



# Program of Studies

*Lake George Senior High*

2022 – 2023

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# GRADUATION REQUIREMENTS

Updated 02/10/2022

Graduation from Lake George Jr.-Sr. High School requires the fulfillment of course and examination requirements as outlined by the New York State Board of Regents. In 2015, the Board of Regents approved regulations, known as 4+1 Multiple Pathways, which allow students to choose from among multiple pathways to meet the assessment requirements for earning a Regents or local diploma. Students now have the following options:

- Required four (4): one Regents exam each in English Language Arts (ELA), math, science and social studies
- Plus any one (1) of the following assessment requirements:
  - Additional math Regents exam in a different math course; or
  - Additional science Regents exam in a different science course; or
  - Additional social studies Regents exam in a different social studies course; or
  - A department-approved career and technical education (CTE) pathway assessment, following successful completion of an approved CTE program; or
  - A department-approved pathway assessment in the arts; or
  - A department-approved pathway assessment in a language other than English (LOTE)

Lake George Jr.-Sr. High School offers three possible diplomas (Local, Regents, Advanced Regents) with the possibility of additional accolades, including the CDOS credential. Students identified through the special education department also have access to two completion credentials: NYS CDOS<sup>1</sup> and SACC.

Course selections should be discussed carefully with a high school counselor. Unless otherwise noted in the departmental course listings, a full-year course is equal to one credit toward graduation and a one-semester course earns one-half credit.

## Course Requirements

Students must earn the following credits to graduate with one of three possible diplomas<sup>1</sup>:

	Local	Regents	Advanced Regents
English	4	4	4
Social Studies	4	4	4
Mathematics	3	3	3
Science	3	3	3
Art/Music	1	1	1
Health	.5	.5	.5
Physical Education	2	2	2
World Languages	1	1	3
Electives	3.5	3.5	1.5
<b>Total:</b>	<b>22</b>	<b>22</b>	<b>22</b>

## Assessment Requirements

To earn a specific diploma listed below, students must earn a minimum grade of 65 or receive COVID exemption credit on the following Regents exams:

### Regents/Local Diploma (4+1 exams)

- English Regents
- Social Studies Regents
- One Math Regents
- One Science Regents
- One additional assessment from options above

### Advanced Regents Diploma (8 exams)

- English Language Arts (Common Core) Regents
- Global History & Geography Regents
- U.S. History Regents
- Algebra (Common Core), Geometry & Algebra 2 Regents
- Two Science Regents (one life and one physical)

## Notes:

<sup>1</sup> Details about the NYS CDOS credential option are on page 3.

<sup>2</sup> Examination requirements for a Local Diploma are the same as the Regents Diploma except students with disabilities have the safety net option of scoring between a 55-64 on all Regents exams. In addition, for students with disabilities a score of 45-54 on a required Regents exam other than English and math can be compensated with a score of 65 or above on another required Regents exam. In all cases, students must achieve a 55 on English and math, and pass the course in which she or he earned a score of 45-54.<sup>3</sup> Students who have a 65 course average, but whose highest score on the corresponding Regents exam after two attempts is below, but within 3 points of 65 may appeal to graduate. If a student appeals one exam, with a score ranging 52-64, the student may be eligible for a Local Diploma using this lower score. The appeals process is initiated with the assistance of the student's high school counselor.

### ADDITIONAL DIPLOMA ACCOLADES

#### Honors Distinction

Students who earn an overall average of a 90 or higher on the five Regents assessment requirements receive an Honors Distinction for a Regents diploma. Students who earn an overall average of a 90 or higher on all eight Regents exams needed for an Advanced Regents diploma will receive an Honors Distinction. Students with COVID-related exam exemptions may still qualify. Consult your school counselor for more details.

#### Math and/or Science Mastery

Students receiving a Regents diploma with advanced designation who earn an 85 or higher on three math Regents exams will earn a math annotation. Students receiving a Regents diploma with advanced designation who earn an 85 or higher on three science Regents will earn a science annotation (note: one of the three must be the Living Environment exam). Students with COVID-related exam exemptions may still qualify. Consult your school counselor for more details.

#### Career and Technical Education Endorsement

Students who pass the five assessment requirements and the certification exam for a vocational field of study receive a CTE Endorsement seal.

#### Seal of Biliteracy

Recognizes a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. See page 42 for more information.

## CDOS

### New York State Career Development and Occupational Studies Commencement Credential:

The student must have:

- Developed a Career Plan that documents the student's self-identified career interests, career-related strengths and needs, career goals, and career and technical coursework and work-based learning experiences that the student plans to engage in to achieve those goals; and
- exploration and development, integrated learning and universal foundation skills; and
- Completed at least 216 hours of CTE coursework and/or work-based learning experiences (at least 54 hours in work-based learning experiences); and
- Completed an employability profile that documents the student's employability skills and experiences, attainment of each of the commencement level CDOS learning standards, and, as appropriate, attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

### Planning A Student's High School Program:

When planning your high school program, take into consideration your abilities, interests and goals. The pattern of studies should be built around the courses and subjects required for graduation, but selecting electives that meet your interests can assist in working toward educational, career and personal goals.

As a student, you should:

- Establish personal goals. Work toward setting some specific educational, career and technical, and personal objectives.
- Evaluate your personal strengths, interests, aptitudes and needs.
- Research entrance requirements for the kind of college, program or type of employment you hope to pursue after high school.
- Take advantage of information nights, college fairs, college visits and vocational resources.

- In addition to the traditional course offerings which lead to graduation and opportunities beyond, Lake George Jr.-Sr. High School also offers highly specialized and unique programs that enhance students' career and college readiness. This guide offers an academic worksheet to help plan for required courses and prioritize electives for each year. It is the student's responsibility to consult their parents, teachers, and school counselor in this process.

## GRADE PROMOTION/RETENTION

- 5 units of credit to become a **sophomore**
- 10 units of credit to become a **junior**
- Enough units of credit to be able to schedule all remaining graduation requirements to become a **senior**

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they will have made up their credit shortfall, they will be dealt with on an individual basis regarding junior prom and other junior activities.

Students who fail both English and Social Studies will not be allowed to double up English and Social Studies in the same year. A student who fails either English or Social Studies and has earned the required 55% average is encouraged to take the subject in summer school. With approval of department chairperson and his/her counselor, a student may double up in the subject failed, but this is not recommended as it may have a serious impact on scheduling and chances for success in either subject.

## COURSE SELECTION

All students, including seniors, must be involved in a minimum of **six assigned periods, plus Physical Education**, each semester. Students with fewer than six assigned periods will be assigned to study halls to bring their total assigned periods to the required number. To be eligible for Honor Roll, the student must be taking at least five subjects plus physical education.

To prepare for entrance into most two-year degree programs such as found in a two-year college, community college, or a technical institute, one should concentrate on a strong math and science background.

Preparation for a four-year college program usually necessitates a strong math, science and language background. Careful planning should be done to ensure that the level of rigor and student performance (grades) is appropriate for what the student's desired colleges will expect.

For other post high school educational institutions, requirements vary according to the type of program sought. The most important consideration in planning your high school program is matching the rigor of your courses to the ability and motivation you have to successfully complete the course expectations.

## ADVANCED PLACEMENT COURSES

The Advanced Placement (AP) Program is a collaborative effort between motivated students, dedicated teachers and committed high schools, colleges, and universities. Since its inception in 1955, the program has enabled millions of students to take college-level courses and exams, and to earn college credit or advanced placement, while still in high school.

Most colleges and universities in the United States, as well as colleges and universities in more than 30 other countries, have an AP policy granting incoming students credit, advanced placement, or both on the basis of their AP Exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP grades.

Each year, an increasing number of parents, students, teachers, high schools, and colleges and universities turn to the AP Program as a model of educational excellence. More information about the AP Program is available at the College Board's online home for AP professionals ([apcentral.collegeboard.com](http://apcentral.collegeboard.com)). Students can find more information at the AP student site ([www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents)).

Lake George Jr.-Sr. High School offers AP English Language and Composition, AP English Literature and Composition, AP Biology, AP Chemistry, AP United States History, AP World History, AP Government & Politics, AP Calculus AB, and AP Studio Art.

## ALTERNATIVES TO SPECIFIC REGENTS AND LOCAL DIPLOMA REQUIREMENTS

A student may challenge a maximum of 6-1/2 units of credit for either a Regents or local diploma without completing the units of study. If you wish to challenge a specific course, you should discuss this proposal in advance with your counselor. Final approval will be determined by the administration.

## AHSEP (GED PREPARATION PROGRAM)

(formerly known as the TASC Program)

The Alternative High School Equivalency Program (AHSEP) is an opportunity for students to earn their high school equivalency certificate. Students beyond the compulsory age of attendance who are at risk of dropping out of school could consider the AHSEP program. Students in this program are required to do a half-day of academic preparation and a half-day of vocational preparation or a work component. There is also an attendance requirement for this program.

There are very specific requirements to be placed in the AHSEP Program. Students should speak with their school counselor for more details.



## Lake George Student College & Career Ready Framework

Our mission will personalize opportunities that empower all students to be lifelong learners, leaders, and global citizens. By doing so, we are committed to fostering academic and personal excellence, responsibility, and cultural awareness.

This framework is a guideline identifying many opportunities that are available to Lake George School District students. A student completing any 1 of the pathways/benchmarks will fulfill a college and/or career preparatory experience.

Pathways/Benchmarks				
College Credit Courses (one)	AP Courses (one)	Advanced Regents Diploma (all)	Other Pathways (one)	Other Benchmarks (one)
<u>Current Offerings:</u> * Science Research (SUNY Albany) * Model OAS (SUNY Plattsburgh) * Psychology 101 (SUNY Adirondack) * French 221 (SUNY Albany) * Spanish 200 (SUNY Albany) * Computer Applications II (SUNY Adirondack) * College Financial Accounting (SUNY Adirondack)	<u>Current Offerings:</u> * AP Biology * AP Calculus * AP Chemistry * AP Language & Composition * AP Literature & Composition * AP Government & Politics * AP World History * AP US History & Government * AP Physics (New Visions) * AP Studio in Art	* 1 ELA Regents * 2 Social Studies Regents * 2 Science Regents * 3 Math Regents * 3 Credits and Checkpoint B in World Languages <b>OR</b> 5 credits in Art &/or Music, Business, Tech, FACS, CTE	* Career Exploration Internship Program (CEIP) * New Visions * Early College High School * Career and Technical Education (Vo-tech) * Work Based Learning CDOS Credential * International Baccalaureate	* NYS Aspirational Measures 80 on any Math Regents <i>and</i> 75 on ELA Regents * SAT Benchmarks 1010 Overall 480 Reading & Writing 530 Math * ACT Benchmarks English 18 Reading 22 Math 22 Science 23

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INTERNATIONAL BACCALAUREATE PROGRAMME

<https://www.queensburyschool.org/academics/international-baccalaureate-programme/>



# ENGLISH

## ENGLISH 9

*One Credit*

English 9 is literature-based curriculum with a focus on Greek mythology and classic works of Homer and Shakespeare. Emphasis is given to character analysis, theme, author's purpose, and relevance to modern society. Film, newspaper, and nonfiction works are explored and connected to the literature and to text analysis. Grammar, sentence structure, and vocabulary are taught as integral parts of the curriculum, as are form, structure, and purpose of the formal essay. Most written work is completed during writing labs where students have the benefit of demonstration, practice, and experimentation. Writing, research, and speaking skills are employed to investigate, demonstrate understanding, develop voice, and improve technical skill.

## ENGLISH 10

*One Credit*

### ***Prereq: English 9***

English 10 is a 21<sup>st</sup> century classroom that emphasizes communication, collaboration, critical thinking, and creativity. Problem solving strategies and processes are regularly practiced, so students gain confidence in their abilities to understand issues and to impact their world. Students will read and analyze a variety of texts, both fiction and nonfiction, and work on writing clearly and effectively for a variety of purposes. Speaking and listening skills are honed through discussions, presentations, and projects. Classroom computers allow students to enhance efficiency and broaden our experiences with technology.

### ***Research seminar course: Embedded in English 10 (First Quarter)***

This research seminar will focus on developing the skills of research in all students. The skills covered will include effective location of information, evaluating sources and information, synthesizing information, and presenting new knowledge to an audience. Rather than a focus on product this will be an opportunity for students to develop their skills in the process of research and methods for learning. There will be multiple opportunities for self-reflection and evaluation of personal strengths and areas for growth in learning strategies.

## ENGLISH 11

*One Credit*

### ***Prereq: English 9 & English 10***

Emphasizing reading, writing and critical thinking, this course is designed to reflect the New York State Common Core Learning Standards. It seeks to raise the student's level of awareness about literature and life by giving ample opportunity to write and discuss the ideas presented with each literature selection. Shakespeare, Orwell, Miller, Rand, and Hemingway are among the authors studied in this course. Common issues between United States history and literature are explored and discussed, allowing students to visualize connections among all facets of life. Non-fiction reading, creative and analytical writing and research skills will be taught throughout the year.

**GRADE 11 \*By recommendation**

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

**Goals**

The goals of an AP course in English Language and Composition are diverse because the college composition course is one of the most varied in the curriculum. The course often allows students to write in several forms – narrative, exploratory, expository, argumentative – on many different subjects from personal experiences to public policies, from imaginative literature to popular culture. But the overarching purpose in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, most composition courses teach students that the expository, analytical, and argumentative writing they must do in college is based on reading, not solely on personal experience and observation. Composition courses, therefore, teach students to read primary and secondary source material carefully, to synthesize material from these texts in their own compositions, and to cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.

The AP English Language and Composition course follows the emphasis. As in the college course, its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

*There is a fee to take the AP exam, which must be paid by late November. Fee discounts are available for students who meet eligibility requirements.*

**ENGLISH 12****Prereq: English 9,10,11**

English 12 serves as a post-Regents bridge between high school and college for those students planning on continuing their schooling, and it also prepares those students entering the work force for the communication challenges they will face. The main objective of this class is to foster independent, analytical thought, a quality that seniors will need as they approach college and adulthood. Besides college level reading, the course will dedicate time to public speaking, digital literacy and 21<sup>st</sup> Century media.

**Grade 12 \*By recommendation**

An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

**Goals**

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit authors. The pieces chosen invite and reward rereading and do not, like ephemeral works in such popular genres as detective or romance fiction, yield all (or nearly all) of their pleasures of thought and feeling the first time through. The AP English Development Committee agrees with Henry David Thoreau that it is wisest to read the best books first; the committee also believes that such reading should be accompanied by thoughtful discussion and writing about those books in the company of one's fellow students.

Reading in an AP course is both wide and deep. This reading necessarily builds upon the reading done in previous English courses. In their AP course, students read works from several genres and periods – from the sixteenth to the twenty-first century – but, more importantly, they get to know a few works well. They read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

A generic method for the approach to such close reading involves the following elements: the experience of literature, the interpretation of literature, and the evaluation of literature.

*There is a fee to take the AP exam, which must be paid by late November. Fee discounts and/or waivers are available for students who meet eligibility requirements.*

# SOCIAL STUDIES

## GRADE 9 – GLOBAL HISTORY AND GEOGRAPHY I

*One Credit*

This course is designed to focus on the NY State Standards for Social Studies, Writing and Literacy through the lens of 10 unifying themes that recur across time and place. An emphasis will be placed on the key ideas and skills found in the 6 Social Studies Practices contained in the new Social Studies framework. The course will prepare students to take the mandatory New York regents in World History and Geography, which will be given at the end of the 10th grade year.

## GRADE 10 – GLOBAL HISTORY AND GEOGRAPHY II

*One Credit*

This course is designed to continue where Global History and Geography I end. The focus will be on the NY State standards, common themes that reoccur across time and place, and Social Studies practices. The content covers world history from 1770 to the present and includes geography of the world. The course will use thematic units, which are taught in chronological order. At the end of this course students will take the mandatory New York State Regents in World History and Geography.

## ADVANCED PLACEMENT WORLD HISTORY

*One Credit*

This class is open to 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students. The course is aligned with New York State's Global Studies curriculum. It is designed to help students better understand diverse cultures and the nature of international relationships. The rigorous AP exam must be taken in the spring, which may result in the awarding of college credit. 10<sup>th</sup> grade students require the endorsement of the social studies department and/or have received a 90% in Global 9. Advanced Placement transfer credit varies from institution to institution. Please consult the admissions offices of your college choices to learn of their policies. Course includes an intensive summer assignment, intensive in class and out of class reading and writing. Approximately twenty essays are required to be written during the year. The three-hour A.P. exam includes 55 multiple-choice questions, 3 short answer questions and 2 essays.

*There is a fee to take the AP exam, which must be paid by late November. Fee discounts and/or waivers are available for students who meet eligibility requirements. Failure to do so will result in the student being removed from the class and placed into Global History and Geography II. Students will commit to taking the AP exam before Thanksgiving by providing a non-refundable check for the exam.*

## GRADE 11 – UNITED STATES HISTORY AND GOVERNMENT

*One Credit*

This course is designed to focus on the five social studies standards, common themes that recur across time and place, and seven historical eras. Students will learn about the cultural heritage that supports our democracy so that they can become informed, committed participants in our democracy. Students will also understand how ordinary citizens and groups of people interacted with lawmakers and policy makers and made a difference. An emphasis on United States Geography will also be stressed. The course will use thematic units, which are taught in chronological order. At the end of this course students will take the mandatory New York State Regents in United States History and Government.

This course will follow the American History curriculum as outlined by the College Board. The course is driven by historical inquiry and will give students the kind of background and preparation that will prove beneficial in a wide range of college courses in the humanities and social sciences. Students will be introduced to topics in American History such as, political institutions and behavior and public policy (e.g., the Supreme Court and federal legislation), social change (e.g., the movement of farm girls into textile factories in the 1820's and 1830's), diplomacy and international relations (e.g., wars, treaties, and international incidents), economic history (e.g., road, canal, and railroad construction) and cultural and intellectual developments (e.g., architecture, music, painting, and literary movements). Students will have the opportunity to earn Advanced Placement credit (college credit) for this course by taking the AP American History exam in May. This course will also prepare students to take the required NYS Regents Exam in June. Eleventh graders, in place of the Eleventh-Grade American History Course, may take this course. Students who enroll in this course will have preparatory meetings in the spring to plan for the following fall. In order to enroll in this course as juniors, students must have earned an average of 90% or better in each of the 9<sup>th</sup> and 10<sup>th</sup> grade social studies classes or seek department approval. Any senior may take this course as an elective. Course includes an intensive summer assignment, intensive in class and out of class reading and writing. The three-hour A.P. exam includes 55 multiple-choice questions, 3 short answer questions and 2 essays.

*There is a fee to take the AP exam, which must be paid by late November. Fee discounts and/or waivers are available for students who meet eligibility requirements. Students will commit to taking the AP exam before Thanksgiving by providing a non-refundable check for the exam.*

## GRADE 12 - GOVERNMENT AND ECONOMICS

One Credit

This course combines the previously separate semester courses of Advanced Government and Economics into one integrated full year course. This course uses hands on, exploratory approach to introduce students to economic thought and to involve them in the process of government. The course gives students the tools to become active, thoughtful citizens in an ever-changing global society. A variety of topics are discussed which are intended to develop students' critical analysis skills and to enable them to assess costs and benefits of decisions in a political and economic arena.

**College Credit Research: embedded in Government 12 course.**

**Option of One College Credit at SUNY Adirondack**

The main learning objective for this course credit is to use information management skills effectively for academic research and lifelong learning. Some of the information literacy competencies that we will focus on are:

1. To recognize and define the need for information.
2. To access information from appropriate sources using a research strategy.
3. To evaluate information using critical thinking.
4. To use the information for a purpose: to organize, process and apply information for effective communication and creative decision-making.
5. To understand and respect the ethical, legal, economic and social aspects of information and its technologies.
6. To develop and appreciation for lifelong learning.

Attached to this course could be one credit through SUNY Adirondack.

## ADVANCED PLACEMENT GOVERNMENT & POLITICS

One Credit

**Prerequisite: U.S. History and Government. Strong, independent reading and writing skills are recommended.**

Course fulfills the state-mandated senior social studies requirement including economics

This course is an introductory college-level course and will follow the AP Government and Politics curriculum as outlined by the College Board. Students will examine U.S. government and politics through analysis of data and text-based sources. Topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis will be explored.

*There is a fee to take the AP exam, which must be paid by late November. Fee discounts and/or waivers are available for students who meet eligibility requirements. Failure to do so will result in the student being removed from the class and placed into Senior Government and Economics. Students will commit to taking the AP exam before Thanksgiving by providing a non-refundable check for the exam.*

## NORTH COUNTRY HIGH SCHOOL MODEL OAS

One Credit

*SUNY Plattsburgh College Credit Available*

The course will explore the problems and issues facing the nations and peoples of the Americas in the 21st century. Representing one country in the Hemisphere, students will study how its foreign policy is determined, along with the agenda and structure of the Organization of American States, and then represent that country in a three-day model assembly on the Plattsburgh State campus. The course involves multidisciplinary, multi-skilled, participatory, cooperative learning. This course can be taken in lieu of Government and Economics and will fulfill state requirements for the senior year. The first half of this course will fulfill the Economics requirement for seniors by looking at economic issues facing the Western Hemisphere today. The second half will focus on international diplomacy by preparing students for the Model in Plattsburgh. The course culminates in an assembly where students will orally present, debate and discuss resolutions with peers from across the state.

This course is offered in partnership with SUNY Plattsburgh. Students who take this course may enroll in LAS101: Introduction to Inter-American Affairs for 3 college credits. Students do not need to enroll in the college course to participate in the course at the high school level. If desired, students will be asked to enroll in the college course.

*There is a fee for the college course, which is partially subsidized by SUNY Plattsburgh. A student should have earned a grade in the HIGH 80's in their previous social studies classes and/or department approval.*

## PSY 101 GENERAL PSYCHOLOGY

One-Half Credit/One Semester

**Prereq: Students must meet the early admission requirements for SUNY Adirondack**

This course is an introduction to the science of psychology through the study of such topics as scientific inquiry, the brain, development, motivation, emotion, consciousness, learning, perception, memory, personality, and abnormality.

*There is a fee for this college course, which is significantly reduced from the normal tuition for courses taken on the SUNY Adirondack campus. Students must have an overall average of 85% to enroll in the course.*

## A PSYCHOLOGY FOR EVERYDAY LIVING (ELECTIVE)

This course is designed to provide the student with an understanding of the nature of psychology as well as the personal skills necessary to deal effectively with everyday situations that require rational thought, effective communication, decision-making and action. The nature of the human condition is studied by identifying and discussing the particular things that influence us to think, feel and act the way we do. Specific skills are learned which provide an individual with strategies for dealing with everyday situations in a positive and productive manner.

## **HISTORY THROUGH FILM**

***One-Half Credit/One Semester***

Students will explore the theme of the individual vs. tyrannical government and role they play in creating change. They will do research related to time period of each film, practice writing narrative related to various questions posed by each film and films collectively, and will complete projects related to content.

## **STORIES OF SURVIVAL AND LEADERSHIP**

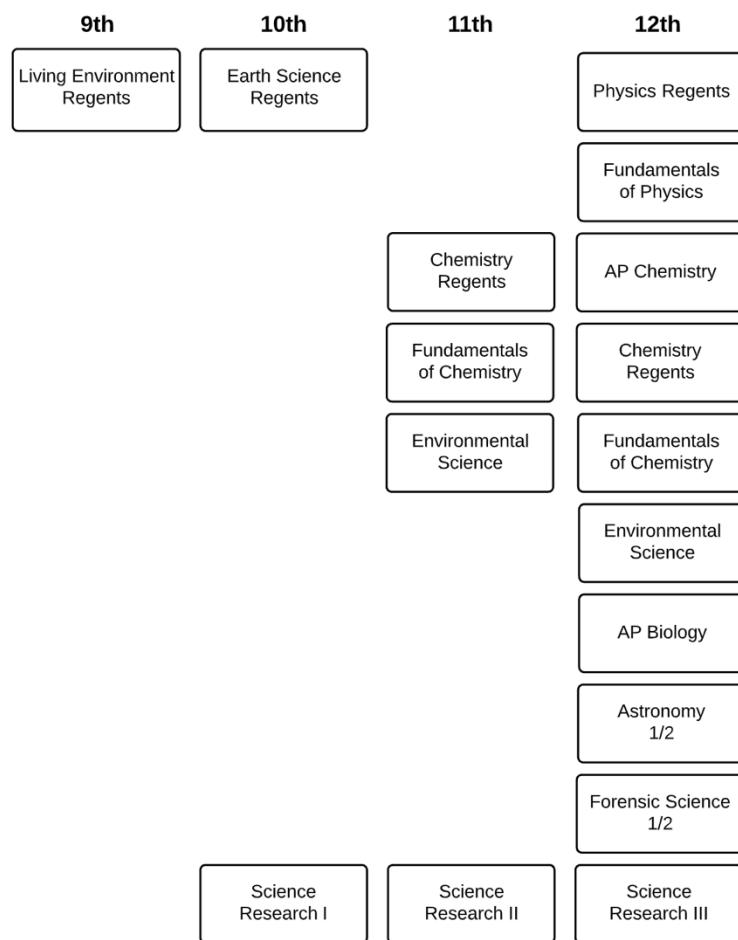
***One-Half Credit/One Semester***

Students will, over the course of the semester, read two works of non-fiction. Students will research historical and geographical setting for each book and impact of geography on people, identify, discuss and evaluate the roles of the leader in the books/stories, and identify any impacts of the story on society. Students will practice and develop reading and writing skills and complete tasks and projects related to the information in the books. Possible book selections: *Endurance: Shackleton's Incredible Voyage* by Alfred Lansing; *In the Heart of the Sea* by Nathaniel Philbrick.

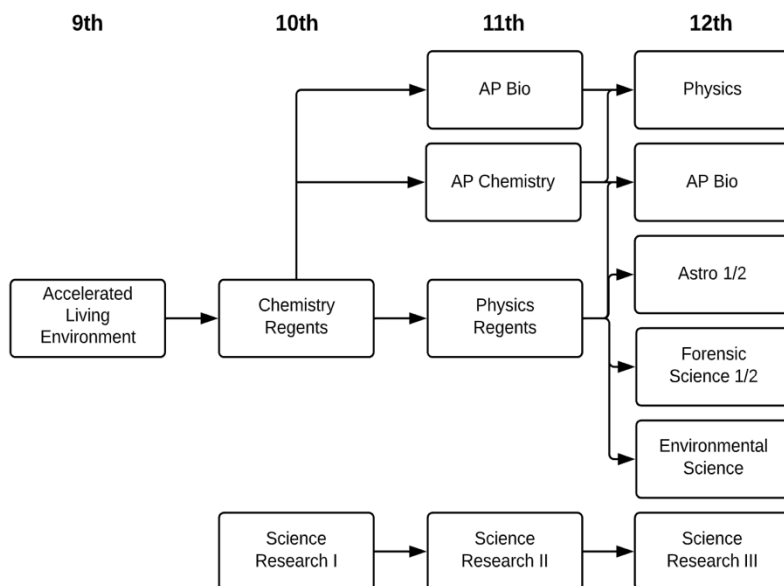


# SCIENCE

The below sequences follow 7<sup>th</sup> grade Life Science and 8<sup>th</sup> grade Physical Science courses.  
See prerequisites in course descriptions.



The below sequences follow 7<sup>th</sup> grade and 8<sup>th</sup> grade Accelerated Science courses.  
See prerequisites in course descriptions.



## REGENTS LIVING ENVIRONMENT (BIOLOGY)

*One Credit*

This course in Biology is designed to provide broad general understanding of the fundamental principles of biology and to provide an extension of understanding in selected areas. These areas are biochemistry, human physiology, reproduction and development, modern genetics, modern evolutionary theory and ecology. The classes meet for six periods a week with two of these periods concerned with laboratory work. Successful completion of all labs done in class is necessary to take the NYS Living Environment Regents.

## ACCELERATED LIVING ENVIRONMENT (BIOLOGY)

*One Credit*

**Prereq:** *8X Accelerated Earth Science*

This course will be primarily offered to students who have entered the accelerated science program in the junior high. The course curriculum will follow the Regents Biology Syllabus, but will include areas in which greater detail or enhancement of processes will be discussed. The course will be more challenging than the Regents Biology class. Labs will be an integral part of this course as in Regents Biology, but will be more intensive and challenging. The students will take the Biology Regents exam at the end of the year. This course will provide students with a high-level academic Biology course, thus providing a smoother transition to A.P. Biology. Students, entering the Intensive Biology course may ONLY be enrolled with prior approval, based on the criteria established by the science department. Students, who meet the course criteria, and who are enrolled, will be expected to maintain the academic standards of the class as set forth by the science department and must maintain an 85% average. If, at any time, a student is not meeting the established standards, a conference with the student, parent/guardian, teacher, principal and head of the science department, will determine whether the student shall remain enrolled in the course.

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

*One Credit*

**Prereq:** *Regents Living Environment*

This course is designed to meet the New York State Regents Syllabus requirements in one year. It is a lab-oriented course. Each student enrolled is expected to successfully complete thirty lab experiments and thirty acceptable lab reports. During the year, we will be covering topics in geology, meteorology, astronomy and oceanography. At the completion of this course the student is required to take a Regents examination, which is composed of both a lab practical and a course content written exam.

## REGENTS CHEMISTRY

*One Credit*

**Recommended:** *Regents Living Environment, Regents Earth Science, Algebra, Geometry, Algebra 2 (concurrent)*

This is a Regents course that presents a modern view of chemistry suitable for students interested in preparing themselves for college after high school. This course ends with the Physical Setting/Chemistry Regents Exam. To be eligible to take the Regents Exam students must successfully complete 1200 minutes of chemistry laboratory work.

Chemistry is the study of matter and how it can change. This course dives into the Regents chemistry curriculum given by New York State. This course presents the fundamental concepts and formulas for the units: Atomic Structure, The Periodic Table, Chemical Formulas and Equations, Stoichiometry, Chemical Bonding, Matter and Energy, Gas Laws, Electrochemistry, Solutions, Organic Chemistry, Acids and Bases, and Kinetics and Equilibrium. Additional laboratory periods are attached to this course.

Many interesting hands-on chemical labs will be completed during this course. Successful completion of this course and Regents Exam will prepare you for Regents Physics, AP Chemistry, and AP Biology courses.

## FUNDAMENTALS OF CHEMISTRY

*One Credit*

**Prereq:** *Regents Living Environment, Regents Earth Science, Algebra*

An applied approach to the science that studies the composition of all matter and the ways in which matter can change. This chemistry course will introduce you to the real world understandings of many chemistry concepts. Topics covered include: matter and energy; gas laws; solutions; atomic structure; nuclear reactions; acids and bases; chemical bonding; stoichiometry; the periodic table; kinetics. Students will gain the knowledge needed to explain much of the chemistry they see in their lives everyday.

Many interesting hands-on chemical labs will be completed during the course. Students in Fundamentals of Chemistry will take a local final exam and will not be eligible to take the Physical Setting/Chemistry Regents Exam.

Successful completion of this course will prepare you for an easy transition to Regents Chemistry the following year.

## ADVANCED PLACEMENT CHEMISTRY

*One Credit*

**Prereq:** *Regents Chemistry, Algebra 2*

AP Chemistry is a second-year chemistry course designed to increase the depth of a student's understanding of chemistry concepts. An emphasis is placed on inquiry and critical thinking skills including: problem solving, mathematical reasoning, and experimental investigations. Topics of study include: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This course will be taught at the college level and is recommended for students planning a career in science, engineering, or medicine.

**The AP Chemistry Exam may earn the student college credit for one semester of chemistry.**

**There is a fee to take the AP exam, which must be paid by late November. Fee discounts and/or waivers are available for students who meet eligibility requirements.**

## REGENTS PHYSICAL SETTING/PHYSICS

*One Credit*

**Prereq:** *Successful completion of both Physical Setting/Chemistry & Algebra 2 Common Core Regents courses and exams.*

Physics is an advanced and extremely math intensive Regents laboratory science course, which builds upon the content knowledge from the Prereq: Regents math and science courses. The course presents a modern view of physics, with emphasis on the fundamental concepts underlying this broad and multidisciplinary science. Topics include: kinematics, static and dynamic forces, gravity, friction, energy, electricity and magnetism, wave properties, and nuclear physics. The primary goals, and the majority of the coursework, involve the development of critical thinking and problem-solving skills, utilizing complex algebraic equations, geometry and trigonometry. Developing advanced laboratory techniques and superior technical writing skills are also major components. A scientific calculator is required for this course. Access to a computer for word processing of lab reports is also necessary.

## FUNDAMENTALS OF PHYSICS

*One Credit*

**Prereq:** Successful completion of each of the following: *Living Environment & Earth Science courses and Regents exams; Regents Chemistry or Fundamental of Chemistry; and Algebra*

This course will focus on the practical applications of the fundamental concepts underlying this broad and multidisciplinary physical science. Topics will include: kinematics, forces, gravity, friction, energy, electricity & magnetism, wave properties, and nuclear physics.

The primary goals, and the majority of the coursework, will involve the development of critical thinking skills and problem-solving skills, using algebraic equations, geometry and trigonometry. Hands on laboratory experiments will also be a major component of the course.

## ENVIRONMENTAL SCIENCE

*One Credit*

**Prereq:** Successful completion of a Regents science course and exam.

Environmental Science is one of the most up and coming career fields. Many corporations, municipalities, and private industries are employing environmental scientists. In our world of climate change, limited resources, abundance of pollution, and disappearing ecosystems the focus of this class is a must for all students. This class will help students make informed decisions affecting the environment presently and in the future. Topics such as water quality, pollution (air, land, and water), Lake George and its watershed, alternative energy, global warming, population growth, land use, wildlife of the Adirondacks, trees of the Adirondacks, mapping and compass work, and organic foods and pesticide use will be discussed and investigated. Works by environmental pioneers such as Rachel Carson and Al Gore will be used for discussion and motivation. Students will be expected to perform projects, research, and assignments at a senior level, with class focus on preparation of students for college reading, writing, and research.

## ADVANCED PLACEMENT BIOLOGY

*One Credit*

**Prereq:** *Mastery of Regents Living Environment and Regents Chemistry*

AP Biology is rigorous and demanding course, which is the equivalent of an introductory college biology course for biology majors. Content will be covered in more depth and greater expectations will be placed on interpretation and analysis of information than previous biology courses. In addition, statistical analysis of data and modeling of concepts will be expected. A significant amount of studying must be completed at home to allow time for discussion, labs, and inquiry during class time. The College Board redesigned the curriculum starting in the 2013 school year, and although the amount of material has been reduced, the emphasis in scientific thinking and analytical thinking has increased. The course will be structured differently than in past years due to the changes and to allow for more class time for labs and discussions.

AP Biology is designed for students after the successful completion and mastery of a first course in high school Regents Living Environment and Regents Chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Students who meet these Prereq:s through alternative methods must first get approval from the instructor.

The new AP Biology curriculum encompasses 4 'big ideas', with Essential Knowledge and Process Skills that support each one:

Big Idea 1: Evolution – the process of evolution drives the diversity and unity of life

Big Idea 2: Cellular Processes (Energy and Communication) – Biological systems utilize free energy and molecular building blocks to grow.

Big Idea 3: Genetics and Information Transfer – living systems store, retrieve, transmit, and respond to information essential to life processes.

Big Idea 4: Interactions – Biological systems interact and these systems and their interactions possess complex properties.

### SCIENCE RESEARCH I (SOPHOMORE YEAR)

*One Credit*

***Upon recommendation of the Science Department***

The purpose of this course is to engage students in a three-year research topic and project, of one's choice, in the natural or social sciences. The course is open to all sophomores. In the second and third year of the course, students may elect to take the course for college credit (up to 12 credit hours) provided by SUNY Albany for a modest fee. Students will be expected to use their own time for research, public presentations and original research. All research, presentations, contacts to mentors, etc. will be compiled in a portfolio that will chronicle the three years of research done by the student. This is an excellent opportunity for the self-motivated hard worker, regardless of previous grades, to gain the educational maturity that colleges are demanding nationwide. For more specific information, contact the Science Department Head Chairperson.

### SCIENCE RESEARCH II (JUNIOR YEAR)

*One Credit*

***Prereq: Science Research I***

This is a continuation of the research project started in Science Research I.

### SCIENCE RESEARCH III (SENIOR YEAR)

*One Credit*

***Prereq: Science Research II***

This is a continuation of the research project started in Science Research I and Science Research II.

***ELECTIVES:***

*1/2-year Science electives cannot be combined to fulfill the 3<sup>rd</sup> year of science credit needed for graduation*

### ASTRONOMY (20 WEEKS)

*One-Half Credit/One Semester*

***Algebra is required with Geometry and Advanced Algebra/Trigonometry recommended.***

This is perhaps the oldest area of scientific study known to man. The full importance of this study of the macrocosm has not been completely comprehended. A historical foundation is basis for an introduction to this science. Besides lab exercises, some nighttime observations are carried out when weather permits.

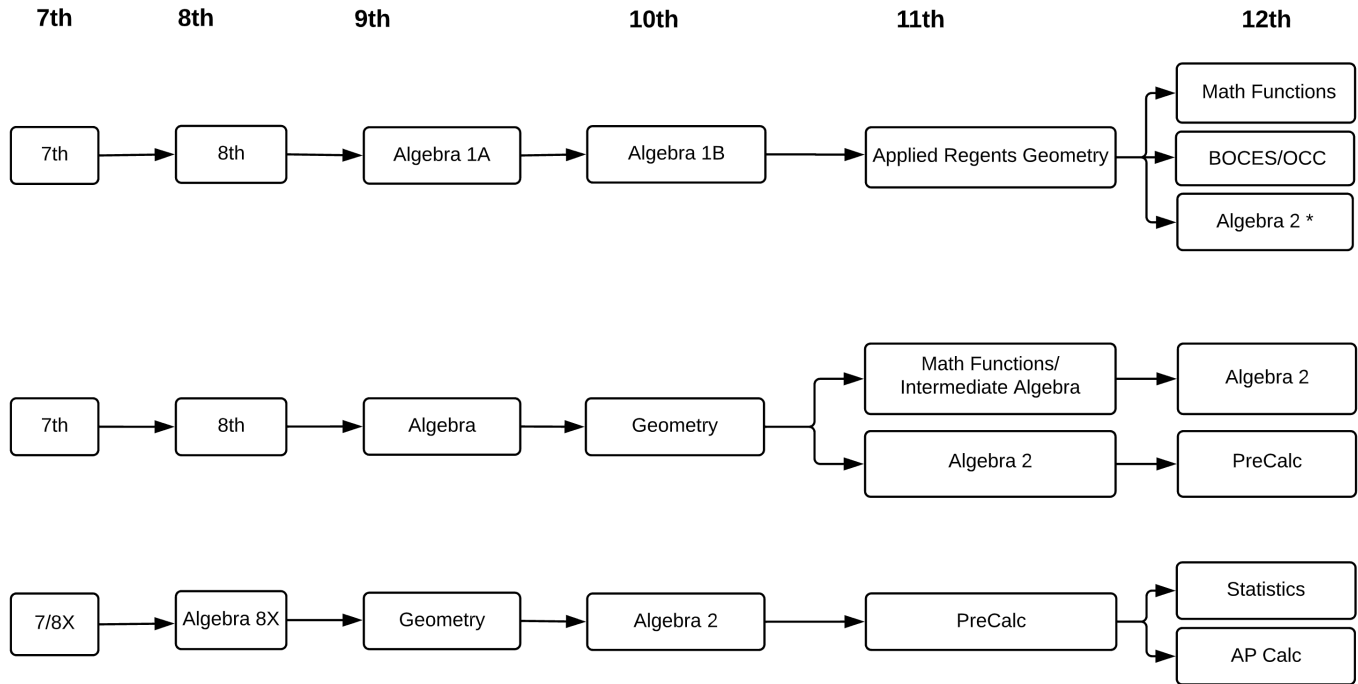
### FORENSIC SCIENCE (20 WEEKS)

*One-Half Credit/One Semester*

***Prereq: Regents Living Environment, Regents Chemistry***

This course is designed for students interested in criminology and how science can be applied to the criminal justice system. The principles of Biology and Chemistry are used along with technology in relation to the analysis of physical evidence obtained from crime scenes. Techniques and skills used for collecting and analysis will be discussed as well as hands on application.

# MATHEMATICS



## ALGEBRA I COMMON CORE REGENTS

*One Credit*

**Prereq:** Student earned 65% or higher in 8th Grade mathematics and passed 8th Grade Final Exam with a 65% or higher.

Common Core Algebra I (CC Algebra I) is a one-year course which culminates in a New York State Regents examination, administered in June. This is a course designed to ensure that students are becoming college and career ready.

In CC Algebra I, students will explore many types of functions including linear, quadratic, exponential, square root, cube root, piecewise, step and absolute value. In addition, they will create, compare, and graph functions, and learn how various transformations affect these functions. Students will also gain experience using descriptive statistics, utilizing both categorical and quantitative data, to model a context and draw meaningful conclusions. They will engage in performance tasks that measure their ability to think critically and apply their knowledge in real-world situations. *Ti-84 Plus Calculator is required.*

## ALGEBRA IA COMMON CORE REGENTS (1ST OF 2 YEARS)

*One Credit*

**Prereq:** Must have teacher recommendation and department approval.

This course is designed to help the student who struggles with math. It will cover the same content as CC Algebra I (above) but that content will be spread over two years. This first year will review some of the 8th grade concepts and then cover approximately half the Common Core Algebra I curriculum. Students will take a local final exam at the end of the year. A final average of 65% must be obtained for the student to advance to CC Algebra IB. *Ti-84 Plus Calculator is required.*



## ALGEBRA IB COMMON CORE REGENTS (2ND OF 2 YEARS)

*One Credit*

This course will cover the second half of the Common Core Algebra I curriculum. An extensive review of both years will be included toward year's end in order to prepare for the Common Core Algebra I Regents Exam. Students will take a local final as well as the New York State Algebra I Regents Exam. *TI-84 Plus Calculator is required.*

## APPLIED REGENTS GEOMETRY

*One Credit*

***Prereq: Successful completion of each of the following: Passed Algebra 1B with a 65% or higher; Passed the Algebra 1 Regents Exam with a 65% or higher; Must have teacher recommendation; and Department Approval***

This course is a one-year course which culminates in a New York State Geometry Regents examination, administered in June. This is a course designed to ensure that students are becoming college and career ready. The course will study 2-dimensional and 3-dimensional space through the use of inductive reasoning. The course will also cover topics such as congruent triangles, right triangle trigonometry, coordinate geometry, and circle geometry. This course will follow the curriculum defined by the Common Core Learning Standards for Geometry with a focus on the applied concepts of geometry.

## GEOMETRY COMMON CORE REGENTS

*One Credit*

***Prereq: Passed CC Algebra I course and Regents with a 65% or higher***

This course is designed to study the properties of shapes in 2-dimensional and 3-dimensional space through the use of inductive reasoning. Properties will then be verified through the use of deductive proofs. The course will include extensive study of the definitions, postulates, and theorems of Euclidean Geometry and analytical geometry in the Cartesian plane with proofs. This course will follow the curriculum defined by the Common Core Learning Standards for Geometry. *TI-84 Plus Calculator is required.*

## ALGEBRA 2 COMMON CORE REGENTS

*One Credit*

***Prereq: Students have 65% or higher in Geometry Common Core and Algebra I Common Core, and passed both Common Core Regents Exams with a 65% or higher.***

***\*This section of Algebra 2 would need teacher recommendation and department approval.***

Students taking this course should have successfully passed the Geometry Common Core and the Algebra I Common courses and the Assessments. The State Education Department developed curriculum continuing and extending the topics covered in Algebra I and Geometry including polynomial, radical, and rational relationships, exponential and logarithmic functions, probability and statistics, and trigonometry. The NYS Algebra 2 Common Core Assessment will be administered at the completion of the course. *TI-84 Plus Calculator is required.*

## PRECALCULUS

*One Credit*

***Prereq: Passed Algebra 2CC and the CC Algebra 2 Regents with a 65% or higher***

This course is intended for college-bound students and students who plan to take AP Calculus, or a college calculus course. It is a rigorous preparation for college level mathematics with an extensive study of functions, theory of functions and function families including exponential, logarithmic, trigonometric, polynomial and rational functions. A thorough study of limits and an introduction to derivatives will also be covered. *TI-84 Plus Calculator is required.*



## ADVANCED PLACEMENT MATHEMATICS - CALCULUS AB

*One Credit*

This course is a full year course covering topics in elementary functions and differential and integral calculus. It is intended to prepare students to take the Advanced Placement Exam in Mathematics - Calculus AB which may earn the student college credit for one semester of calculus. This course requires the use of a graphing calculator and will introduce students to computer algebra systems.

*There is a fee to take the AP exam, which must be paid by late November. Fee discounts and/or waivers are available for students who meet eligibility requirements.*

## STATISTICS

*One Credit*

***Prereq: Student should have completed CC Algebra II or Pre-Calculus course & must be in 12th grade to take this elective.***

This math course is to prepare you for college level statistics: a course required for most majors. This course is an elective and there is no Regents exam at the end of this course. Topics to be covered include experimental design, sampling, normal distributions, hypothesis testing and confidence intervals, t-distributions, and Chi-Square distributions. On top of notes and tests, we will do projects, both large and small. Individual and group work will be utilized with an emphasis on statistical application.

## MATH FUNCTIONS/INTERMEDIATE ALGEBRA

*One Credit*

***Prereq: Passed CC Algebra 1/1B Course and Regents with a 65% or higher***

A more in-depth study of the introductory concepts of Algebra, including algebraic expressions, solving equations and inequalities in one variable, linear relationships, systems of equations, polynomials, and quadratic relationships. A continued study of Algebra will develop and extend mathematical power using algebraic, numeric, and graphical techniques. Topics include a study of function, functional families (exponential, logarithmic, rational, etc.), and right triangle trigonometry. *TI-84 Plus Calculator is required.*

# SPECIAL EDUCATION DEPARTMENT

## Program of Academic and Community Experiences (PACE)

PACE is a specially designed program as recommended through the CSE. The program offers access to the general education curriculum through credit bearing academic classes while fostering the development of career readiness and work-based learning skills.

### Courses include:

- English
- Social Studies
- Math
- Science
- Physical Education
- Work-Skill Development

# ART

All students could use one unit of **Art** for the NYS graduation requirement. Five credits in Art can be used to replace the World Languages requirement for an **Advanced Regents Diploma**. National Art Honor Society is open to Juniors and Seniors.

**Architecture Students** are strongly encouraged to take Studio Art and Drawing because most Architecture College Programs still require a Drawing Portfolio for admission.

## STUDIO IN ART - GRADES 9-12

*One Credit – full year course*

Students can expect a wide variety of two-dimensional and three-dimensional experiences in this foundation course. Students will be encouraged to think creatively as they develop ideas for their various assignments and discover their personal preference for creating two- or three- dimensional art. The elements and principles will be stressed and art history will be an informal component. Some media possibilities could be pencil, tempera, watercolor, clay, papier-mâché, wire, tooling metal, scratchboard, mixed media and others.

## ELECTIVES

### ART HISTORY

*One-Half Credit (half-year)*

This class introduces the visual arts with an emphasis on the study of compositional form, materials, artistic techniques and the cultural meanings of art artifacts. By focusing on artistic traditions from each continent, this course seeks to foster an understanding of art in historical and cultural contexts. This half year course will connect history and cultures as we explore the stories and lives through visual art. Students will explore artwork in multimodal opportunities and express their understanding in creative mediums.

### CREATIVE CRAFTS

*One-Half Credit (half-year)*

Students will learn about the cultural and historical significance of both traditional and contemporary craft from around the world and throughout history. Students will work with a variety of mediums (clay, yarn, paper, wire, fabric, found objects, etc.) while learning studio techniques and reflecting a wide range of subjects. They will discuss and evaluate the artworks using the critical analysis process. Students will explore and create works of art within a personal, contemporary, historical and cultural context.

## STUDIO IN CERAMICS AND 3-DIMENSIONAL DESIGN - GRADES 10-12

*One Credit (full-year)*  
**OR**  
*One-Half Credit (half-year)*

This studio-based class will allow students to gain a rich knowledge in the ceramic process in both wheel-throwing and hand-building techniques. Within the first academic quarter working within the studio, students will choose either hand-building or wheel-throwing (or possibly both) to focus their personal development of craft, style and technique. Three-dimensional design concepts and sculptural elements are explored not only through clay, but other materials such as (but not limited to): glass fusing, glass slumping, metal work, wood and wire sculpture. Students can expect to keep a sketchbook and will document their artwork/process through digital platforms. Studio critique, reflection and analysis of personal and peer work will enrich the studio experience, and help prepare students for other art experiences. *Completion of Studio in Ceramics and 3-Dimensional Design will allow students the ability to further investigate 3-Dimensional Design for AP Studio Art.*

## ADVANCED CERAMICS – GRADES 11-12

*One Credit (full-year)*  
**OR**  
*One-Half Credit (half-year)*

***Prereq: Studio in Ceramics***

This course is a continuation of Studio In Ceramics

## DIGITAL PHOTOGRAPHY – GRADES 10-12

*One Credit (full-year)*  
**OR**  
*One-Half Credit (half-year)*

This course will allow students to use DSLR (digital) cameras as well as cell phone technology beyond the basics. Students can expect to work with compositional techniques (to create high-quality photographs), advanced photo-editing using Adobe Lightroom and Photoshop, engaging critics of artworks as well as printing finished photographs. This is a very hands-on and highly engaging course that allows for flexibility and artistic growth.

## ADVANCED DIGITAL PHOTOGRAPHY - GRADES 10-12

*One Credit (full-year)*  
**OR**  
*One-Half Credit (half-year)*

***Prereq: Digital Photography***

This course is a continuation of Digital Photography, but with a focus on individual investigation and growth. Students will be challenged to create artwork that expand their ‘photographic eye’ as well as expand their process/knowledge of DSLR Camera shooting and photo-editing.

## DRAWING AND PAINTING - GRADES 10-12

*One Credit (full-year)*  
*OR*  
*One-Half Credit (half-year)*

***Strongly recommended in Grades 10 and 11 for portfolio development***

***Drawing first half, painting second half. Art Majors are required to take full-year course.***

Students can expect to gain a strong foundation in drawing and painting in this beginning level class. Composition, the visual element, the principles of design, and the basic techniques and concepts of both drawing and painting will be covered along with work from still-life, landscape, and life models from observation that will be geared towards realism; at the same time, various other painting styles will be explored. Color theory, linear perspective, compositional structure, figure/ground relationship, visual perception, spatial concepts, and critical thinking skills will all be emphasized extensively. We will study and research major painting styles and movements in historical context. The end goals are to increase artistic self-confidence, increase one's understanding of the basics of drawing/painting, to "think outside the box" by developing strong problem-solving skills and to produce successful works that can be considered for future portfolio development.

## ADVANCED DRAWING – GRADES 11-12

*One Credit (full-year)*  
*OR*  
*One-Half Credit (half-year)*

**Prereq: Drawing and Painting**

This second level course is a drawing studio course in which students will increase technical skills, develop a more sophisticated approach to process and subject matter, and create a portfolio of individual work. Students who choose to take this course should be confident with their drawing skills and ready to produce more complex finished drawings and paintings. An emphasis will be on the development of a more personal style, sophisticated approaches to the development of ideas, development of a greater awareness to art beyond school, and the introduction of new techniques.

## ADVANCED PAINTING – GRADES 11-12

*One Credit*

**Prereq: Drawing and Painting**

This second level course is a painting studio course in which students will increase technical skills, develop a more sophisticated approach to process and subject matter, and create a portfolio of individual work. In this class students will keep an artist journal to explore artistic process, experiment with materials and analyze work. Through experimentation and refinement, each person will create a body of work that includes observational painting, mixed media and a variety of self-chosen media. The studio environment of the class will be used to support analysis, reflection and refinement of work. In Advanced Art, emphasis will be placed on contemporary art.

## GRAPHIC DESIGN – GRADES 10-12

*One Credit (full-year)*  
*OR*  
*One-Half Credit (half-year)*

This full-year or half year course will focus on the endless graphic possibilities of Adobe Photoshop, Adobe Illustrator, Adobe In-Design as well as other Adobe software programs. Manipulation of images, creating logos, product design as well as print and digital media will be explored. This course will produce individual artworks with a strong foundation in design principles, which can then transfer to college-level study in the Graphic Arts Fields.

## ADVANCED GRAPHIC DESIGN – GRADES 10-12

*One Credit (full-year)*

OR

*One-Half Credit (half-year)*

### ***Prereq: Graphic Design***

This course is a continuation of Graphic Design, with a focus on higher level design and real world applications. Students can expect to be challenged with more in-depth exploration of digital media and be able to produce works for college portfolios.

## METALS

*One-Half Credit (half-year)*

This course is designed to introduce students with basic and traditional metal techniques involved in the design and creation of jewelry and metal objects. Through investigation of multiple techniques and the study of cultural uses of metals, students will learn soldering, torch work, metal sawing & piercing, and color manipulation of metal. Skills learned in the course can be further pursued in metalsmithing and jewelry making in advanced artistic education or in pursuit of trade work.

## SCULPTURE

*One-Half Credit (half-year)*

Sculpture or 3D design will connect historical and contemporary techniques through various mediums such as wood, clay, paper, plaster and other mixed media. Students will learn the qualities of materials and how to best manipulate them to express their ideas into a sculptural form. They will learn 3d artistic skills, how to work with tools and processes, and learn how to appreciate the lives and works of artists who are sculptors.

## ADVANCED PLACEMENT STUDIO ART – GRADES 11-12

*One Credit*

*Offered as a full year only. Open to Juniors and Seniors*

**2-Dimensional Design Portfolio Prereq: Coursework: Studio in Art, Studio in Drawing.**

- *Additional suggested courses: Studio in Painting, Graphics*

**3-Dimensional Design Portfolio Prereq: Coursework: Studio in Art, Ceramics.**

- *Additional suggested courses: Metalsmithing and Sculpture*

**Drawing Portfolio required Prereq: Studio in Art, Studio in Drawing.**

- *Additional suggested courses: Advanced Studio in Drawing, Studio in Painting*

AP Studio Art is comprised of 3 different portfolio developments in the following categories: Drawing, 2-Dimensional Designs and 3-Dimensional Design. Serious art students can choose any of the 3 portfolios to complete during the year-long course. AP Studio Art is the national standard for performance in the visual arts, and are highly regarded courses when applying to art colleges. The portfolio is based upon three distinct sections: Quality, Concentration and Breadth, with each serving as 1/3 of the overall grade. In all, students must complete 29-32 high quality works of art (of which can be taken from other independent or previous art courses). Enrolled students will be expected to work vigorously through the year to complete their visual portfolio in early May. Summer assignments will be assigned prior to the course start in September.

## PORTFOLIO CONCENTRATION – GRADE 12

*One-Half Credit (half-year) - Fall  
Seniors Only*

This course is designed to take highly motivated students who are interested in pursuing Art as a minor or major field of study in college. Students will develop and refine their portfolio of artworks in order to submit them to the colleges of their choice. Careful study of college program requirements, advanced study of art processes and proper preparation of artwork are some of the many skills and preparations this course will offer.

## INDEPENDENT STUDY IN ART – GRADES 9-12

*One-Half Credit (half-year)*

***Prereq: Instructor permission***

Art students may investigate the possibility of an Independent Study course with the Art Department and the Guidance Office.



# MUSIC

## MUSIC EDUCATION

- 1 Credit Senior Band
- 1 Credit Senior Chorus
- 1 Credit Musical Theater Workshop (2023-2024)
- 1 Credit Sound Design and Music Recording (2022-2023)
- 1 Credit Music Theory I and II

## MUSICAL THEATER WORKSHOP

**One Credit**

***Alternates with Sound Design and Recording. Will be offered 2023-2024***

Through theater games, improvisation, and analysis of existing musicals, students create and then perform an original musical. They will either create a musical from scratch, adapt a preexisting story into a musical, or create a musical based on interviews of, for example, senior citizens. They create their own characters, script, music, choreography, set, costumes and lighting. Along the way they learn basic acting, singing and performing techniques as well as develop communication and collaborative skills and confidence. In addition to the annual trip to NYC to see a Broadway show, these students see a musical at either Proctor's or New York Theater Institute.

## SOUND DESIGN AND RECORDING

**One Credit**

***Alternates with Music Theater Workshop. Will be offered 2022-2023***

This is a course for high-interest students that explores music, composition, theory, recording, and sound design using state of the art recording equipment. Students begin with GarageBand but move very quickly to learn Pro Tools (the sequencing and recording software used in most professional studios). The students will learn about Foley (which is the art of making sound effects) as well as learn to write, design, and record film and commercial scores. They will also create and record their own songs.

## MUSIC THEORY 1

**One-Half Credit  
Fall Semester**

***Prereq: Ability to read music. This is an advanced course for students with significant musical experiences.***

***Those who lack a facility in reading traditional music notation (pitch and rhythmic) will have difficulty in this course.***

***REQUIRED: 2 years performing experience with a school performing ensemble.***

Studies in basic music theory and analysis. This course will provide the foundation in music theory for those interested in studying music as a career or continuing their music education after high school. Elements of melody, harmony and compositional techniques will be interwoven with aural and performance skills. This course will also include the study of the historical context of music. Students will explore musical styles from pre-Renaissance through the 19<sup>th</sup> century. In the event that a student cannot take a whole year of music theory, the course has the capability to be adapted to a one semester course. In such a case, the student should enroll in Music Theory I and will earn ½ credit.

## MUSIC THEORY 2

*One-Half Credit/Spring Semester*

**Prereq:** 2 years of Performing Experience in Band or Chorus, ability to read music;  
**Recommended for 11<sup>th</sup> and 12<sup>th</sup> grades.**

## SENIOR BAND

*One Credit*

The Senior Band is an elective performing group, which is open to students in grades 9-12. The Prereq: for admission into band is 2 years of performance in Junior Band. A student may also audition for membership in Senior Band. Senior Band meets each school day for one period; in addition, each member is required to attend one music lesson every eight days, which is based on a rotating schedule. Satisfactory completion of the course will require the band member to attend all concerts, which the Senior Band performs in. (Students must take Band and/or Chorus every day to receive credit.)

## SENIOR CHORUS

*One Credit*

Senior Chorus is an elective performing group that meets each school day for one period. It is open to all students in grades 9-12. The chorus prepares for and performs three concerts a year. The first and second concerts contain a musical theater medley as well as music from other genres and the third concert is the classic rock medley that has become an institution. Several students perform solos from the 50's to the 90's with the chorus as their back up and it is accompanied with a student band. For all three concerts, there is ample opportunity for solo and small ensemble work. High interest students are invited to participate in Vocal All-County (a chorus made up of the top choral students from 11 area schools) as well as NYSSMA (adjudicated solo work). The students may participate in various authentic musical experiences including an annual trip to New York City to see a Broadway musical.

## SENIOR SELECT CHORUS

The Vocal Chords, the senior select chorus that meets weekly and is by audition only, has become a viable performing group and performs at various community venues as well as our concerts.

## GITAR/UKULELE

*One-Half Credit  
Fall Semester*

*(Offered Fall 2020 Semester Music Elective. Note: Does not count as Ensemble credit).*

All ability levels welcome. From beginner, intermediate, to advanced; every student will acquire new skills on instrument of choice, which may include but is not limited to: ukulele, guitar, bass, and/or piano. Knowledge of music theory is useful but not essential. Create community and develop individual talents in this collaborative, hands-on, playing-centered class, which will cover existing music and explore improvisation.

# BUSINESS

## DID YOU KNOW ...

- Students in grades 9-12 are eligible to join the Lake George Future Business Leaders of America Club (**FBLA**) if they are taking at least a ½ year business course for the year.
- High School Students who have completed at least two credits in business courses (at least three if a senior) can apply for **Business Honor Society** (see the Business teachers for more information).
- Business students are able to earn 7 college credits through SUNY Adirondack by successfully completing Computer Applications II, CIS 125 (3 credits) and Financial Accounting, BUS146 (4 credits).
- Business students are able to apply their business management skills and earn hours towards CDOS credential as they work at our LG School Store.
- 5 credits in business can be used in place of the world language requirement for an Advanced Regents Diploma.
- Accounting or College Financial Accounting can be taken as a third unit of math for graduation requirement.

COURSES OFFERED	
Full Year Courses (One Credit)	Half-Year Courses (Half-Credit)
Accounting I Business Law (Offered 2022-2023)** Entrepreneurship (2023-2024)** Career Exploration Internship Program (CEIP) College Financial Accounting (BUS146) (4 college credits)	Career & Financial Management (CFM) Career Exploration Internship Program (CEIP) Communications Computer Applications I Computer Applications II (CIS125) (3 college credits) Foundations of Business Independent Study Personal Finance Wealth Building & Investing

**\*\*Business Ownership and Marketing is only offered every-other year, alternating with Business Law. Please see the Business teachers (Mrs. Breslin or Mrs. Hoffman) if you have any questions!**

## ACCOUNTING I

**One Credit**

**Recommended Grade Level: 10-12, may be used as a third unit of Math**

This is an introduction to the keeping of business and financial records. It is the first course for those interested in an accounting career. The course combines the use of manual techniques along with computerized methods of accounting. Students will learn to use basic Excel and QuickBooks Pro features. It is an excellent elective for business majors in the field. Academic students majoring in accounting and/or business administration in college will find this course extremely beneficial.

## BUSINESS LAW

*One Credit*

**Recommended Grade Level: 11-12**

**Offered every-other year (2022-2023), alternating with Entrepreneurship**

This full year course is also recommended as an elective for all students. From the study of Business Law, students will gain a genuine respect and understanding of the segments of law that affect them at home, at work, and at school. We take a brief look at criminal law, civil law and then focus most of the year on business and contract law. FBLA students (who have taken Business Law) have the opportunity to compete against other students at various FBLA competitions.

## ENTREPRENEURSHIP

*One Credit*

**Recommended Grade Level: 10-12**

**Offered every-other year (2023-2024), alternating with Business Law**

In Entrepreneurship, students will have the opportunity to explore the small business environment and related basic economic concepts. They will then proceed to a more in-depth study of the steps involved in starting a new business. Finally, the students will develop an understanding of the various managerial/marketing functions and activities necessary for a small business. Local entrepreneurs will share their experiences with students. The students will integrate presentations throughout the entire course. Teamwork, communication and presentation skills are some of the many skills developed in addition to being able to create a successful business plan.

## CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP)

*One-Half to One Credit*

**Recommended Grade Level: 12**

This is a competitive, non-paid, experiential-based learning environment designed to assist students with understanding the linkages between school and work. The students will explore 1-2 different occupations for a total of 54 hours of internship experience to receive ½ credit; 2-4 different occupations for a total of 108 hours to receive 1 credit. This will provide the students the opportunity to obtain first-hand understanding and appreciation of the knowledge, skill, and education requirements necessary for various occupations. Internships include, but are in no way limited to the field of: teaching, journalism, sports medicine, pharmaceutical medicine, communication, information technology, engineering, etc. Students will further develop communication and networking skills as they reach out to contact employers.

The students will also fulfill a school-based component while interning. The class will meet every other day. The students should have a schedule that allows them to attend their internship at least 2 hours a day, 2-3 days a week. It is required that all students have their own transportation to and from the internship. Most of these students will choose to attend college to obtain the necessary educational requirements needed for their chosen occupational field. ***\*The application process for this course begins in May. Please see Mrs. Breslin in room 201 for details and an application.***

## COLLEGE FINANCIAL ACCOUNTING (BUS146)

*One Credit/ 4 College Credits*

**Prereq: Accounting I OR a Business Teacher's Recommendation**

**Recommended Grade Level: 11-12**

This course emphasizes the role of accounting in the decision-making process with a focus on the external user of accounting information. Topics will include: accounting concepts and principles, accounting systems, measuring/reporting assets and liabilities, classified financial statements, internal control, sole proprietorship and corporate accounting. Computer applications are a major part of this course.

## CAREER AND FINANCIAL MANAGEMENT (CFM)

*One-Half Credit/One Semester*

**Recommended Grade Level: 9-12**

This one-half year course is recommended for EVERY student as it emphasizes the importance of analyzing and exploring the various careers of today and tomorrow. It consists of the following units: Career Planning, Career Selection, Career Success, and Financial Literacy. The students will participate in self-exploration activities as they choose a career that matches their skills, abilities, interests, values, and personality. The students will then formulate a plan of action to get them to that career goal as they research post-secondary options and requirements. The students will also explore the soft skills, communication skills, and work ethic that are needed to advance in our competitive, global economy. Each student will participate in the annual Interview Day, where they will have the opportunity to showcase their understanding of the interview process as they meet with, and are personally interviewed by, one of the many local business leader volunteers.

## COMMUNICATIONS

*One-Half Credit/One Semester*

**Recommended Grade Level: 9-12**

In this half-year course, the students will gain valuable public speaking skills while they explore the 21<sup>st</sup> century communication tools that are used in today's global, "flat" business world. Students will be expected to integrate oral presentations throughout the entire course as they explore some of the newest modes of communication in the business world.

## COMPUTER APPLICATIONS I

*One-Half Credit/One Semester*

**Recommended Grade Level: 9-12**

This is a one-half unit course, which gives students hands-on experience in computer applications as used in business and college. Students will learn the various word processing functions, how to use and create databases, how to prepare and plan a spreadsheet, how to use graphics effectively, and how to integrate various software applications utilizing Microsoft Office and Google Applications.

## COMPUTER APPLICATIONS II (CIS 125)

*One-Half Credit/3 College Credits/One Semester*

**Prereq: COMPUTER APPLICATIONS I**

**May be taken as a college course through SUNY Adirondack earning 3 credits if all prereqs & requirements are met**

**Recommended Grade Levels: 11-12**

This is a one-half-unit course. Students will expand their skills utilizing Microsoft Office integration techniques and preparing for use in college and the business world. Many simulated projects using MS Office and Google Applications will be used. Advanced skills and techniques in Excel, Access and PowerPoint are developed.

## FOUNDATIONS OF BUSINESS

*One-Half Credit/One Semester*

**Recommended Grade Level: 9-12**

This one-half year course is designed to complete the basic requirement for beginning any business sequence. Students can expect to explore a variety of business-related occupations and their qualification requirements. Students will utilize popular publicly traded companies found on global exchanges to evaluate and interpret how factors such as product development, corporate governance, earnings reports, and economic and political environments can impact a company's bottom line. Through this process, students will also critique forms of business ownership and learn about business management and leadership. Students will further develop communication and interpersonal skills as they work cooperatively with others. Students participate in the Stock Market Game and use spreadsheets to graph their stock portfolio.

## PERSONAL FINANCE

*One-Half Credit/One Semester*

### **Recommended Grade Level: 10-12**

Understanding financial management concepts is an important life skill. From understanding credit to investments and taxes, it is imperative that students understand the consequences of their choices. Wisely managing their money, students become citizens that are more financially responsible. Understanding and managing personal finances are key to one's future financial success. This one-semester course is based on the National Financial Literacy standards and presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success. Topics covered in this course: exploring college costs and financial aid including FAFSA, budgeting, income taxes, credit, vehicle loans, insurance, investment basics, and spreadsheet applications. Hands-on, real life projects utilizing coding through the use of computer spreadsheet applications will be the focus of learning in this course that is sure to be one of the most beneficial courses a student can take.

## WEALTH BUILDING & INVESTING

*One-Half Credit/One Semester*

### **Recommended Grade Level: 11-12**

This half year course will explore investing and savings strategies and methods, and familiarize students with key investment terminology. The course will focus on: savings vehicles and understanding the difference between saving and investing, understanding a variety of investment vehicles with particular emphasis on the stock market, mutual funds, investing for retirement (social security, traditional IRAs, pension plans, Roth IRAs, 401K/403B plans, Roth 401K plans). The intent of the course is to help students demystify the investing process, understand the basic tools of investing as well as develop an understanding of the powerful nature of compounding interest. The course will provide practical experience in establishing and monitoring a portfolio. This higher-level course will enable students to prepare investment strategies for their immediate future and their career years, as well as plan for their retirement years. Problem solving and decision-making skills will be stressed.

## INDEPENDENT STUDY/BUSINESS

*One-Half Credit*

### **Prereq: Instructor consent**

Business students completing all/most of the business courses listed above may be eligible for an independent study in business education. This independent study will have a leadership component in addition to the final project. Students must apply through the Business Department and the LGHS Guidance Office to arrange a class time and to form a curriculum contract.



# FAMILY AND CONSUMER SCIENCE

## COLLEGE SURVIVAL

*One-Half Credit/One Semester*

In this course students investigate all aspects of researching, applying and managing their resources for college through lectures, class discussions, projects, college and community speakers and field trips. The first quarter topics include selecting a college, filling out the application, writing the essay, interviewing, and applying for scholarships and financial aid. The second quarter includes topics that will help you be successful at school such as managing your time, money, health and stress, campus safety, communicating with your roommate and survival cooking in the dorms. This course is dedicated to helping you find a college that closely fits your interests and needs.

## CREATIVE FOODS

*One-Half Credit/One Semester*

*Offered in 2023-2024, and then every other year*

Prepare and try the foods you have always wanted to cook, but never dared! During this lab-oriented class, students will learn advanced food preparation techniques, the importance of food appearance and presentation and the use of specialized equipment.

## INTERNATIONAL FOODS

*One-Half Credit*

*Offered in 2022-2023, and then every other year*

In this lab-oriented course, students will explore the impact of culture, geography and climate on the food choices and customs of different regions and countries. Each unit includes preparation of foods from that culture. Some regions studied are England, China, Mexico, Italy, Germany, Greece, the Caribbean and the Middle East. Be prepared to work in the kitchen to cook and sample all those ethnic dishes.

## FASHION, CLOTHING AND TEXTILES

*One-Half Credit*

*Offered in 2022-2023, and then every other year*

**Prereq:** Studio in Art

In this course students investigate the various aspects of fashion and the basics of clothing and textiles through hands-on projects. Topics include clothes and personal appearance, historical clothing styles, fashion fads, principles and elements of design, fibers and fabrics, and careers. Individualized activities such as wardrobe evaluation, clothing construction and garment redesign are included, plus consumer tips for purchasing clothes. Students will also practice appropriate dress for job interviews and various social situations. Anyone interested in a career in the clothing, textiles or fashion fields will find this course interesting and fun. Since the emphasis of this course is on personal appearance, anyone who has a genuine interest in fashion and making the most of their current wardrobes will also enjoy the course.

# WORLD LANGUAGES

The World Languages program focuses on communication. The development of listening, speaking, reading and writing skills is based upon useful situations in practical settings. Active class participation and completion of assignments contribute to success in Lake George's language program. A variety of teaching and learning tools are used to deliver and assess content. Teachers and students may use a textbook series (including online versions), mini-novels, apps and web tools, class discussion, oral presentations, and Integrated Performance Assessments. Authentic target culture resources such as movies, television programs, music, classroom exchanges, newspaper and magazine articles, and other documents are also used to enhance the curriculum.

The BRAVO! lip sync celebration takes place every other year. Participation is mandatory for students enrolled in any World Language class, grades 9-12.

## FRENCH 9

*One Credit*

Grammatical structures and conversational phrases in French will be practiced on a daily basis. Students are expected to implement structures learned in French 7 & 8, to apply them with relative ease, and to learn new more complicated structures. Class work includes both individual and group exercises. Reading and writing skills progress gradually. Cultural material is integrated into the course with special attention paid to cross-cultural differences. Songs, games, videos, and group activities stimulate vocabulary development. Homework: 3-4 times per week, with supporting quizzes and exams. Students can expect a final exam in June.

## FRENCH 10

*One Credit*

***Recommended: French 9***

Students continue to add to their knowledge of French at the Checkpoint B level that they began in 9<sup>th</sup> grade. There is a continued emphasis on communication, oral as well as written. To improve their communication skills, students will learn new vocabulary and grammar concepts and will have opportunities to apply what they have learned. Authentic materials, such as articles and stories are used to practice reading skills. Possible writing/speaking topics include: dialogues, letters, journal entries, online blogs and correspondence with pen pals. Cultural material related to the French speaking world is integrated into the course. Topics of study include: entertainment/leisure activities, daily routine, health, sports, house and home. Students will be graded on class participation, presentations, homework, quizzes, tests, midterm and final exams.

## FRENCH 11

*One Credit*

***Recommended: French 10***

***Midterm is given in January and Checkpoint B Exam in June***

This class is conducted mostly in French. Students continue to develop the 3 modes of communication with the goal to reach the mid-Intermediate level. In class, students practice dialogues based on real life situations to gain a higher level of proficiency. Supplemental reading texts, including short stories and authentic materials, are used for reading comprehension. Writing, in the forms of stories, blogs, forums, and letters, includes more complex structures. Cultural material is integrated into the course including a unit on French speaking Africa. Topics of study include: shopping, fashion, clothing, driving, vacations, travel, holiday/celebrations, technology and environment. Students will be graded on weekly quizzes, class participation (conversations, writing, reading), presentations, recordings and listening comprehensions, take home projects, and tests.



## FRENCH FOR THE TOURISM INDUSTRY

*One-Half Credit (½ year course, Spring semester)*

**Required: French 10 or higher (may be concurrently enrolled in French 10 or higher)**

Students who have completed at least French 10 or higher are welcome to enroll and do not need to be simultaneously enrolled in another French class.

Have you ever wished you could direct and help French-speaking visitors entirely in French? Would you like to make yourself more competitive in the summer employment market? This class will focus on learning how to apply your language skills in many of the tourist industries of the Lake George community. You will learn expanded vocabulary and concentrate on developing oral communication. Special attention will be given to the cultural aspects of dealing with foreign visitors. Guest speakers and site visits are possible. A field trip to Montreal, Canada is planned for early February. There is a required use of French in a practical setting (1-3 hours). This class is project based. Assignments and tasks may include presentations, brochures and videos.

## FRENCH 12

*One Credit*

**Recommended: French 11**

The same teacher will hold both French 12 and French 221 during the same 40-minute class period.

90% of the class is conducted in French. Students will continue to develop in the 3 modes of communication with the goal of reaching the advanced low proficiency level. This course provides a substantial review of the intermediate level basics while expanding students' knowledge of vocabulary and structures with an emphasis on presentational and interpersonal modes. The study of civilization and socio-cultural awareness is incorporated via literature, music, film and news.

## FRENCH 221 (UHS)

**Credit: Up to 4 college credits with a final grade of 75%**

**This class is obligatory to be eligible for the Seal of Biliteracy**

**Required: 85% on the Check Point B Final Examination or an average of 90% in French.**

**A sophomore student with advanced academic standing may be eligible to apply.**

French 221 is conducted in French and provides the students with the academic challenges of college level curriculum. It provides a substantial review of the intermediate level basics while expanding students' knowledge of vocabulary and structures, with an emphasis on presentational and interpersonal modes. The study of civilization and socio-cultural awareness is incorporated via literature music, film and news.

## SPANISH 9

*One Credit*

This course will emphasize communication and build upon previous learned material from Checkpoint A as students advance towards the Checkpoint B level. Students continue to increase their knowledge of Spanish through the four basic areas of speaking, listening, reading and writing via the three modes of communication: interpersonal, interpretational, and presentational. Content will be presented more in Spanish. There will be a focus on the acquisition of high frequency structures. We will use these structures in class discussions, stories and cultural explorations. Topics include school/education, shopping/fashion, cultural celebrations, community/neighborhood, and entertainment/leisure activities. Homework is given daily and there is 1 quiz/test a week. There is a final exam in June.

## SPANISH 10

*One Credit*

***Recommended: Spanish 9***

This course builds upon content presented in Spanish 9 and begins a student's journey towards earning Checkpoint B credit. Students work on the four areas of language acquisition: reading, writing, speaking and listening via the three modes of communication: interpersonal, interpretational, and presentational. There is an increased use of Spanish to present the course content. Topics for this course include childhood memories, holiday and family celebrations, news reports and crisis situations, and sports and entertainment. Homework is one to two written assignments per week, in addition to daily review of vocabulary and grammar concepts for general practice and/or test and quiz preparation. One quiz/test per week. There is a final exam in June.

## SPANISH 11

*One Credit*

***Recommended: Spanish 10***

This course continues to enhance the students' knowledge of the Spanish language in the areas of speaking, listening, reading and writing via the three modes of communication; interpersonal, interpretational and presentational. Content is presented mostly in Spanish. There is an increase in the frequency and complexity of tasks. The use of level-appropriate authentic texts, including short stories, mini-novels, poems and online and print articles, is integrated to increase students' overall proficiency. Topics include meal-taking, travel and tourism, professions and the environment. Homework is one to two written assignments per week, in addition to daily review of vocabulary and grammar concepts for general practice and/or test and quiz preparation. There is typically one assessment per week. The Checkpoint B Level exam is administered in June.

## SPANISH 12/ SPANISH 200 - UNIVERSITY IN THE HIGH SCHOOL

*One Credit (or up to 4 College Credits)*

***Recommended: Spanish 11***

Students successfully passing Spanish 11 will be offered the opportunity to continue their Spanish language learning by choosing to take either Spanish 12 for local credit, or Spanish 200 with college bearing credit from SUNY Albany. The same teacher will hold both courses during the same 40-minute class period. This course is a completely integrated program addressing all skills (reading, writing, speaking and listening) presenting grammatical structures in context while also promoting cultural awareness. While this course includes a continuation of instruction in advanced grammar and culture, there will also be systematic training and frequent practice in the appropriate use of the basic elements of the Spanish language. There are varied readings, including short stories, poems, articles and current events. The study of civilization and socio-cultural awareness is incorporated via music and film with an emphasis on oral communication. The University at Albany will award college credit for a passing grade of C, which a student must maintain to stay in the program.

***A fee is required for the Spanish 200 course ONLY, which is handled by SUNY Albany. A reduced price is possible if certain conditions are met. Check with your school counselor for more information. SUNY Albany recommends that students get an 85% on the Checkpoint B Level exam or get approval from their World Languages teacher.***

The New York State Seal of Biliteracy is a graduation accreditation that indicates that a student has achieved the Intermediate High Level of language proficiency (aligned with the standards of the American Council on the Teachers of Foreign Languages) in both English and a second language. Upon successful completion of the NYSSB, a student will earn a seal on his/her diploma with this designation. A student in the process of earning the seal and who is applying to colleges may designate that he/she is a “Candidate for the NYSSB.” The work required for this class will be completed on students’ own time and/or during some class periods of the French 221 or Spanish 200 class. Students will work under the guidance of a mentor.

The Lake George Jr. - Sr. High School World Languages Department in conjunction with the LG NYSSB Committee is offering the NYS Seal of Biliteracy in order to:

- Promote the study of languages
- Celebrate diversity
- Acknowledge students’ proficiency in both English and another language
- Support college and career readiness initiatives
- Support 21st skills
- Recognize students from a variety of cultural backgrounds

### **Guidelines**

Interested students should:

- Be enrolled in/plan to enroll in French 221 or Spanish 200
- Earn a grade of 85% or higher on the Checkpoint B World Languages Exam
- Complete all aspects of the application process by designated date
- Be prepared to select a mentor for the 2-point project pathway option
- Be prepared to present their project to a panel

# HEALTH EDUCATION

## HEALTH 10

*One-Half Credit/One Semester*

All students must pass Health 10 to graduate. Health education prepares students to meet the challenges of a healthy lifestyle by providing the knowledge and skills necessary to make responsible and informed health related decisions. This is accomplished by the use of inquiry, technology and activities that provide practice in obtaining and interpreting a few fundamental health concepts.

Areas of study include a unit on patterns of growth and development and changes that occur throughout the life cycle. Students examine the family, friendships, dating, abstinence, contraception, teen pregnancy, marriage and skills needed to become a responsible parent.

At the senior high school level, students evaluate the physical, social and legal consequences of alcohol and other drugs and then develop risk reduction strategies for themselves and other people. Students also learn to manage their personal and community resources, such as health care providers and state and federal agencies. They will learn to recognize when health care products, and services are inadequate and they will advocate for themselves and others. Students will also be instructed in how to perform CPR and use an AED. After completion, students will receive certification from the American Heart Association.

This course will also assist them in creating and maintaining a safe and healthy environment. Once recognizing potentially dangerous situations or hazardous conditions, students will learn to employ conflict management skills in the home, school or workplace. With regard to disease transmissions, students will evaluate behavior, which reduces lifetime risks for illness and disability.

By creating an open, supportive environment and using a variety of instructional strategies, students will understand health concepts and develop health skills that are needed to provide a foundation for the health of future generations.

# TECHNOLOGY EDUCATION

The high school technology education curriculum is designed to reinforce and enhance core concepts that were introduced in the junior high school program. Course offerings prepare future graduates for post-secondary education and career placement by placing an emphasis on 21<sup>st</sup> Century Learning and STEM skills.

## Curriculum Concepts, Skills and Goals:

- Problem-solving
- Critical thinking
- Communication
- Group dynamics and teaming
- Machine and tool application
- Design and drawing
- Product development/marketing
- Computer coding and programming
- College preparation/articulation
- Career preparation

## COURSE OFFERINGS

Course	Course Type	HS Credit
Design and Drawing for Production *	Foundation	1 credit
Introduction of Programming and Robotics	Foundation	½ credit
Production Systems	Systems	½ credit
Transportation Systems	Systems	½ credit
Computer-Aided Design **	Elective	½ credit
Tech-Smart Home Design	Elective	½ credit
Principles of Engineering and Nanotech	Elective	½ credit
Independent Study	Elective	½ credit

\*Satisfies the one-credit art/music requirement for NYS public schools and the proficiencies for the TEC 169 Drawing and Design course at SUNY Adirondack and through the Greater Capital District Tech-Prep Consortium.

\*\*Satisfies proficiencies for the TEC 170.

## DESIGN AND DRAWING FOR PRODUCTION (DDP)

*One Credit-Foundation*

This course literally offers something for everyone! Information received in DDP will enable students to communicate their creative thoughts and ideas via *technical design*; the official language of STEM (Science, Technology, Math and Engineering). Students will acquire hands-on experience in creating single-view, multi-view, and three-dimensional designs. DDP students will also complete graphic design assignments in product branding, web design and computer coding. Computer-Aided Design (CAD) software is used to complete drawings, design electrical circuits, and create three-dimensional animation. Students will transfer newly acquired drawing skills to SolidWorks, the design software used by NYS Tech Valley schools and industry. Students will also see their 3D designs come to life through rapid prototyping using a 3D printer.

Students completing DDP and CAD may be eligible for college credit for introductory technical drawing and CAD course.

## INTRODUCTION OF PROGRAMMING AND ROBOTICS AND ROBOTICS II

*One-Half Credit-Systems*

### **Prereq: Design and Drawing**

This is a half-year course designed to introduce the fundamentals of programming beginning with Scratch, C-C+, Introductory Java, which are all key foundations for scripting and designing programs, apps, websites. Students will be expected to work in productive teams and use the engineering design and problem-solving model to design functional multi-tasking robots that will run on automated programming. Students enrolled are encouraged to join the VEX Robotic competition team that will compete in region/state/national competitions based on performance.

## PRODUCTION SYSTEMS

*One-Half Credit-Systems*

### **Prereq: DDP**

Attention Technology and Business students: let's go into business and make some money! Students enrolling in Production Systems will receive hands-on experience in developing a product and starting a small business (partnership). Student teams are required to create an infomercial using green screen video technology to market their product to a specific target audience (demographics). Students must also create a CAD floor plan of a production system illustrating the way that resources floor and merge to become products within their company setting. Students must present their product and company mission account for:

- Product Supply and Demand
- Target Market/Demographic
- Product Cost and Selling Price
- Unit Production and Manufacturing Management
- Expenses including Materials, Overhead and Labor
- Hiring Part-time and Full-time Employees
- Product Advertising
- Website Development
- Gross Sales and Net Profit

## TRANSPORTATION SYSTEMS

*One-Half Credit-Systems*

### **Prereq: DDP, NYS driver's license**

In this versatile course, students form productive teams to focus on a variety of systems including basic automotive principals and troubleshooting, OBD (on-board diagnostics), introductory toll processes, two- and four-cycle small engine analysis, energy conversion/power distribution, alternate energy (hydrogen gas generation). Students completing this course will have an enhanced understanding of the way transportation systems impact their everyday lives and many of the skills and techniques learned in class have immediate and relevant real-world applications. Important note: This course is recommended for juniors and seniors with a valid NYS driver's license.

## COMPUTER-AIDED DESIGN

*One-Half Credit-Elective*

### **Prereq: DDP**

Attention CAD and STEM students! If you enjoy problem solving, technical drawing, and computer-aided design then this course is for you! Computer-Aided Design students complete challenging drawings that reinforce and expand drawing skills introduced in DDP. Students will also expand their three-dimensional animation capabilities using state-of-the-art SolidWorks design software. 3D printing and rapid prototyping are also reinforced through completion of the popular SOMA cube design challenge. Students may earn college credit through Hudson Valley Community College and other area colleges offering introductory CAD courses. Graduates of this course are well prepared to enter post-secondary STEM schools or for entry-level positions in the work force.

## TECH-SMART HOME DESIGN

*One-Half Credit-Elective*

**Prereq:** DDP; **Recommended Prereq:** - CAD

Do you think you might enjoy designing future homes? Have you ever wondered what futuristic homes will look like? And, as fossil fuels continue to be depleted, have you ever considered how future residences will be powered? If you are a creative thinker and enjoy architectural design, then Tech-Smart Home Design might be a good course for you.

Students form productive teams (architectural design firms) to prepare and present a functional set of plans for a residential structure while adhering to specific criteria and constraints. Students are required to complete design elevations, floor plans, sectional views of a futuristic home in pursuit of a \$500,000 grant for the US Department of Housing and Urban Development (HUD).

Students must also incorporate alternative energy systems and green building concepts into each plan.

Energy Systems:	Green Concepts:
Passive Solar	Recycling Material
Active Solar	Sustainability
Geothermal Systems	Carbon Footprint
Wind Energy	Resource Management
Biomass	Adaptability
Zero Energy Design	LEED Certification

## ENGINEERING AND NANOTECHNOLOGY

*One-Half Credit-Elective*

**Prereq:** DDP, *Production Systems*, CAD

Attention engineering students! This one-half unit technology elective introduces technology students to the “MODEST” approach to engineering mastery (Modeling, Optimization, Design, Ethics, Systems, and Technology/societal interactions). Students form engineering teams in order to complete one of many challenging case studies that include Civil and Structural Engineering (Bridge Design and Analysis), Electrical Engineering (Digital Electronics) and Mechanical and Computer Engineering (Smart Robots and Robot Programming). Principals of Engineering is a STEM-aligned course (Science-Technology-Engineering-Mathematics) which builds on basic fundamentals to expand knowledge of the versatile Engineering field and Nanotechnology Fundamentals.

## INDEPENDENT STUDY

*One-Half Credit-Elective*

**Prereq:** *Instructor consent*

Technology students completing all of the technology courses listed above may be eligible for an independent study in technology education. An independent study is tailored to meet the intermediate and long-term college/career goals of a student while enhancing his or her high school portfolio. Students may choose from a variety of STEM experiences, including Computer-Aided Design, Computer Coding and Programming, Web Design, and Robotic Systems. Studies in production and materials processing disciplines may be limited due to instructor availability. Students must apply to the Technology Department and the LGHS Guidance Office to arrange a class time and to form a curriculum contract.



# PHYSICAL EDUCATION

## PHYSICAL EDUCATION: 9-12 GRADES

Our Physical Education curriculum offers a variety of activities to promote lifelong physical wellness. This includes individual/team sports as well as fitness and recreational activities in a co-educational environment designed to promote cooperative learning through sport and social interaction. The emphasis for grading is based on participation and skill performance along with formative and summative assessments.

### **GRADES:**

Physical Education is required each year by the New York State Department of Education. Students who receive a passing grade in Physical Education will receive .5 credits towards high school graduation. 2.0 credits are needed to fulfill NYS requirements.

Each student receives a grade based on their ability to meet the NYS Learning Standards as specifically related to the activity that they participate in.

Each student participates in two or more different activities each quarter/marking period. Student's grades are calculated based on the following criteria:

- Social and behavioral responsibility/class participation (4 pts. per class): 80%
- Skill Assessments, Application, Strategy & Cognitive knowledge: 20%

### **CLASS REQUIREMENTS:**

All students are required to change their clothing for class. This includes a pair of shorts or sweats, a T-shirt (with sleeves) or sweat top etc., and a pair of sneakers that tie. Each student shall be issued a lock and locker in which to keep his/her clothing in.

The students' social/behavioral responsibility/participation grade is based on being in attendance and prepared to participate. Each student is expected to make a satisfactory effort to accomplish the skills of the day's lesson. Each student will receive 0-4 points according to his/her level of participation. (Please refer to Participation and Social Responsibility Grading Rubric on our website.) Students who are absent from a class will also lose participation points for that day.

Students may come in during a free period or study hall to make up classes as long as high school class has P.E. that period. Make-up P.E. classes will also be held every Thursday of the quarter. Students who know they will be absent on a P.E. day may 'bank' a make-up. Students who are unprepared for P.E. class will NOT be allowed to make-up that class. Students are encouraged to speak with the P.E. teachers if they have questions or concerns about their absences. Students who are absent because of a band lesson or school sponsored field trip DO NOT have to make up that class.

### **MEDICAL EXCUSES:**

If a student is temporarily unable to participate in their regular Physical Education program, they must provide the school nurse with a note from a physician or appropriate medical professional. This note should reflect the student's physical limitations. Physical Education staff will provide adapted activities (based on the note) for the student to participate in during the dates of limitation duration. Ex. A student with a knee injury may have a physician's note stating the student is able to participate in an upper body program only. (Lake George Jr. Sr. High school has a Certificate of Medical Limitations form which can be provided at family's requests.)

**IMPORTANT:** A student with a medical note removing them from ALL Physical Education activities for a duration of time will be required to make up all missed classes.



**Prereq:** *Must have acceptable levels of physical fitness, physical skills and knowledge of physical education activities as well as social and behavioral responsibilities. Student must be in good standing with PE/Health staff based on previous year/semester. Preferred Grade Level: 10-12*

Advanced Fitness and Nutrition Concepts meets every day with an intensive focus on fitness and nutrition concepts for lifelong activity and wellness. Participants develop and implement an individualized fitness plan. Classroom instruction is dedicated to Nutrition concepts including reviewing the major nutrients, food labels, alternative sweeteners and GMO foods to name a few. It is a challenge to improve on the components of fitness with just workouts alone. In this course you will advance your knowledge of how food is used to increase strength, cardiorespiratory output, flexibility, endurance and improve your muscle to adipose tissue ratio. Basic principles of knowing what to eat, how much, when and at what percentages are necessary to see results you can measure.

#### INDEPENDENT STUDY:

**One-Half Credit**

**Grade Level: 11-12**

**Prereq:** *Student must be interested in pursuing a career in a health/wellness, fitness, sports medicine/management, physical education.*

Students will have the option of signing up for one or both semesters. Students participating in this class will be given the opportunity to research their area of interest. With guidance from the PE staff, student will act as a T.A. and will assist in the instruction of A.P.E. 1 or 2 or may participate in an internship.

# CAREER & TECHNICAL EDUCATION (CTE)

Program information for Career & Technical Education, Early College Career Academy, and PTECH programs can be found on the following pages. Additional information is available in the Counselor's Office.

HIGH SCHOOL STUDENTS & ADULTS

## PROGRAM REFERENCE GUIDE

# JUMPSTART YOUR FUTURE



**SCAN HERE** to find the  
perfect program for you!



CTE IS A DIVISION OF



### Auto Body Repair

The curriculum includes body alignment, dent removal, welding, painting, refinishing, trim, and glass work. Apply your knowledge and skills in our state-of-the-art paintbooth and mixing room, and use the latest technology in our on-site shop.

**GOAL:** Entry-level employment as an auto body technician, vehicle reconditioner, estimator, or vehicle refinisher; post-secondary education

### Automotive Technology

The program is designed to graduate entry-level technicians with a broad skills set, solid foundation in electrical/electronics, and general understanding of all automotive systems. You will work on school-owned vehicles and use high-tech equipment.

**GOAL:** Entry-level employment as an automotive technician, estimator, or shop manager; post-secondary education

### Construction Trades

Obtain a basic knowledge of tools, methods, materials, and technologies currently used in the construction industry. Gain practical experience through on-site and community service-based construction projects throughout the year. You'll also help build a model home!

**GOAL:** Entry-level employment as a carpenter, construction laborer/ manager, front-line supervisor, carpenters helper, cost estimator, painter, or brickmason; post-secondary education

### Cosmetology

A two-year, 1000-hour program dedicated to preparing you for current and emerging careers in the professions of natural hair styling, esthetics, nails, and cosmetology. Learn to cut, color, style, talk with customers, and run your own business while participating in your class' full service salon.

**GOAL:** Entry-level employment as a cosmetologist/stylist, product representative/demonstrator, or nail technician; post-secondary education

### Criminal Justice Studies

This program is designed for students who are interested in careers in law enforcement, investigations, security, corrections, courts, law, social work and counseling, or other related fields. Instruction is reinforced with simulation and real life applications and outcomes.

**GOAL:** Entry-level employment as a security/protection officer or corrections officer; post-secondary education

### Culinary Arts & Hospitality

Prepare for a career in food service industries by learning culinary techniques, nutrition, sanitation and workplace safety, hospitality management, menu planning, food cost and inventory control, marketing, and more.

**GOAL:** Entry-level employment as a line cook, assistant chef, head waiter/waitress, banquet/catering staff; post-secondary education

### Early Childhood Education

Want to work with children?

This program teaches you how to establish and maintain safe, healthy learning environments, while nurturing the development of young children. You will work with 3- and 4-year olds, under supervision, in an on-site preschool that is free to the community.

**GOAL:** Entry-level employment in a day care or preschool; post-secondary education

### Environmental Conservation & Forestry

In this program, you will spend 75% of your time outdoors in "land labs," where you will use equipment and practice what you learn in class. Learn forest management, woods safety, land usage, fish and wildlife management, and current and emerging environmental conservation issues.

**GOAL:** Entry-level employment in the forestry/logging industry, or as a heavy equipment operator or commercial truck driver; post-secondary education

### Graphic & Visual Communications

Are you creative? Learn basic layout and design skills for television, print, and Internet using state-of-the-art Apple computers. Use other digital equipment to build skills in photography, illustration, audio and video editing, and animation.

**GOAL:** Entry-level employment as a digital pre-press operator, ad designer, or web designer; post-secondary education

### Health Occupations

In this program, you will learn to care for residents in a variety of health care facilities as a nurse assistant and hone your skills in Medical Office Assisting, phlebotomy, and EKGs. You will also participate in supervised clinical experiences with real people.

**GOAL:** Entry-level employment as a medical assistant, nursing aide, personal/home health aide, orderly, or attendant; post-secondary education

### Heating, Ventilation, Air Conditioning & Refrigeration

The program imparts knowledge and skills for the installation, service, and repair of heating, air conditioning, and refrigeration equipment in both residential and commercial applications. We emphasize safety and Environmental Protection Agency (EPA) regulations.

**GOAL:** Entry-level employment as an HVAC technician, HVAC installer, or appliance repair person; post-secondary education

### Certified CTE Programs

These two-year programs for students in grades 11 & 12 (and adults) are certified by NYS to provide technical training specific to business and industry standards. Upon successful completion, students can earn a completion certificate, employability profile, portfolio, internship experience, business and industry certifications, technical endorsement.

**PROGRAM GOAL:** Entry-level employment & further education

**Ask your counselor about enrolling in CTE!**



### Heavy Equipment Operation & Maintenance

Here you will learn to operate, maintain, diagnose, and repair construction-related equipment such as backhoes, bulldozers, excavators, and more. A corporate collaboration with Milton/Caterpillar and Bobcat give you opportunities for specialized training and internships.

**GOAL:** Entry-level employment as a mechanic, commercial truck driver, or construction laborer; post-secondary education

### Horse Care

Love animals, especially horses? This program teaches equine physiology and systems of the body, nutrition, and health. You will spend a majority of your time off-campus, where you'll see firsthand the operation of a business and specific job duties related to future careers.

**GOAL:** Entry-level employment as a groom or hot walker; post-secondary education

### Horticulture, Landscaping & Floral Design

Like plants? Be part of a growing industry by learning landscape design, floral design, greenhouse crop production, landscape installation and maintenance, and more. You will also manage an on-site greenhouse and floral shop that is open to the public.

**GOAL:** Entry-level employment as a groundskeeper; crop, nursery or greenhouse worker; retail florist; floral designer; or landscaping assistant or apprentice; post-secondary education

Students graduating from BOCES CTE programs are always well prepared to enter the workforce and ready to make a difference.

**DOUG FORD, VP Sales & Purchasing, Curtis Lumber Co.**

### SAY YES TO:

- Hands-On Learning
- Skilled Trades
- New Experiences

### Hospitality & Human Services

This program is designed to explore career clusters within the Health and Human Services field, as a vehicle to engage, interest, and prepare students for success at work, school, and in the community. We use these CTE trade areas as a vehicle to deliver a soft skills curriculum and engage students in planning a career path. Modules include health and caretaking as well as hospitality and retail.

### Machine Tool Technology

Precision and computer programming all rolled into one valuable course. In this class, you will program high-tech machines using CAD/CAM, Solid Works, Master CAM, CNC, and G-Code Programming. Skills you learn here will lead to high paying jobs in high demand in our region.

**GOAL:** Entry-level employment as a machine operator, CNC machinist, tool and die maker, set-up programmer, or machinist apprentice; post-secondary education

### New Visions Engineering

Are you looking for an academically rigorous one-year program? In this program college-bound high school seniors who plan to major in an engineering discipline will receive instruction in AP Calculus, AP Physics, and various engineering principles. Students explore the world of engineering through hands-on projects that integrate academics and engineering concepts. Job shadowing opportunities and site visits are coordinated throughout the school year enabling the students to see first hand the activities and responsibilities related to various engineering disciplines.

### New Visions Health Careers Exploration

Do you plan to major in pre-med or other allied health fields? Students learn and observe in a hospital setting from a wide range of health care professionals. This program's academic curriculum is combined with clinical experience to provide students with a rich and rewarding learning opportunity.

### Power Sports Technology

Learn to fix power equipment and engines found motorcycles, all-terrain vehicles, boats, snowmobiles, jet skis, and lawn/garden equipment. The classroom is a "live" shop where you will help real customers and complete repairs, which may include welding and fabrication.

**GOAL:** Entry-level employment as a parts clerk, sales associate, industrial fork truck operator, set-up technician, or parts manager; post-secondary education

### Technical & Trade Services

This program explores career clusters within the Technical and Trade Services field as a vehicle to engage, interest, and prepare students for success at work, school, and in the community. We use these CTE trade areas as a vehicle to deliver a soft skills curriculum and engage students in planning a career path. Topics include carpentry, tools basics, small engines, maintenance and customer service.

### Welding

Learn to weld steel and aluminum to fabricate or repair products of all shapes and sizes. The program integrates safety, blueprint reading, basic rod identification and use, layout and design, metallurgy, quality control, symbols, and technology.

**GOAL:** Entry-level employment as a welder, burner, brazer, iron worker, sheet metal worker, or apprentice; post-secondary education

# ADVANCED MANUFACTURING: ELECTRICAL TECHNOLOGY/MECHATRONICS

**Students are dually enrolled in high school and SUNY Adirondack, as a non-matriculated student for this two-year program. Upon completion, a student is eligible to earn up to 27 college credits toward an Associate in Applied Science (AAS) degree in Electrical Technology or Mechatronics.**

- A mix of college-level courses, job skills and technical education help train the “industrial athletes” of the future. WSWHE BOCES educators and SUNY Adirondack professors work together in the Early College Career Academy to provide students a transdisciplinary environment that encompasses all learning styles and individual strengths.
- Every student will be provided with 1:1 technology.
- The sequence of coursework in this program will ensure job-ready skills and the opportunity to earn nationally recognized certifications from the Manufacturing Skill Standards Council (MSSC).
- All students are given the opportunity to participate in Work-Based Learning experiences that connect students with future employers through site tours, job-shadowing and mentorship.

## Curriculum includes:

- Computer-Aided Design (CAD)
- 3D Printing & Rapid Prototyping
- CNC Machining/High Precision Technologies
- Advanced Robotics & Automation
- Control Systems
- Green Technologies & Advanced Materials

## Certifications:

- MSSC Safety
- MSSC Quality & Measurement
- MSSC Manufacturing Processes Production
- MSSC Maintenance Awareness

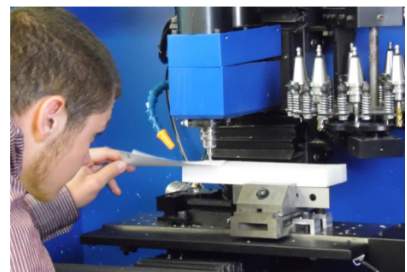
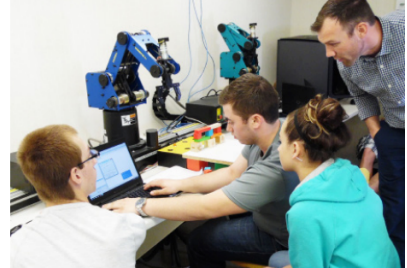
Students who receive all four certifications can achieve status of Certified Production Technician.

## Students completing the program successfully qualify to work as:

- Assembler
- CNC Machinist
- Welder, Cutter, Solderer & Brazier
- Inspector, Tester, Sorter, Sampler
- 3D Printing Technician
- Tool & Die Maker
- Inventory Specialist

## Employment opportunities requiring further education:

- Electrician
- Engineer
- Manufacturing Technician
- Industrial Product Manager
- Research Analyst
- Fabrication Specialist
- Quality Control Manager



**For more information visit:  
[www.adkECCA.org](http://www.adkECCA.org)**

The Washington-Saratoga-Warren-Hamilton-Essex BOCES does not discriminate in its programs and activities, including employment and admission as applicable, on the basis of actual or perceived race, color, creed, sex, sexual orientation, national origin, religion, age, economic status, marital status, veterans' status, political affiliation, domestic victim status, use of a guide dog, hearing dog or service dog, disability, or other classifications protected under federal or state law, and provides equal access to the Boy Scouts and other designated youth groups. The designated district compliance officer(s) will coordinate compliance with the nondiscrimination requirements of Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, as amended, the Boy Scouts of America Equal Access Act, and the New York State Human Rights Law. The BOCES Civil Rights Compliance Officers are: Turina Parker and Michael Varney, Washington-Saratoga-Warren-Hamilton-Essex BOCES, 267 Ballard Road, Suite 5, Wilton, NY 12831. Phone: (518) 581-3716, email: [tuparker@wswhiboces.org](mailto:tuparker@wswhiboces.org) or [mvarney@wswhiboces.org](mailto:mvarney@wswhiboces.org). Complaints may also be filed with the Office for Civil Rights, New York Office, U.S. Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005-2500, phone (646) 428-3800, fax (646) 428-3843, email: [OCR.NewYork@ed.gov](mailto:OCR.NewYork@ed.gov).

10/21



# BUSINESS ENTREPRENEURSHIP

Students are dually enrolled in high school and SUNY Adirondack as a non-matriculated student for this two-year program. Upon completion, a student is eligible to earn up to 26 college credits toward one of the following degrees:

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

**OR a SUNY Adirondack Entrepreneurship and Business Management Certificate.**

- Students will engage in a combination of college courses, technical education and job skills related to the field of business and entrepreneurship. WSWHE BOCES educators and SUNY Adirondack professors work together in the Early College Career Academy to provide students a transdisciplinary environment that encompasses all learning styles and individual strengths.
- Every student will be provided with 1:1 technology.
- The sequence of coursework in this program will ensure job-ready skills and the opportunity to earn nationally recognized certification in Six Sigma operational excellence, which includes the areas of strategy deployment, performance management, high performance work teams, and process excellence.
- All students are given the opportunity to participate in Work-Based Learning experiences that connect students with future employers through business plan development, startup bootcamp, and mentorship.

## Curriculum includes:

- Business Administration
- Business Finance
- Business Management
- Marketing

Entrepreneur theories and models will be applied to each of the four core Curriculum areas.

## Students completing the program successfully qualify to work as:

- Entry-Level Business Administration
- Entry-Level Business Management, including Retail
- Entry-Level Marketing, Sales & Human Resource Associate

## Employment opportunities requiring further education:

- Business Administrator
- Advertising Specialist
- Human Resource Analyst
- Project Manager
- Marketing Specialist



**For more information visit:  
[www.adkECCA.org](http://www.adkECCA.org)**

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# INFORMATION TECHNOLOGY/ COMPUTER NETWORKING

**Students are dually enrolled in high school and SUNY Adirondack as a non-matriculated student for this two-year program. Upon completion, a student is eligible to earn up to 25 college credits toward an Associate in Applied Science (AAS) degree in IT Computer Networking.**

- Courses in Science, Technology, Engineering and Math (STEM) are taught by Cisco Systems trained SUNY Adirondack professors and WSWHE BOCES educators through a collaborative approach. Realizing that students all learn differently, this program devotes equal time to hands-on learning in state-of-the-art labs and classroom instruction with provided computers and laptops.
- Every student will be provided with 1:1 technology.
- The sequence of coursework in this program will ensure job-ready skills and provides the opportunity to earn nationally recognized certifications from the Computer Technology Industry Association (CompTIA) and Cisco Systems.
- All students are given the opportunity to participate in Work-Based Learning experiences that connect students with future employers through site tours, job-shadowing and mentorship.

## **Curriculum includes:**

- Computer Fundamentals
- Network Fundamentals
- Mobile Device Hardware & Software
- Routing Protocols and Concepts
- Scaling Networks
- Network Security

## **Certifications:**

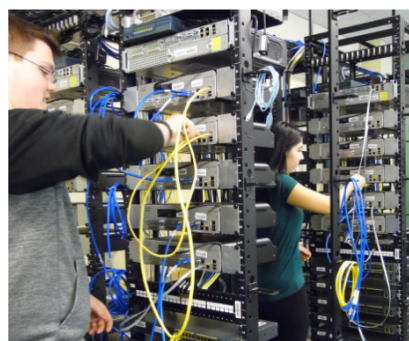
- CompTIA A+
- Network +

## **Students completing the program successfully qualify to work as:**

- Computer Support Technician
- Customer Service Specialist
- IT Support Specialist
- Network Support Technician
- Systems Analyst & Manager

## **Employment opportunities requiring further education:**

- Computer Programmer
- LAN Support Technician
- Network Administrator
- Network Analyst
- Network Engineer
- Project Manager
- WAN Support Technician



**For more information visit:  
[www.adkECCA.org](http://www.adkECCA.org)**

The Washington-Saratoga-Warren-Hamilton-Essex BOCES does not discriminate in its programs and activities, including employment and admission as applicable, on the basis of actual or perceived race, color, creed, sex, sexual orientation, national origin, religion, age, economic status, marital status, veterans' status, political affiliation, domestic victim status, use of a guide dog, hearing dog or service dog, disability, or other classifications protected under federal or state law, and provides equal access to the Boy Scouts and other designated youth groups. The designated district compliance officer(s) will coordinate compliance with the nondiscrimination requirements of Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, as amended, the Boy Scouts of America Equal Access Act, and the New York State Human Rights Law. The BOCES Civil Rights Compliance Officers are: Turina Parker and Michael Varney, Washington-Saratoga-Warren-Hamilton-Essex BOCES, 267 Ballard Road, Suite 5, Wilton, NY 12831. Phone: (518) 581-3716, email: [tuparker@wswhbooces.org](mailto:tuparker@wswhbooces.org) or [mvarney@wswhbooces.org](mailto:mvarney@wswhbooces.org). Complaints may also be filed with the Office for Civil Rights, New York Office, U.S. Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005-2500, phone (646) 428-3800, fax (646) 428-3843, email: [OCR.NewYork@ed.gov](mailto:OCR.NewYork@ed.gov).

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# NEW MEDIA

**Students are dually enrolled in high school and SUNY Adirondack as a non-matriculated student for this two-year program. Upon completion, a student is eligible to earn a SUNY Adirondack Media Arts Certificate and up to 29 college credits toward an Associate in Applied Science (AAS) degree.**

- A mix of college-level courses, job skills and technical education help train the graphic and media artists of the future. WSWHE BOCES educators and SUNY Adirondack professors work together in the Early College Career Academy to provide students a transdisciplinary environment that encompasses all learning styles and individual strengths.
- Every student will be provided with 1:1 technology and a digital camera.
- The sequence of coursework in this program will ensure job-ready skills and the opportunity to earn nationally recognized certifications from the Adobe Certified Associate program.
- All students are given the opportunity to participate in Work-Based Learning experiences that connect students with future employers through site tours, job-shadowing and mentorship. Unique to this program is a client design workshop.

## Curriculum includes:

- Introductory Photography
- Graphic Arts
- Web Design
- Digital Prepress
- Digital Video Editing
- Mass Communications
- Portfolio Development
- Advanced Media Workshop

## Certifications:

- Adobe Illustrator
- Adobe Photoshop
- Adobe InDesign

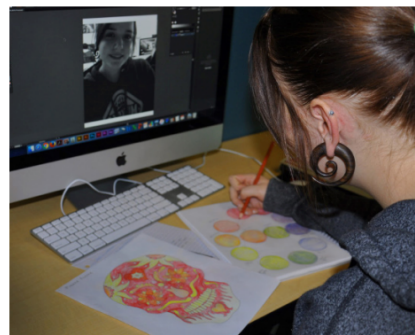
Students who receive all three certifications can achieve status of Adobe Certified Associate Visual Design Specialist.

## Students completing the program successfully qualify to work as:

- Graphic Designer
- Photo Editor
- Digital Lab Technician
- Entry-Level Web Designer
- Freelance Artist

## Employment opportunities requiring further education:

- Web Designer
- Photographer
- Game Designer
- Animator
- Multimedia Developer
- Audio/Video Editor
- Layout Artist



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## Southern Adirondack P-Tech

**PTECH** (Pathways in Technology Early College High School) is a unique six-year program that gives high school students the experiences, practical skills, qualifications and credentials they need to secure rewarding careers in technology-based industries. The Southern Adirondack PTECH is a partnership between your high school, WSWHE BOCES, SUNY Adirondack and many local industries. PTECH students are **incoming ninth graders** who will, in parallel, earn a Regent's high school diploma from your high school and an associate's degree from SUNY Adirondack at no cost to your family.

### This program offers two pathways:

- Electrical Technology/Advanced Manufacturing
- Information Technology/Computer Networking



## Clean Technologies Early College High School

### - A NYS P-Tech Program

#### Bringing Together Education, Business and Industry

Ballston Spa Central School District, along with its higher education and business partners, currently operates the highly successful Clean Technologies & Sustainable Industries Early College High School (ECHS), a program that prepares students for college and careers in the fields of energy efficiency, renewable energy, and advanced technology including semi-conductor manufacturing. The Clean Technologies & Sustainable Industries ECHS is a NYS P-TECH program that provides students a distinct opportunity to earn an Associates Degree while preparing them to seamlessly transition into key industry sectors within our economic region.

The Clean Technologies & Sustainable Industries ECHS supports an innovative learning environment and culture with the tools and resources necessary to acquire and create knowledge, collaborate, innovate, and connect students with higher education, the community, the region, and the world. Students work at their own pace and leverage 1:1 technology to access individualized academic support, master program expectations, and develop college and career readiness. With support from regional economic leaders, including the Center for Economic Growth (CEG), Saratoga Economic Development Corporation (SEDC) and local Chambers of Commerce, the program connects with hundreds of businesses throughout the region that serve as assets for students.

#### Mission:

To transform College and Career Readiness by creating new pathways between education and business, by supporting a culture and learning environment with the tools and resources necessary to acquire and create knowledge, collaborate, innovate and to connect students with higher education, the community, the region and the world.

### This program offers two pathways:

- Clean Energy
- Community Health Navigation
- Cybersecurity
- Engineering Sciences
- Entrepreneurship
- Polysomnography
- Surgical Technology