume. The (Common Core) Geometry Regents exam is given in June, which students must pass to receive an Advanced Regents Diploma. Geometry may be taken simultaneously with Algebra 2 pending math department approval. Students taking both courses must have earned a 90 every quarter of Algebra I and passed the Algebra I Regents with a minimum of 85.

ALGEBRA II

Credit: 1 Grade: 10-12

Prerequisite: satisfactory completion of Geometry R.

This course is the third course in a three year math sequence designed for students entering a four-year university. Strong emphasis will be placed on algebraic manipulation of equations. Topics include Polynomial, Rational, and Radical Relationships, Trigonometric Functions, Functions, and Inferences and Conclusions from Data. The Common Core Algebra II Regents exam is given in June, which students must pass to receive an Advanced Regents Diploma. Algebra 2 may be taken simultaneously with Geometry R pending math department approval. Students taking both courses must have earned a 90 every quarter of Integrated Algebra and passed the Integrated Algebra Regents with a minimum of 85. Algebra 2 may NOT be taken simultaneously with Pre-Calculus.

PRECALCULUS (MA 111)
Columbia Green Community College (4 credits)
HS Credit: 1
Grade 11-12
Prerequisite: Satisfactory completion of Algebra II, a 65% or higher on the Algebra II Regents exam, and recommendation of the instructor..
This is the fourth year of math required by most 4-year colleges. Students are expected to have passed all three math regents courses and exams, Algebra I, Geometry, and Algebra II. Topics covered include (but are not limited to) Functions, Trigonometric Functions, Graphs and Inverse of Trigonometric Functions, Applications of Trigonometry, Trigonometric Identities and Equations, Polynomial Functions, Exponential and Logarithmic Functions, and Matrices and Vectors. An emphasis to prepare students to take the AP Calculus course as a senior in high school or as a freshman in college is present in this course.

CALCULUS I (MA 122)
Columbia Green Community College (4 credits)

HS Credit: 1

Prerequisite: satisfactory completion of Pre-Calculus and recommendation of instructor.
This is the first course in the study of the concepts and procedures of Calculus. Topics include: Limits,The Derivative, Applications of the Derivative, and the Definite Integral Note: The TI-83/84 Plus calculator is required. Prerequisite: MA 111 with a course grade of C or better within 5 years.

AP CALCULUS

Credit: 1 Grade 12

Prerequisite: satisfactory completion of Pre-Calculus and recommendation of instructor.
This course expands upon the concepts learned in Pre-Calculus with special attention to applications of limits, continuity, derivatives, and integrals. It is equivalent to the first semester course in calculus. The course is intended for those students with high mathematical ability and strong motivation who desire college or university credit. It is therefore mandated that all students enrolling in this course take the A. P. Calculus
AB Examination, which costs about $90. Note: the TI-Nspire CAS is recommended for this course.

Introduction to Computer Programming (Grades 9-12)

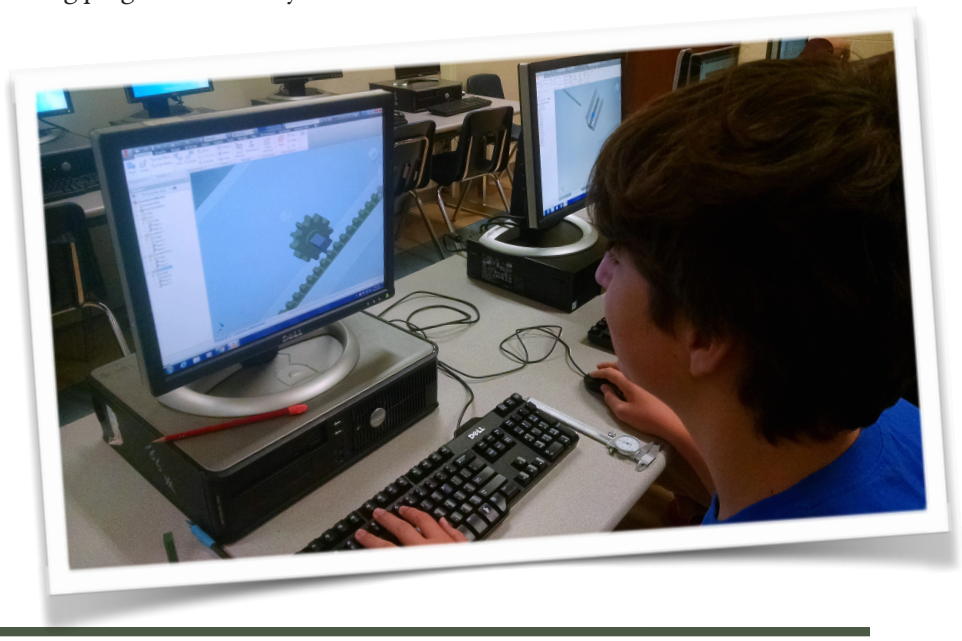
Credit: .5

Have you ever worked with a computer program and wished you could change or improve how parts of it worked? This course will teach you some fundamentals of computer coding using the MIT program Scratch, and Javascript. Assignments will be project and program based. The course will focus on solving programs creatively. We will make games, interactive art, and animate stories.

AP COMPUTER SCIENCE A

Credit: 1 Grade 11-12

Prerequisite: Knowledge of basic English and Algebra. A student taking this course should be comfortable with functions and function notation. It is important that students understand that this course builds upon a foundation of mathematical reasoning that should be acquired before attempting this course.
This course emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction. This course covers the following topics: Object-Oriented Program Design, Program Implementation, Program Analysis, Standard Data Structures, Standard Algorithms, Computing in Context.



STATISTICS (MA 102) (3 credits)

Columbia Greene Community College *Credit: 3*

HS Credit: 1 Grade 11-12

Prerequisite: satisfactory completion of Algebra II and an 85% on the Algebra II Regents exam. The student could also have taken Algebra R1, R2, College Algebra as a prerequisite sequence. This, Distance Learning course (taught by a WAJ teacher), offered through Columbia Greene Community College, introduces students to the basics of descriptive and inferential statistics. The topics covered include data analysis, measures of central tendency and measures of dispersion, correlation and regression, probability and probability distributions, confidence intervals and hypothesis testing. This course fulfills the SUNY General Education requirement for Mathematics and students will earn 3 credit hours upon successful completion of the course. Note: The TI-Nspire CAS calculator is recommended, and students will also have to pay for the course (about $150). Note: 10th graders may not take this course per Columbia Greene guidelines.

COLLEGE ALGEBRA (MA 110)

Columbia Greene Community College (3 credits)

Credit: 1 Grade 11-12

Prerequisite: The student must be a junior or senior who has a minimum 80% average in previous 9-12 math courses. This is a reform math course. Students will work in collaborative groups on activities in which the mathematics arises from context. Real life data is interpreted numerically, symbolically and graphically. Topics include linear, quadratic, rational , trig, and exponential functions. and the algebraic methods associated with each. The TI-83/84 Plus calculator is required.

MONEY 101

Credit: 1 Grades 11-12

This course covers the daily and practical applications of Math in our lives. Students should be proficient at basic Math skills including using algebraic equations to solve financial word problems. Students will learn about a variety of Math topics including paychecks, payroll deductions, salary calculations, taxes, Insurance, interest, commission, purchasing a car, purchasing a home, and entrepreneurship. The class will, also, learn about and discuss current authors in the field of economics. Students who complete this course will have a solid understanding of the mathematics behind our everyday living experience and a firm concept of the role money plays in our lives.

APPLIED MATH ROBOTICS

Credit: .5 Grades 9-12

(Offered semester 1 and 2)

Prerequisite: Student must be enrolled in Robotics I (.5 credit); instructor approval needed. One semester credit will be given for each course: Applied Mathematics and Robotics Engineering.) (Limit 10 students) Students may enroll in Applied Math II and Robotic Engineering II if they have completed Applied Math I and Robotic Engineering I.

It is crucial for students to develop algebraic thinking and engineering design skills as we prepare to compete in the global economy. Algebraic thinking involves identifying patterns, relationships, and functions between one or more objects and being able to find the interrelationships between the variables that make up the objects; it is the beginning of symbolic reasoning. Engineering design skills provide students with a systematized methodology for solving complex problems; it is rigorous creativity. The Robot Algebra Project uses classroom friendly technologies to develop students' algebraic thinking and reasoning skills by placing them in technology-rich problem solving situations where they must find the mathematical rule of principle to unlock the solution to the problem and then apply that rule across multiple contexts

Introduction to Computer Science (Project Lead the Way)

Credit: .5 Grade 9-12

Prerequisite: none

This course aims to develop computational thinking and build student excitement as well as building career awareness about computing skills in all fields and to improve students' cyber hygiene. Student teams will create an Android® interface to solve a problem the team defines using MIT App Inventor. Students will create basic apps using MIT App Inventor, build a basic website by exploring HTML and CSS, and program a game in Python.

COMPUTER APPLICATIONS

(CA 105)

Columbia Greene Community College (3 credits)

Credit: 1 Grade 10-12

Using computers to solve problems, write reports and summarize data.

Simple word processing, spreadsheets, database management and presentation software will be learned. Programming a computer will not be studied.

Science Department

EARTH SCIENCE: A PHYSICAL SETTING LAB

Credit: 1 Grade 8-12

This is a one year Earth Science course that includes a 1200 minute laboratory component. This laboratory component is a requirement for the Regents exam given in June. Some of the major topics covered are Rocks and Minerals, Plate Tectonics, Earth's History, Meteorology, Climate, and Astronomy.

LIVING ENVIRONMENT: A LIFE SCIENCE LAB

Credit: 1 Grade 8-12

Prerequisite: Earth Science / Note: This course has a local exam and does not have a lab component.

The Living Environment is a high school level biology course which includes a 1200 minute laboratory component. Curriculum follows the New York State Living Environment Core Curriculum Standards. This course is specifically designed to prepare students for the Living Environment Regents Exam. Topics covered in this course include scientific inquiry, cell structure/function, genetics, growth and reproduction, the human body, and ecology.

CHEMISTRY: A PHYSICAL SETTING LAB

Credit: 1 Grade 10-12

Prerequisite: Integrated Algebra and one prior science credit.

This is a one year Chemistry course that includes a 1200 minute laboratory component. This laboratory component is a requirement for the Regents exam given in June. Some of the major topics covered are Atomic structure and Chemical Bonding, Mathematics of Chemistry,

PHYSICAL GEOLOGY (GE 101) (4 credits)
Columbia Greene Community College
HS Credit: 1 Grade 11-12

Prerequisite: Prior knowledge of high school earth science and/or chemistry is recommended.
A study of the composition of Earth's crustal materials, processes of change, geologic time, plate tectonics, and sociologic and economic impact. Laboratory will include field trips, rock and mineral identification, and use of topographic and geologic maps.

ENVIRONMENTAL SCIENCE

Credit: 1 Grade 10-12

Prerequisite: Earth Science / Note: This course has a local exam and does not have a lab component.

This course covers the important interaction of plants, animals, and the environment. Basic science concepts are reiterated from previous science studies in biology, earth science, and chemistry. Though prior knowledge in these areas is useful, this course will fill in the gaps and advance this material in an integrated fashion. The course stresses the effects of man on the environment and the need for proper management.

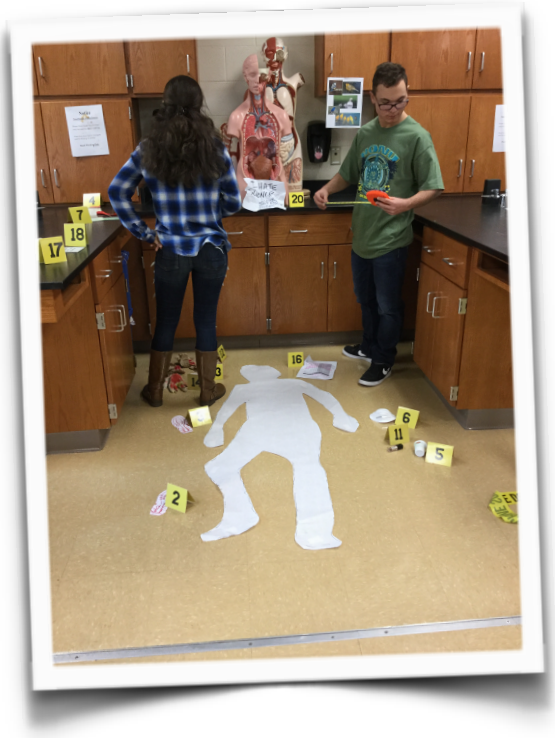
AP BIOLOGY
Credit: 1 Grade 11-12
Prerequisite: Successful completion of Regents-level Living Environment with an exam score of 85 or higher; successful completion of Regents Chemistry OR concurrent enrollment in Regents Chemistry; Approx. $100 Exam fee.
AP Biology is the equivalent of a two-semester college introductory biology course normally taken by science majors during their first year of college. AP Biology is designed to be taken by students after successful completion of high school biology and chemistry**.** If the student has not yet taken chemistry, then it must be taken concurrently with AP biology. The course goal is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Primary emphasis will be on developing an understanding of biological concepts such as science as a process, personal experience in scientific inquiry, and recognition of unifying themes that integrate the major topics of biology. AP Biology differs from regular high school biology through the use of a college-level text, a greater range and depth of topics covered, a faster pace of instruction, and more sophisticated laboratory work.

GENERAL BIOLOGY I
(BI 101) (4 credits)
Columbia Greene Community College
HS Credit: 1 Grade 11-12
Prerequisite: 85% in prior science coursework; completion of Earth Science and Living Environment

This course provides an introduction to the basic foundations and concepts of biology, including the nature of life; the cell, energy, and the chemical phenomena that life depends on. Biology 101, in conjunction with its second semester companion course, gives an overview of the whole field of biology and is the first course for students who want to major in the life sciences. Laboratory exercises provide opportunity for reinforcing major themes discussed in class, as well as as an opportunity to conduct inquiry-based investigations.

GENERAL BIOLOGY II
(BI 102) (4 credits)
Columbia Greene Community College
HS Credit: 1 Grade 11-12
Prerequisite: 85% in prior science coursework; completion of BI 101; completion of Earth Science and Living Environment

This course is a continuation of BI 101 and provides an introduction to the basic foundations and concepts of biology, including zoology, genetics, and evolution. Students entering the course must be trained in the use of a compound microscope and be familiar with the concepts of cell anatomy, cell division, protein synthesis and animal reproduction. Laboratory exercises provide opportunity for reinforcing major themes discussed in class, as well as as an opportunity to conduct inquiry-based investigations. NOTE: Lab includes animal dissection



Social Studies Department

GLOBAL HISTORY & GEOGRAPHY I

Credit: 1 Grade 9

This course, the first half of the Regents' course, is designed to provide students with an understanding of the major ideas, eras, themes, developments, and turning points in world history and geography, from prehistory to approximately the First Global Age in the 18th Century. It prepares students to move into the second half of the Regents' course with a solid knowledge base of the traditions and history of the modern world.

GLOBAL HISTORY & GEOGRAPHY II

Credit: 1 Grade 10

Prerequisite: Global I.

Students will use a variety of intellectual skills to demonstrated their understanding of major ideas, eras, themes, developments, and turning points in World History and Geography and examine the broad sweep of history from a variety of perspectives. Major units of study include An Age of Revolution, A Half Century of Crisis and Achievement, the world since 1945, and Global Connections and Interactions. Major themes and concepts are History, Political Science, Geography and Economics. The Global Studies Regents exam is taken at the conclusion of this course.

AMERICAN GOVERNMENT (PS 101) Columbia Greene Community College (3 credits)

Credit: 1 Grade 11-12

An analysis of the American political system, with emphasis on the Constitution. Topics include American conservative and liberal political traditions, political parties, and the organization and operation of the executive, judicial, and legislative branches of government. This course satisfies the Government requirement for graduation.

MACROECONOMICS (EC101) Columbia Greene Community College (3 credits)

Credit: 1 Grade 11-12

An analysis of industry structures: pure competition, monopoly, monopolistic competition (oligopoly), business costs and the determination of optimal production levels. An in-depth examination of important economic issues such as financial insecurity, the environment and energy policies and a discussion of alternative approaches to addressing these issues. Students will analyze information including that which is presented graphically, and use concepts such as externalities and cost-benefit analysis. This course satisfies the Economics requirement for graduation.

US HISTORY & GOVERNMENT

Credit: 1 Grade 11

Prerequisite: Global II.

Through the study of United States history and government from the 17th century to the present, students will be introduced to political, social, economic and cultural developments and interactions. The following topics and themes will be covered: Constitutional principles, institutions of government, foreign policy, economic systems and their political impact, immigration and diversity, citizenship, civil rights and liberties, reform movements, and historical significance of science and technology.

AP WORLD HISTORY

Credit: 1 Grade 10

The AP World History course focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (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) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

AP UNITED STATES HISTORY

Credit: 1 Grade 11-12

Prerequisites: Successful completion of Global Regents course and teacher recommendation.

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format and through classroom seminars.

PARTICIPATION IN GOVERNMENT

Credit: .5 Grade 12

Prerequisites: Global I, Global II, US History.

This course is one half of the senior social studies requirement for graduation. The course content is interdisciplinary, for it is drawn from areas beyond the defined social studies curriculum. It includes life experience beyond classroom and school. The curriculum is related to problems or issues addressed by students and where possible, real and substantive issues at local, state, national and global levels. The curriculum is in the form of intellectual processes or operations necessary to deal with data generated by the problems or issues addressed by students.

ECONOMICS

Credit: .5 Grade 12

Prerequisites: Global I, Global II, US History.

We live in a world in which we make important choices every day. The choices we make regarding how we will utilize the resources available to us is the foundation of economics. Understanding fundamental economic concepts will prove to assist you in making these very important choices during your lifetime. Some of the topics/ideas you will learn about in this course include but are not limited to:

- Personal Financial Management
- Scarcity/Shortages
- Factors of Production
- Opportunity Cost
- Economic Systems
- Adam Smith
- Supply and Demand
- Prices
- The American Economy

PSYCHOLOGY

(PY 101)

Columbia Greene Community College (3 credits)

HS Credit: .5 Grade11- 12

Prerequisites: 85% GPA

An overview of the scientific discipline of psychology, including some of the methods and basic concepts of the field and major aspects of human behavior, such as emotion, learning, conditioning, motivation, personality, and development.

THE UNITED STATES OF AMERICA CIVIL WAR

Credit: .5 Grade 9-12

An analysis of the United States Civil War, with emphasis on key figures and battles. Topics include Antebellum United States history with a focus on the Revolution and Constitution, growing sectionalism and nationalism, long and short-term causes of the Civil War, key figures and battles, and short and long-term effects of the Civil War and Reconstruction. Students will interpret a number of primary and secondary sources and watch a number of films to augment their understanding of the Civil War. The course will culminate in a field trip to the Gettysburg National Military Park in Gettysburg, Pennsylvania.

INTRODUCTION TO SOCIOLOGY

(SO 101)

Columbia Greene Community College (3 credits)

HS Credit: .5

Grade11- 12

Prerequisites: 85% GPA

An introduction to and overview of the field of sociology. Gives students a basic working knowledge of the major institutions present in American society and their relationship to power, conflict, and social change.

INTRODUCTION TO CRIMINAL JUSTICE

(CJUS 100)

SUNY Delhi (3 credits)

Distance Learning Lab

HS Credit: .5

Grade 9-12

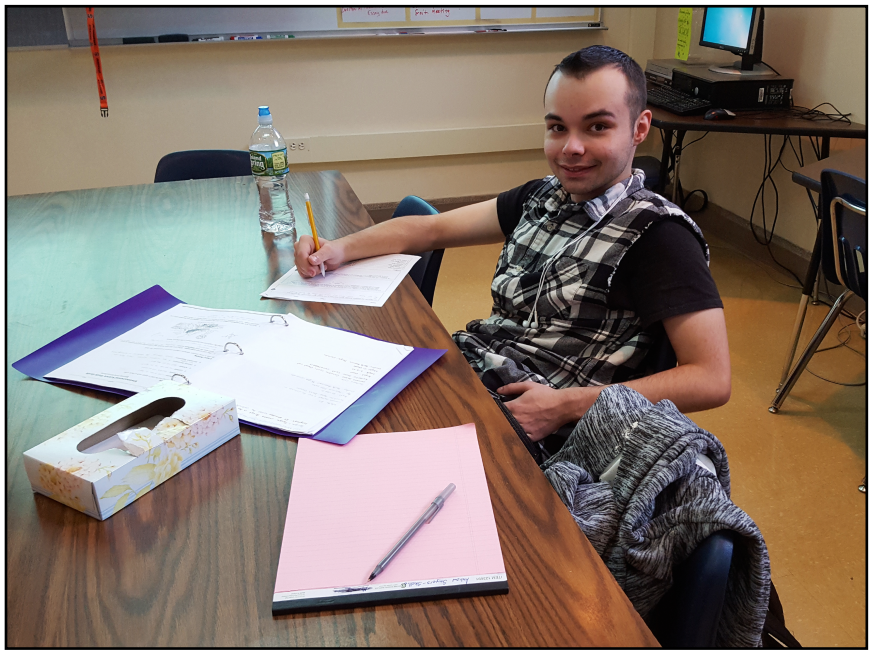
This course provides a general introduction to the subject of criminal justice in the United States. Among other topics, the course examines the history of our criminal justice system; the political, social, and cultural forces that shape crime definitions and society's responses; and measurement of crime statistics. The course is divided into four sections: the nature of crime; police and law enforcement; the judiciary system; and corrections.

UNITED STATES HISTORY 1492-1865

(HI103) Columbia Greene Community College (3 credits)

HS Credit: 1 Grade 11-12

A survey course that begins with an overview of United States history from colonial times into the 21st century. The primary emphasis will focus on the development of a constitutional system as well as the social and economic events that helped shape early America. Topics include the Colonial period, American Revolution, the ratification of the Constitution, Jacksonian democracy, the forces that led to the development of the Civil War and the lingering impact of the war on contemporary America.



UNITED STATES HISTORY 1865-present

(HI104) Columbia Greene Community College (3 credits)

HS Credit: 1 Grade 11-12

A survey course that begins with an overview of United States history from colonial times into the 21st century. The primary emphasis will focus on the major forces that shaped the social, political and economic developments of post-Civil War America. Topics will include Reconstruction, westward expansion, the Industrial Revolution, immigration, the Great Depression, the world wars, and the emergence of the United States as a world power.

Technology Department

DIGITAL PHOTOGRAPHY *(AR 135)*

***CGCC* (3 credits)**

HS Credit: .5 Grade 10-12

(offered semester 1)

Prerequisites: 85% overall average in technology and/or art

Digital Multimedia is an introduction to computer-generated and computer-manipulated photos and images. The student will have hands-on training using computer hardware and software to draw, scan, alter, and reproduce images. Activities include design, digital photography, computer animation, and digital drawing. Students will encounter both individual and group work.

COMPUTER GRAPHICS Projects with Photoshop Graphics (AR140)

CGCC (3 credits)

HS Credit: .5 / Grade 11-12

(offered semester 2)

Prerequisites: AR 135 Digital Photography; 85% overall average in technology and/or art

An introductory course for students with little or no computer graphics background. Students will learn how various computer software and hardware components can be used to enhance creative expression. Using Adobe Illustrator and Adobe Photoshop, students will create and output professional quality graphics. This course is specially designed for those students needing to develop their creative abilities using the computer.

DESIGN AND DRAWING FOR PRODUCTION

HS Credit: 1 / Grade 9-10

Prerequisites: Can be taken in lieu of Studio in Art / Required for graduation

DDP (Design and Drawing for Production) is a full year course that emphasizes critical thinking, creative problem solving, and decision making processes. Students will be required to examine past solutions, learn technical drawing processes, experience design techniques, and develop numerous hands on skills.

MOTION GRAPHICS / PROJECTS IN SPECIAL EFFECTS USING AFTER EFFECTS

(AR145)

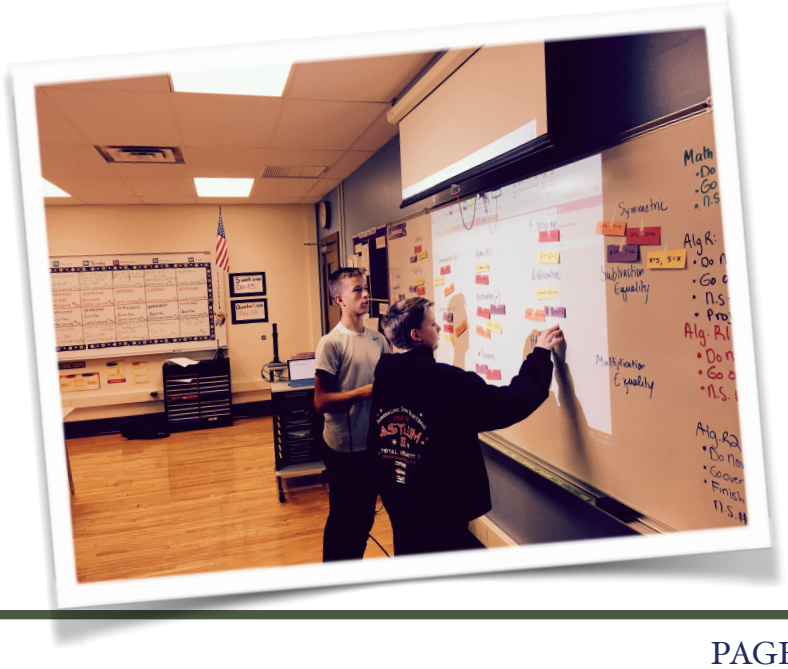
CGCC (3 credits)

HS Credit: .5 Grade 10-12

(offered semester 2)

Prerequisites: 85% overall average in technology and/or art; CO 105 Introduction to Film

Introduction to the fundamentals of motion graphics design. This project-based course will explore video compositing, editing, animation, and graphic effects from both a technological and aesthetic perspective. Students will not need to own a video camera. The software used will be Adobe After Effects.



INTRODUCTION TO FILM (CO 106)

CGCC (3 credits)

HS Credit: .5 Grade 10-12

(offered semester I)

Prerequisites: 85% overall average in art and/or technology

This course will familiarize students with the different artistic elements of cinema, including narrative structure, mise-en-scène, cinematography, editing, sound, and screen-writing. These elements of film will be discussed and viewed in a mix of clips, full-length films and hands on projects.

ROBOTICS ENGINEERING I & II

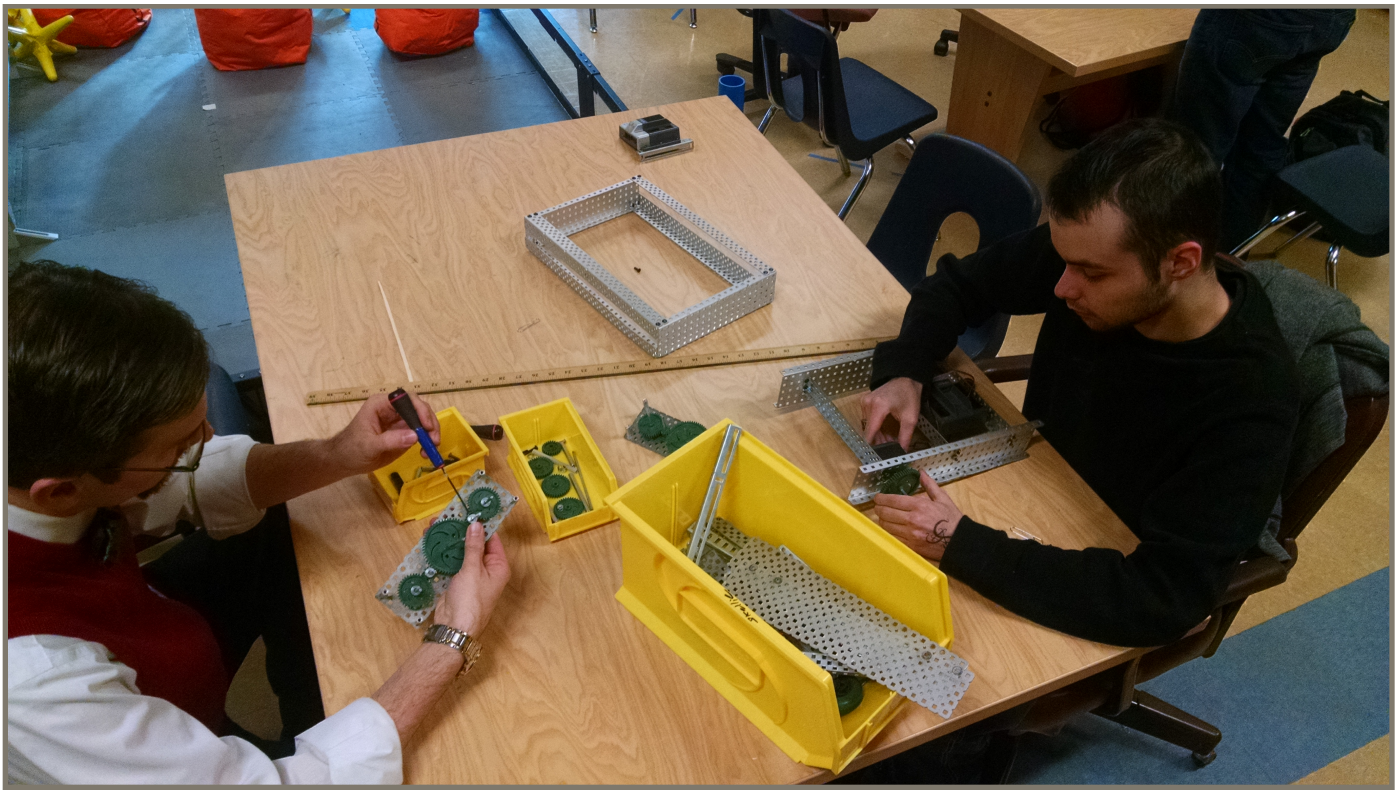
(and APPLIED MATHEMATICS I & II)

Credit: .5 Grades 9-12

(offered Semesters 1 and 2)

Prerequisite: Student must be enrolled in Applied Math I (.5 credit); instructor approval needed. One semester credit will be given for each course: Applied Mathematics and Robotics Engineering.) (Limit 10 students) Students may enroll in Applied Math II and Robotic Engineering II if they have completed Applied Math I and Robotic Engineering I.

It is crucial for students to develop algebraic thinking and engineering design skills as we prepare to compete in the global economy. Algebraic thinking involves identifying patterns, relationships, and functions between one or more objects and being able to find the interrelationships between the variables that make up the objects; it is the beginning of symbolic reasoning. Engineering design skills provide students with a systematized methodology for solving complex problems; it is rigorous creativity. The Robot Algebra Project uses classroom-friendly technologies to develop students' algebraic thinking and reasoning skills by placing them in technology-rich problem solving situations where they must find the mathematical rule of principle to unlock the solution to the problem and then apply that rule across multiple contexts.



Physical Education, Health, and Driver Education

HEALTH

Credit: .5 Grade 11-12

This course is designed so that students can take a closer look at their personal health behaviors and the impact it will have on their overall wellness. Through various activities and learning experiences students will gain the knowledge and experience to live a long and healthy life.

CRITICAL ISSUES IN HEALTH

(HE103)

CGCC (3 credits)

HS Credit: .5 Grade 10-12

Prerequisites: 85% overall average

An introductory course dealing with the current critical issues involved in promoting and maintaining a wellness lifestyle. Emphasis is placed on viewing health in a multidimensional manner and assuming responsibility for maintaining one's health. Major issues to be addressed include stress, cardiovascular diseases, cancer, drugs, nutrition, environmental health, and physical conditioning.

PHYSICAL EDUCATION

Credit: .5 Grade 9-12

Physical education is a required course for all students. The curriculum consists of personal fitness and lifetime sport activities. Some activities include fitness testing, archery, orienteering, aerobic fitness, weight training, volleyball, tennis, golf, new games, adventure and group challenge activities, basketball, soccer, football, and softball. All students must dress appropriately (i.e. sneakers, gym shorts, T-shirt, or sweats), and participate to the best of their ability. Students are graded 2/3rds on participation and preparation; skills and written tests count 1/3rd.

DRIVER EDUCATION

Credit: .5 Grade 9-12

Note: Enrollment in this course is based on availability through ONC BOCES.

The Driver Education Program is structured to provide students with information necessary to become licensed drivers in the State of New York, shape the attitudes that will be taken with them when getting behind the wheel of an automobile, and form an understanding of the skills necessary to operate a motor vehicle safely. The curriculum is designed for high school students in grade 10 -12. The classroom phase of any Driver Education program is an extremely important step in producing mature, responsible and safe drivers. It forms the students' understanding of attitudes towards motor vehicle laws as well as skills necessary to operate a motorized vehicle.