



**Northeastern Clinton  
Central School**

*Curriculum Guide  
2008-2009*

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Central School  
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## INTRODUCTION

The Curriculum Guide, which is available from counselors, describes each course available in the Northeastern Clinton Central Senior High School and the Champlain Valley Technical Education Center, (CV-TEC), an extension of the school. Courses are listed by department. Read the Guide. Additional information regarding courses is available from individual teachers. Ask your teacher for course suggestions.

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HIGH SCHOOL GRADUATION REQUIREMENTS:  
DIPLOMA REQUIREMENTS  
BEGINNING WITH STUDENTS ENTERING 9TH GRADE  
IN 2008-2009 SCHOOL YEAR

A student graduating from Northeastern Clinton may receive a Regents Diploma with Advanced Designation, a Regents Diploma or an Individualized Education Program (IEP) Diploma.

**The Regents Diploma with Advanced Designation** is the highest Diploma a student may receive in a New York State high school. Students who receive an Advanced Regents Diploma have completed a challenging college preparatory curriculum. To receive the Advanced Regents Diploma, a student must take the most challenging course curriculum and complete additional Regents Exams.

**The Regents Diploma** signifies that the bearer has completed all necessary requirements for graduation. Students must receive a 65 or higher on required Regents Exams. Recipients of this Diploma may choose to continue their education at the collegiate level, pursue a career in the military, or seek employment.

**The IEP Diploma** is awarded to those students who have satisfactorily completed the requirements as described in their Individualized Education Program.

CREDIT REQUIREMENTS:

To receive a Regents Diploma with Advanced Designation, a Regents Diploma or a Local Diploma a student must earn a minimum of twenty two credits (22).

COURSE REQUIREMENTS:

*Each student must take at least five full credit classes each semester.* A full credit course is one that meets once each day. In addition to these five courses, each student must take physical education and a 1/2 credit elective course.

To graduate, each student must pass the following courses:

- English - 4 credits
  - Social Studies - 4 credits
  - Math - 3 credits
  - Science - 3 credits
  - Physical Education - 2 credits(\*)
  - Studio Art or Music - 1 credit(\*\*)
  - Health - 1/2 credit
  - Foreign Language - 1 credit
  - Introduction to Computers - 1/2 credit
  - Career and Financial Management - 1/2 credit
- (\*) each student must take physical education during all four years of high school
- (\*\*)music is a 1/2 credit course. In order to satisfy the requirement, the student must take music for two years.

DIPLOMA REQUIREMENTS BASED ON JUNE 2005  
BOARD OF REGENTS ACTION TO PHASE IN THE  
65 GRADUATION STANDARD ON REQUIRED REGENTS EXAMS

Entering Freshman Class	Local Diploma Requirements	Regents Diploma Requirements	Regents Diploma with Advanced Designation Requirements
2005	Score 65 or above on 2 required Regents exams and score 55 or above on 3 required Regents exams. Earn 22 unites of credit.	Score 65 or above on 5 required Regents exams. Earn 22 unites of credit.	Score 65 or above on 8 required Regents exams. Earn 22 unites of credit.
2006	Score 65 or above on 3 required Regents exams and score 55 or above on 2 required Regents exams. Earn 22 unites of credit.	Score 65 or above on 5 required Regents exams. Earn 22 unites of credit.	Score 65 or above on 8 required Regents exams. Earn 22 unites of credit.
2007	Score 65 or above on 4 required Regents exams and score 55 or above on 1 required Regents exams. Earn 22 unites of credit.	Score 65 or above on 5 required Regents exams. Earn 22 unites of credit.	Score 65 or above on 8 required Regents exams. Earn 22 unites of credit.
2008	No Local Diploma, except safety net	Score 65 or above on 5 required Regents exams. Earn 22 unites of credit.	Score 65 or above on 8 required Regents exams. Earn 22 unites of credit.

Note: The Regents Competency Test safety net for students with disabilities will continue to be available for students entering grade 9 prior to September 2010. Students using this safety net will receive a local diploma. The low-pass option of scoring between 55-64 on the required Regents exams to earn a local diploma will continue to be available for students with disabilities, without the local option.

## TESTING REQUIREMENTS:

In addition to credit, and course requirements, each student pursuing an Advanced Designation Regents Diploma, a Regents Diploma, or a Local Diploma, must pass a series of examinations to graduate. There are three types of examination (in addition to final exams) that each student must successfully pass:

### Regents Exams Regents Competency Tests (RCT)\*

Testing Requirements Regents Diploma - 65 passing Local Diploma - 55 passing	Testing Requirements Advanced Designation Diploma 65 passing
Math A Regents Exam Science Regents Exam English Regents Exam Global History Regents Exam U.S. History Regents Exam	Math A Regents Exam Math B Regents Exam 2 Science Regents Exams: 1 Living Environment 1 Physical Science (Earth Science, Chemistry, or Physics) Global History Regents Exam U.S. History Regents Exam English Regents Exam French III or Spanish III Regents Exam***

Students pursuing the IEP Diploma do not have to satisfy credit or testing requirements. Instead, these students must satisfactorily complete all of the requirements as stated in their IEP.

\* RCT - (Reading, Writing, Math, Science, Global Studies, U.S. History)  
 Students with disabilities, who are not pursuing an IEP diploma, must take the required Regents exams, but may meet diploma requirements by either passing the Regents exams or the corresponding Regents Competency Tests (RCT).

\*\*\* Students acquiring 5 units of credit in Occupational Education or Art may be exempt from the second language requirement while pursuing a Regents Advanced Diploma.

# GRADUATION CHECKLIST

A copy of this graduation checklist will be maintained in the guidance office for each Northeastern Clinton Central Student.

## NCCS GRADUATION CHECKLIST

Student #: \_\_\_\_\_  
Date entered 9<sup>th</sup> grade: \_\_\_\_\_

Name: \_\_\_\_\_

### REQUIREMENTS FOR REGENTS DIPLOMA

Subject	Class	Regents exam* <small>(date and grade)</small>
English Lan. Arts <small>(4 units of credit)</small>	<input type="checkbox"/> English 9	<input type="checkbox"/> ELA ( _____ )
	<input type="checkbox"/> English 10	
	<input type="checkbox"/> English 11	
	<input type="checkbox"/> English 12	
Social Studies <small>(4 units of credit)</small>	<input type="checkbox"/> Global 9	<input type="checkbox"/> Global History & Geography ( _____ )
	<input type="checkbox"/> Global 10	
	<input type="checkbox"/> US History 11	<input type="checkbox"/> US History ( _____ )
	<input type="checkbox"/> Economics (.5)	
	<input type="checkbox"/> Government (.5)	
Science <small>(3 units of credit)</small>	<input type="checkbox"/> Earth Science	<input type="checkbox"/> Science( _____ ) <small>(e science, living env., chemistry or physics)</small>
	<input type="checkbox"/> Living Environment	
	<input type="checkbox"/> Other _____	
Math <small>(3 units of credit)</small>	<input type="checkbox"/> _____	<input type="checkbox"/> Math A ( _____ )
	<input type="checkbox"/> _____	
	<input type="checkbox"/> _____	
Language <small>(1 unit of credit)</small>	<input type="checkbox"/> Spanish or French	<input type="checkbox"/> Language Prof. ( _____ )
	<input type="checkbox"/> _____	
<b>Other required classes without Regents exams</b>		
<input type="checkbox"/> Art or Music <small>(1 unit of credit)</small>	Physical Education <small>(2 units of credit)</small>	Electives <small>(3.5 units of credit)</small>
<input type="checkbox"/> Health <small>(.5 unit of credit)</small>	<input type="checkbox"/> PE (.5units of credit/ yr)	<input type="checkbox"/> _____
	<input type="checkbox"/> PE (.5units of credit/ yr)	<input type="checkbox"/> _____
<input type="checkbox"/> CFM/Intro to Comp. <small>(1 unit of credit)</small>	<input type="checkbox"/> PE (.5units of credit/ yr)	<input type="checkbox"/> _____
	<input type="checkbox"/> PE (.5units of credit/ yr)	<input type="checkbox"/> _____

### REGENTS DIPLOMA WITH ADVANCED DESIGNATION

In addition to the Regents Diploma requirements, students must complete either <b>OPTION I</b> or <b>OPTION II</b>
<b>OPTION I - Language</b> (2 additional language credits & exams)
<input type="checkbox"/> Spanish or French <input type="checkbox"/> Spanish or French <input type="checkbox"/> Spanish or French Regents exam( _____ ) & <input type="checkbox"/> Math B Regents exam ( _____ ) <input type="checkbox"/> Science Regents exam ( _____ ) (of the two required, 1 must be living env.)
<b>OR</b>
<b>OPTION II - Career or Technical Ed.</b> (5 credits in Business, CVTEC, Art or Technology & exams)
<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
&
<input type="checkbox"/> Math B Regents exam ( _____ ) <input type="checkbox"/> Science Regents exam ( _____ ) (of the two required, 1 must be living env.)

\*Students with disabilities must take the required Regents exams, but may meet diploma requirements by either passing the Regents exams or the corresponding Regents Competency Tests (RCT).

**RCT** (date and p=pass, f=fail)

<input type="checkbox"/> Reading ( _____ )	<input type="checkbox"/> Science ( _____ )
<input type="checkbox"/> Writing ( _____ )	<input type="checkbox"/> Global Studies ( _____ )
<input type="checkbox"/> Math ( _____ )	<input type="checkbox"/> U.S. History ( _____ )

<b>Total Units of credit needed = 22.0</b>
Grade 9 _____
Grade 10 _____
Grade 11 _____
Grade 12 _____
<b>Total</b> _____

\*Passing grade for Regents exams:  
 Advanced Regents Diploma – 65  
 Regents Diploma – 65  
 Local Diploma – 55

all boxes X = completed and passed

# NORTHEASTERN CLINTON SENIOR HIGH COURSE DESCRIPTIONS

## OCCUPATIONAL EDUCATION BUSINESS EDUCATION

### **Career and Financial Management**

Students will identify the relationship between career planning and lifelong goals. Students will perform a series of self-assessments to identify with career clusters that match their personal interests, values and abilities. Students will become familiar with the job search process and identify with the preparation that is necessary to transition from the educational environment into a career. This process includes preparing a resume, cover letter, follow-up letter, identifying and practicing interview skills and acquisition of career related information. Students will develop skills in communication, critical thinking and decision-making to ensure successful employment opportunities.

Students will study a wide range of financial areas that include managing finances and budgeting, comparing and contrasting a variety of financial institutional services and prepare sample state and federal income tax returns. Students will learn to plan for financial security by identifying with investing alternatives such as stocks, bonds, mutual funds, real estate and retirement and estate planning. Students will understand the necessity of establishing and maintaining an excellent credit rating while evaluating various sources of credit, credit laws and FICO scores, responsibilities and cost of credit. Students will look at resource management which includes identifying with the different types of insurance (auto, homeowners, renters, health and life insurance). Lastly, students will identify with their rights and responsibilities as a consumer in our economic system.

**1/2 credit**

### **Introduction to Computers**

This course provides students with a range of activities designed to reveal the terminology and functions of a computer. It will deal with hardware and software as well as:

- an introduction to computer systems and
- word processing applications
- spreadsheet application
- graphics application
- the community, society and the individual

**1/2 credit**

## **Accounting**

An introduction to the fundamentals of double entry bookkeeping and related general purpose financial reporting as applied in accounting for service and merchandising enterprises. The complete accounting cycle and the interpretation and understanding of financial statements are taught. **1 credit**

## **College Accounting**

Prerequisite: Accounting I

College Accounting-ACC 101 is a comprehensive, two-semester, one-year course designed to bring the real world of accounting into the classroom. Students will have the opportunity to use real-world source documents and real-world financial statements. Students will be introduced into the basic principles of accounting; accounting cycle; cash, short-term investments and Accounts Receivable; Notes Receivable, Accounting for Inventories; Property, Plant, and Equipment Assets and Intangible Assets; Notes Payable, Accounts Payable, and other current Liabilities; Long-term Liabilities; Stockholder's Equity: Contributed Capital & Earnings & distributions; the worksheet, adjustments, and financial Statements; analyzing and interpreting Financial Statements; and The Statement of Cash Flows. **1 credit**

## **Business Law/Marketing**

Business Law/Marketing is a course designed to develop an understanding of law as it pertains to marketing. The meaning, courses, administration and enforcement of law is taught. The course also incorporates marketing theory and methods. Among topics discussed are the importance of marketing, the interrelationship of the different phases of marketing, the differences between the marketing of goods and services, wholesaling, retailing, pricing strategies, analysis of markets, and distribution. Along with classroom instruction the Business Law/Marketing class will also be responsible for the operation of the school store. A requirement of this class will be that each student works 3 to 4 periods a week outside of the classroom, working in the hands-on operations of the school store. **1 credit**

## **ENGLISH LANGUAGE ARTS**

English Language Arts is designed to teach students how to read, write, listen, and speak for information, literary expression, critical analysis, and social interaction in standard American English. This is the language used in business, medicine, politics, education, the legal system, and mainstream communication, such as TV and radio broadcasting, newspapers, books, magazines, and formal Web sites. All English Language Arts courses adhere to New York State standards, and prepare students for success in the NYS Regent's exams as well as higher education.

## **English 9**

English Language Arts 9 is an introduction to reading, writing, listening, and speaking at the secondary level. Due to a shift from American to Global History in Social Studies 9, literature in ELA 9 is drawn from China, India, Central America, England, and Africa. Students will be exposed to various literary genres, such as the novel, short story, poetry, memoir, and essay. New vocabulary is taught, grammar and writing skills are drilled and practiced, and drama is used to promote social interaction. Students will also be taught research skills using online databases and Web sites. **1 credit**

## **English 9 Honors**

Similar to English Language Arts 9, this Honors course also introduces students to reading, writing, listening, and speaking at the secondary level. In addition, it also uses literature from China, India, Central America, England, and Africa. However, unlike ELA 9, this Honors course covers material at an accelerated pace, and goes into more depth, discussion, and critical thinking. Students are also given more choice, and more responsibility, in assignments. More sophisticated literature is used (or the same literature taught in a different way), and higher level vocabulary is taught. Grammar and writing skills are drilled and practiced in depth, and drama is used to promote social interaction. Students will also be taught research skills using online databases and Web sites. **1 credit**

## **English 10**

ELA 10 will foster better reading and writing skills in students by following the New York State Standards for ELA. Included in the curriculum are readings such as the novels *To Kill a Mockingbird* and *The Phantom of the Opera*, memoirs including *Night* and *Parallel Journeys*, and dramatic work such as *The Importance of Being Earnest*. Writings will focus on prep for next year's ELA Regents exam, focusing primarily on the paired reading and critical lens components. Included in the course will be a workshop over several weeks, held in conjunction with the Pendragon Theater of Saranac Lake. Activities include working with professional stage actor(s), creation of scripts, and peer performances. **1 credit**

## **English 10 Honors**

The ELA 10 Honors Class will foster better reading and writing skills in students by following the New York State Standards for ELA. The course will culminate in students taking the ELA Regents Exam at the end of the sophomore year as opposed to waiting until the junior year. Writing preparation will focus on all elements of the Regents Exam, which consists of four essays given over a two-day span. Included in the curriculum are readings such as the novels *To Kill a Mockingbird* and *The Grapes of Wrath*, the memoir *Night*, and Shakespeare's *The Taming of the Shrew*. Included in the course will be a workshop over several weeks, held in conjunction with the Pendragon Theater of Saranac

Lake. Activities include working with professional stage actor(s), creation of scripts, and peer performances. Admittance to this class depends on grades from the previous year, teacher recommendation, and an entrance exam in the form of an essay. It will be considerably more intense than the regular 10th grade ELA Curriculum and will include summer reading. **1 credit**

## **English 11**

Students will read a variety of literary works throughout the year. Units may include *The Crucible*, *The Great Gatsby*, *The Scarlet Letter*, *The Things They Carried*, *Macbeth*, poetry, intensive grammar, public speaking, and an NYLA research paper. Vocabulary words and literary elements and techniques are studied in the context of the works read. Response to the literature read includes class discussion, small group discussion, quizzes, response journals, and formal essays and projects. In addition to reading the required literature for class discussion, students are also required to read six to eight additional Accelerated Reader titles independently. Students are responsible for completing Accelerated Reader quizzes with 70% accuracy for the independent books they choose to read.

Emphasis will be placed on the Regents examination during the first semester. Students will practice tasks that emulate those on the Regents examination. Sample Regents essays will be written, especially throughout the first semester, to help students prepare for the exam. These essays include responding to a listening passage; reviewing and responding to an informational piece of literature (an article); reading, analyzing, and responding to two works of literature from various genres and creating a controlling idea (thesis) that links the two passages; and analyzing and evaluating two works of literature as they apply to a given quotation (critical lens).

The Regents level English 11 classes uphold the standards set by New York State. Students speak, read, listen, and write on a consistent basis for information and understanding, literary response and expression, critical analysis and evaluation, and social interaction.

**1 credit**

## **English 11 Honors**

Students will read a variety of literary works throughout the year. Units may include *The Crucible*, *The Great Gatsby*, *The Scarlet Letter*, *The Things They Carried*, *Macbeth*, poetry, intensive grammar, public speaking, and an ELA research paper. Vocabulary words and literary elements and techniques are studied in the context of the works read. Additionally, students will be exposed to a variety of vocabulary words that will prepare them for the SAT. Response to the literature read includes class discussion, small group discussion, quizzes, response journals, and formal essays and projects. In addition to reading the required literature for class discussion, students are also required to read eight Accelerated Reader titles independently. Students are responsible for completing Accelerated Reader quizzes with 70% accuracy for the independent books they choose to read. Additionally, students are required to pass Accelerated Reader

analysis quizzes with at least 70% accuracy. Analysis quizzes go beyond comprehension, allowing students to investigate texts in a more in-depth manner.

Emphasis will be placed on the Regents examination during the first semester. Students will practice tasks that emulate those on the Regents examination. Sample Regents essays will be written, especially throughout the first semester, to help students prepare for the exam. These essays include responding to a listening passage; reviewing and responding to an informational piece of literature (an article); reading, analyzing, and responding to two works of literature from various genres and creating a controlling idea (thesis) that links the two passages; and analyzing and evaluating two works of literature as they apply to a given quotation (critical lens).

The English 11 Honors class upholds the standards set by New York State. Students speak, read, listen, and write on a consistent basis for information and understanding, literary response and expression, critical analysis and evaluation, and social interaction. **1 credit**

### **College - English 12**

Seniors have the option of enrolling in college composition classes through Paul Smith's College. Students receive credit for Senior English as well as up to six hours of college credit through Paul Smith's. Students gain preparation for college level work and are able to satisfy freshman English requirements at most colleges. Students pay a reduced college tuition for each course. Students purchase textbooks. Students must be recommended by the NCCS faculty.

**English 101 - ENGLISH COMPOSITION** - This course consists chiefly of expository writing with emphasis on rhetoric, grammar, and mechanics, which may be studied as ends themselves. Effective revision strategies will be taught. Instruction in the use of the library and the writing of a library research paper are included, and attention is given to literature (essays, poems, short stories, etc.) as time permits. **1/2 credit**  
**(3 college credits)**

**English 102 - LITERATURE AND COMPOSITION II** - This writing-intensive course complements English Composition I (Eng 101). The main purpose is to develop critical thinking and expository writing skills through the study of and written reaction to various professional texts, literary, persuasive, or combination thereof. The work will consist chiefly of written essays, with emphasis on audience awareness, ownership, clarity, organizational methods, and logic. This course will also include a research component. **1/2 credit**  
**(3 college credits)**

## **Public Speaking and Debate -English 12**

This course is four quarters. Students will participate in a career study unit in the first quarter and complete a usable resume and cover letter, research careers and practice interviews. Quarter two will focus on public speaking skills. Quarter three will continue with public speaking techniques and the research process. Quarter 4 will build on the research process and focus on debating popular issues from past and present.

Students must choose a novel from the Accelerated Reader list every five weeks. Upon completion, each student must pass the Accelerated Reader Practice Quiz with 70% accuracy to receive credit.

**1 credit**

## **Journalism -English 12**

Students will explore the first amendment and a variety of historical court cases, especially those relevant to freedom of the press and expression. Students will briefly study journalism ethics, being exposed to real life examples of journalists who have broken ethical codes.

Students will learn the interview process through mock interviews. They will prepare interview questions and practice obtaining further information from those they interview. They will also learn to research their subjects through a variety of other mediums.

Students will familiarize themselves with the various sections of the newspaper by writing original articles for each section. Revising and editing their own articles, along with those of their peers, will become an integral part of learning the importance of the writing process.

Students will apply for specific positions on the school newspaper through a mock-professional setting. Students will use their works from throughout the year to develop a professional portfolio. The portfolio will include a self-developed resume, cover letter, and showcase of student work. Students are encouraged to keep these with them even after the culmination of this class.

The newspaper will cover a variety of school and community events. Students will work collaboratively with others in a mock-professional environment, preparing them for both college life and life after high school.

**1 credit**

## **SOCIAL STUDIES**

### **Global History 9**

#### *Afro-Asia Culture Studies and Latin American Culture Studies*

This course of study emphasizes the history and geography of the countries of the Third World, China, and Japan. It includes major units on South Asia, Southeast Asia, East Asia (China and Japan), Africa and Latin America, and is aimed at understanding the different cultures in these areas of the world. A major aim is to develop an understanding that these people are different from but not necessarily inferior to us and to understand their abilities to meet the demands of survival in the light of their physical geography. This course is the first half of the Global History component in the New York State Syllabus. A Regents Exam is given at the end of the 10th year covering all material in 9th and 10th.

**1 credit**

### **Global History 9 Honors**

Honors 9 Global Studies encompasses an intensive study the non-western-world. The Honors Class will study in depth the Dawn of Man, Latin America, Africa, India, China and Southeast Asia. Students will be required to do a series of different projects and assignments. Students will be required to perform skits, design cross curriculum thematic productions and work as a team. High expectations are held for students taking this class.

**1 credit**

### **Global History 10 UN**

The basic course covering the Middle East, Europe, and Russia up through the Modern World is taught in the first thirty weeks. The last ten weeks is devoted to a Model United Nations covering the unit “The World Today” and reviewing all 9th and 10th units. Student participation in activities with an emphasis on debate and oration is highlighted. Current events is stressed throughout the entire year, and a log book must be kept on the country the student has selected for U.N. in September. A Regents exam required for graduation is given in June. A strong 9th grade background with an interest in international events is encouraged as a pre-requisite. A regents review book should be purchased during the last 10 weeks.

**1 credit**

### **Global History 10**

The basic course covers the Middle East, Europe, and Russia. The Global History Regents must be passed by the student for credit. The last 10 weeks students review material from Global 9 and 10 in preparation for the Global History Regents Exam.

**1 credit**

### **U.S. History & Government**

This one-year course is designed to provide students with a solid knowledge of our government and how it operates. It will enable them to see the circumstances that have surrounded the development of our Constitution and will focus in depth on how our society has developed since the Civil War. Students will

become aware of the political, social, economic and cultural issues that have shaped, and continue to shape, our nation. A Regents Exam is given in June which all students are required to take. In order to help prepare for the Regents Exam, a review book will need to be purchased.

**1 credit**

## **U.S. History & Government - Honors**

This one-year course is designed to challenge and engage students who have drive to gain a deeper understanding of US History & Government. These students will need to do additional research and reading debate and in-depth analysis of events. A greater emphasis will be placed thematic essays and extensive journaling. The year will begin with a mock Constitutional Convention. Each student represent a historical figure and with research determine and argue from many issues addressed at the convention. All students will take the 11th Grade Regents in June.

**1 credit**

## **Social Studies 12**

### ***1. Economics***

The economics course deals specifically with the basic concepts and principles of economics, the major elements or the economic systems and the roles of various components of those systems, including the consumer, business, labor, agriculture, and government. The major focus is on the economy of the Untied States, but attention is given to the world economy as a whole and to other economic systems. There is an emphasis on economic decision making at all levels throughout the course. Students must pass this course to graduate.

**1/2 credit**

### ***Economics – Honors***

The Honors Economics course will mirror the regular Economics classes. Since the content will be covered more quickly it is imperative that students are self-motivated and willing to do additional preparation outside of the classroom. Considerable more emphasis will be placed on analyzing real life events and incorporating current events. Bi-weekly debates led by student moderators will take place addressing current economic problems in the US and globally.

**1/2 credit**

### ***2. Government***

The government course deals with enabling students, through a series of skill-building components, to effectively impact government policy, when and if necessary. Those skills include the ability to properly identify public policy issues to analyze them with regard to their probable impacts on society.

It is the goal of this course to have students actually become minor players in public policy making through the drafting and presentation of position papers on contemporary policy topics. Overall, the emphasis on involvement in the process of government decision making remains paramount. Students must pass this course to graduate.

**1/2 credit**

## ***Government – Honors***

As with the standard Government course, our focus will be on the citizenry's participation in the governance of the United States of America, historically and in contemporary society rather than on the mere facts of the government's birth and development, although some background knowledge will be provided. Similarities and differences between political eras will be noted and examined in greater than cursory depth. Honors Government will be faster paced and cover more material than the standard class, and will give students the chance to work in a more independent manner.

In addition to the requirements of the standard Government course, students enrolled in Honors Government will be expected to demonstrate their content proficiency in a variety of ways. Additional requirements may include individual projects, group projects, a class project, research papers, simulations, skits, public pedagogy, etc. **1/2 credit**

## **FRENCH SEQUENCE**

### **French I**

A basic French course focusing on vocabulary building and verbs in the present and past tenses. Students will be able to express simple material through speaking, listening, reading, and writing. **1 credit**

### **French II**

Students continue to build vocabulary and learn additional verb forms. Students can comprehend and participate in short conversations. Longer reading and writing assignments are introduced. **1 credit**

### **French III**

All compound verb forms are learned. Excerpts of literature are introduced. Students present speeches on selected topics and write one-page compositions. A Regents Exam is given at the end of the year. **1 credit**

### **French IV**

This is an advanced course stressing conversation and reading. Many oral activities are included. Monthly vocabulary units involve group projects. Grammar is reviewed and practiced. This course may be taken for college credit through Clinton Community College if tuition is paid. **1 credit**

**(6 college credits)**

### **French V**

An advanced composition and conversation course building on the previous four years of French study. Weekly class discussions are lead by student moderators. Several short novels are read. Culture and geography are also emphasized. This course may be taken for college credit through Clinton Community College if tuition is paid. **1 credit**

**(6 college credits)**

## **SPANISH SEQUENCE**

### **Spanish I**

This is a basic Spanish course focusing on vocabulary building and grammar. Students will be able to express simple material through speaking, listening, reading, and writing. **1 credit**

### **Spanish II**

Students continue to build vocabulary and they learn to use it along with a variety of verb tenses ( the past, the future, the command form, the conditional, etc.). Communication is strongly emphasized both in student-to-teacher and student-to-student interactions. This class contains more complex reading and writing requirements. **1 credit**

### **Spanish III**

Old vocabulary, verb tenses, and sentence structure are reviewed and added on to. Students will comfortably express their opinions, provide and obtain information, and communicate in Spanish about every day occurrences. Creativeness and imagination is now stressed in both their reading assignments and written work. A Regents Exam is given at the end of the course. **1 credit**

### **Spanish IV**

Expected Outcomes:

Listening: Can understand speech delivered by a native speaker not used to dealing with foreigners; Speaking: Can handle most communicative situations with confidence; Reading: Can read excerpts from literature, newspapers, and advertisements; Writing: Can express complex ideas and personal opinions on just about any subject; Culture: will demonstrate a general appreciation and understanding for Spanish-speaking cultures. This course may be taken for college credit through Clinton Community College if tuition is paid **1 credit**  
**(6 college credits)**

### **Spanish V**

Spanish V is a continuation of Spanish IV, with the same expected outcomes. The difference is that students continue to build vocabulary. This course may be taken for college credit through Clinton Community College if tuition is paid. **1 credit**  
**(6 college credits)**

## SCIENCE SEQUENCE

### Physical Settings/Earth Science

Higher New York State standards now require students to pass one Regents Science Exam before they graduate from high school. This is a one year science course offered to freshman, and covers the topics of geology, astronomy, meteorology, and environmental science. The course also covers a variety of learning and problem-solving skills that can be used in many other disciplines. Classes will be scheduled to alternate between an 80 minute session one day, and a 40 minute session the next day. Labs will be taught during class time. All students must attend a minimum of 1200 minutes of lab, and meet the written lab report requirements before they can take the Earth Science Regents exam. Presently, 15% of the Regents exam involves a lab practical exam.

**1 credit**

### Physical Settings/Earth Science – Honors

The Honors Regents Earth Science course follows the same State mandated core curriculum as all the other Regents Earth Science classes. The final assessment is the NY State Regents Earth Science exam which all Earth Science students are required to take. A minimum of 1200 minutes of laboratory experience must be achieved before students are allowed to take any Regents science exam.

The honors class differs from the regular Earth Science course primarily because it is designed to challenge the students who want to know more than just the basic information, and are willing to put forth the effort to make this happen.

The content will be covered in greater depth and the pace of the class will be faster. In order to achieve this higher level of learning, there will be a significant amount of work that will have to be completed outside the classroom. It is expected that students taking this class are very self-motivated, conscientious students who really enjoy science.

The faster pace presents greater opportunities for inquiry-based laboratory learning experiences, as well as individual and group projects that are presented to the class. Computer technology will be used as a teaching tool to enhance the delivery of course content. Students will be expected to also use computer technology to access real-time data and the most current information in the fields of astronomy, meteorology, climatology, and geology.

**1 credit**

### Criminalistics: An Introduction to Forensic Science

The Forensic Science class is an introduction to the techniques, skills, and limitations of the modern crime laboratory. A major portion of the class centers on discussions and investigations of the common items of physical evidence encountered at crime scenes. This is a multidisciplinary subject which integrates chemistry, biology, geology, and physical science. Forensic Science is the application of science to criminal and civil laws that are enforced by police agencies in a criminal justice system. Knowledge of legal considerations, recognition, collection, and proper preservation of physical evidence, will spark students' interest and motivate some students to seek further scientific knowledge, and perhaps direct their education toward a career in forensic science.

**1 credit**

## **Regents – Living Environment**

It is intended that this course provide students with an awareness of the natural world, basic scientific concepts, stimulation of inductive reasoning and basic understanding of biological processes and generalizations. In addition the State requires 1200 minutes of lab work which will be incorporated into the class. The student is required to submit a report for each lab as evidence that the work was successfully completed. **1 credit**

## **Regents – Living Environment – Honors**

Honors Living Environment is an introductory biology course that includes a 1200 minute laboratory component. Curriculum follows New York State Living Environment Core Curriculum Standards (<http://www.emsc.nysed.gov/ciai/mst/pub/livingen.pdf>). This course is specifically designed to prepare students for the Living Environment Regents Exam. Students will learn scientific inquiry, basic biochemistry, nutrition, cell structure/function, mitosis, meiosis, photosynthesis, respiration, genetics, protein synthesis, evolution, classification, systems of the body, ecology, and human impacts on the environment. **1 credit**

## **Environmental Science**

Environmental Science is a course for students who have completed their Physical Setting and their Living Environment Regents requirements, but they need a third science credit. This is a science elective, which does not have a Regents exam or Regents lab requirement. All labs are done during class time. Emphasis is placed upon the following topics: biotic systems including ecosystems, biomes, biodiversity, and populations. Abiotic systems are also covered and include land, air, water mineral, renewable, and non-renewable resources, waste management, and environmental effects on human health. **1 credit**

## **Regents Chemistry**

The Regents Chemistry course is offered to any student with a working knowledge of algebra and fundamental laboratory skills. This is a course for students who are seeking to meet the science requirements for graduation as well as those planning to major in sciences on the college level. The purpose of this course is to explore basic chemical concepts. Application of these concepts to the environment, technology and society are discussed. There is an emphasis on analytical problem solving, applying calculations to chemical problems, precision in laboratory skills, and the writing of quality laboratory reports. A passing laboratory report grade is a pre-requisite to taking the Regents exam in June. **1 credit**

## **Regents Physics**

The Regents Physics syllabus outlines a course of study for high school students in the Regents program. The syllabus is divided into 5 core areas: mechanics, energy, electricity and magnetism, wave motion and modern physics. The development of positive science attitudes and problem solving skills are empha-

sized. A passing laboratory report grade is a pre-requisite to taking the Regents in June. **1 credit**

## **MATH SEQUENCE**

### **Algebra I**

Algebra I is a one year course designed to enable the student to pass the Integrated Algebra Regents exam. The topics include: number sense and operations, algebra, geometry, measurement, and probability and statistics. A scientific calculator is required and graphing calculators will be introduced. The Integrated Algebra Regents will be offered at the end of the year. **1 credit**

### **Algebra A-1**

Algebra A-I is the first year of a two-year course designed to enable the student to pass the Integrated Algebra Regents exam. The topics include: number sense and operations, algebra, geometry, measurement, and probability and statistics. A scientific calculator is required and graphing calculators will be introduced. The Integrated Algebra Regents will be offered in January and at the end of the Algebra A-2 year. **1 credit**

### **Algebra A-2**

This course is a continuation of Algebra A-1 with an in-depth study of each topic. The Integrated Algebra Regents will be offered at the end of the year. **1 credit**

### **Geometry**

The course is a continuation of Algebra with an in-depth study of each topic. Topics covered are logic, geometric proof, polygons, polynomials, quadratic equations, coordinate geometry, probability, algebraic systems, and transformations. The Geometry Regents Exam will be offered at the end of the year. **1 credit**

### **Geometry – Honors**

This class will cover all topics covered in the regular geometry class, but will place more emphasis on logic, proofs, and the theory of geometry. The problems involved in the class will be at a higher degree of difficulty. The teacher will be more of a facilitator than a lecturer. Graphing calculators, manipulatives, projects, cooperative learning, and geometry software will be used throughout this class. The Geometry Regents Exam will be offered at the end of the year. **1 credit**

### **Math III**

A continuation of the work done in Math I and II. Topics include radicals and complex numbers, trigonometry, of the right triangle and circular trigonometry, exponents and logarithms, transformations, probability, and statistics. The Math B Regents Exam is given at year's end. Scientific calculators will be required. **1 credit**

## Topics in Math

This course is a continuation of the work done in Math I and II with most of the topics in Math III covered at a slower pace and in less detail. This course is designed for students who need a third year of math and will prepare the students for entering a two-year college, military, technical or skilled trade upon graduation. The focus will be on mathematics in real world settings with students applying concepts to a wide range of occupational situations and they will be trained to work in teams, mirroring the business community. Emphasis will be upon providing the student with a solid grounding in statistics, which will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Student will **NOT** be given the New York State Math B Exam at the conclusion of this course. **1 credit**

## Pre-Calculus I

This course is designed to prepare students for calculus and technical courses. Course topics include an introduction to relations and functions and an in-depth study of polynomials, rational, exponential logarithmic, and trigonometric functions. Students will also study topics in analytic trigonometry including trigonometric identities and equations. The use of the graphing calculator is required for this course to further the exploration of these functions, related models and their applications. This course may be taken for college credit through Clinton Community College if tuition is paid. **1 credit**

**(8 college credits)**

## Calculus I/Calculus II

This course is an introduction to the basic concepts of differential and integral calculus. Course topics include limits and continuity; differentiation and its applications including curve sketching; indefinite and definite integrals; the Fundamental Theorem of Calculus; derivatives and integrals of the trigonometric functions. The Calculus II portion is a continuation of Calculus I. Course topics include applications of integration, transcendental functions, techniques of integration, polar coordinates, infinite series including the Taylor Series and some differential equations. The use of a graphing calculator is required for this course to further the exploration of these functions and their applications. A school final is given at year's end. The AB Calculus AP exam will be offered to anyone interested in taking it. There is a fee for this exam. This course can be taken for college credit through Clinton Community College if tuition is paid.

**1 credit**

**(8 college credits)**

## Statistics

This is an introductory course in statistics, designed to familiarize the student with data distributions; (numerical and graphical) exploratory data analysis; correlation and linear regression; the normal binomial probability distributions; confidence intervals and some hypothesis testing. This course may be taken for college credit through Paul Smiths College if tuition is paid. **1/2 credit**

**(3 college credits)**

## Modeling for Decision Making

This is an introductory course in using mathematics as a basis for making logical decisions. The course will include the algebra of linear equations and inequalities and the solution of linear equations needed to solve linear programming geometrically. Other topics include set theory, matrices, basic statistics and the analysis of graphs. This course can be taken for college credit through Paul Smiths College if tuition is paid.

**1/2 credit**  
**(3 college credits)**

## TECHNOLOGY

### Foundations Courses:

**Electricity / Electronics:** a 1/2-unit course taught in the Transportation/Electrical Laboratory providing a study of the basics of electricity and electronics. Theory study, wiring, and circuit fabrication are included in the course.

**Materials Processing:** a 1/2-unit course taught in the Metals Laboratory providing a study of how materials are converted through techniques of forming, separating, combining, and conditioning.

### Systems Courses

**Production Systems:** a 1/2-unit course taught in the Metals Laboratory providing instruction in the systems of manufacturing and construction.

**Manufacturing Systems:** a 1/2-unit course taught in the Wood Laboratory involving the study of the history of manufacturing, material sources and conversion, tools and machines, manufacturing processes, and social and environmental impacts.

**Transportation Systems:** a 1/2-unit course taught in the Transportation/Electrical Laboratory presenting an overview of land, marine, and aerospace transportation. Hands - on experience involving internal combustion engines is integrated into this course.

### Electives

**Production Research and Development:** a 1/2-unit course taught in the Wood Laboratory studying the procedures of the research and development process applied to the production of wooden material products. Pre-requisite: Manufacturing Systems.

**Design and Drawing for Production:** This course is a one-unit course which emphasizes creative problem solving, designing, and technical drawing. The course reflects the approach used in business and industry to develop new products. Students develop solutions to various product design problems, and proposed solutions are researched, sketched, refined, and rendered as technical drawings. Basic elements of design, and the six basic areas of technical drawing, (orthographic projection, pictorial drawing, sections, auxiliaries, revolutions, transitions, and developments) are covered. This course satisfies the one-unit Art/Music graduation requirements for all students. This course may be taken for college credit through Clinton Community College if tuition is paid.

**1 credit**  
**(5 college credits)**

## **ARTS SEQUENCE**

### **Studio in Art**

This course fulfills the state mandate for one credit in art or music. It is an introductory level course covering basic skills in hands-on-work, art theory, and art history. Students will paint, draw, letter and use sculptural materials. They will be asked to do both drawing and art history homework and to keep a class folder of this work plus handouts that form the basis for the written part of the course. **1 credit**

### **Studio in Painting and Drawing (Prerequisite: Studio Art)**

This course will cover a variety of techniques in art such as: pencil, charcoal, white charcoal, oil pastel, chalk pastel, watercolor and acrylic painting. The student will learn new techniques and then implement them in works of art. The student will be encouraged to work from direct observation (still life) as well as photographic sources. Students will also be introduced to careers in Art. A portfolio of work will be produced during this year to prepare the student for college courses in Art, as well as give a firm foundation in technical skills needed for progress in the Arts. **1 credit**

### **Advertising Design**

#### **(Prerequisite: Studio Art, Painting and Drawing)**

This is an advanced course which will introduce students to the concepts of Graphic Design. Graphic designers create much of the media we see in today's culture, such as book design, posters, CD-DVD covers, graphic novels and multi-media such as television and computer graphics. This course will introduce the student to skills such as computer art (using Adobe Illustrator, Photoshop and InDesign) as well as digital camera work. The student will also use media such as pen and ink, colored ink, marker as well as other creative media to create artwork. This course will introduce the student to the concepts of commercial art and marketing as well as advertising concepts. A portfolio of artwork will be produced during this year. **1 credit**

### **Advanced Studio I/II**

This is an advanced course for students who have completed the foundation course Studio in Art and one of the advanced courses, either Advertising Design or Painting & Drawing. This course is an advanced course which will further develop the student's technical skills as well as their appreciation for art and their knowledge of possible careers using these skills.

Students will further develop their artistic skills and techniques in painting and drawing as well as discover their personal style and vision. Students will learn critical judgment (art critique) of their own and others' art. Students will develop a portfolio of their work during the course to be used as a record of their progress. All students will produce a presentation portfolio (i.e., a portfolio to be used to gain entry to a college-level art program). **1 credit**

## PHYSICAL EDUCATION

Physical education is based upon the acquisition of knowledge and skills as a foundation for engaging in physical activity. The mission of physical education is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life.

Physical education is a sequential educational program based on physical activities undertaken in an active, caring, supportive and non-threatening atmosphere in which every student is challenged and successful. Students with disabilities are provided with a learning environment that is modified, when necessary, to allow for maximum participation.

The National Association for sport and physical Education (NASPE) content standards will be used as a basis for our physical education program. These standards state that a physically educated person:

- ◆ Demonstrate competency in many movement forms and proficiency in a few movement forms.
- ◆ Applies movement concepts and principles to the learning and development of motor skills.
- ◆ Exhibits a physically active life style.
- ◆ Achieves and maintains a health-enhancing level of physical fitness.
- ◆ Demonstrates responsible personal and social behavior and physical activity settings.
- ◆ Demonstrates understanding and respect for differences among people in physical activity settings.
- ◆ Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**1/2 credit per year for 4 years**

### **Aquatics Program**

Swimming for 10 weeks is a required component of the Physical Education program and is a required credit for graduation. The aquatics program is a progressive swimming program scheduled by ability level. Swimming, diving, water safety, first aid, CPR, aquatic fitness and boating are included in the curriculum. Students will take part in activities designed to teach them how to think, act and be safe in and around the water. This course is based on Red Cross water safety skills but expanded to meet New York State goals 2000 and the National Association for Sport and Physical Education content standards (NASPE).

### **Physical Education Alternatives**

All secondary school students shall participate in the physical education program either:

- a. a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester, or
- b. a comparable time each semester if the school is organized in other patterns; or

- c. for pupils in grades 10 through 12 only, a comparable time each semester in extra class programs for those pupils who have demonstrated acceptable levels of physical education activities: or
- d: as provided in an equivalent program approved by the Commissioner of Education.

## **HEALTH**

### **Health**

The general objectives of this course are to help students feel responsible for their own health, emphasize choices students make to maintain and improve health, lead students to realize that all their decisions affect their physical, mental, and social well being and that their behavior today affects the quality of their health later on, and to orient students toward better health and prevention of illness. In addition to educational awareness programs, classes dealing with drugs, alcohol, tobacco, and AIDS as Regents mandated sections are presented.

Students must pass this course to graduate.

**1/2 credit**

## **MUSIC**

### **Senior Band**

This group is open to students in grades 9–12 who have at least two years of playing experience or by audition. The senior band performs in three concerts, may march in one to two parades throughout the year, as well as participate in the NYS School Music Association evaluation festival in the spring. In addition, students also have the opportunity to participate in the Area All-State Music Festival and the NYSSMA Solo Evaluation as well. Students may form smaller ensembles, such as Saxophone Ensemble, Brass Ensemble, etc., with other students from the band for performance and/or evaluation.

Band members are required to attend one band lesson per week; lessons are given once a week during the school day. Band students will also learn some basic music theory and have some written homework assignments that are designed to increase their musical knowledge and enhance their performance on their band instrument.

The band sometimes takes overnight trips to perform in music festivals in other cities. In the past, the band has performed in music festivals in Albany, Montreal, Boston, Toronto, Orlando and Philadelphia.

**1/2 credit**

### **Senior Chorus – Cougar Chorale**

The NCCS Cougar Chorale is open to any student attending the NCCS High School. The class meets every other day for 40 minutes during period 4 (opposite Band class -so students can participate in both Band and Chorus). Students are expected to practice outside of rehearsal time in order to master the repertoire that we will build throughout the year. Students will be monitored and assessed by the Director throughout the year. All different styles of music are performed. If a student does not have their repertoire mastered, it will result in the lowering of their grade in the course. All students are expected to perform in

the up to three scheduled concerts during the year in order to achieve a passing grade in the course. Throughout the year, students are also expected to complete assignments and quizzes that will be factored into their overall grade in the course.

Other opportunities to perform may arise throughout the year. These performances may include assemblies, NYSSMA Major Organization Festival, and other performances. Students in good standing may elect to participate in extra curricular choral activities including participating in the NYSSMA Solo Evaluation Festival, Area All-State Festival, as well as become members of various small choral ensembles such as the NCCS Men's Ensemble.

In addition to rehearsal, Chorus members will be given weekly homework assignments (written and oral) designed to educate the student in music reading and performance enhancement.

Extra credit for all Chorus students is available. Students can sign into the Chorus room during a study hall if a practice room is available, to practice their repertoire and receive extra credit. In addition, any student who regularly participates in a singing activity outside of school may obtain extra credit by writing a paragraph or two describing their participation in these groups. Examples of appropriate groups may include, church choirs, community theatre plays, Barber-shop or Sweet Adelines groups, etc. Chorus students may also earn extra credit by attending a concert that is not a required concert for them. Students attending such a concert must see Mrs. Kokes prior to the concert to obtain a Performance Critique form. Once the form is completed and handed back to Mrs. Kokes, the student will earn the extra credit. **1/2 credit**

## **Driver Education**

This course covers the essential elements of safe driving. It involves both classroom and in-car instruction. Students must be 16 years of age, but they do not have to have a permit or license. However, permits/licenses are recommended. Because space is limited, seniors are given first preference, and then juniors, etc. Upon successful completion of this course, students receive a "blue card" which most insurance companies honor for a discount. Also, a blue card gives the student senior driving privileges at age 17. This course is offered first semester. **1/2 credit**

## **ELECTIVE COURSES**

Electives offered at Northeastern Clinton Central High School are fall and spring semester courses. Grading for these courses consists of a P (pass) or F (fail). Students receive 0.5 credits for each elective course successfully completed. Electives count towards the overall 22.0 credits needed for graduation.

### **Creative Writing I**

As an elective, this course is graded using a pass/fail method. The course is driven almost entirely by student work, with minimal lecture from me. It is

designed to help students: explore their creativity; learn the methods of bringing setting, characters, and plot to life; as well as develop realistic sounding dialogue using proper punctuation. This is done through a variety of Modules using the MOODLE learning environment. Students will be given topics to write about, as well as have the opportunity to write on their own topic. Editing, cover letters, and searching for possible publishers are also covered near the end of the course. The course is offered twice a year and lasts twenty weeks. **1/2 credit**

## **Creative Writing II**

Entrance to this class is based upon successful completion of Creative Writing I. A variety of new, more challenging creative writing assignments are covered in this course. The basics of setting, dialogue, and characterization are assumed to have been learned in Creative Writing I and will not be covered heavily here. Instead, overall creativity, plot development, and dedication to the craft will be the deciding factors for the final pass/fail grade. The course is offered twice a year and lasts twenty weeks. **1/2 credit**

## **Sports Broadcasting**

Sports Broadcasting I and II are 1/2 credit elective courses offered to students at Northeastern Clinton Central School on a rotational scheduling basis.

Objectives: This class will introduce students to the world of radio and television broadcasting through the realm of sports. Students will work on public speaking skills, interact with peers and members of the community through various projects, improve organizational and writing skills and, more importantly, develop self confidence. Grading is on a pass/fail basis with students required to attain a pre-determined number of classroom points for a passing grade.

### *Broadcasting I*

The fundamentals of broadcasting: examining broadcasting skill, putting them to use in the field and developing and using them. Project: participation in a weekly sports round-table discussion.

Interviewing techniques: How to prepare for the interview; what questions to ask the subject; developing your open and close; tips on interviewing a coach, player or authority; an introduction to sports reporting; and putting together a sportscast; delivering a sportscast. Project: conduct a taped radio interview, conduct a television interview, presenting a radio broadcast.

Preparation for broadcast: The importance of preparation, off-site preparation, on-site preparation, game-day preparation. Project: Assemble materials for a sports (game) broadcast using newspapers, television and the Internet.

Sports play-by-play: The role of the play-by-play announcer, what to expect in a typical broadcast, working with an analyst, different sports and styles, handling difficult issues (controversy), broadcasting ethics, radio vs. television play-by-play, establishing an identity. Projects: tape a radio broadcast as a play-by-play and color analyst, cover a live NCCS sports event as a play-by-play and

color analyst, (These events are later broadcast on cable public access television through Hometown Cable), and write a critical review of a live sports broadcast.

**1/2 credit**

### *Broadcasting II*

Sports broadcasting II is the practical aspect of the sports broadcasting I and II experience. Students will cover NCCS sporting events and must be available to cover these events either after school or during the evening. Our focus is on the home sports events and, when possible, a select number of road contests. Students are responsible for all aspect of the broadcast including technical se-up, filming, announcing and editing. There will be a classroom critique after each broadcast.

**1/2 credit**

### **Web-Page Design I & II**

This hands-on Web Design course can be taken during one and/or two semesters which provide the student the opportunity to develop the skills necessary to build web sites that allow users to access information. As students progress through the course, they follow best practices design techniques and apply these in the hands-on lab environment. Upon completion of the course, students will be able to design and implement functional web pages, plan a web sites organization, and publish a web site to make it accessible on the World Wide Web. Students will utilize these skills Learned to plan, design, and create their own web site white maintaining the Northeastern Clinton Central School Districts web site.

*Web-Page Design I* content covers Internet fundamentals, web serving and browsing, FrontPage basics, building and managing a web site, interactivity and multimedia, forms, and basic html tags.

**1/2 credit**

*Web-Page Design II* content covers all level I areas in addition to using html code for links and images, tables and frames, forms, basic design principle, designing for the user, color a typography, web graphics, and introduction to scripting.

**1/2 credit**

### **Yearbook**

Yearbook is an elective course in which a student will learn aspects of desktop publishing, digital photography and journalism. Juniors receive one credit for the year while Seniors receive a half credit (for half a year). After January Seniors may take another course or study hall. Students must be willing to do work out of the classroom and after school. Students must apply to enter this course and acceptance is at the discretion of the Yearbook Advisor.

**Juniors - 1 credit, Seniors - 1/2 credit**

### **Introduction to Theatre**

This course introduces students to basic history, theory, production, and performance elements of theatre arts. Through careful analysis of both structure and content, students will be immersed in the all areas of theatre including theater history, dramatic texts, acting and directing, stagecraft (lighting, costuming, set

design and construction) and theater criticism. Also, theatrical performance will be examined and compared in various forms, including script, taped performance, commercial films, and live performances by theatre groups in the region. This course will develop appreciation and awareness of the effect that theatre artists and technicians have on drama and all of the theatrical arts. This course aligns with The Learning Standards for the Arts as outlined by New York State.

**1/2 credit**

### **Preparing for your NYSSMA Vocal Solo**

This course is open to any High School Student who is currently a member of the Cougar Chorale, and is planning to perform a NYSSMA Vocal Solo in the Spring of 2008.

This course will meet every other day for a full year. The final grade in this class will be the NYSSMA Vocal Solo grade that is achieved in the Spring.

Students enrolled in this elective course will spend time learning about proper vocal technique (breathing, posture, focus) as well as good performance etiquette. A large portion of class time will also be spent on sight-singing techniques and tricks.

Finally, students will have opportunities for private and small group instruction from Mrs. Kokes while they prepare their NYSSMA Vocal Solo for the State Judge.

**1/2 credit**

### **Jazz Ensemble**

Jazz Ensemble is a V2 credit course meeting every other day throughout the school year. Focus will be on learning through listening and the preparation of music for performance. Music will be chosen from Swing, Dixieland, Latin, Blues, Jazz Ballads, and Rock styles. Students will also have the opportunity to learn to improvise. The Jazz Ensemble will perform in 2-3 concerts throughout the school year as well as other opportunities that may arise.

Jazz Ensemble will consist of 5 saxophones (2 altos, 2 tenors, 1 baritone), 4-5 trumpets, 4-5 trombones, piano, bass, guitar, and 2 percussionists (drumset and accessories). All students, with the possible exception of piano, bass, and guitar players, must also be members of the Concert Band. Bass and guitar players MUST read music notation, not just tab. Piano, bass, and guitar players must also audition for acceptance. The Jazz Ensemble is open to students meeting the above requirements in grades 8-12, with preference going to students in grades 9-12.

**1/2 credit**

### **History of the 1960s**

The history of the 1960s will explore the different facets of the decade of change. The transformations that happened during the 1960s are remarkable. We can still feel the shockwaves from the areas of history: revolutions in music, technology, culture, women's rights, civil rights, sex, political activism and war. We will examine the different changes of the 1960s through many different means: music, films and guest speakers. You will be graded on 5 major projects and your Teacher Evaluation.

**1/2 credit**

## **History of World War II**

This Elective will be offered Spring Semester 2009. We will discuss the causes and the effects of World War II. We will examine both American and European Views of the war. We will study primary sources that include European Historical aspects that include: the attempt to understand the Nazi Regime, The Holocaust and the Final Solution and the Battle of Britain. We will look at are the reactions of the war, women's wartime effort, FDR and his role as president, and the bombings of Hiroshima and Nagasaki. **1/2 credit**

## **SPECIAL SERVICES**

The Special Services department has developed a variety of courses in English, Science, Math and Social Studies that are aligned with New York State curriculum and Regents requirements. These courses are designed for students who have an Individual Education Plan and related services in order to present curriculum in a smaller setting at a level appropriate for individual student achievement. Through the use of instructional and material modifications this program will provide grade-level academic subject matter and additional supports for learners with disabilities.

### **Requirements for Admission to CV-TEC 2008-2009**

1. A student needs to have two (2) credits of English, Social Studies, Math and Science before being accepted into the CV-TEC program.
2. A student may not have missed more than eighteen (18) days of school in the year preceding their CV-TEC admission. (Extreme extenuating circumstances will be reviewed).

### **Requirements for Continued Participation at CV-TEC**

1. A student may not have missed more than 15 days of school, otherwise they will be dropped from the CV-TEC program and will be rescheduled for a full day at Northeastern Clinton. Absences will be reviewed.
2. Upon completion of their junior year, each student's transcript will be reviewed. Any student unable to meet the requirements for graduation by June of their senior year will be dropped from the program before the start of the senior year.

## REGENTS EXAMINATIONS

Here are the final dates for the August and January Regents examination periods for 2008 along with the tentative dates for 2009.

### August 2008 Regents

<b>Wednesday August 13</b>	<b>Thursday August 14</b>
<b>8:30 a.m.</b>	<b>8:30 a.m.</b>
Comprehensive English — Session One  Integrated Algebra Mathematics A Mathematics B  RCT in Writing	Comprehensive English — Session Two  RCT in Global Studies * RCT in Mathematics * RCT in Science *
<b>12:30 p.m.</b>	<b><u>Uniform Admission Deadlines</u></b>  Morning Examinations — 9:15 a.m.  Afternoon Examinations — 1:15 p.m.
Living Environment Physical Setting/Chemistry Physical Setting/Earth Science  RE in Global History and Geography RE in U.S. History and Government  RCT in Reading * RCT in U.S. History and Government *	

	<b>January</b>	<b>June</b>
<b>2009</b>	Tuesday, January 27 <i>through</i> Friday, January 30, 2009	Tuesday, June 16 <i>through</i> Thursday, June 25, 2009

## CV-TEC–HIGH SCHOOL AND ADULT CAREER OFFERINGS (Champlain Valley Technical Education Center)

### Agriculture, Food & Natural Resources Cluster

- Environmental Conservation/Forestry
- Natural Resources Management
- Career Connections

### Architecture and Construction Cluster

- Drafting / Pre-Engineering
- Building Trades
  - Carpentry/Masonry
  - Building/Maintenance
  - Electrical Design and Installation
  - Plumbing
  - Welding
- Career Connections

### Arts, Audio, Video Technology & Communications Cluster

- Graphic Design and Communications
- Career Connections

### Business Management & Administration Cluster

- Medical Office Assisting
- Legal Office Assisting
- Career Connections

### Education & Training Cluster

- New Visions – Education
- Career Connections

### Government & Public Administration Cluster

- New Visions – Government
- Career Connections

### Health Science Cluster

- Allied Health
- Career Connections
- New Visions – Medical Careers
- New Visions – Veterinary
- Career Connections

### Hospitality & Tourism Cluster

- Hospitality and Resort Services
- Culinary Arts
- Career Connections

## CV-TEC–HIGH SCHOOL AND ADULT CAREER OFFERINGS (Champlain Valley Technical Education Center)

### Human Services Cluster

- Child Care Services
- Cosmetology
- Early Childhood Education
- New Visions: Human Services
- Career Connections

### Information Technology Cluster

- Computer Technology
- Career Connections

### Law, Public Safety, Corrections & Security Cluster

- Security and Law Enforcement
- New Visions: Law
- Career Connections

### Manufacturing Cluster

- Welding
- Career Connections

### Marketing Sales & Service Cluster

- Culinary Arts
- Marketing and Retail Services
- Career Connections

### Science, Technology, Engineering & Mathematics Cluster

- Drafting (CAD) / Pre-Engineering
- Career Connections

### Transportation, Distribution & Logistics Cluster

- Auto Collision Repair
- Automotive Tech
- Small Engines and Recreational Vehicles
- Heavy Equipment / Diesel Mechanics
- Aviation Tech
- Career Connections