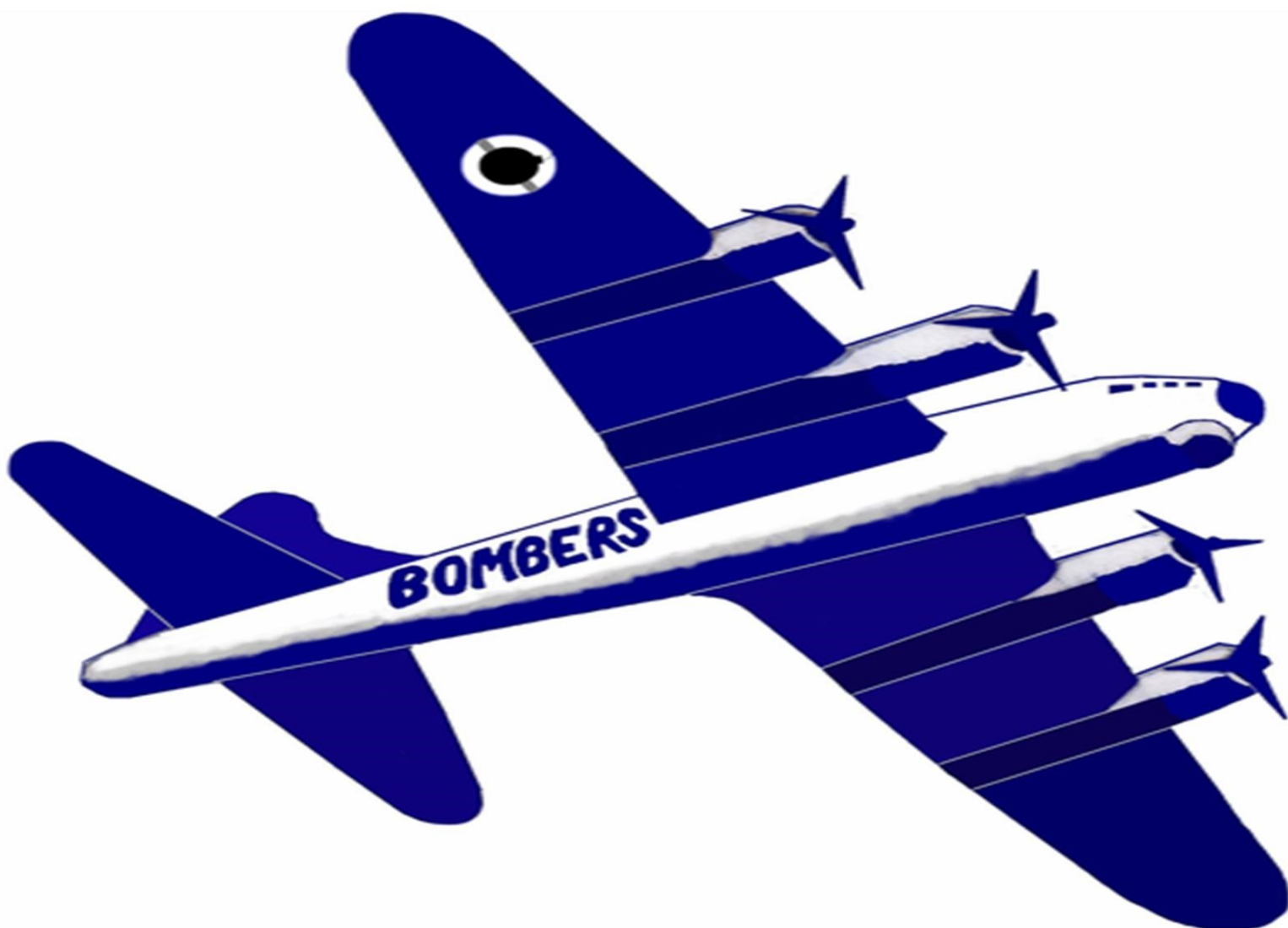


Student Course Selection Guide



Stissing Mountain High

THE GUIDANCE PROGRAM

The basic educational philosophy of Stissing Mountain High School is to recognize the wide range of abilities and interests of the students. We endeavor to improve the educational advantages of everyone, preparing them for further education, for business and industrial careers, and to train them for independent and logical thinking.

To do this, the proper selection of courses by a student cannot be overemphasized. The selection of courses should be based on the achievements, the aptitudes and the interests of the individual. To achieve this it is equally necessary for the school to have the cooperation of the parents in providing background information and in the acceptance of the suitability of particular courses for the individual student.

GUIDANCE AIMS

The guidance office has many great functions in the school system. Some of these have to do with student record keeping and making sure schedules, transcripts and college applications are correctly processed. The major part of a counselor's job, however, has to do with helping students make realistic and positive decisions about their lives.

The subjects which a student takes during his or her high school years are determined by a number of considerations, Some of these are as follows:

1. The requirements for a New York State High School diploma.
2. The student's own interests, abilities, and aptitudes.
3. The student's post high school plans.
4. The entrance requirements of the various colleges.
5. The requirements for specific occupations.

Each person should keep these items in mind as subjects are elected. The correct choice for one student might very well be an incorrect choice for another.

Our faculty members and guidance counselors are always ready to discuss questions of requirements, choices, etc., with students and parents.

DEFINITIONS

The terms defined here are used in various parts of this guide book, It would be helpful to read them before examining the book and to refer to them as needed for better understanding.

1. **Prerequisites** are subjects which are required as background for some advanced subjects.
2. An **elective** is a subject which may be chosen by a pupil in addition to the constants for his or her program.
3. A **unit of credit** is earned upon successful completion of a subject taken five or more periods per week for a whole school year.
4. A **half unit of credit** is earned for the successful completion of a subject taken five periods per week for one half year (or every other day all year long).
5. **Successfully completed** means achieving a passing final mark in a subject.

CLASS RANKING

All courses taken, except courses taken at colleges, are included in calculating student averages for class rank, Final marks including failures, are added together and divided by the total number of credits attempted. Full credit course marks are worth their total value, while one half the final mark for a half credit course is used. Student average for each grade are then put in rank order from the highest (number one) to lowest.

CLASS/GRADE DESIGNATION

New York State Education Department considers that a student is a member of the class with which he/she graduates regardless of the number of years he/she is in high school. Prior to graduation class is determined by the number of credits earned.

GUIDELINES FOR DROPPING AND CHANGING COURSES

These guidelines are based on:

1. The need for a standard policy regarding the dropping of courses and adding new ones to student schedules.
2. The desire that a student's permanent record and transcript reflect changes that have been made regarding schedule changes.

Dropped courses, whether they are half year courses or full year courses, will appear on a student's permanent record as follows:

1. When courses are dropped during the add/drop period, no entry will be made on the permanent record.
2. Courses dropped after the add/drop period will appear as W on the permanent record.

GUIDELINES FOR SECOND SEMESTER PROGRAM CHANGES

No second semester changes will be made until the first week of January, at which time course listings for all elective courses with current enrollment numbers will be available. There will be no waiting lists kept for elective courses.

Second semester changes made necessary by change of 1st semester courses will be made as needed during the Fall. In effect, this will give priority to those students who need selected second semester courses. In January, the elective courses will be filled with the first students who seek them until the maximum number is reached. The only priority in January will go to a student who needs an elective course to graduate. In this case, we will remove students who have been added to the original class list, starting with 9th graders.

UNIT REQUIREMENTS

The next part of this publication outlines the requirements for Regents and Advanced Regents Diplomas. These requirements are subject to change pending New York State Education Department legislation.

Please be aware of the fact that all students enrolled at the Stissing Mountain High School must carry a complete program, which consists of an requires a minimum of five class periods every day, excluding physical education.

ADVANCED PLACEMENT COURSES/DUAL ENROLLMENT

Students enrolled in AP courses are required to take the AP exam in May. Fees for each exam are approximately \$95.00. Fee waivers may be available for students who meet the federal requirements for free or reduced lunch. Students who do not sit for the AP exam will not have their exam fee refunded, and the AP designation and grade weighting will be removed from their transcript.

SUMMARY OF DIPLOMA REQUIREMENTS FOR PUPILS

Part 100.5, Regulations of the Commissioner of Education

1. Requirements for **Advanced REGENTS** diploma

Total number of units of credit is 22.

A. Constants

| | |
|--------------------------|---|
| English | 4 credits |
| Social Studies | 4 credits |
| Mathematics | 3 credits |
| Science | 3 credits |
| Health | 1/2 credit |
| Art and/or Music | 1 credit |
| Physical Education | 2 credits |
| Foreign Language | 1 3-credit sequence in 1 language and pass the LOTE Comprehensive Exam* |

B. Electives

Students must earn enough additional credits to bring the total to the required minimum of 22.

C. Examinations

Students must pass Regents examinations as follows:

1. Comprehensive English
2. Global Studies
3. American History and Government
4. Algebra 1
5. Geometry
6. Algebra/Trigonometry
7. Living Environment,
8. and either Earth Science, Chemistry or Physics

2. Requirements for **REGENTS** diplomas

A. Constants

| | |
|--------------------------|-------------|
| Foreign Language | 1 credit |
| English | 4 credits |
| Social Studies | 4 credits |
| Mathematics | 3 credits |
| Science | 3 credits |
| Health | 1/2 credits |
| Art and/or Music | 1 credits |
| Physical Education | 2 credits |

B. Electives

Students must earn enough additional units of credit to bring the total to the required minimum of 22.

C. Regents Exams

All students must pass, 65 or better, Regents examinations as follows:

1. Comprehensive English
2. American History and Government
3. Global Studies
4. Integrated Algebra
5. Living Environment or Earth Science

***Students may substitute a second Regents exam in Math or Science, or, an approved CTI program (and exam) for one Social Studies Regent exam.

Get the jump on your with COLLEGE CAREER DUAL ENROLLMENT

Stissing Mountain High School currently offers:

- AP Biology
- AP European History
- DCC Computer Science
- DCC Pre-Calculus
- DCC Statistics

And for Seniors:

- AP Calculus
- DCC English
- DCC Social Problems

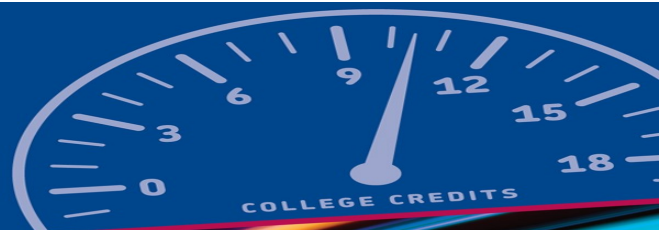


OUR VISION:

We want our students to have the opportunity to take college courses with the potential to graduate from Stissing Mountain High School with multiple college credits saving both time and money for their future educational endeavors.

Studies have shown that students who take advantage of dual enrollment opportunities while in high school tend to be more successful once they fully matriculate into a post-secondary experience!

ACCELERATE
Your College Education



NCAA ELIGIBILITY CENTER INFORMATION

Throughout the course catalog and syllabi courses which meet the NCAA requirements for “core-courses” are designated with this symbol:



If you, as a student-athlete, aspire to play a sport in college, please see your guidance counselor as soon as possible to talk to them about the necessary steps that you need to take.

The information provided to you in this course handbook is intended to serve as a guide, more information can also be found at www.eligibilitycenter.org.

FREQUENTLY ASKED QUESTIONS

What is the NCAA Eligibility Center?

The NCAA was setup for students who plan to play Division I or Division II sports during their freshman year of college. All students who plan to play collegiately at the Division I or Division II level, must register with the NCAA during their senior year of high school. This registration process certifies that the student has met certain academic and other standards, as required under NCAA guidelines in order to complete and receive athletic-based financial aid.

Why are the NCAA Eligibility Center Requirements Important?

Prior to competing at the Division I or Division II level, all students must be approved by the NCAA Eligibility Center. In order to be approved by the NCAA Eligibility Center and deemed eligible for athletic competition, all students must have completed all of the required coursework at the high school level. Requirements for eligibility will vary depending upon whether a student plans to compete at the Division I or the Division II level. The NCAA Eligibility Center requirements are very important in a student’s class scheduling process. All students who play high school sports, AAU, or are a member of any type of travel team should inform his/her guidance counselor during their freshman year in order to ensure they are placed on the appropriate division path.

ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at eligibilitycenter.org. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at eligibilitycenter.org.

ACADEMIC REQUIREMENTS


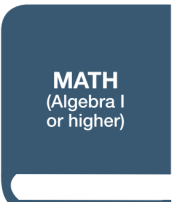

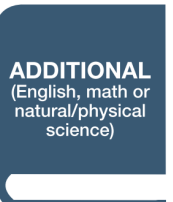


To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

CORE COURSES


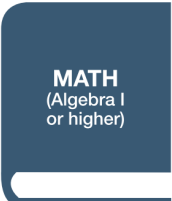
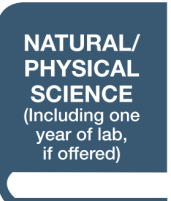
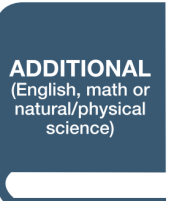


Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit eligibilitycenter.org/counselist for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

| | | | | | |
|--|---|--|--|---|--|
|  ENGLISH |  MATH <small>(Algebra I or higher)</small> |  NATURAL/ PHYSICAL SCIENCE <small>(Including one year of lab, if offered)</small> |  ADDITIONAL <small>(English, math or natural/physical science)</small> |  SOCIAL SCIENCE |  ADDITIONAL COURSES <small>(Any area listed to the left, foreign language or comparative religion/philosophy)</small> |
| 4 years | 3 years | 2 years | 1 year | 2 years | 4 years |

DIVISION II

| | | | | | |
|---|--|---|---|--|---|
|  ENGLISH |  MATH <small>(Algebra I or higher)</small> |  NATURAL/ PHYSICAL SCIENCE <small>(Including one year of lab, if offered)</small> |  ADDITIONAL <small>(English, math or natural/physical science)</small> |  SOCIAL SCIENCE |  ADDITIONAL COURSES <small>(Any area listed to the left, foreign language or comparative religion/philosophy)</small> |
| 3 years | 2 years | 2 years | 3 years | 2 years | 4 years |

GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about test scores at ncaa.org/test-scores.

TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score.



HIGH SCHOOL TIMELINE

9TH GRADE



- *Start planning now!* Take the right courses and earn the best grades possible.

- Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist.
- Sign up for a free Profile Page at eligibilitycenter.org for information on NCAA requirements.

10TH GRADE

REGISTER



- If you fall behind academically, ask your counselor for help finding approved courses you can take.

- Register for a Profile Page or Certification Account with the NCAA Eligibility Center at eligibilitycenter.org.
- Monitor your Eligibility Center account for next steps.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

11TH GRADE



- Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.

- Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- Ensure your sports participation information is correct in your Eligibility Center account.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

12TH GRADE



- Complete your final NCAA-approved core courses as you prepare for graduation.
- Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.

- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account at eligibilitycenter.org.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your NCAA Eligibility Center account.
- *Reminder:* Only students on an NCAA Division I or II school's institutional request list will receive a certification.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

9TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

10TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

11TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

12TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

For more information: ncaa.org/playcollegesports | eligibilitycenter.org

Search Frequently Asked Questions: ncaa.org/studentfaq

Follow us: @NCAAEC

@playcollegesports

@ncaaec



NCAA RECRUITING FACTS

College sports create a pathway to opportunity for student-athletes.

490,000

Student-athletes

19,500

Teams

3 Divisions

1 Association

DIVISION I

Division I schools, on average, enroll the most students, manage the largest athletics budgets, offer a wide array of academic programs and provide the most athletics scholarships.

PARTICIPATION

- 179,200 student-athletes
- 351 colleges and universities

ATHLETICS SCHOLARSHIPS

59 percent of all student-athletes receive some level of athletics aid

ACADEMICS

2017 Graduation Success Rate: 87 percent*

OTHER STATS

Median Undergraduate Enrollment: 9,629
 Average Number of Teams per School: 19
 Average Percentage of Student Body Participating in Sports: 4 percent
 Division I National Championships: 26

DIVISION II

Division II provides growth opportunities through academic achievement, high-level athletics competition and community engagement. Many participants are first-generation college students.

PARTICIPATION

- 121,900 student-athletes
- 308 colleges and universities

ATHLETICS SCHOLARSHIPS

62 percent of all student-athletes receive some level of athletics aid

ACADEMICS

2017 Academic Success Rate: 72 percent*

OTHER STATS

Median Undergraduate Enrollment: 2,485
 Average Number of Teams per School: 16
 Average Percentage of Student Body Participating in Sports: 9 percent
 Division II National Championships: 25

DIVISION III

The Division III experience provides an integrated environment that focuses on academic success while offering competitive athletics and meaningful nonathletics opportunities.

PARTICIPATION

- 190,900 student-athletes
- 443 colleges and universities

FINANCIAL AID

80 percent of all student-athletes receive some form of academic grant or need-based scholarship; institutional gift aid totals \$17,000 on average

ACADEMICS

2017 Academic Success Rate: 87 percent*

OTHER STATS

Median Undergraduate Enrollment: 1,748
 Average Number of Teams per School: 18
 Average Percentage of Student Body Participating in Sports: 26 percent
 Division III National Championships: 28

Want to play NCAA sports? Visit ncaa.org/playcollegesports

*Graduation rate for student-athletes, including those who transfer from one school to another.



Facts about NCAA sports

Does the NCAA award athletics scholarships?

Individual schools award athletics scholarships. Divisions I and II schools provide more than \$3 billion in athletics scholarships annually to more than 150,000 student-athletes. Division III schools, with more than 190,000 student-athletes, do not offer athletically related financial aid, but most student-athletes receive some form of academic grant or need-based scholarship.

Do many high school athletes earn athletics scholarships?

Very few, in fact. About 2 percent of high school athletes are awarded some form of athletics scholarship to compete in college.

Do NCAA student-athletes have difficulty meeting graduation requirements with the time demands of their sport? While competing in college does require strong time-management skills and some thoughtful planning with academic advisors, on average NCAA student-athletes graduate at a higher rate than the general student body.

Do many NCAA student-athletes go on to play professionally?

Fewer than 2 percent of NCAA student-athletes go on to be professional athletes. In reality, most student-athletes depend on academics to prepare them for life after college. Education is important. There are nearly half a million NCAA student-athletes, and most of them will go pro in something other than sports.

ESTIMATED PROBABILITY OF COMPETING IN NCAA ATHLETICS BEYOND HIGH SCHOOL

| Student-Athletes | All Sports | Men's Basketball | Women's Basketball | Football | Baseball | Men's Ice Hockey | Men's Soccer |
|--|------------|------------------|--------------------|-----------|----------|------------------|--------------|
| High School Student-Athletes | 7,300,000 | 546,400 | 429,400 | 1,083,300 | 488,800 | 35,200 | 440,300 |
| NCAA Student-Athletes | 492,000 | 18,700 | 16,600 | 73,700 | 34,600 | 4,100 | 24,800 |
| Percentage Moving from High School to NCAA | 6% | 3.4% | 3.9% | 6.8% | 7.1% | 11.7% | 5.6% |
| Percentage Moving from NCAA to Major Professional* | 2% | 1.1% | 0.9% | 1.5% | 9.1% | 5.6% | 1.4% |

*Percent NCAA to Major Professional figures are based on the number of draft picks made in the NFL, NBA, WNBA, MLB, NHL and MLS drafts.



SCIENCE

Living Environment Biology (Regents)

Full year, 1 credit

Is a life science where students will learn aspects of keeping our living environment in balance. Topics covered throughout the year include basic information such as scientific method and biological molecules that form the foundation for studying our living environment, relationships in our external environment through the study of ecology and evolution, and our internal environment including the study of cells, respiration and photosynthesis, genetics, reproduction and development, and human systems. Laboratory activities, which are required to take the *Regents exam in June*, are performed to reinforce the class material and to learn biological methods and techniques.

Classes meet on an alternating double period schedule.



Living Environment Biology III -

Two year, 2 credits

Course description as above, taught over a two year period. Living Environment Regents exam given at the end of year two.

Environmental Science Full year, 1 credit

Students in this class will explore varying topics about our environment. Units that may be covered are: ecosystems, population dynamics, ground water, air pollution, soil conservation, waste reuse & recycling, forestry, wildlife management and an introduction to the National FFA Organization and leadership curriculum.



Kinesiology Full year, 1 credit

This course will be designed to explore science through the world of sports. The course will look at sports through the biology and anatomy of the human body, but it will incorporate earth science, chemistry and physics concepts as well to analyze athletes and various sporting events. We will use a variety of methods including notes, classwork, homework, research papers and lab experiments to study these topics and prepare ourselves for higher level science courses in high school and beyond



Chemistry (Regents) Full year, 1 credit

Regents Chemistry is based on course content and laboratory investigations as prescribed by the Regents Chemistry Syllabus. Lectures and laboratory assignments include the following units of study: atomic structure, electron configuration, the Periodic Law and the Periodic Table, chemical bonding, chemical composition, writing chemical formulas and equations, gas laws, molecular composition of gases, liquids and solids, the solution process, ionization, acids and bases, stoichiometry, chemical kinetics, chemical equilibrium, electrochemistry, organic chemistry and natural radioactivity. The course is taught following the New York State Regents Chemistry Core and meets on an alternating double period schedule. It is intended that all students will attain laboratory eligibility and take the

Regents Exam in June. A scientific calculator is required.



Earth Science (Regents) Full year, 1 credit

Follows the New York State Core Physical Settings /Earth Science Curriculum. Skills, ideas, concepts, and facts are emphasized through laboratory experiences, classroom discussion, media demonstrations, mathematical analyses, notebook work, and textbook assignments. Students will collect, organize, and analyze data using a computer, the internet and other laboratory equipment. Topics of study include Astronomy, Meteorology, and Geology. The Earth Science course is a Regents level course and therefore you will be taking a regents exam in June. In order to be eligible to take this exam and pass the course, you must have satisfactorily completed 1200 minutes of laboratory investigations. Earth Science is not all about "the test" or the labs, but rather it is about the world around you and how you can become a better observer of it. We will study how energy is transferred in our atmosphere (weather), how that may lead into an understanding of how that weather can affect other aspects of our planet (oceanography and geology) and how our location in space affects our weather (astronomy). We will also discuss how the shape of the land and how we understand it came to be could all be traced back to a few basic principles and mechanisms. Classes meet seven - eight periods per week.

A Regents exam is administered in June.



Physics/The Physical Setting

Full year, 1 credit

Physics is based on course content and laboratory investigations as prescribed by the Physics Syllabus. Lectures and laboratory assignments include the following units of study: Mechanics, Two Dimensional Motion, Work, Power, Energy, Waves, Behavior of Light, Modern Physics, Magnetic Fields, Electric Fields, Electromagnetic Induction and Circuits. The course is taught following the New York State Regents Physics Core and meets on an alternating double period schedule. It is intended that all students will attain laboratory eligibility and take a local final exam in Physics. *A scientific calculator is required.*

NCAA.

Oceanography Half year, 1/2 credit

The Oceans are an integral part of what makes life on this planet possible. This Oceanography curriculum is written to provide students with the background necessary to understand our connection to and dependence on the seas. This class will incorporate the history of Oceanography, Ocean Geology, Navigation, Water Chemistry, Marine Ecology, Polar Seas, Coral Reefs, Coastlines and Estuaries, With increasing global temperatures and possible rising sea levels, a better understanding of our world's oceans is critical now, and in the future.

NCAA.

Astronomy Half year, 1/2 credit

In the astronomy course we will explore the various components of the universe such as dark matter, galaxies, black holes, stars and stellar evolution, planetary motion, cosmic debris such as meteors and comets and the possibilities of life on other planets. We will also learn about how astronomy has impacted us and Earth's various cultures from a historical perspective, and how it will continue to do so as we continue to increase our understanding of the cosmos. We will study these through readings, discussions, research, journal entries and star parties.

NCAA.

Forensics Full year, 1 credit

Forensics is a full year science course which could be used to fulfill the State requirement for three science credits. The course will address many of the scientific aspects of forensic study. Laboratory work will be an integral part of the course although there is no additional time allocated beyond class time for the lab component. Topics to be covered include: Crime Scene Investigation, The Forensic Laboratory, Recognition of Bloodstain Patterns, Characterization of Bloodstains, Techniques of DNA Analysis, Microanalysis and Examination of Trace Evidence, Fingerprints, Impression Evidence, Firearm and Tool Mark Examinations and Questioned Documents. Additional topics such as: Structural Failures, Fire and Explosion Investigation, Vehicle Accident Reconstruction, Pathology, Traumatic Deaths, Toxicology, Odontology, Anthropology, Taphonomy, could be considered as interest and time permits. It is recommended that previous success in Biology and possible concurrent Chemistry be considerations in scheduling.

NCAA.

AP Biology Full year, 1 credit & 4 DCC Credits

The AP Biology course is a nationwide program that offers college level biology to students ready for the academic challenge. The content is centered around four major themes, coupled with enduring understandings, and science practices that intend to offer students an intensive and in depth study of biology. This course is analogous to college level introductory biology courses and requires a solid understanding of biological concepts and biochemistry. Students must have completed both biology and chemistry to partake in the AP Biology course.

NCAA.

AGRICULTURAL EDUCATION

Secondary school agricultural education programs are composed of three essential components; classroom instruction, supervised (work) agricultural experience, and student leadership development activities. Agricultural education in Pine Plains has four major purposes:

To provide the agricultural knowledge and understanding necessary for intelligent functioning as consumers, homeowners and citizens.

To provide exploration of, and introduction to, agricultural careers to those students searching for their career area.

To provide occupational educations and experiences to those who have decided on a career in agriculture.

To provide an option for an elective science credit or in some instances, participation in government credit.

A student may enroll in agriculture to develop an awareness of the scope and importance of the agriculture industry, through study of basic principles and concepts of agriculture, career opportunities, and the necessary personal development. Students may also enroll strictly for the enjoyment they may have when learning and working within the agriculture field.

Agriculture classes may participate in various ongoing projects throughout the semester and students may be expected to be outside at times or responsible for animal care-students will be expected to dress appropriately. Community service is a requirement of all High School Agriculture education classes. *Most* classes will satisfy one science credit. Not all classes will be offered every

semester or every year. Classes offered are dependent on enrollment. All classes will incorporate FFA Leadership training within the curriculum material. In all classes, field trips will enhance classroom learning.

Students are strongly encouraged to join the FFA as the activities of this organization are an integral part of the agriculture education program. Students further enhance their education through leadership training, field trips, and their supervised agriculture experience program sponsored by the FFA.

Local Exam Grade: 9 – 12 Mandatory Prerequisite: None Suggested Prerequisite: Grade level math and reading, very strongly suggested for the Veterinary Science course.

Animal Science Full year, 1 credit

Students will study principles of animal production and animal science. Some of the units covered may be: the importance of animals, animals as organisms, reproduction, management, selection of animals, care & maintenance, animal nutrition and feeding, beef, swine, sheep and goats, careers available in this field, and an introduction into the National FFA Organization and leadership curriculum. The focus of this class will be large animals although there may be some discussion of companion animals. This may be offered as a full year or half year class.

Pre-Veterinary Science Full year, 1 credit

In this class students will explore topics related to the veterinary care of animals. This class will prepare students for post-secondary education and, or a career in the field of veterinary medicine. Some of the units that will be covered are: safety and sanitation, vet terminology, anatomy and physiology, clinical exams, hospital procedures, parasitology, lab techniques, and an introduction into the National FFA Organization and leadership curriculum.

Greenhouse/Plant Science Full year, 1 credit

In this hands-on class students will learn about the science behind plants in the areas of plant anatomy, propagation, growth and reproduction. Students will have the opportunities to grow plants in the greenhouse and use common practices to care for plants and to control diseases and pests.

Food Science Full year, 1/2 credit

In Food Science students will learn about how our senses affect the way we perceive food. Students will make connections between developing food products and marketing those products. Students will learn about product development and marketing by creating their own product - from actually making the product to designing food labels, students will get to experience what goes into the foods we consume each day. Students will also participate in an introduction into the National FFA Organization and leadership curriculum. This may be offered as a half year class.

Landscaping Full year, 1/2 credit

In this hands-on class students will learn how to assess a landscaping site and how to use landscape design principles in order to create their very own landscaped site on school grounds. Part of the design process involves learning about scale, drawing landscape designs, and even creating a budget for site materials. In addition to design, students will learn some of the plant and soil science basics related to landscaping. Students will also participate in an introduction into the National FFA Organization and leadership curriculum. This may be offered as a half year class.

MATHEMATICS

Following is a list of the courses currently offered by the mathematics department at Stissing Mountain High School. Unless otherwise noted, all prerequisites including Regents-level courses also require successful passing of the associated New York State Regents Exam. *Students must pass at least one of the New York State Regents Exams in Mathematics in order to graduate. Students who pass all three (Algebra, Geometry, Algebra II/Trigonometry) may be eligible for an advanced regents diploma.*

Algebra Common Core Full year, 1 credit

Prerequisites: Passing Average in Mathematics 8 & Recommendation of Teacher

This course is offered as the first course of the new NYS regents level math curriculum. It will cover traditional topics in elementary algebra such as linear, quadratic, and rational functions, solving equations and inequalities while touching on topics in probability & statistics and geometry. Regular homework assignments will be assigned and required for successful completion of this course. *The final exam is the NYS Algebra I Common Core Regents Exam given in June. Common Core Exam*

Leads To: Geometry, Topics in Geometry, Algebra II/Trigonometry, Topics in Algebra II/Trigonometry



Intro to High School Math Full year, 1 credit

Prerequisite: Recommendation of Teacher

This course is designed as the first year of a two-year program covering topics normally covered as the first course of the NYS regents level math curriculum. It is designed for students who require additional support due to continued struggles throughout their middle school career. Regular homework assignments will be assigned and required for successful completion of this course. The final exam will be given in June and be comprised of a selection of topics covered throughout the school year.

Leads To: Algebra B

Geometry Common Core Full year, 1 credit

Prerequisites: Algebra or Algebra w/ Lab or Algebra B

This course is offered as the second course of the NYS regents level math curriculum. Not just a course on lines and shapes, Geometry is a course in logical thinking, deductive reasoning, and mathematical rigor. The primary focus of this course will be drawing valid and correct conclusions from given statements as well as the ability to defend these conclusions through logical arguments. Algebraic consequences of specific geometric conclusions will also be explored.

The final exam is the NYS Geometry Regents Exam given in June.

Leads To: Algebra II/Trigonometry, Topics in Algebra II/Trigonometry



Algebra II Common Core (Regents) Full year, 1 credit

Prerequisites: Algebra or Algebra w/ Lab or Algebra B or Geometry. This course is offered as the third and final year of the NYS math curriculum. The course will cover topics found in a traditional second year of Algebra and a traditional Trigonometry course. Graphing calculators will be used throughout this course. *The final exam will be the NYS Regents Algebra 2 and Trigonometry Exam given in June.*

Leads To: DCC Pre-Calculus, AP Statistics, AP Computer Science A, Personal Finance



Algebra II Full year, 1 credit

Prerequisites: Algebra or Algebra w/lab or Algebra B or Geometry. This course will cover selected topics found in the NYS Algebra II curriculum. This is to better prepare students to be successful in completing the Algebra II regents course the following year. Graphing calculators will be used throughout this course. The final exam will be a locally developed exam given in June.

Leads To: Algebra II Common Core (Regents)



Math for Daily Living Full year, 1 credit

Prerequisites: Algebra or Algebra w/ Lab or Algebra B or Geometry. This course will include topics from the traditional second year of algebra and topics from a Personal Finance course. A graphing calculator will be used throughout the course. Regular homework assignments will be assigned and required for successful completion of this course. Projects will be assigned to help in the understanding of the topics. A final exam will be given at the end of each unit.

Leads To: Algebra 2

Topics in Math Full year, 1 credit

Prerequisite: Junior or Senior standing The focus of this course is to look at the various aspects of personal finance. The course does not look at the stock Market or other investments beyond savings accounts and related items. Instead, there is an emphasis on each individual's responsibility to watch over his/her own money. "Nobody will watch your money better than you should be watching" is often heard throughout the year. The class curriculum includes being able to reconcile a checkbook, understand how credit and debit cards work, how to "shop" for cell phones, a credit card, or a bank, as well as what is involved in purchasing a vehicle. The course includes information regarding credit scores and how it affects the other areas of a person's life, as well as identity theft and how to minimize the risks for it to happen. Basic insurance, payroll taxes, and various kinds of income taxes will also be covered.

Topics in Geometry Full year, 1 credit

We explore the foundations of geometric concepts and the logical reasoning used for proofs in higher-level mathematics courses. This class is designed to be less rigorous than Geometry CC and spends more time on applications of concepts than the foundations and theory behind them. This course does not culminate in a Regents exam.

Calculus AB (Advanced Placement) Full year, 1 credit & potential college credit

Prerequisite: DCC Pre-Calculus

This course stresses the basics of calculus such as limits, continuity, differentiation, and integration of algebraic and transcendental functions, along with basic applications of each. Graphing calculators will be used throughout the course. The purpose of this course is to give the college-bound student a good, solid foundation in calculus and enable further study in college easier and to prepare students to take the Advance Placement Examination (level AB) in May with the intention of the student securing advanced standing at the college or university of his/her choice. The final exam will be given in May and be comprised of a selection of topics covered throughout the year.

NCAA

DCC Statistics Full year, 1 credit & 4 DCC credits

Prerequisite: Algebra II/Trigonometry or Topics in Algebra II/Trigonometry

This course offers students an opportunity to complete studies in secondary school equivalent to a one-semester, introductory, non-calculus based college course in statistics. In college, at least one statistics course is typically required for majors such as economics, engineering, psychology, sociology, health science, and business. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Students who successfully complete the course and the AP examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. There will be a final exam or final project given in May.

NCAA

Pre-Calculus (DCC/MAT185) Full year, 1 credit & 4 DCC credits

Prerequisites: Geometry, Algebra II/Trigonometry

The primary objective of this course is to provide the student with the language, mathematical skills, and conceptual thinking skills necessary to succeed in the calculus sequence. Two additional goals are a thorough introduction and development of trigonometric concepts and familiarizing the student with the use of graphing calculator. Successful completion of this course with a minimum grade of 70 will earn 4 DCC credits. The final Exam will be given in May comprised of a selection of topics covered throughout the year.

Leads To: AP Calculus AB, AP Statistic

NCAA

Intro to College Algebra Full year, 1 credit

Prerequisites: Regents Alg II/Trig or Alg 2 CC, 50 or more.

This course satisfies one of the mathematics requirements for graduation, and is intended to prepare students for Precalculus. Topics include equations and inequalities, graphing techniques, analysis of a variety of functions, and triangle trigonometry including the Laws of Sines and Cosines. Although the emphasis is on developing algebraic skills, graphing calculators will be used throughout the course.

NCAA

SOCIAL STUDIES

Global History I Full year, 1 credit

Global History and Geography is a two year course culminating with the Regents examination at the end of your sophomore year. Global History and Geography 9 will cover world history from the earliest civilizations to roughly the French Revolution. During our discussions of various societies and key events we will focus on the following themes: continuity and change, geography and history, political and social systems, religions and value systems, economics and technology, diversity, global interaction, art and literature, and the impact of individuals. This class is designed for students to answer many essential questions relating to the course material that will help prepare them for the Regents Exam, in addition to refining independent.



Global History II Full year, 1 credit

Global History II (Grade 10) begins with a snapshot of the world circa 1750. The course continues chronologically up to the present and has shifted to include a greater emphasis on the contemporary world. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key Ideas focus on global issues, applying a more thematic approach. While the course emphasizes the importance of historical and spatial thinking, all of the Social Studies practices and standards are included in the study of Global History and Geography building on years of the student's use of the Social Studies unifying themes in their study of local, state, national, and global history.



BHS 103 SOCIAL PROBLEMS IN TODAY'S WORLD

Half year, 1/2 credit & 3 DCC credits

Social Problems in Today's World is an elective course for seniors to earn college credit at Dutchess Community College while attending Stissing Mountain High School. This course examines social problems that confront the world today, and the underlying shared values, ethics, and diverse perspectives that contribute to those problems. Concepts of the behavioral sciences are introduced. The course presents a broad range of social problems, with particular focus on the complex relationships between contemporary issues. Students are presented the current research data that explains both the causes and possible resolutions to important social issues.



Global History I Honors Full year, 1 credit

While Global History and Geography 9 Honors course covers the same topics of study outlined in the Global History and Geography 9 description and has the same requirements for graduation, it has been designed to cultivate the qualities of academic excellence and student leadership. Additional readings and projects will be assigned. Honors students are expected to research topics for class discussions, which will prepare them to lead a debate in the second half of the year. In addition, Honors students usually participate in a Model United Nations simulation at a local college.



Global History II Honors Full year, 1 credit

Global History II (Grade 10) begins with a snapshot of the world circa 1750. The course continues chronologically up to the present and has shifted to include a greater emphasis on the contemporary world. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key Ideas focus on global issues, applying a more thematic approach. While the course emphasizes the importance of historical and spatial thinking, all of the Social Studies practices and standards are included in the study of Global History and Geography building on years of the student's use of the Social Studies unifying themes in their study of local, state, national, and global history. The Honors course includes outside reading, community service, and historical debates.



United States History and Government 11 Full year, 1 credit

This course in United States History and Government calls for students to learn about the structure and function of government and to learn how to take on the role of citizens. Students will understand the basic principles and the cultural heritage that support our democracy so that they can become informed, committed participants in our democracy. Based on the New York State Social Studies Resource guide, the core curriculum is organized into seven historical units. Major areas of study include: Constitutional Foundations, Industrialization, Progressive Movement, Post World War I Prosperity and Depression, World War II, the Era of Crisis, and the 1950's to Present. The State Regents examination for United States History and Government will be Based on the content of the core curriculum as set by the New York State Social Studies Resource guide. Successful completion of the Regents Examination is required for High School graduation and course completion.



Applied Economics Half year, 1/2 credit

This course will introduce students to the unique vocabulary and theories of economics. This course covers the basics of both Macroeconomics (the study of economics as it relates to the world) and Microeconomics (the study of economics as it relates to individuals and small businesses). Topics will include, but not limited to the following: comparative economic systems, factors of production, entrepreneurship, supply and demand, public finance, GDP, labor's role, productivity and the stock market. Students will also spend time learning about consumer economics, which may be of practical use as you leave high school. Consumer economics topics will include budgets, credit use, savings and checking accounts, and contracts.



Participation in Government Half year, 1/2 credit

Participation in Government is a one semester course designed to give the students a work knowledge of the mechanics of government and politics at all levels with an emphasis on state and local government. It is structured to encourage the greatest amount of student/citizen input into the governmental process. This will include student participation in local governmental activities, such as attending meetings communication with elected officials, guest speakers, and other forms of participation. Topics will include the nature, structure and functioning of government in American society, the electoral process, voting rights and the rights and responsibilities of citizenship in a democratic society. Students will also have the opportunity to research and debate some of the current issues that divide us as a society based on the content of the core curriculum as set by the New York State Social Studies

Resource guide. *Successful completion of the Regents Examination is required for High School graduation and course completion.*



Military History Full year, 1 credit

Utilizing a living history, interdisciplinary approach, this course will focus on early American Military History. The French and Indian War and the American Revolution will be the major content focus. In addition, Military operations during the Federal Period will be explored. Students will study the social, military, economic, geographic, technological, musical, and cultural aspects of these conflicts. In addition, this course will explore the causes of the conflict, the major battles of the war, as well as it's aftermath. New York's role in these global conflicts will be emphasized and highlighted.



Introduction to Psychology Full year, 1 credit,
offered to seniors only

The objective of the course is to introduce students to numerous areas/components in the field of Psychology. It is offered to seniors (12th grade) as a full year elective course. The last quarter of the course concentrates on Death Education: Death as a Fact of Life. Some topics Sensation & Perception, States of Consciousness, Memory, Life Span Development, Personality, Stress Management, and Abnormal Psychology. There is also a focus on how different cultures view death in their society. This course will provide a foundation for further study in the field of Psychology.



A.P. European History Full year, 1 credit & potential college credit

Advanced Placement European History is a college prep course that provides students with an academic experience equivalent to a freshman/sophomore college survey of western history. The course is specifically designed to provide students with an in-depth study of European history from the 15th century through the modern day. The course will be offered to sophomores, juniors, and seniors for the first time in the fall of 2005. This class is also designed to prepare students to successfully complete the Advanced Placement Exam in European History, which is offered in May. In addition to providing a basic narrative of political, intellectual, social and cultural events in modern Europe, AP European History will focus on the development of skills that are necessary for success in the college environment and will be developed and enhanced by participation in this course. Although the principal framework of the course will be chronological, a thematic approach will also be used to explore themes present in intellectual and cultural history, political and diplomatic history, and social and economic history. Students will be required to read a will be required to read at least 10-12 pages each night. Tests and quizzes will be based on readings and on class lectures and will be comprised of both multiple choice and essay items. Although the school does not require it, it is suggested that anyone who enrolls in this class take the AP exam in May. *The cost of the AP exam is approximately \$95 and is to be paid by the student.*



United States History and Government 11 (Honors) Full year, 1 credit

This Course is guided by all of the US History and Government 11 criteria but delves into the topics area with greater depth. *Successful completion of the Regents Examination is required for High School graduation and course completion.*



ENGLISH

English 9 (Regents) Full year, 1 credit

For this required freshman English course, students will engage in the study and analysis of literature. This will be accomplished through the examination of various works including the following: novels, plays, poetry, non-fiction, and short-stories. Students will explore real-world themes that will allow for meaningful connections and extend understanding beyond the selected texts. In addition, students will develop their reading, writing, speaking, and listening skills in accordance with the standard conventions of English and the New York State core standards.



English 9 Honors Full year, 1 credit

This course focuses on the same areas as the English 9 course; however, in order to be admitted into the honors course, students must work conscientiously, have a recommendation from the 8th grade ELA teacher, and have an overall average of 90 or above at the completion of English 8. Even though the honors course covers all the same material as the regents course, texts are read at a faster pace and students are expected to work more independently at assignments at the honors level.



English 10 (Regents) Full year, 1 credit

This course is a program in which literature and writing are the focus. Students will study a variety of literary works: novels, plays, non-fiction, poetry, and short stories. In addition, students will learn to understand characteristics of major literary genres. Speaking and listening skills, the study of grammatical conventions, vocabulary development, and SAT preparation are all integral parts of the course. This course will enable students to use writing strategies that address a range of audiences and types of information being communicated. The application of study skills and research skills is stressed.



English 10 Honors Full year, 1 credit

The core curriculum is similar to English 10 but is enhanced by additional challenging literary selections and assignments. This course is offered to those motivated students who exhibit exceptional talent in English. It should be noted that the quantity and quality of work expected from students in this class is greater. In addition, students are expected to maintain an exceptional work ethic and be willing to accept the challenges of an extensive research project. Enrollment in English 10 Honors is based on outstanding past performance in English, and the recommendation from the English 9 teacher.



English 11 Common Core (Regents) Full year, 1 credit

This course focuses on American Literature, in addition to one Shakespearean tragedy. Throughout this course, students will read and analyze various works from American writers, starting with the very first texts from early explorers and continuing all the way up to contemporary American authors of today. These texts include a variety of fiction and non-fiction works, along with several pieces of poetry. The study and analysis of American Literature is centered around the enhancement of reading and writing skills, *in order to prepare students for the New York State English Comprehension Regents which is taken during the junior year.*



English 11 Honors Common Core (Regents) Full year, 1 credit

This course focuses on the same areas as the English 11 Regents. Students must have a recommendation from the English 10 teacher, and have an overall average of 90 or above at the completion of English 10. Even though the honors course covers all the same material as the regents course, texts are read at a faster pace and students are expected to work more independently than in the regents course. Higher standards are also applied to class discussions and assignments at the honors level.



English 12 (Regents) Full year, 1 credit

The focus of 12 English Regents is British Literature from its beginnings in epic poetry to the complexities of everyday, modern life in the novel. This course is designed to provide you with the skills necessary for fulfilling the Regents Diploma requirements (there is no exam.), as well as building on your prior skills for future advancement in your study of literature.

Be prepared to be challenged by course requirements!

Literature: This year's reading will require you to read and analyze texts closely and carefully. It is not enough to simply be aware of plot and a list of characters; the texts you will be reading are more sophisticated than that and demand that you are, too. The pieces of literature and writers you will be studying apply literary techniques and reference historical background that demand careful attention on the part of the reader. Course reading for the year will include: Beowulf, The Canterbury Tales (Geoffrey Chaucer), Hamlet (Shakespeare), and a novel (undecided) as well as various supplementary essays, short stories, and poetry.



Dutchess Composition 101 and Literature 102

Honors Full year, 1 credit & 3 DCC credits

These two courses, part of the core Writing Program at Dutchess County Community College, "will help students cultivate the reading, writing, and thinking skills they will need as they pursue degrees in the liberal arts and sciences at DCCC and other four-year institutions. These skills form the foundation of a college degree as well as the workplace beyond" (Allen 1). Composition 101 "teaches students the major conventions of college writing...such as writing expository and argumentative essays through a recursive process of drafting and revising" (Allen 1). We will read and examine all of the major rhetorical modes of essay as models for student writing, practice grammar, and participate in the process of writing: composing, drafting, revising, and editing. Literature 102 will continue to utilize the same writing strategies and practices employed in Composition 101, but the student will additionally be using these writing skills to analyze literature: poetry, drama, and short fiction.

Both courses will have a mid-term and final exam, and both will also require the student to write a research paper using MLA documentation skills which will be reviewed. To learn more information about these courses or about the Dutchess County Community College Writing Program, access the English Department's Writing Program Handbook at: <http://english.sunydutchess.edu/writingprogram/>.



Creative Writing Half year, 1/2 credit

This course will help students develop their writing abilities and their strengths as writers. The purpose of this course is to create an environment where students want to enhance their writing skills, pay close attention to adding details, and expose themselves to various forms of writing. Students will learn to work collaboratively with their peers and their teacher to make themselves better writers. The students in this course will maintain a writing portfolio throughout the course, as well as complete a cumulative writing project to demonstrate their growth as writers.



Young Adult Literature Full year, 1 credit

What is Young Adult Literature (YA Lit.)?

YA Literature is an English elective that focuses on reading Young Adult books, which are books that are designed to be read by teens. Throughout the course we study YA books from a range of different topics and genres, including historical fiction, books in a series, stories focused on teen issues, and more. The students in the class also participate in the selection of the books we read in class.

Who should take YA Lit.?

Students who love to read: If you love to read, and especially love to read books about teens, this is the course for you!
Students interested in becoming better readers: If you do not love to read, but would like to challenge yourself to read more and increase your reading skills, this course can help by offering books that were written for teens, so the vocabulary is more familiar than in classical literature and the stories tend to be fast-paced and engaging. Since the books are written FOR TEENS, students find them a lot more relatable to their everyday lives than other stories typically read in school.
Students who would like to improve their public speaking skills: Even though this is mainly a reading course, we spend a lot of time developing public speaking skills through classroom presentations and projects, which will help prepare you for presentations in your other classes and for college.

Who should I see with any questions about YA Lit.?

If you have any further questions, feel free to stop by and speak to Mrs. Kerri Anne Lyman (11th grade English teacher) in room 218.

FOREIGN LANGUAGES

Spanish I Full year, 1 credit

This introductory course enables the student to learn Spanish pronunciation, to acquire a vocabulary sufficient for simple conversations, to practice basic structure patterns, and to become aware of Spanish culture.

This course satisfies the New York State Language requirement.



Spanish II Full year, 1 credit

Prerequisite: must have passed the NYS Proficiency Exam or successfully completed Spanish I. This course continues to develop the four skills.

Prerequisite: Must have passed the NYS Proficiency Exam in Spanish or successful completion of Spanish 1. This course continues to develop the four skills begun in Spanish 8 and/or Spanish 1 of reading, writing, speaking, and listening by increasing the student's ability to read, speak, and write about and listen to information concerned with the student's life and that of family, friends, and acquaintances. It will also continue to increase cultural awareness of the Spanish speaking world through authentic Spanish speakers on videos, DVD's and CD's. Selected readings in the form of short novels will be used to increase fluency and cultural understanding. Students will take a school final exam.



Spanish III Full year, 1 credit

Prerequisite: Successful completion of Spanish 2 or placement through teacher testing of native speaker proficiency. The course will continue to develop the four skills of listening, reading, writing, and speaking along with an increased cultural awareness and understanding of the Hispanic world. Storytelling will be an additional method implemented to improve these skills along with more advanced grammar to increase speaking and writing abilities in particular. Student exposure to authentic Spanish speakers continues through DVD's and CD's. Students will take the Comprehensive Exam in Spanish.



Spanish IV Full year, 1 credit

Prerequisite: Successful completion of Spanish 3 and/or the Regents Comprehensive Exam or placement through teacher testing of native speaker proficiency. The course may be offered as a separate level course Spanish 4 and Spanish 5 based on student enrollment. If offered as one course, the course will rotate the material being taught in a two year cycle. The first year will incorporate readings involving history, people, places, art, music, and literature along with movies, DVD's, and CD's. Students should be prepared for extensive use of the language continuing to increase their language and cultural skills. The second year of the cycle will touch on diverse topics such as gangs, immigration, and family issues. Opportunities to create a play connected to the December holiday in Mexico and a group centered teaching project will draw on continued use of student skills in the language. Students will take either a school final (an exemption is possible with a final yearly average of 91.5 or above) or a final project. Additionally, students may opt to take the CLEP exam for possible college placement or credit in the spring at an off campus site.



AP Spanish Language & Culture Full year, 1 credit & potential college credit

Advanced Placement Spanish Language & Culture is a college prep course that provides students with an academic experience equivalent to a sophomore college course in Spanish language. This rigorous course is taught exclusively in Spanish, and it requires students to improve their proficiency across the three modes of communication (interpretive, interpersonal, and presentational). The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a diverse learning experience. The course is divided into six thematic units, which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication. Anyone enrolled in the course will be encouraged to take the AP exam in May. *The cost of the AP exam is approximately \$95 and is to be paid by the student.* Prerequisite: Successful completion of Spanish 4, and/or the Regents Comprehensive Exam, or placement through teacher testing of native speaker proficiency.



Chinese/Mandarin III Full year, 1 credit

Prerequisite: Students in this course must have passed Chinese II. This Course continues to develop the four skills begun in Chinese I of reading, writing, speaking and listening by increasing the student's ability to read, speak, write about, and listen to information concerned with the student's life and that of family, friends, and acquaintances. It will also continue to increase cultural awareness of the Chinese speaking world through authentic Chinese speakers on videos, DVD's and CD's. Selected reading in the form of poetry and short stories will be used to increase fluency and cultural understanding. Students will take a school final exam.



HUMANITIES

Chorus Full year, 1 credit

This is a year-long, 9-12 performance group course offered to experienced music students who possess fundamental vocal music skills including: adequate tone production, rhythmic literacy, basic reading skills and a foundation in solfege. Students will continue to develop vocal technique and musicianship as well as develop critical thinking skills through the study of musical elements, including form and text. Many styles will be explored. Students are expected to participate in two evening concerts each semester as a major part of their grade. Other optional performance opportunities may arise throughout the year. Our chorus has traveled frequently including performance trips to Toronto, Lake George, Virginia Beach, Six Flags New England & New Jersey. We have made six trips to Disney World, Orlando to perform and attend workshops.

Guidelines During Chorus, students should follow typical classroom rules. Students will be expected to be in the room before the bell rings. Students should have all materials, including their folder, pencil and music ready two minutes after the bell rings. Students should be well-behaved at all times. Students will show respect for both the teacher and the other students. Swearing will not be tolerated. Food and drink will not be allowed in the Chorus Room. Students are expected to treat all equipment with respect.

Theater Arts Half year, 1/2 credit

This introductory full-year course provides students An overview of theater and allows them to. Students will read and analyze classic and modern dramatic texts, understanding the history of drama as a vehicle for social and political change. Acting (voice & speech, body, movement, and improvisation) and writing are the focus of this course; directing and technical aspects of theater will also be discussed. As such, students should be prepared to write, memorize, and perform dialogue driven works.

Band Full year, 1 credit

Band is a year-long course open to any student (grades 9-12) with previous instrumental music experience in a performance based setting. Students participate in daily large ensemble rehearsals and weekly small group lessons as a part of this course. Concerts, marching band performances, NYSSMA Solo and Small Ensemble, All County, Area All State, and All State are some of the performing opportunities available to students as part of this course. The objective of the course is to foster and promote musical growth through the playing of an instrument. As an ensemble member, individual effort and cooperation is necessary to a successful program. Students are expected to show technical and musical growth through this course.

Studio in Art Full year, 1 credit

This course fulfills the diploma requirement for 1 credit of Art and/or Music for Graduation. Studio in Art is the Pre-requisite course required for all other courses within the Art Department, with the exception of the half-year Photography courses. Studio in Art is the traditional foundation course of the New York State Art Curriculum. It is a comprehensive course designed to provide the basic skills and knowledge for the student that will only take one Art course, while at the same time, provide the foundation skills and knowledge required and needed for the serious art student to go on into advanced courses with in the department. The purpose of the course is to provide the students with a wide range of art experiences through the exploration of a variety of media and techniques. The Elements of Art and The Principles of Design are emphasized as the students complete two-dimensional and three-dimensional projects. Exposure to individual artists, artistic traditions, movements and styles, from the past and present, are woven into the curriculum throughout the year. Students may be required to provide a sketchbook.

Studio in Drawing and Painting Full year, 1 credit

This course will provide a multiplicity of visual experiences in the areas of drawing and painting that are broad in scope and will challenge the student's ability and raise his/her creative potential to a high level. Student will be encouraged to draw from their own interests and express contemporary issues facing the young adult. Through the use of various media students will learn the expressive qualities of each of the following media, pastel (chalk), charcoal, pencil, ink, markers, watercolors, tempera, acrylics, collage and montage.

Studio in Ceramic Full year, 1 credit

Prerequisite: Studio Art This course is an exploration into the materials and techniques of a wide variety of Crafts. Beyond the use of materials and techniques, the main emphasis of the course is Craftsmanship. The exploration of materials will include, but not limited to: clay, basketry, metalwork, jewelry, weaving and leatherwork. The Elements of Art and The Principles of Design are emphasized as the students complete two-dimensional and three-dimensional projects. The execution of the functional and sculptural Ceramic projects will comprise at least 50% of the course with the exposure the other crafts being explored in less depth. In clay, the students will have the opportunity to experience hand-building techniques as well as the techniques of mass production: the potter's wheel and mold making. Students will experiments with a variety of surface enhancement such as Sgraffito, three-dimensional textures, glazes and paints.

Studio in Sculpture Full year, 1 credit

Prerequisite: Studio Art

This course is an exploration of "Art in the Round". Students will be engaged in a variety of materials and techniques as they create three-dimensional projects. Techniques such as carving and modeling will be use in conjunction with materials, such as wood, metal, clay, found object, paper mache and cardboard, to create objects that support The Elements of Art and The Principles of Design. Students will be engaged as they illustrate Subjects and Themes in three-dimensional forms with the ultimate goal of attaining a response from a viewing audience.

Drawing and Design for Production Full year, 1 credit

This course can be used to fulfill mandatory fine art credit. This course deals with the fundamentals of design and drawing through exercises in basic drafting techniques. It encourages visual problem solving using a common graphic language to describe forms and convey messages in the human-made environment. It provides experiences for the student to find solutions to design problems through design, drafting, modeling, and construction of products. This course has incorporated many project based activities and is geared around hands on learning.

TECHNOLOGY EDUCATION

Introduction to Computer Science Using Python

Full year, 1 credit

(Pre-req – Successful completion of Algebra course and Algebra regents exam OR Video Game Design/Robotics) This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science.

DCC Computer Science A Full year, 1 credit & 4 DCC credits

(Pre-req -- successful completion of Intro to Computer Science using python) Equivalent of a first semester, college-level course in computer science. Students will learn the fundamental concepts of programming from an object-oriented perspective. Topics include simple data types, control structures, basic input/output, arrays, strings, methods, classes, and objects. Problem solving techniques, algorithm design and implementation strategies are also covered. Students will be introduced to object-oriented techniques using the programming language Java. Pre-requisite: Introduction to Computer Science using Python

Basic Electricity and Electronics Full year,

1 credit

This full year course will introduce students to principles of home electrical circuits. This will include line and low voltage devices. We will also be looking at electronic systems. Students will learn to use various meters, test equipment, and bread board. This is a hands-on course and students will conduct experiments and construction projects. Topics will also include career opportunities in the field.

Pre-Engineering Full year, 1 credit

This course focuses on the three dimensions of technological literacy— knowledge, ways of thinking and acting, and capabilities—with the goal of students developing the characteristics of technologically literate citizens. It employs teaching/learning strategies that enable students to explore and deepen their understanding of "big ideas" regarding technology and makes use of a variety of assessment instruments to reveal the extent of understanding.

- Engineering Method
- 3D design and 3D printing
- Laser cutting/engraving
- RC Drones
- RC Planes

HEALTH AND PHYSICAL EDUCATION

Physical Education Requirements Full year, 1/2 credit

New York State Education Law requires that all students participate in Physical Education, for which they receive credit each year. **Physical Education credit is a requirement for graduation.** Physical Education classes are year-long classes that emphasize participation and preparing students to live healthy active lives. All students are required to take Physical Education in grades 9 -12, and will receive 1/2 credit per year upon successful completion of the course. If there are medical reasons why you can not participate in a physical education a doctor's note must be provided. If you are medically excused from physical education class there will be assignments that you must complete that will make up your grades.

Areas of Participation: application of skills, application of rules, application of strategies, sportsmanship, personal performance in games/activities, personal/social responsibility and safety. The methods of assessment illustrate the various techniques implemented and utilized by the PE staff. This list could be an extensive list with any inquires regarding a teacher's specific protocol for a particular assessment determined by the individual teacher. Methods of assessment: individual skills rubrics, group and team games, written tests and/or quizzes.

Physical Education in grades 9 - 12 is a year - long course from September to June with multiple units that vary in length. Units of emphasis include target sports, team passing sports, net/wall sports, fitness activities, and striking and fielding sports activities. Throughout the course of the year, students will participate in a variety of activities that promote teamwork, cooperation, enhance personal performance, and fitness and wellness concepts. Students may be assessed on their participation, behavior, knowledge, strategy, and skill application. The rules, regulations, and essential skills for various activities will be applied. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness/wellness and movement activities for a lifetime. Emphasis is placed on students developing knowledge, fitness and motor skills for a healthy life-style. Activities can include but are not limited to: Archery, Basketball, Badminton, Orienteering, Aerobics, Softball, Wall climbing, Golf, Floor Hockey, Pickleball, Flag Football, Pilates, Wiffle Ball, Tennis, Soccer, Volleyball, Team Handball, Weight Training and Ultimate Frisbee.

Health Education Full year, 1/2/credit

The objective of Health Education in the Pine Plains School District is to foster the positive growth of an individual's physical, mental, emotional, and social well being. It is a required course which adheres to the New York State Educational Curriculum and is offered to 11th grade students. The primary focus of Health Education is for students to acquire knowledge and develop life skills. This will enable them to make positive decision throughout their lifetime. The content areas of the course addresses opportunities for developing a healthy mind and body. This will assist students to live productive and successful lives.

ADVANCED PE ELECTIVES

Strength & Conditioning Half year ,1/2 credit

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit comprehensive weight training and cardiorespiratory endurance activities. Students will learn the fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. The overall goal is to empower students to develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Outdoor Adventures Half year, 1/2 credit

Focus of this course will be teaching and introducing students to numerous outdoor activities. These will be activities that students can use for many years after they are out of high school. The course will focus on teaching in the classroom setting as well as experiences first hand with field trips.

Activities will include: Fly fishing, camping, hiking, kayaking, fresh water fishing, firearm safety, archery, rock climbing, ropes course, wilderness survival/first aid and various others depending on student interest each year.

ELECTIVES

Intro to Culinary Full Year, 1/2 credit

This is an introductory food exploration course that focuses on skills related to the selection and preparation of food. Students apply mathematic and scientific principles while preparing a variety of foods to promote a healthy lifestyle. A basic must have survival course for all high school students either college or career bound!

Culinary II Full Year, 1/2 credit

Culinary II is designed to be a hands-on learning experience, using both labs and projects to practice culinary skills. It is meant to build from the techniques and methods introduced in the prerequisite, Intro to Culinary. Culinary II offers the student an opportunity to further develop abilities in the areas of food preparation, meal planning and regional foods.

Intro to Design Full Year, 1/2 credit

This is a project-based, hands on course which will expose students to a variety of design subject areas including but not limited to:

interior design - the application of the elements and principles of design in decorating, furniture arrangement and floor plans;

textile design – the process of creating designs used for fabrics;

fashion design – the art of applying design, aesthetics and natural beauty to clothing and its accessories;

architectural design – the art and science of designing buildings and (some) non-building structures;

and graphic design – the process of visual communication and problem-solving through the use of typography, photography and illustration.

Dutchess BOCES Career & Technical Institute

Please note that CTI Courses are not currently National Collegiate Athletic Association (NCAA) approved.

Agriculture

Small Engine Technology I & II - This program offers students entry level skills in small engine operation, maintenance, and repair. Second year students will focus on the operation, maintenance, and repair of lawn/garden equipment and recreational vehicles. Students who successfully complete courses I and II will be eligible for one unit of Math credit.

Careers in Animal & Plant Sciences I & II - Students will develop an understanding of the diverse and profitable fields of Agriculture. A variety of topics are covered including plant and animal biology and technology, food science and safety, wildlife management and environmental conservation, agricultural research, college and career exploration. This program emphasizes hands-on experiences with on-site projects, guest visitors, work placements and related field trips to businesses, organizations, colleges and industry events. Students have the option of choosing the animal or plant track in their second year.

Architecture & Construction

Construction Trades I & II - This program includes coursework in building construction, finish carpentry, masonry, plumbing and basic electricity. Students will be introduced to the tools, methods, and skills needed to gain entry level employment in the construction industry. Students who successfully complete courses I and II will be eligible for one unit of Math credit.

Electrical Construction Technology I & II - This program provides students entry level skills in construction electricity. Courses emphasize job safety, electrical theory, electrical calculations, work ethic, proper tool use and exposure to professional opportunities within the trade. First year focus is on residential installations, followed by second year directed at commercial and industrial installations. Students who successfully complete courses I and II will be eligible for one unit of Math credit and one unit of Science credit. Students must provide hand tools and code book.

Welding I & II - This program will help students develop entry level skills needed for careers in the welding and steel fabrication industry.

Arts, Technology & Communication

Graphic Design I & II - Students will be given the opportunity to explore the exciting world of Graphic Arts, Graphic Design, and Multi-Media Arts. Students enrolled in this program will develop skills and workplace competencies while exploring the many facets of communication careers. Students use a hands-on learning approach where the emphasis is placed on problem solving skills and communication techniques and processes.

Film Production I & II - This course is an introduction to the field of film and video production. It familiarizes students with the basic principles, theories and techniques in video production. Students will construct storyboards, write scripts, direct shoots, and edit their own projects using equipment provided by the CTI.

Education

Early Childhood Education I - This program provides students with an understanding of the physical, social and mental development of children ages birth to eight. Students will participate in off-site classroom internships.

Early Childhood Education II - This program prepares students to work under the general supervision of a licensed Teacher. Students will cover a range of topics related to pedagogy. Early Childhood Education is recommended prior to Early Childhood Education II. Students who successfully complete courses I and II will be eligible for one unit of Math credit.

Health Sciences

Introduction to Health Occupations - This one-year course is recommended during the student's junior year and includes core competencies specific to the Health Occupations. Students will be given an opportunity to explore various health care fields. Introduction to Health Occupations is strongly recommended before taking the Nursing Assistant (CNA) course. Second year options include Nursing Assistant or Practical Nursing 1. Requirements for PN1 HS are: a 98% average, strong work ethic and no more than three absences in order for recommendation to take the entrance exam for the program.

Nursing Assistant - This one-year course for seniors introduces the student to the foundation skills necessary for the study of Nursing. Successful students qualify to take the CNA exam. Successful completion satisfies health requirement for high school graduation. Students completing the program are eligible for one unit of science credit. No academic pullouts available for this course. *Important Notes:* Introduction to Health Occupations is strongly recommended before taking Nursing Assistant; work maturity skills essential to success in the Nursing Assistant program.

Hospitality & Tourism

Culinary Arts /Restaurant Management I & II - This program for juniors and/or seniors introduces the student to skills in food preparation, baking and pastry arts, safety and sanitation, and culinary hospitality. Students who successfully complete courses I and II will be eligible for one unit of Math credit.

Human Services

Cosmetology I & II - This is a two-year program. Students learn the care of hair, nails and skin. Students completing both years of the program are eligible for one unit of Science credit. Good attendance is essential. Students who successfully complete the program with at least 1000 hours are eligible to take the New York State cosmetology license exam. No academic pullouts are available for this class. Successful completion of this program will require students to complete off-site internships. Students who successfully complete courses I and II will be eligible for one unit of Science credit.

Information Technology

Computer Networking - This class is designed to provide the student with the technical knowledge required to obtain an entry level job in the field of computer network installation and maintenance. While Computer Hardware Technology is not required as a prerequisite, basic knowledge of the workings of computers will make this class more accessible. Students who successfully complete Computer Hardware Technology and Computer Networking will be eligible for one unit of Math credit.

Computer Hardware Technology – (Formerly called A+ Computer Repair.) This class is designed to provide the student with the technical knowledge and skills required for an entry-level position in the information and computer technology career field. Additionally, students will be prepared to take the A + Industry Certification Exam. Students who successfully complete Computer Hardware Technology and Computer Networking will be eligible for one unit of Math credit.

Law and Public Safety

Security & Law Enforcement I - This program introduces the student to the basic concepts of security and public safety, including homeland security, executive protection, and disaster preparedness.

Security & Law Enforcement II - This program introduces the student to the theory and practical applications of law enforcement and criminal justice.

Transportation

Automotive Technology I & II - This is an exploration of various segments of the automotive field, including in the second year, electronics, on-board computers, OBD I & II, transmissions, drive line and clutches, and engine service. Students who successfully complete courses I and II will be eligible for one unit of Math credit.

Related Academics

Career Literacy (CTE English) - All programs offer .5 credit per year in high school English, with the exception of Career Exploratory.

MST - This integrated Math-Science-Technology Program fulfills the requirement for a third unit of Math or Science credit.

Integrated/Specialized Science and Math - as indicated.

PLUMBING/HVAC

Students learn to install, repair and maintain residential and commercial plumbing, heating, and cooling systems and learn to assemble, install and repair pipefittings as related to kitchen appliances and bathroom fixtures. **Academic Integration- ELA, Math, Science**

INTRODUCTION TO ROBOTICS AND MECHATRONICS (ADVANCED MANUFACTURING)

This program is designed to help new employees enter the workforce with current skills and training needed to work with the machines, tools, methods, and materials used for shaping and assembling products. Skills are developed in the use of hand and precision tools such as lathes, mill machines, and grinders, as well as bench work, heat treating, computerized numerical control (CNC), and computer-aided drafting (CAD). **Academic Integration- ELA, Math, Science**

FASHION DESIGN & MERCHANDISING

Students in the Fashion Design & Merchandising program gain insight into the fashion and merchandising fields through work in an authentic fashion design setting at the Career & Technical Institute. Supported by state-of-the-art equipment, the curriculum covers such topics as the design and construction of apparel, the study of fabric and color, fashion history, and fashion illustration, as well as jewelry and accessory design. **Academic Integration- ELA and Math**

HEAVY EQUIPMENT OPERATOR

Heavy Equipment Operations will prepare students to operate a variety of equipment under the guidance of an experienced instructor. This two-year program will follow the NCCER (National Center for Construction Education and Research) curriculum as well as locally developed enhancements. The program provides instruction on the operation, general maintenance, and safety specific to the heavy equipment operations field. The two-year course will allow students to earn OSHA certifications. . During lab time, students are engaged in hands-on learning activities with various forms of heavy equipment. **Academic Integration- ELA and Math**

AVIATION MECHANICS

Aviation Mechanics is approved by the [Federal Aviation Administration](#). In partnership with DCC@HVR Airport, the AMT program combines world-class flight, aviation management, aviation maintenance, airframe and powerplant technician instruction with access to the Aviation Education Center, a state-of-the-art, collegiate aviation facility. This AMT program has helped prepare students to become FAA certified Airframe and Powerplant technicians. Those with FAA certifications in Airframe and Powerplant will find good salaries, excellent benefits and personal satisfaction in this exciting field. **Academic Integration- ELA, Math, Science**