

# **ST. REGIS FALLS CENTRAL SCHOOL**

## **Grades 7-12 Curricula and Grading Policies**

*The Year of Discovery*  
**2012-2013 School Year**

**Approved by the Board of Education: 08/15/12**

# Electives

## **BEGINNING GENEALOGY**

Mrs. O'Bryan

Grade level: 9-12

Credit: 0.5

Length of study: full year, alternate days

Course description:

Beginning Genealogy is a hands-on class where students will learn how to trace their own family history. They will use federal, state and local records as well as photographs and correspondence. The class will complete a group project, working together to trace the genealogy of a school staff member and creating an organized notebook of information to present to the selected staff member. Students will also create a personal portfolio containing their personal genealogy including various charts and information.

Materials needed:

Pencils, Loose-leaf notebook

Optional materials which would be helpful:

Magnifying glass, High-speed internet access

Grading:

Tests will be graded using scores 0-100.

Classwork and homework assignments will be graded using a rubric created in part by the class members.

## Adirondacks Studies—Mr. Huntley

Grade Level: 11 or 12

Credit: Half credit

Length of Study: Half year (second half) paired with Forensic science.

### Prerequisite:

Biology

Earth science

Algebra

Forensic science

Course Description: This course will investigate the development and historical meaning of the Adirondack Park and the forever wild program.

This course will also include but not limited to studies on:

Adirondack Forestry

- Overview and tools of the trade

- Tree Identification

- Field trip to a sugarbush/sawmill (hopeful)

Hiking and Fire Towers/ Youth Mentoring/Leadership

- Adirondack Mountain Club

- Adirondack 46ers/mountain hike

Adirondack Park Unit

- Overview of Park

- Special Regulations

Orienteering/Mapping Unit

- Compasses and Maps

Wildlife Unit

- Overview of wildlife in the ADK park

- PowerPoint of wildlife species

Aquatics Unit

- Water Quality Testing

- Lake Classifications

- Fish Identification

### Missed Classes

Students who miss class have one week to make up missed work. If work is not made up, a zero is earned for that day.

### Grading Policy:

Undetermined at this time, will be in the syllabus and given to students to take home and signed at the beginning of the year.

### Supplies:

1 to  $1\frac{1}{2}$  inch binder

Loose leaf paper

Pens (blue or black ink)

#2 pencil

1 folder

## Distance Learning Course Descriptions

COURSE NAME: **Non-Regents Math**

SCHOOL DISTRICT: **Duanesburg**

INSTRUCTOR: TBD

### **FULL YEAR**

MAXIMUM TOTAL CLASS ENROLLMENT - ALL SITES: 36

COURSE PREREQUISITES: Course is a third year elective math.

BRIEF COURSE DESCRIPTION / OUTLINE: This is the third year of the three-year sequence required to graduate. Reinforcement of algebra and geometry skills will be emphasized. No Regents exam will be given. Students will not qualify for the Advanced Regents Diploma with this course.

COURSE NAME: **Marine Biology**

SCHOOL DISTRICT: **Catskill CSD**

INSTRUCTOR: **Ms. Jennifer Lebowitz**

### **FULL YEAR**

MAXIMUM TOTAL CLASS ENROLLMENT - ALL SITES: 25

COURSE PREREQUISITES: Grade: 11-12. Prerequisites: Successful completion of one Science Regents; and two units of science

BRIEF COURSE DESCRIPTION / OUTLINE:

A non-Regents level course, Marine Biology is an opportunity for students to complete their third year requirement of science.

This course provides an integrated overview of the marine environment. Content that will be covered during the course includes but is not limited to: history of oceanography; chemical, physical, and geological aspects of the ocean; ocean zones, marine life and ocean communities; marine ecosystems: beaches, tidal zones, and estuaries; human impact and environmental issues and concerns.

Students will need to perform basic laboratory exercises including dissection; however, there is not a separate lab section.

## Continued Distance Learning Course

COURSE NAME: **Sign Language**

SCHOOL DISTRICT: Malone (Franklin Academy)

INSTRUCTOR: Tracy Scharf

Full YEAR

Maximum Total Class Enrollment - All Sites: **30**

COURSE PREREQUISITES: none

BRIEF COURSE DESCRIPTION / OUTLINE: This course will help the student develop an understanding of basic sign language. Sign Language is a complex visual-spatial language that is used by the Deaf community in the United States and English-speaking parts of Canada. It is a linguistically complete, natural language. It is the native language of many Deaf men and women, as well as some hearing children born into Deaf families.

Sign Language has a very complex grammar. Unlike spoken languages where there is just one serial stream of phonemes, sign languages can have multiple things going on at the same time. This multiple segmentation makes it an exciting language for linguists to study and a frustrating language for Deaf-impaired (aka, hearing) people to learn. Sign Language has its own morphology (rules for the creation of words), phonetics (rules for handshapes), and grammar that are very unlike those found in spoken languages. Sign languages promise to be a rich source of analysis for future linguists to come.

OTHER NOTES / MISCELLANEOUS: Sign Languages are the fourth most commonly used language in the U.S.A.

## Forensic science—Mr. Huntley

Grade Level: 11 or 12

Credit: Half credit

Length of Study: Half year (second half) paired with Adirondacks studies

### Course Prerequisites:

Biology

Earth science

Algebra

Pre-Geometry

Course description: The basic concepts and principles of forensic science will be introduced. The purpose of the course is to teach students some of the fundamental experimental skills as well as the theory behind them. In addition, some of the principles discussed in lecture are illustrated such as fingerprinting, fiber analysis, bite mark analysis, toxicology analysis, and blood splatter analysis.

Course outline:

Development of Forensic Science

Processing the Crime Scene

Physical evidence

Hairs, Fibers, and Paint

Drugs and Forensic Toxicology

Arson and explosion investigations

Blood splatter

DNA

Fingerprints

Firearms, Tool marks, and other Impressions

### Missed Classes

Students who miss class have one week to make up missed work. If work is not made up, a zero is earned for that day.

### Grading Policy:

Undetermined at this time, will be in the syllabus and given to students to take home and signed at the beginning of the year.

### Materials needed:

1 to  $1\frac{1}{2}$  inch binder

Loose leaf paper

Dividers

Pencils

Pens(blue or black ink)

Folder

# **Family & Consumer Science (F.A.C.S.)**

**Mrs. Roberts**

Grade level: 7

Credit: .5

Length of study: Full year, alternating days.

## **Course Description:**

This course will provide students with basic 'life skills.' Topics to be covered include:

- Kitchen safety and sanitation
- Measuring
- Common abbreviations
- Basic food preparation
- Personal nutrition.

## **Grading Policy:**

- Participation: 20%
- Tests/Projects: 30%
- Quizzes: 20%
- Classwork/homework: 30%

## **Supplies:**

Binder/folder

Notebook/Loose leaf paper

Pens (blue or black ink only)

Pencils

# Food and Nutrition

**Mrs. Roberts**

Grade level: 9 – 12

Credit: .5

Length of study: Full year, alternating days.

## **Course Description:**

Food and Nutrition is a course designed to teach students how to make healthy food choices and how to properly prepare food. Topics to be covered include:

- Personal nutrition
- Fitness / physical activity
- Kitchen basics – kitchen and food safety
- Consumer decisions – planning nutritious meals and shopping wisely
  - food selection
  - unit pricing
- Convenience foods
- Preparing fruits and veggies
- Grains and legumes
- Eggs and Dairy
- Meat
- Foods of the World

## **Grading Policy:**

- Participation: 20%
- Tests/Projects: 30%
- Quizzes: 20%
- Classwork/homework: 30%

## **Supplies:**

Binder/folder

Notebook/Loose leaf paper

Pens (blue or black ink only)

Pencils

# Food Science

**Mrs. Roberts**

Grade level: 10 – 12

Credit: .5

Length of study: Full year, alternating days.

## **Course Description:**

Students enrolled in Food Science will discover the many chemical reactions that can occur in food, learn how to protect themselves from food-borne illness, and evaluate current food trends. Topics to be covered include:

- Lab basics
- Nutrition
- Chemistry of food
- Microbiology of food
- New food preservation technologies
- Current trends in modern food production
- Societal effects
- Environmental impacts

## **Grading Policy:**

- Participation: 20%
- Tests/Projects: 30%
- Quizzes: 20%
- Classwork/homework: 30%

## **Supplies:**

Binder/folder

Notebook/Loose leaf paper

Pens (blue or black ink only)

Pencils

# Home & Careers

## Mrs. Roberts

Grade level: 8

Credit: .5

Length of study: 20 weeks, alternating days.

### **Course Description:**

This course is designed to get students thinking about the “real world” and prepare students to meet present and future responsibilities. Topics to be covered include:

- Goal setting
- Personality development
- Career exploration
- Effective communication
- Basic sewing

### **Grading Policy:**

- Participation: 20%
- Tests/Projects: 30%
- Quizzes: 20%
- Classwork/homework: 30%

### **Supplies:**

Binder/folder

Notebook/Loose leaf paper

Pens (blue or black ink only)

Pencils

# Independent Living

**Mrs. Roberts**

Grade level: 11 – 12

Credit: .5

Length of study: Full year, alternating days.

## **Course Description:**

Independent Living is a course designed to prepare individuals with basic, “real world skills.” Topics to be covered include:

- Budgeting and paying bills
- Personal nutrition
- Personal health and safety
- Resumes
- Career search
- Interviewing
- Taking the proper steps when finding a place to live

## **Grading Policy:**

- Participation: 20%
- Tests/Projects: 30%
- Quizzes: 20%
- Classwork/homework: 30%

## **Supplies:**

Binder/folder

Notebook/Loose leaf paper

Pens (blue or black ink only)

Pencils

## **Introduction to Computer Applications—Mrs. Durham**

Grade Level: 7

Credit: One Unit

Length of Study: One Year

**Course Description:** Students will learn how to efficiently use the Microsoft Office Suite programs. This course is broken up into three main units: Keyboarding, MS Word, MS PowerPoint. The goals of this course are: to introduce computers, hardware, software, and Windows; how to use the Internet safely; how to create a document; how to format and manage content (including but not limited to business memos, business letters and MLA style reports); working with columns, tables, and graphics, and creating PowerPoint Presentations.

### **Grading Policy:**

Grades are to be calculated as follows:

Participation—10%

Homework/In-class assignments—50%

Quizzes/Quizzes—40%

### **Supplies:**

Notebook, Pens/Pencils, Optional: USB Flash drive (128MB or larger)

# Video-Conferencing

## **ADVANCED HEALTH (10-12<sup>th</sup> grade**

1/2 CREDIT

Prerequisite: High School Health

An extension of High School Health, Advanced Health gives students an opportunity to personalize assignments in order to reflect and develop plans that will foster positive health habits. In addition, Advanced Health provides a comprehensive overview of the many different opportunities available in the health care field. This course will offer career descriptions and give valuable information regarding educational requirements, salary information and performance expectations within the various health careers. Students will demonstrate the ability to advocate for personal, family and community health by creating health advocate campaigns and will adapt health messages and communication techniques to a specific target audience. This course is ideal for students interested in pursuing a career in the Health field and who want to strengthen the skills that were presented in High School Health.

## **BUILDING COMMUNITY THROUGH FITNESS AND NUTRITION (10-12<sup>th</sup> grade)**

1/2 CREDIT

Prerequisite: High School Health

This course will allow students to take a closer look at their current physical activity levels and their eating habits. Students will set personal goals in fitness and nutrition and create a plan to meet those goals. The course will end with students incorporating physical activity or nutrition into a community service project. The course will focus on three key areas: participation, improving personal performance in nutrition and fitness, and working towards improving community health

## **FRENCH I (9-12<sup>th</sup> grade)**

1 CREDIT

Prerequisite: Must be a high school student

This course is for high school students still needing to fulfill their one credit of foreign language necessary to graduate. This course is for students that have not taken French before or have failed the 8th grade comprehensive exam. This class covers material from French 7 and French 8. At completion of the class students will have earned one high school credit of LOTE.

# ENGLISH

Mrs. Boucher

Mrs. Scott

Mrs. Scott

English 7-9 Course descriptions:

In accordance with national Common Core Standards and Strategies, students will read literature and informational texts and practice writing, speaking, listening and language skills throughout the year.

For an in depth look at the Common Core Standards and Strategies as adapted for New York State students, use the following link:

[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nysp12cclsel.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsel.pdf)

Whole class or literature circle texts may include, but are not limited to the following titles:

English 7

*Touching Spirit Bear* by Ben Mikaelson

*Freak the Mighty* by Rodman Philbrick

*The Westing Game* by Ellen Raskin

*A Day No Pigs Would Die* by Robert Newton Peck

*Peak* by Roland Smith

*My Side of the Mountain* by Jean Craighead George

Additional variety of poems, essays and short stories

English 8

*The Outsiders* by SE Hinton

*Anne Frank, diary of a young girl*

*Across Five Aprils* by Irene Hunt

*Jason's Gold* by Will Hobbs

Additional variety of poems, essays and short stories

English 9

*We All Fall Down* by Robert Cormier

*Romeo and Juliet* by William Shakespeare

*Julius Caesar* by William Shakespeare

*The Good Earth* by Pearl S. Buck

*A Northern Light* by Jennifer Donnelly

*Lord of the Flies* by William Golding

Additional variety of poems, essays and short stories

All students are required to read books, usually titles of their own choosing, for homework 5 nights a week. As the NYS commissioner of education expects all students to read 25 books

each year at their current level, students should read a book roughly every two weeks. This includes summer reading.

All students will keep a portfolio of their writing over the course of the school year. This is helpful for engaging students in self-evaluation of their writing and will enable them to recognize the progress they make in written expression over time. Writing will be evaluated using the 6+1 Traits Writing program which provides students with a common language to use while discussing writing and a clear vision of what effective writing looks like. Final drafts will be either written neatly in blue or black ink or typed following MLA format.

Daily writing which is single draft in nature will be kept in a writer's notebook, (composition notebook,) which will be carried to class on a daily basis. Topics will be self-selected or assigned based on the focus of the day's class. These notebooks will be collected and graded every 5 weeks.

The study of vocabulary, grammar and language usage will be studied on a regular basis in all grade levels as it applies to the literary and writing focus of the week. All students will make one or more oral presentations each year.

In order to keep track of all of the many threads in the English curriculum it will be necessary for students to keep a binder with dividers and loose leaf paper. The binder should be in class on a daily basis and a large portion of the students' participation grade will be based on the maintenance of this document and their preparedness for class every day. Participation will make up 10% of the students' overall grade in English. Remaining 90% will be made up of reading, writing, vocabulary and language grades.

There is a state test in ELA for both grades 7 and 8 in the spring. Ninth graders begin to prepare for the Regents exam which is given in 11<sup>th</sup> grade. Prep work for all 3 state exams will be a part of the classroom experience. Those students who do not pass state ELA tests will be assigned to AIS class (Academic Intervention Services) in order to improve their literacy skills.

**Supplies**

blue or black pens

loose leaf paper

1-binder

5 dividers

1 composition notebook

# English 10: World Literature

## Mrs. Boucher

Grade Level: 10  
Credit: One Unit  
Length of Study: One Year

Course Description: English instruction strives to improve the quality of life through the study of literature, composition, and language. You will gain insight of human behavior by understanding the spoken and written thoughts of others and by communicating your own thoughts.

The course is designed to help students gain a better understanding of the topics and issues of the world at large. During this course, students will read stories of writers throughout the world both past and present. Students will read, write, speak, and listen for information and understanding, literary response and expression, critical analysis, and social interaction.

Possible Units of Study:

**Myths and Legends** *The Adventures of Ulysses* by Bernard Evslin, excerpts from *Iliad* and *Odyssey*, mythologies (current)

**European Satire:** *Animal Farm* by George Orwell

**Short Stories and Poetry from Around the World:** Students will read an array of short stories and poetry from around the world. Students will also write their own short stories.

**Literature of the Holocaust:** *Night* by Elie Wiesel; poetry

### Grading Policy:

Grading will be based on a points scale. Each assignment will receive a specific number of points.

1. Homework will be worth 10-25 points.
2. Quizzes will be worth 25-60 points.
3. Projects, tests, and essays will be worth 100 points.

**Written Assignments:** All assignments must be written in complete sentences. All assignments will be done in blue or black ink. If an assignment is typed it must be double-spaced, 12 point font, and in Times New Roman.

**Homework:** Your homework will always include reading. At least three days a week you will be asked to do some writing. Please be sure to check the homework chalkboard every day, and I will always briefly discuss the homework.

**Quizzes:** You will sometimes have a quiz on a book that we are reading as a whole class. Quizzes will normally be announced, but if necessary there will be pop quizzes.

**Tests/Projects:** At the end of every unit or book, you will be asked to either take a test or complete a project. We will normally prepare for tests in advance. You will have some time in class for any projects assigned.

**Participation and Communication:** Participation in English is vital to show understanding. You should always come to class ready and willing to participate in any class discussions that we have. You should always come to class with all the materials you need every day. I understand there will be times that you forget something in your locker. If there are times when you need to return to your locker that is fine, but do not make a habit of it. If this happens more than twice in one week you will be required to stay after school with me from 2:17 to 2:55. Each

week you will receive a participation grade that counts for the same number of points as a homework assignment. If you bring all your materials to class and participate in classroom discussions, you will receive the full number of points.

If you lose any handouts, then you can receive one extra copy. If you lose the new copy, then you will have to find someone to copy them from.

**Absences and Late Assignments:** If you are absent, remember it is your responsibility to get any work and to make up any assignments you have missed. If you miss class due to a band lesson or other activity, you must make up the work for that day. You will have the same number of days that you were absent to complete the assignments you have missed. If you have any questions, please be sure to ask me.

### **Supplies**

Please have all your materials with you at the beginning of class. These include:

Textbook/novel  
Pen and Pencil  
Loose-leaf paper  
Binders/Dividers  
Homework

### **Classroom Rules:**

1. Respect your teacher, your peers, and yourself.
2. Be on time and prepared.
3. Participate in all classroom activities.
4. Do not speak while others are speaking.
5. Gum, food, and beverages will not be allowed.

# English 11: American Literature

## Mrs. Boucher

Grade level: 11  
Credit: One Unit  
Length of Study: One year

**Course Description:** English instruction strives to improve the quality of life through the study of literature, composition, and language. You will gain insight of human behavior by understanding the spoken and written thoughts of others and by communicating your own thoughts.

The course is designed to educate students about literature created in the United States. This literature will also help the students prepare for the New York State Regents Examination. Students will read, write, speak, and listen for information and understanding, literary response and expression, critical analysis, and social interactions.

This year the Regents Exam will again be changing.

\*\* This year we are integrating English and American Studies. Mr. LaVoie and I will be working together on various units to help you better understand concepts that we are teaching. This will also allow you to have two sources to ask questions and go to for help.

### Units of Study:

**Short Story Unit:** We will be reading from a packet of short stories that have been collected from around the world. You will be asked to complete quizzes and various short assignments as we read the stories. After completing the unit you will complete an exam on the stories.

***Of Mice and Men:*** We will read the novel and discuss the failure of the American Dream and the Great Depression. As we read the novel students will complete short written assignments, and quizzes.

***The Great Gatsby:*** We will read the novel and discuss life in the 1920s. Students will complete short written assignments and quizzes on the novel.

***To Kill a Mockingbird:*** We will read the novel and discuss Racism in America. We will discuss the time period and the actions of people. We will also look at Racism in the U.S. today. After reading the book we will watch the movie.

**“Death of a Salesman”:** We will read the play and discuss the failure of the American dream. As we read the play students will analyze the characters, their actions, and expectations for each other.

***The Elephant Man:*** We will be reading the novel and discussing the Industrial Revolution. As we read we will analyze the characters along with the affect their surrounding have on them and the other characters.

\*\*As each unit of study is complete students will be asked to study and complete sections of the New York State Regents Exam to help them better prepare for the Regents exam.

### Grading Policy

Grading will be on a points scale. Each assignment will receive a specific number of points.

1. Homework will be worth 10-25 points.
2. Quizzes will be worth 25-75 points.

3. Projects, tests, and essays will be worth at least 100 points.

**Written Assignments:** All assignments must be written in complete sentences. Assignments will be written in blue or black ink. If an assignment is typed, it must be double-spaced, 12 point font, and Times New Roman.

**Homework:** Your homework will always include reading. At least three days a week you will be asked to do some writing. Please be sure to write down assignments in your agenda, and remember all assignments are available for viewing on the school website. I will always explain the assignment and answer any questions you may have.

**Quizzes:** You will sometimes have a quiz on a book that we are reading as a whole class. Quizzes will normally be announced, but if necessary there will be pop quizzes.

**Tests/Projects:** At the end of every unit or book, you will be asked to either take a test or complete a project. We will normally prepare for tests in advance. You will have some time in class for any projects assigned.

**Participation and Communication:** Participation in English is vital to show understanding. You should always come to class ready and willing to participate in any class discussions that we have. You should always come to class with all the materials you need everyday. I understand there will be times that you forget something in your locker. It there are times when you need to return to your locker that is fine, but do not make a habit of it. If this happens more than twice in one week you will be required to stay in my room from 2:17-2:55. Each week you will receive a participation grade that counts for the same number of points as a homework assignment. If you bring your materials to class and participate in classroom discussions, you will receive full points.

- If you lose any handouts, then you can receive one extra copy. If you lose the new copy, then you will have to find some to copy the notes or handout from.

**Absences and Late Assignments:** If you are absent, please ask for any assignments or handouts that you may have missed. Please keep in mind this is your responsibility, and you must be sure to see me. You will have the same number of days that you were absent to complete the assignments. If you were at a band lesson or other activity you are responsible for turning in any assignments on the original due date.

**Supplies:**

Textbook/Novel

Pen and Pencil

Loose-leaf Paper

Binders/Dividers

# English 12: Understanding the World Through Literature

## Mrs. Boucher

Grade Level: 12

Credit: One Unit

Length of Study: One Year

Course Description: English instruction strives to improve the quality of life through the study of literature, composition, and language. You will gain insight of human behavior by understanding the spoken and written thoughts of others and by communicating your own thoughts.

The course is designed to educate students in the many forms of literature and writing. Students will read, write, speak, and listen for information and understanding, literary response and expression, and critical analysis and social interaction.

Possible Units of Study:

### **Banned Book Project**

**British Literature:** *The Tragedy of MacBeth* by William Shakespeare

**Death and the Grieving Process:** *Ordinary People* by Judith Guest

**Mental Health and Literature:** *One Flew Over the Cuckoo's Nest* by Ken Kesey

**Vietnam Conflict:** *The Things They Carried* by Tim O'Brien

### **Grading Policy:**

Grading will be based on a points scale. Each assignment will receive a specific number of points.

4. Homework will be worth 10-25 points.
5. Quizzes will be worth 25-60 points.
6. Projects, tests, and essays will be worth 100 points.

**Written Assignments:** All assignments must be written in complete sentences. All assignments will be done in blue or black ink. If an assignment is typed it must be double-spaced, 12 point font, and in Times New Roman.

**Homework:** Your homework will always include reading. At least three days a week you will be asked to do some writing. Please be sure to check the homework chalkboard every day, and I will always briefly discuss the homework.

**Quizzes:** You will sometimes have a quiz on a book that we are reading as a whole class. Quizzes will normally be announced, but if necessary there will be pop quizzes.

**Tests/Projects:** At the end of every unit or book, you will be asked to either take a test or complete a project. We will normally prepare for tests in advance. You will have some time in class for any projects assigned.

**Participation and Communication:** Participation in English is vital to show understanding. You should always come to class ready and willing to participate in any class discussions that we have. You should always come to class with all the materials you need everyday. I understand there will be times that you forget something in your

locker. If there are times when you need to return to your locker that is fine, but do not make a habit of it. If this happens more than twice in one week you will be required to stay after school with me from 2:17 to 2:55. Each week you will receive a participation grade that counts for the same number of points as a homework assignment. If you bring all your materials to class and participate in classroom discussions, you will receive the full number of points.

If you lose any handouts, then you can receive one extra copy. If you lose the new copy, then you will have to find someone to copy them from.

**Absences and Late Assignments:** If you are absent, remember it is your responsibility to get any work and to make up any assignments you have missed. If you miss class due to a band lesson or other activity, you must make up the work for that day. You will have the same number of days that you were absent to complete the assignments you have missed. If you have any questions, please be sure to ask me.

### **Supplies**

Please have all your materials with you at the beginning of class. These include:

Textbook/novel  
Pen and Pencil  
Loose-leaf paper  
Binders/Dividers  
Homework

### **Classroom Rules:**

6. Respect your teacher, your peers, and yourself.
7. Be on time and prepared.
8. Participate in all classroom activities.
9. Do not speak while others are speaking.
10. Gum, food, and beverages will not be allowed.

# English 101: Composition I

Mrs. Boucher

**Pre-requisite: 80 or higher in previous English Course  
75-79 and an additional assignment**

Grade Level: 11-12

**If in grade 11 students must also take English 11 to prepare for English Regents.**

Credit: One Unit for SRFCS; 3.0 credit hours through North Country Community College

Length of Study: Semester/half year

Course Description: This course is created and designed to be an entry level college English course. The students willing to pay fifty dollars can receive college credit hours through North Country Community College that can transfer to numerous other colleges. The principle objective of the course is to teach students expository writing.

Students will complete different types of essays that are at least 500 words. They will demonstrate an understanding of language use and the process of writing. Students will be required to write an 8-10 page research paper along with their other papers to receive credit through NCCC.

## **Course Content:**

**Plagiarism:** What exactly is plagiarism? How do we avoid it? Students will learn what plagiarism is. We will discuss the differences between direct quotations and paraphrasing.

**Writing Process:** We will review the writing process as a whole. Students will actively engage in each stage of the process.

**Writing:** Students will be required to complete numerous short essays on different topics. They will also be required to complete essays of at least 500 words.

**Roundtable Discussions:** We will be reading different narratives from the texts and students will be asked to join in discussions of the readings. They must actively engage themselves with the texts during roundtable, analyzing a writers strengths and weaknesses.

## **Units of Study:**

We will be reading numerous types of essays and studying them. As we study and read each type of essay students will be required to write their own essays of each type. The types of essays we will be studying are as follows:

Narration: the act of telling a story

Description: physically describing an object using all five senses

Process: explain how something is done or occurs

Cause and Effect: analyze why something happens and the effects it has

Compare and Contrast: show how things are similar/how they are different

Definition: what something means and how it differs from other things

Argumentation: process of reasoning supported by evidence

## **Textbook:**

*Patterns for College Writing: A Rhetorical Reader and Guide (10<sup>th</sup> edition)*  
Laurie Kirszner and Stephen Mandell  
(text materials supplied through photocopied sections)

*A Pocket Style Manual (5<sup>th</sup> edition)*  
Diana Hacker  
(must be purchased by student)

**Supplies**

Textbook/Readings

Binders/Loose leaf paper

Pen/Pencil

# English 102: Composition II

Mrs. Boucher

**Pre-requisite: 80 or higher in previous English Course  
75-79 and an additional assignment  
English 101: Composition I**

Grade Level: 11-12

Credit: One Unit for SRFCS; 3.0 credit hours through North Country Community College

Length of Study: Semester/half year

**Course Description:** This course is created and designed to be an extension of English 101. The students willing to pay fifty dollars can receive college credit hours through NCCC that can transfer to numerous other colleges. The principle objective of the course is to emphasize reading and writing expository prose with attention to the generation, development, and presentation of ideas in a variety of fields of study.

## **Course Content:**

**Writing Process:** Briefly review the process.

**Writing Analysis:** We will read professional writings and analyze their writing style along with why they are successful or not.

**Writing Critically:** Writing in response to other writing along with critical analysis of your own writing.

**Roundtable Discussions:** We will be reading different narratives from the texts and students will be asked to join in discussions of the readings. They must actively engage themselves with the texts during roundtable, analyzing a writers strengths and weaknesses.

## **Units of Study:**

We will look at writings from the following authors critically. Students will analyze the writing and determine whether they feel the author was successful or unsuccessful.

Kwame Anthony Appiah  
John Berger  
Cornelius Eady  
Jane Tompkins  
Henry David Thoreau  
N. Scott Momaday

Paulo Freire  
Susan Griffin  
Walker Percy  
E.B. White  
George Orwell

## **Textbook:**

*Ways of Reading: An Anthology of Writers (8<sup>th</sup> edition)*

David Bartholomae  
(text materials supplied through photocopied sections)

*A Pocket Style Manual (5<sup>th</sup> edition)*

Diana Hacker  
(must be purchased by student)

## **Supplies**

Readings

Binders/Loose leaf paper  
Pen/Pencil

# English 115: Modern World Literature

## Mrs. Boucher

**Pre-requisite: 80 or higher in previous English Course  
75-79 and an additional assignment**

Grade Level: 11-12

**Note: Students in 11<sup>th</sup> grade must also take English 11 to help prepare for English Regents.**

Credit: One Unit for SRFCS; 3.0 credit hours through North Country Community College

Length of Study: Full year course

Course Description: This course is created and designed to be a college level literature course. The students willing to pay fifty dollars can receive college credit through NCCC that will transfer to numerous other colleges.

Course Objectives: Students will

1. learn to distinguish the principle elements of fiction, poetry, and drama.
2. read critically and practice critical analysis with a multicultural focus.
3. explore cultural differences in relation to class, gender, race, region, and nation.
4. identify similarities between a students own experiences and the experiences of others in radically different cultural contexts.
5. identify themes underlying literature and its interpretation of society, including questions about identity and social structure.

### Course Content:

- A. Introductory study of language as related to translation, to include exposure to examples of texts translated literally and translated to convey specific qualities.
- B. Discussion of the relationship of literature to life in both western and non-western cultures. This includes ethnocentrism, nationalism, and gender roles based on cultural expectations.
- C. Readings will be done in fiction and poetry from authors from non-western areas: Caribbean, Africa, Asia, Latin America, etc.

### Evaluations:

- A. Complete various reading quizzes on the novels. These may include analysis and comparison with western cultures and expectations.
- B. Students will participate in numerous roundtable discussions. They will be graded based on their contributions to the discussion, both questions and statements.
- C. Write numerous critical papers (500-700 words/3-5 pages). Topics will be assigned as they arise.
- D. Students will choose a non-western author and research the biography and culture of the author. They will write a paper of 8-10 pages with the results of their research.
- E. Final Exam: short answer and essay format. This exam will include all novels read throughout the school year along with discussions that have occurred during the year.

**Textbook:** all books must be obtained by the student

Arana, Maria. *American Chica*.

Dangor, Achmat. *Bitter Fruit*.

Kincaid, Jamaica. *The Autobiography of My Mother*.

Marquez, Gabriel Garcia. *News of a Kidnapping*.

Gordimer, Nadine. *July's People*.

Danticat, Edwidge. *Krik? Krak!*

Nafisi, Azar. *Reading Lolita in Tehran*

**Supplies**

Readings

Binders/Loose leaf paper

Pen/Pencil

# MATHEMATICS

**Mrs. Durham**

**Mr. Marsh**

**Mr. Varin**

## **Algebra 1-Mr. Marsh**

Grade Level: 9-12

Credit: One unit

Length of Study: One year

**Course Description:** Mathematics Level II is the second of New York State's integrated series. Course emphasis is on geometric considerations; however, the logic, probability, and algebra strands introduced in Course I are expanded and investigated more thoroughly. Students develop formal logic proofs and investigate properties of certain mathematical systems. Transformational geometry is introduced and rigid motions of plane figures are considered. Graphing of the quadratic function and solution of word problems involving quadratics are included in the course.

## **Grading Policy:**

Quarterly grades are calculated in the following manner:

- 25% Homework
- 50% Tests and Quizzes
- 25% Quarterly Examination

Typically, there are two to four chapter tests each quarter and two to four quizzes.

Students are required to take the final examination.

## **Supplies:**

Students may choose to purchase some or all of the following:

1. Graph paper—a limited amount is available in class, some students find having their own supply beneficial.
2. Ruler
3. Protractor
4. Compass
5. Graphics Calculator: New York State now allows graphic calculators on Regents. At this time, St. Regis Falls Central School has a limited supply for use in the classroom. Students can be successful without owning their own personal calculators but may find it more convenient. (We use Texas Instruments TI 83+.).
6. Scientific calculator. If a graphics calculator is not purchased, a student may want to purchase a scientific calculator.

## **Homework Policy:**

1. Homework will be given most days.
2. Most homework will be collected. A numerical grade for homework is not given until the ten-week marking period. Grades are based on the number of assignments completed and the quality of effort on the work.
3. Late Assignments  
Mathematics is a subject that builds on previous work. Students must keep up with the work; for this reason, late assignments will be accepted the next day only (for half credit). After that, the student is encouraged to complete the work to ensure he or she can do the work, but I will not give credit for it.
4. Absences

It is the students' responsibility to make up work when a class is missed. Students have the same number of days to make up the work as days missed. Example: miss two days, you have two days when you return to complete the missed assignments.

### **Trigonometry-Mr. Marsh**

Grade Level: 11-12

Credit: One unit

Length of Study: One year

Prerequisite: *Geometry*

Course Description: Students extend concepts encountered in the first two years of the sequence and extend their skills to more sophisticated mathematics. Though essentially a course in algebra, students will add to their geometric skills, investigate trigonometric functions, and identities, and become proficient in the use of common logarithms. Students will also extend their use of applications to normal distributions. Students are expected to take the New York State Mathematics B Regents in June.

### **Grading Policy:**

Quarterly grades are calculated in the following manner:

- 25% Homework
- 50% Tests and Quizzes
- 25% Quarterly Examination

Typically, there are two to four chapter tests each quarter and two to four quizzes.

Students are required to take the final examination.

### **Supplies:**

Students may choose to purchase some or all of the following:

1. Graph paper—a limited amount is available in class, some students find having their own supply beneficial.
2. Ruler
3. Protractor
4. Compass
5. Graphics Calculator: New York State now allows graphic calculators on Regents. At this time, St. Regis Falls Central School has a limited supply for use in the classroom. Students can be successful without owning their own personal calculators but may find it more convenient. (We use Texas Instruments TI 83+.).
6. Scientific calculator. If a graphics calculator is not purchased, a student may want to purchase a scientific calculator.

### **Homework Policy:**

1. Homework will be given most days.
2. Most homework will be collected. A numerical grade for homework is not given until the ten-week marking period. I base that grade on the number of assignments completed and the quality of effort on the work.
3. Late Assignments  
Mathematics is a subject that builds on previous work. Students must keep up with the work; for this reason, late assignments will be accepted the next day only (for half credit). After that, the student is encouraged to complete the work to ensure he or she can do the work, but I will not give credit for it.
4. Absences  
It is the students' responsibility to make up work when a class is missed. Students have the same number of days

to make up the work as days missed. Example: miss two days, you have two days when you return to complete the missed assignments.

### **Pre-Calculus-Mr. Marsh**

Grade Level: 11-12

Credit: One unit

Length of Study: One year

Prerequisite: *Trigonometry* (passing Mathematics III with at least a grade of 75)

#### **Course Description:**

Students will extend their knowledge of mathematics through the student of functions and their graphs, polar coordinates, and complex numbers, and a general study of conic sections, matrixes, limits, and basic derivatives will be studied and work will be done on sequence and series. Successful students will be ready to continue with *Calculus*.

#### **Grading Policy:**

Quarterly grades are calculated in the following manner:

- 25% Homework
- 50% Tests and Quizzes
- 25% Quarterly Examination

Typically, there are two to four chapter tests each quarter and two to four quizzes.

Students are required to take the final examination.

#### **Supplies:**

Students may choose to purchase some or all of the following:

1. Graph paper—a limited amount is available in class, some students find having their own supply beneficial.
2. Ruler
3. Protractor
4. Compass
5. Graphics Calculator: New York State now allows graphic calculators on Regents. At this time, St. Regis Falls Central School has a limited supply for use in the classroom. Students can be successful without owning their own personal calculators but may find it more convenient. (We use Texas Instruments TI 83+.).
6. Scientific calculator. If a graphics calculator is not purchased, a student may want to purchase a scientific calculator.

#### **Homework Policy:**

1. Homework will be given most days.
2. Most homework will be collected. A numerical grade for homework is not given until the ten-week marking period. I base that grade on the number of assignments completed and the quality of effort on the work.
3. Late Assignments  
Mathematics is a subject that builds on previous work. Students must keep up with the work; for this reason, late assignments will be accepted the next day only (for half credit). After that, the student is encouraged to complete the work to ensure he or she can do the work, but I will not give credit for it.
4. Absences  
It is the students' responsibility to make up work when a class is missed. Students have the same number of days

to make up the work as days missed. Example: miss two days, you have two days when you return to complete the missed assignments.

### **Calculus-Mr. Marsh**

Grade Level: 12

Credit: One unit

Length of Study: One year

Prerequisite: *Pre-Calculus*

Course Description: Calculus is a two semester college calculus study. Differential and integral calculus and their application to algebraic, trigonometric, and exponential functions are investigated. Students completing the calculus course are capable of involved integration techniques and are able to apply integrals to finding areas and volumes.

### **Grading Policy:**

Quarterly grades are calculated in the following manner:

- 25% Homework
- 50% Tests and Quizzes
- 25% Quarterly Examination

Typically, there are two to four chapter tests each quarter and two to four quizzes.

Students are required to take the final examination.

### **Supplies:**

Students may choose to purchase some or all of the following:

1. Graph paper—a limited amount is available in class, some students find having their own supply beneficial.
2. Ruler
3. Protractor
4. Compass
5. Graphics Calculator: New York State now allows graphic calculators on Regents. At this time, St. Regis Falls Central School has a limited supply for use in the classroom. Students can be successful without owning their own personal calculators but may find it more convenient. (We use Texas Instruments TI 83+.).
6. Scientific calculator. If a graphics calculator is not purchased, a student may want to purchase a scientific calculator.

### **Homework Policy:**

1. Homework will be given most days.
2. Most homework will be collected. A numerical grade for homework will not be given until the ten-week marking period. I base that grade on the number of assignments completed and the quality of effort on the work.
3. **Late Assignments:**  
Mathematics is a subject that builds on previous work. Students must keep up with the work; for this reason, late assignments will be accepted the next day only (for half credit). After that, the student is encouraged to complete the work to ensure he or she can do the work, but I will not give credit for it.
4. **Absences:**  
It is the students' responsibility to make up work when a class is missed. Students have the same number of days to make up the work as days missed. Example: miss two days, you have two days when you return to complete the missed assignments.

## **Math 7**

**Instructor:** Mr. Varin

**Room:** 107

**Phone:** (518) 856 – 9421

**Email:** avarin@mail.fehb.org

**Purpose of the course:** To provide the student with the necessary tools and skills to be successful as a math student and on the New York State Assessment.

**Resources:**

- Math 7 Textbook
- Teacher' created worksheets

**Supplies necessary for class each day:**

- pen/pencil
- notebook (3 subject)
- planner (agenda)

**Suggested supplies to have are:**

- folder and/or binder
- calculator (scientific calculator)

**Grading System (10 week marking periods and 5 week progress reports):**

**Class participation (10%):** The class participation grade will not only be based on the student's willingness to participate during class, but it is also based on attendance, being on time and prepared for each class (excused absences will not affect students' participation grade). Both behavior problems and tardiness may result in either staying after school with me or detention.

**Homework (25%):** There will be daily homework assignments that will be collected and graded. All homework must be completed and will be graded on effort and work shown. Assignments will only be collected until the end of the chapter. Late assignments collected will receive at most half credit.

**Quizzes (30%):** Quizzes will be given often that will consist of basic skills that have been covered in class.

**Exams (35%):** There will be a test at the end of each chapter that will be very similar to homework and quiz questions.

**Final:** An in-class final will be used to determine each student's final grade that will count as **20%** of the overall grade.

## **Pre-Calculus Syllabus**

**Instructor:** Mr. Varin

**Room:** 107

**Phone:** (518) 856 – 9421

**Email:** avarin@mail.fehb.org

**Purpose of the course:** To provide the student with the necessary tools and skills to be a successful math student and prepare students for college math courses.

**Resources:**

- Pre-Calculus Textbook
- Teacher' created worksheets

**Supplies necessary for class each day:**

- pen/pencil
- notebook (3 subject)
- planner (agenda)

**Suggested supplies to have are:**

- folder and/or binder
- graphing calculator (TI-83 or a more advanced graphing calculator)

**Grading System (10 week marking periods and 5 week progress reports):**

**Class participation (10%):** The class participation grade will not only be based on the student's willingness to participate during class, but it is also based on attendance, being on time and prepared for each class (excused absences will not affect students' participation grade). Both behavior problems and tardiness may result in either staying after school with me or detention.

**Homework (25%):** There will be daily homework assignments that will be collected and graded. All homework must be completed and will be graded on effort and work shown. Assignments will only be collected until the end of the chapter. Late assignments collected will receive at most half credit.

**Quizzes (30%):** Quizzes will be given often that will consist of basic skills that have been covered in class.

**Exams (35%):** There will be a test at the end of each chapter that will be very similar to homework and quiz questions.

**Final:** An in-class final will be used to determine each student's final grade that will count as **20%** of the overall grade.

## **Geometry Syllabus**

**Instructor:** Mr. Varin

**Room:** 107

**Phone:** (518) 856 – 9421

**Email:** avarin@mail.fehb.org

**Purpose of the course:** To provide the student with the necessary tools and skills to be successful as a math student and on the New York State Regents Examination.

### **Resources:**

- Geometry Textbook (Amsco)
- Teacher' created worksheets

### **Supplies necessary for class each day:**

- pen/pencil
- notebook (3 subject)
- planner (agenda)

### **Suggested supplies to have are:**

- folder and/or binder
- graphing calculator (TI-83 or a more advanced graphing calculator)

### **Grading System (10 week marking periods and 5 week progress reports):**

**Class participation (10%):** The class participation grade will not only be based on the student's willingness to participate during class, but it is also based on attendance, being on time and prepared for each class (excused absences will not affect students' participation grade). Both behavior problems and tardiness may result in either staying after school with me or detention.

**Homework (25%):** There will be daily homework assignments that will be collected and graded. All homework must be completed and will be graded on effort and work shown. Assignments will only be collected until the end of the chapter. Late assignments collected will receive at most half credit.

**Quizzes (30%):** Quizzes will be given often that will consist of basic skills that have been covered in class.

**Exams (35%):** There will be a test at the end of each chapter that will be very similar to homework and quiz questions.

**Final:** An in-class final will be used to determine each student's final grade that will count as **20%** of the overall grade.

## **Consumer Math-Mr. Varin**

Grade Level: 10-12

Credit: One unit

Length of Study: One year

**Course Description:** Applied Math will emphasize the application of basic math skills in personal matters as well as business settings. The goals of this course are to develop: personal cash management techniques; the basics of budgeting and spending; an understanding about the importance of interest; an understanding of the basics of business management in a global economy; the basics of Microsoft Excel and how it relates to business and personal finances.

### **Grading Policy:**

Grades are to be calculated as follows:

Participation—10%

Homework/In-class assignments—30%

Quizzes—20%

Tests/Projects—40%

### **Supplies:**

Three-Ring Binder

Notebook Paper

Pencils and Pens

Calculator

## **Math 8 –Mrs. Durham**

**Purpose of the course:** To provide the student with the necessary tools and skills to be successful as a math student and on the New York State Assessment.

**Resources:**

- Math 8 Textbook
- Teacher' created worksheets

**Supplies necessary for class each day:**

- pen/pencil
- notebook (3 subject)
- planner (agenda)

**Suggested supplies to have are:**

- folder and/or binder
- calculator (scientific calculator)

### **Grading System (10 week marking periods and 5 week progress reports):**

**Class participation (10%):** The class participation grade will not only be based on the student's willingness to participate during class, but it is also based on attendance, being on time and prepared for each class (excused absences will not affect students' participation grade). Both behavior problems and tardiness may result in either staying after school with me or detention.

**Homework (25%):** There will be daily homework assignments that will be collected and graded. All homework must be completed and will be graded on effort and work shown. Assignments will only be collected until the end of the chapter. Late assignments collected will receive at most half credit.

**Quizzes (30%):** Quizzes will be given often that will consist of basic skills that have been covered in class.

**Exams (35%):** There will be a test at the end of each chapter that will be very similar to homework and quiz questions.

**Final:** An in-class final will be used to determine each student's final grade that will count as **20%** of the overall grade.

# SCIENCE

Miss DeVincenzo  
Mr. Huntley



Miss DeVincenzo

## **Living Environment (Biology):**

Grade level: 9 or 10

Credit: one unit

Length of Study: one year (class and labs)

Prerequisite: successful completion of the 8<sup>th</sup> Grade Science requirements

### **Materials needed for class daily:**

2" 3-ring binder

Dividers

2 pocket homework folder with holes

Agenda (provided by the school at the beginning of the year)

1 pack of Pencils (or more)

Science Text with Book cover (paper bag works well)

### **Materials needed occasionally**

Basic Calculator

Pens (blue or black no work done in any other color will be accepted)

Colored pencils

Loose leaf paper/graph paper

Highlighter

### **Course Description:**

Living Environment is a Regents level course designed to enhance scientific content knowledge as well as encourage creativity and inquiry. As a basic biology course this class deals with concepts in the areas of;

1. Organization of Life
2. Heredity and Genetics
3. Evolution: Change Over Time
4. Reproduction and Development
5. Homeostasis
6. Ecology
7. Human Impact on the Environment
8. Laboratory Skills: Scientific Inquiry and Technique

**\*\*Laboratory Requirements:** Critical to understanding science concepts is the use of scientific inquiry to develop explanations of natural phenomena. Therefore, as a prerequisite for admission to the Regents exam in the Living Environment, students must have successfully completed **1200 minutes of lab experience with satisfactory written reports for each investigation and 4 mandatory NYS labs.** Students must

keep proof of these labs and minutes in their lab folder located in the classroom. If a student fails to complete these requirements they will not be permitted to take the NYS Regents Exam. This is a NYS requirement and SRF may be audited by the state so it is imperative to comply.

This course will cover the New York State Standards for The Living Environment. Standards can be found at: <http://www.emsc.nysed.gov/ciai/mst/pub/livingen.pdf>

## **Grading Policy:**

**Participation:** 10%

- Based on the Five “B’s” as seen below as well as random Agenda and Bell ringer pop quizzes.

**Tests/Projects:** 30%

- Student assessment whether it is a written test, hands on, or project based is critical to evaluate student success in this course, therefore, **NO RETESTS/CORRECTIONS WILL BE ALLOWED.**

**Quizzes:** 20% (lowest dropped)

- Quizzes are considered a quick evaluation of student learning throughout a chapter and therefore are considered practice for the assessment and the lowest score will be dropped.

**Class work/Homework:** 20% (lowest dropped)

- Homework is considered concept practice and should be a quick supplement to daily learning. Assignments should refresh and enhance understanding. See additional Homework policy below.

**Labs:** 20%

- The laboratory portion of this course is rolled into the class grade. However, students that have not handed in a required NYS lab will automatically receive a failing lab grade. See lab requirements above.

## **Class Expectations:**

The Five “B’s”

1. Be punctual and prepared by having all necessary materials for class.
2. Be polite and respect others. This includes raising your hand to speak.
3. Be responsible and respectful of school property.
4. Be done eating and drinking when you come into class.
5. Be ready to learn and participate in class in meaningful manner.

Students interfering with the learning of others will not be tolerated.

- There will be a 3 strikes and you’re out discipline policy.
  - Strike 1: Verbal warning
  - Strike 2: Name on the board
  - Strike 3: Student sent to office, referral written, and 9<sup>th</sup> period detention assigned
- Students will use their agenda to keep track of assignments and stay organized.
- Students will have a book cover on their text **AT ALL TIMES.**
- **Extra Credit opportunities** will only be accepted from students who are completing daily assignments.

## **Homework:**

Homework is collected and graded on a daily basis and is expected to be handed in at the beginning of class while each student works on their bell ringer question. Those unprepared will sign up for Homework Club.

**Absences:** If you are absent from school for the entire day, you will be given 24 hours from the time of your return to hand in missing assignments, this includes tests. If work is not turned in HW club rules apply. If you are absent for several days then it is best to talk with me about making up back work. It is the responsibility of the STUDENT to get missing assignments and missed classwork.

### **Homework Club:**

Any student who is not prepared for class with work that is due will be required to stay after school 9<sup>th</sup> period with me in order to make up the assignment and will earn a mark of 3-. If the student skips homework club a zero will be earned for that assignment. **No exceptions.** That means if a child has another obligation he/she best prepare ahead of time to get their school work done. If a student misses 3 or more assignments during a 5 week period a referral will be written and parents will be notified.

### **Homework Grading System**

Each homework assignment is worth 4 points. (Unless otherwise specified)

The following criteria will be used to grade your paper

- 4:** All questions completed and student seems to have a firm understanding
- 3+:** All questions attempted, majority completed, student seemed to put in extra effort but might not have a firm understanding
- 3:** All questions attempted, average effort, student gets the main ideas
- 3-:** All questions quickly attempted, student struggles with understanding, **working on assignment during class** or low effort.
- 2:** 50% or more (but not all) questions completed
- 1:** fewer than 50% of the problems attempted
- 0:** no paper turned in or caught **copying** another paper

### **Science Fair:**

Students will be required to participate in the Science Fair with an experiment and project board based on the scientific method. Recycling materials is encouraged. A timeline will be introduced in December including due dates of major milestones. Time will be given in class to work on projects; however, work at home is necessary. Projects and milestones are to be completed on time. A tentative Science Fair date has been set for March 29<sup>th</sup>.

**Note to parents/guardians:** I believe that communication with you is important for student success. I am here to work as a team to prepare your children not only for NYS Science Testing but also for their future, whatever path they may choose. I look forward to an exciting year here at St. Regis Falls.

Please feel free to contact me with any questions or concerns anytime ☺ . **Also, please include your email and/or phone number where you can be reached for any reason as well.**

\*EMAIL ME @: [rdevince@mail.fehb.org](mailto:rdevince@mail.fehb.org)

\*CALL ME @: (518) 856-9421

Miss DeVincenzo

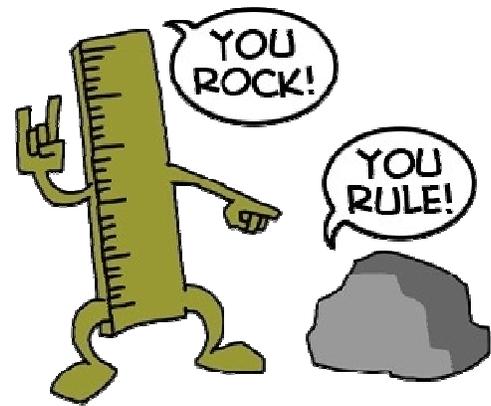
## **Earth Science:**

Grade Level: 10

Credit: one unit

Length of study: one year (class and labs)

Prerequisites: Successful completion of 8<sup>th</sup> grade science requirements and Living Environment (preferably)



### **Materials needed for class daily:**

2" 3-ring binder

Dividers

2 pocket homework folder with holes

Agenda (provided by the school at the beginning of the year)

1 pack of Pencils (or more)

Science Text with Book cover (paper bag works well)

### **Materials needed occasionally**

Basic Calculator

Pens (blue or black no work done in any other color will be accepted)

Colored pencils

Loose leaf paper/graph paper

Highlighter

### **Course Description:**

Earth Science is a Regents level course designed to enhance scientific content knowledge as well as encourage creativity and inquiry. As a basic Earth Science course this class deals with concepts in the areas of;

1. Earth's Coordinate System and Maps
2. Earth's Composition (Minerals, Rocks, and Resources)
3. Weathering and Erosion
4. Earth's Atmosphere, Weather and Climate
5. Plate Tectonics, Earthquakes, and Volcanoes
6. Geologic Time and History of Earth
7. Astronomy

**\*Laboratory Requirements:** Critical to understanding science concepts is the use of scientific inquiry to develop explanations of natural phenomena. Therefore, as a prerequisite for admission to the Regents exam in Earth Science, students must have successfully completed **1200 minutes of lab experience with satisfactory written reports for each investigation.** Students must keep proof of these lab minutes in their lab folder located in the classroom. If a student fails to complete these requirements they will not be permitted to take the NYS Regents Exam. This is a NYS requirement and SRF may be audited by the state so it is imperative to comply.

This course will cover the New York State Standards for Earth Science. Standards can be found at:

<http://www.emsc.nysed.gov/ciai/mst/pub/earthsci.pdf>

### **Grading Policy:**

**Participation:** 10%

- Based on the Five "B's" as seen below as well as random Agenda and Bell ringer pop quizzes.

**Tests/Projects:** 30%

- Student assessment whether it is a written test, hands on, or project based is critical to evaluate student success in this course, therefore, **NO RETESTS/CORRECTIONS WILL BE ALLOWED.**

**Quizzes:** 20% (lowest dropped)

- Quizzes are considered a quick evaluation of student learning throughout a chapter and therefore are considered practice for the assessment and the lowest score will be dropped.

**Class work/Homework:** 20% (lowest dropped)

- Homework is considered concept practice and should be a quick supplement to daily learning. Assignments should refresh and enhance understanding. See additional Homework policy below.

**Labs:** 20%

- The laboratory portion of this course is rolled into the class grade. However, students that have not handed in a required NYS lab will automatically receive a failing lab grade. See lab requirements above.

## **Class Expectations:**

The Five “B’s”

1. Be punctual and prepared by having all necessary materials for class.
2. Be polite and respect others. This includes raising your hand to speak.
3. Be responsible and respectful of school property.
4. Be done eating and drinking when you come into class.
5. Be ready to learn and participate in class in meaningful manner.

Students interfering with the learning of others will not be tolerated.

- There will be a 3 strikes and you’re out discipline policy.
  - Strike 1: Verbal warning
  - Strike 2: Name on the board
  - Strike 3: Student sent to office, referral written, and 9<sup>th</sup> period detention assigned
- Students will use their agenda to keep track of assignments and stay organized.
- Students will have a book cover on their text **AT ALL TIMES**.
- **Extra Credit opportunities** will only be accepted from students who are completing daily assignments.

## **Homework:**

Homework is collected and graded on a daily basis and is expected to be handed in at the beginning of class while each student works on their bell ringer question. Those unprepared will sign up for Homework Club.

**Absences:** If you are absent from school for the entire day, you will be given 24 hours from the time of your return to hand in missing assignments, this includes tests. If work is not turned in HW club rules apply. If you are absent for several days then it is best to talk with me about making up back work. It is the responsibility of the STUDENT to get missing assignments and missed classwork.

### **Homework Club:**

Any student who is not prepared for class with work that is due will be required to stay after school 9<sup>th</sup> period with me in order to make up the assignment and will earn a mark of 3-. If the student skips homework club a zero will be earned for that assignment. **No exceptions.** That means if a child has another obligation he/she best prepare ahead of time to get their school work done. If a student misses 3 or more assignments during a 5 week period a referral will be written and parents will be notified.

## **Homework Grading System**

Each homework assignment is worth 4 points. (Unless otherwise specified)

The following criteria will be used to grade your paper

- 4:** All questions completed and student seems to have a firm understanding
- 3+:** All questions attempted, majority completed, student seemed to put in extra effort but might not have a firm understanding
- 3:** All questions attempted, average effort, student gets the main ideas
- 3-:** All questions quickly attempted, student struggles with understanding, **working on assignment during class** or low effort.
- 2:** 50% or more (but not all) questions completed
- 1:** fewer than 50% of the problems attempted
- 0:** no paper turned in or caught **copying** another paper

## **Science Fair:**

Students will be required to participate in the Science Fair. A timeline will be introduced in December including due dates of major milestones. Time will be given in class to work on projects; however, work at home is necessary. Projects and milestones are to be completed on time. A tentative Science Fair date has been set for March 29<sup>th</sup>.

**Note to parents/guardians:** I believe that communication with you is important for student success. I am here to work as a team to prepare your children not only for NYS Science Testing but also for their future, whatever path they may choose. I look forward to an exciting year here at St. Regis Falls.

Please feel free to contact me with any questions or concerns anytime ☺ . **Also, please include your email and/or phone number where you can be reached for any reason as well.**

\*CALL ME @: (518) 856-9421

## **Science 7—Mr. Huntley**

Grade Level: 7

Credit: One Unit

Length of Study: One Year

### Course Description:

*Science 7* is an integrated science course dealing with a wide variety of topics. We will be using the textbook *Physical Science Concepts in Action with Earth and Space* from Pearson publishing. The class will cover topics dealing with renewable energy, Earth materials and resources, gases, atoms, and how rocks and minerals form. Students will need to organize information by classifying sequencing, and by making and using tables and graphs. There will be several in class labs that will be carried out during the year building on the topics being lectured on. Students will develop critical thinking skills by observing and inferring, comparing and contrasting, and by recognizing cause and effect. New scientific definitions and concepts along with scientific measurements in the SI (metric) system will be stressed. Students will observe processes and form hypothesis and test these with experimentation. **All missed work is the responsibility of the student (regardless of reason: sickness, band). Students will have one day to make up work for each missed day.**

### Grading Policy:

25% Tests

20% Quizzes

20% Journal

25% Homework and classwork (including labs)

10% Class Participation

### Materials needed:

At least a 2” Three-Ring Notebook Binder

Loose-leaf Paper

1 Folders (or more as needed)

Pen (Blue or Black Ink)

Pencil #2

The students will be required to complete a science fair project where they will need supplies bases on their project.

# Science 8-Mr. Huntley

Grade level: 8

Credit: one unit

Length of Study: one year

## Materials needed for class daily:

2" 3-ring binder

Dividers

2 pocket homework folder with holes

Agenda (provided by the school at the beginning of the year)

1 pack of Pencils (or more)

Science Text with Book cover (paper bag works well)

## Materials needed occasionally

Basic Calculator

Pens (blue or black no work done in any other color will be accepted)

Colored pencils

Loose leaf paper/graph paper

Highlighter



## Course Description:

Science 8 is a year-long intermediate science course in which students will develop basic Living Environment as well as Physical Setting skill sets. Students will be introduced to curriculum concepts through inquiry labs, models, hands-on activities and lecture. Science 8 meets the life science requirements for middle school and prepares students for future Regents level science courses.

Topics to be covered include but are not limited to;

- Metric conversions and measurements (volume, mass, density)
- Microscope investigations
- Cells
- Classification
- Ecology and Human impact
- Genetics
- Theory of Evolution
- The Human Body

This course will cover the New York State Standards for 8<sup>th</sup> Grade Intermediate Science. Standards can be found at: <http://www.emsc.nysed.gov/ciai/mst/pub/intersci.pdf>

- At the end of this course there is an 8<sup>th</sup> grade state test with a hands-on performance test portion that will be administered in May. This assessment gauges if a student has mastered middle school level content in a way that will allow them to be successful in the High School Regents level science course that follows in 9<sup>th</sup> grade. If a student does not seem ready I will suggest that an AIS course be added for their 9<sup>th</sup> grade year in order to re-enforce concepts and ensure success in high school.

## Grading Policy:

**Participation:** 10%

- Based on the Five "B's" as seen below as well as random Agenda and Bell ringer pop quizzes.

**Tests/Labs/Projects:** 40%

- Student assessment whether it is a written test, hands on, or project based is critical to evaluate student success in this course, therefore, **NO RETESTS/CORRECTIONS WILL BE ALLOWED.**

**Quizzes:** 25% (lowest dropped)

- Quizzes are considered a quick evaluation of student learning throughout a chapter and therefore are considered practice for the assessment and the lowest score will be dropped.

**Class work/Homework:** 25% (lowest dropped)

- Homework is considered concept practice and should be a quick supplement to daily learning. Assignments should refresh and enhance understanding. See additional Homework policy below.

## **Class Expectations:**

The Five “B’s”

1. Be punctual and prepared by having all necessary materials for class.
2. Be polite and respect others. This includes raising your hand to speak.
3. Be responsible and respectful of school property.
4. Be done eating and drinking when you come into class.
5. Be ready to learn and participate in class in meaningful manner.

Students interfering with the learning of others will not be tolerated.

- There will be a 3 strikes and you’re out discipline policy.
  - Strike 1: Verbal warning
  - Strike 2: Name on the board
  - Strike 3: Student sent to office, referral written, and 9<sup>th</sup> period detention assigned
- Students will use their agenda to keep track of assignments and stay organized.
- Students will have a book cover on their text **AT ALL TIMES.**
- **Extra Credit opportunities** will only be accepted from students who are completing daily assignments.

## **Homework:**

Homework is collected and graded on a daily basis and is expected to be handed in at the beginning of class while each student works on their bell ringer question. Those unprepared will sign up for Homework Club.

**Absences:** If you are absent from school for the entire day, you will be given 24 hours from the time of your return to hand in missing assignments, this includes tests. If work is not turned in HW club rules apply. If you are absent for several days then it is best to talk with me about making up back work. It is the responsibility of the STUDENT to get missing assignments and missed classwork.

### **Homework Club:**

Any student who is not prepared for class with work that is due will be required to stay after school 9<sup>th</sup> period with me in order to make up the assignment and will earn a mark of 3-. If the student skips homework club a zero will be earned for that assignment. **No exceptions.** That means if a child has another obligation he/she best prepare ahead of time to get their school work done. If a student misses 3 or more assignments during a 5 week period a referral will be written and parents will be notified.

## **Homework Grading System**

Each homework assignment is worth 4 points. (Unless otherwise specified)

The following criteria will be used to grade your paper

- 4:** All questions completed and student seems to have a firm understanding
- 3+:** All questions attempted, majority completed, student seemed to put in extra effort but might not have a firm understanding
- 3:** All questions attempted, average effort, student gets the main ideas
- 3-:** All questions quickly attempted, student struggles with understanding, **working on assignment during class** or low effort.
- 2:** 50% or more (but not all) questions completed
- 1:** fewer than 50% of the problems attempted
- 0:** no paper turned in or caught **copying** another paper

### **Science Fair:**

Students will be required to participate in the Science Fair with an experiment and project board based on the scientific method. Recycling materials is encouraged. A timeline will be introduced in December including due dates of major milestones. Time will be given in class to work on projects; however, work at home is necessary. Projects and milestones are to be completed on time. A tentative Science Fair date has been set for March 29<sup>th</sup>.

**Note to parents/guardians:** I believe that communication with you is important for student success. I am here to work as a team to prepare your children not only for NYS Science Testing but also for their future, whatever path they may choose. I look forward to an exciting year here at St. Regis Falls.

Please feel free to contact me with any questions or concerns anytime ☺ .

\*CALL ME @: (518) 856-9421

## **Chemistry—Mr. Huntley**

Grade Level: 11 or 12

Credit: One Unit

Length of Study: One Year

### **Course prerequisites:**

Biology

Earth science

Algebra

Pre-Geometry

**Course Description:** In this course, students study the structure and properties of matter. Extensive laboratory activity emphasizes observing and data gathering from which conclusions are drawn. Topics include but are not limited to: atomic theory, gas laws, kinetic theory, equilibrium, reaction rates, acids and bases, oxidation-reduction, and organic chemistry.

\* This is a Regents class and students **will be** expected to take the New York State Chemistry Regents examination.

\*\* New York State mandates that a minimum of one thousand two hundred minutes (30 periods of forty minutes each) of laboratory work be completed in a year. We will be doing more than the required minimum. **All laboratories or laboratory activities we do must be completed successfully in order for the student to take the Regents examination.**

### **Grading Policy:**

30% Tests

20% Quizzes

15% Homework and classwork

10% Class Participation

25% Laboratory

### **Missed Classes**

Students who miss class have one week to make up missed work. If work is not made up, a zero is earned for that day.

### **Materials needed:**

At least a 2" Three-Ring Notebook Binder

Loose-leaf Paper

1 Folders (or more as needed)

Pen (Blue or Black Ink)

Pencil #2

11 dollars for a review book for regents review at the end of the year

\*\*Jump Drive(not required but helpful)

# SOCIAL STUDIES

Mr. LaVoie  
TBD

## Social Studies 7: United States and New York History—TBD

Grade Level: 7

Credit: One unit

Length of Study: One Year

Course Description: Social studies in grade 7 focuses on a chronically-structured study of United States history, from the pre-Columbian era to approximately 1845. Course content is divided into 11 units, examining geographic, political, economic, and social developments within this time frame. As residents of New York State, students will make a similar inquiry into, and examination of New York State History. It is expected that upon completion of the course, a student will be conversant with the broad outline of the American story, its characters and major events—from the Mayans to the Mexican War, while acquiring an increased appreciation for the history of the town and state in which he/she lives.

Homework:

Insofar as *homework* is integral to the successful study of American History at the Secondary Level, students are expected to take the matter of homework *seriously*. This expectation presumes the timely and conscientious completion of *written* assignments—work reflecting thought and effort. It is further expected that *reading* assignments be treated in the same thoughtful manner as written assignments. In reading assigned material, a student not only meets his/her obligation to him/herself, but just as importantly, meets an obligation to his/her classmates. Think of it as a kind of classroom *teamwork*. For planning purposes, homework would typically provide 25% of a student's grade.

### Grading Policy:

Periodic assessments of student learning are typically accomplished through the use of quizzes, Chapter Tests, and Unit Tests. For grading purposes, more emphasis or weight is attached to the Chapter and Unit Tests. Students also earn credit toward a grade based upon class participation. Class projects are treated as a Unit Test for scoring purposes. Every effort is made to invite individual effort based upon the individual talent, personality, and preferences. Students are always welcome to submit original work independently. Outside reading and writing are always encouraged and most welcome.

It is the student's responsibility to schedule time to make up missed work with the teacher. Remediation period is a time available for teacher/student consultation, make up work, and for completion of seat time missed due to absence.

If you are failing one subject, you are required to stay for that teacher after school during remediation period for at least one day, Monday through Friday. Teachers may also request that a student stay for remediation period if there is a drop in a student's academic average. Failure to stay after school during the remediation period when assigned by a teacher will result in disciplinary action.

You may choose to stay and work in the remediation period Homework Laboratory even if you are passing all of your courses.

All students must sign in at their remediation period classroom.

### Supplies:

Notebook.

## **Social Studies 8: United States and New York History—TBD**

Grade Level: 8

Credit: One unit

Length of Study: One Year

**Course Description:** Social Studies in grade 8 continues and completes the work begun in 7<sup>th</sup> grade. In grade 8, we pick up the chronologically-structured study of American History, beginning with the Compromise of 1850 and continuing to the present—or as close to the present as time allows. Major themes include: Slavery, The Civil War, Industrialization, America Becomes a World Power, the World Wars, and the Great Depression. Additionally, students continue with the study of New York State, also begun in 7<sup>th</sup> grade. It is expected that upon completion of this course, a student will be conversant with the broad outline of the American Story, its characters and major events—from the Lincoln Presidency to the Vietnam War—while gaining a wider awareness of the American role in the Modern World. Specific NYS Social Studies Standards addressed in this course are: American History, Geography, Civics, Economics, and to a lesser extent, World History.

Homework:

Insofar as *homework* is integral to the successful study of American History at the Secondary Level, students are expected to take the matter of homework *seriously*. This expectation presumes the timely and conscientious completion of *written* assignments—work reflecting thought and effort. It is further expected that *reading* assignments be treated in the same thoughtful manner as written assignments. In reading assigned material, a student not only meets his/her obligation to him/herself, but just as importantly, meets an obligation to his/her classmates. Think of it as a kind of classroom *teamwork*. For planning purposes, homework would typically provide 25% of a student's grade.

### **Grading Policy:**

Periodic assessments of student learning are typically accomplished through the use of quizzes, Chapter Tests, and Unit Tests. For grading purposes, more emphasis or weight is attached to the Chapter and Unit Tests. Students also earn credit toward a grade based upon class participation. Class projects are treated as a Unit Test for scoring purposes. Every effort is made to invite individual effort based upon the individual talent, personality, and preferences. Students are always welcome to submit original work independently. Outside reading and writing are always encouraged and most welcome.

It is the student's responsibility to schedule time to make up missed work with the teacher. Remediation period is a time available for teacher/student consultation and make-up work and for completion of seat time missed due to absence.

If you are failing one subject, you are required to stay for that teacher after school during remediation period for at least one day, Monday through Friday. Teachers may also request that a student stay for remediation period if there is a drop in a student's academic average. Failure to stay after school during the remediation period when assigned by a teacher will result in disciplinary action.

You may choose to stay and work in the remediation period Homework Laboratory even if you are passing all of your courses.

All students must sign in at their remediation period classroom.

### **Supplies:**

Notebook.

## **Global Studies 9—Mr. LaVoie**

Grade Level: 9

Credit: One unit

Length of Study: One Year

**Course Description:** This is the first year of a two-year Regents Course. This course speaks specifically to the study of World History. Course content is divided into four Units, which examines in broad terms, the following ancient civilizations: Africa, The Middle East, India, China, Korea, Japan, and European, particularly Greece and Rome. This first part of the two-year course concludes with the Renaissance. Ideally, at the conclusion of this year of study, the student will have witnessed the emergences of the first Global Age—the origins of a world he/she would recognize as bearing considerable resemblance to his/her own—politically, economically, and geographically speaking. Specific NYS Social Studies Standards addressed are: World History, Geography, Economics, and Civics.

### **Homework:**

Insofar as *homework* is integral to the successful study of American History at the Secondary Level, students are expected to take the matter of homework *seriously*. This expectation presumes the timely and conscientious completion of *written* assignments—work reflecting thought and effort. It is further expected that *reading* assignments be treated in the same thoughtful manner as written assignments. In reading assigned material, a student not only meets his/her obligation to him/herself, but just as importantly, meets an obligation to his/her classmates. Think of it as a kind of classroom *teamwork*. For planning purposes, homework would typically provide 25% of a student's grade.

### **Grading Policy:**

Periodic assessments of student learning are typically accomplished through the use of quizzes, Chapter Tests, and Unit Tests. For grading purposes, more emphasis or weight is attached to the Chapter and Unit Tests. Students also earn credit toward a grade based upon class participation. Class projects are treated as a Unit Test for scoring purposes. Every effort is made to invite individual effort based upon the individual talent, personality, and preferences. Students are always welcome to submit original work independently. Outside reading and writing are always encouraged and most welcome.

It is the student's responsibility to schedule time to make up missed work with the teacher. Remediation period is a time available for teacher/student consultation and make-up work and for completion of seat time missed due to absence.

If you are failing one subject, you are required to stay for that teacher after school during remediation period for at least one day, Monday through Friday. Teachers may also request that a student stay for remediation period if there is a drop in a student's academic average. Failure to stay after school during the remediation period when assigned by a teacher will result in disciplinary action.

You may choose to stay and work in the remediation period Homework Laboratory even if you are passing all of your courses.

### **Supplies:**

Notebook.

## **Global Studies 10—Mr. LaVoie**

Grade Level: 10

Credit: One Unit

Length of Study: One Year

**Course Description:** The students will look at the world from the Enlightenment to Modern Times. The course stresses: note taking, essay writing, reading, and critical thinking. The students will receive a weekly planner at the beginning of each week that **must** be signed by the Parent/Guardian. This will outline what the student will be doing that week, and the tests that will take place during that week.

### **Grading Policy:**

Signed Weekly Planner counts as a homework grade, which will be 20% of total quarterly grade. Tests count as one grade, and unit tests and major projects as two grades. Missed tests and homework **must** be made up during the remediation period within *two days* at my discretion. Students who fail to have homework or class work completed will be **required** to stay for that afternoon's remediation period.

### **Supplies:**

1½" *OR* 2" Three-Ring Notebook Binder with Three-Hole Punched Folders

Highlighter

3" x 5" Index Cards (5 Packages)

Pens

## **American Studies 11—Mr. LaVoie**

Grade Level: 11

Credit: One unit

Length of Study: One Year

**Course Description:** This course will cover the growth of American Democracy to Modern Times. The course stresses: note taking, essay writing, reading, and critical thinking. The students will receive a weekly planner at the beginning of each week that **must** be signed by the Parent/Guardian. This will outline what the student will be doing that week, and the tests that will take place during that week.

### **Grading Policy:**

Signed Weekly Planner counts as a homework grade, which will be 20% of total quarterly grade. Tests count as one grade, and unit tests and major projects as two grades. Missed tests and homework **must** be made up during the remediation period within *two days* at my discretion. Students who fail to have homework or class work completed will be **required** to stay for that afternoon's remediation period.

### **Supplies:**

1½" *OR* 2" Three-Ring Notebook Binder with Three-Hole Punched Folders

Highlighter

3" x 5" Index Cards (5 Packages)

Pens

## **Economics—TBD**

Grade Level: 12

Credit: One-half unit

Length of Study: One Semester—Spring

**Course Description:** This course consists of seven units that look at all aspects of our economic system from the idea of supply and demand to banking to global trade. The students receive a packet outlining every unit. The students are required to read articles from the *Wall Street Journal Student Edition* and write an essay on the articles. Each unit will have bonus projects that the students can take advantage of to raise their grades. The **Final Examination** consists of a 100-question test that covers the entire economic course. It is made up of 46 multiple-choice questions and 54 fill-in the blank questions. *Students who have a 95% or better average for Economics are exempt from this final examination.*

### **Grading Policy:**

Each unit will have an essay grade, test grade, and a bonus project grade (*optional*).

### **Supplies:**

1½" OR 2" Three-Ring Notebook Binder with Three-Hole Punched Folders

Highlighter

3" x 5" Index Cards (5 Packages)

Pens

**Government—TBD**

Grade Level: 12

Credit: One-half unit

Length of Study: One Semester—Fall

**Course Description:** This is a course that uses a series of projects to look at civics, current events, and current topics of discussion. This course has a culminating experience writing assignment. Students will be asked to show a proficiency in the skills taught in the previous years, such as: note taking, essay writing, round table debates, and research. The students receive a contract and course outline at the beginning of the course that describes every assignment and the due dates for each assignment.

**Grading Policy:**

Every project will count as one grade or as a percentage of their culminating experience process grade. The final project counts as three grades: a quarter grade, final examination grade, and the students are given a process grade for meeting the appointed deadlines.

**Supplies:**

1½" *OR* 2" Three-Ring Notebook Binder with Three-Hole Punched Folders

Highlighter

3" x 5" Index Cards (5 Packages)

Pens

# SPECIALS

## ART

Ms. VanBrocklin

### 8<sup>th</sup> Grade Art

Grade Level: 8

Length of Study: One Semester (20 Weeks)

Course Description: This course is designed to introduce students to high school art.

### Grading Policy:

Grade is based upon the effort and time put into completing each assigned art project.

### Supplies:

Please bring a pencil to art each day.

### Studio Art I

Grade Level: 9-12

Credit: One Credit

Length of Study: One year

Course Description: *Studio Art I* is available for graduation credit. This course introduces the elements and principles of art. Students will use a wide variety of art materials and techniques to create works of art with various themes. Students' artwork will demonstrate their competency in art skills. This course will result in the student creating a portfolio of artwork in various mediums.

### Grading Policy:

Grade is based upon the effort and time put into completing each assigned art project. A final examination will be given.

### Supplies:

Please bring a pencil to art each day.

# **BAND**

**Ms. Erin O'Brien-Mazza**

## **Senior Band**

Ability Level: Needs to complete a level three NYSSMA Solo.

Credit: 1/2

Length of Study: One Year, Alternating Days

Description: Members of senior band will learn how to excel on their own individual instrument in technique and musicality. They will also learn how to accurately play with an ensemble and contribute to the progress of the group. All students in senior band will participate in private/sectional lessons throughout the school year.

### Grading Policy:

Students are graded on a weekly rubric that evaluates them on; technique, musicality, attitude, participation, attendance, practice time and preparation.

They are graded on a scale out of 100%

### Lessons:

Lessons will be held once every week. Students will be assigned scales, a page out of the method book and/or a solo piece of music. Percussionist will be assigned rudiments as well as scales for mallet percussion.

### Missed Lessons:

In the event that a student misses his/her lesson because of a school event, the student is exempt from the lesson. In the event that a student misses their lesson for any other reason, they are to make up their lesson within a week. If a student does not make up their lesson within a week of their absence, it will be a total of three points off of their weekly grading rubric.

### Concert Attendance:

It is mandatory for all participating students to be in attendance the night of the concert. If there is an unexcused absence, it will result in a failing grade in band. The only excused absences are as follows: extreme sickness or death in the family. In both circumstances the student is required to show written proof of absence (Ex. Doctor's Note)

### Concert Dress:

ALL students are required to wear black bottoms and a black top. Ladies must wear modest clothing. NO REVEALING TOPS. Skirts and dress must come down to the knee.

### Supplies:

Instrument, Lesson Book, Band Music and Solo Music, Pencil.

## **Junior Band:**

Ability Level: Needs to complete a level one NYSSMA Solo and/or the first method book of accent on achievement.

Credit: 1/2

Length of Study: One Year, Alternating Days

Description: Members of senior band will learn how to excel on their own individual instrument in technique and musicality. They will also learn how to accurately play with an ensemble and contribute to the progress of the group. All students in senior band will participate in private/sectional lessons throughout the school year.

### Grading Policy:

Students are graded on a weekly rubric that evaluates them on; technique, musicality, attitude, participation, attendance, practice time and preparation.

They are graded on a scale out of 100%

### Lessons:

Lessons will be held once every week. Students will be assigned scales, a page out of the method book and/or a solo piece of music. Percussionist will be assigned rudiments as well as scales for mallet percussion.

### Missed Lessons:

In the event that a student misses his/her lesson because of a school event, the student is exempt from the lesson. In the event that a student misses their lesson for any other reason, they are to make up their lesson within a week. If a student does not make up their lesson within a week of their absence, it will be a total of three points off of their weekly grading rubric.

### Concert Attendance:

It is mandatory for all participating students to be in attendance the night of the concert. If there is an unexcused absence, it will result in a failing grade in band. The only excused absences are as follows: extreme sickness or death in the family. In both circumstances the student is required to show written proof of absence (Ex. Doctor's Note)

### Concert Dress:

ALL students are required to wear black bottoms and a black top. Ladies must wear modest clothing. NO REVEALING TOPS. Skirts and dresses must come down to the knee.

### Supplies:

Instrument, Lesson Book, Band Music and Solo Music, Pencil.

## **Pop Band**

Ability Level: Placement in Pop Band is upon request of the director.

Credit: 1/2

Length of Study: One Year, Once a week.

Description: Members of senior band will learn how to excel on their own individual instrument in technique and musicality. They will also learn how to accurately play with an ensemble and contribute to the progress of the group. All students in senior band will participate in private/sectional lessons throughout the school year. Members of Pop Band need to have good self-discipline in order to succeed.

Grading Policy:

Students are graded on a weekly rubric that evaluates them on; technique, musicality, attitude, participation, attendance, practice time and preparation.

They are graded on a scale out of 100%

Concert Attendance:

It is mandatory for all participating students to be in attendance the night of the concert. If there is an unexcused absence, it will result in a failing grade in band. The only excused absences are as follows: extreme sickness or death in the family. In both circumstances the student is required to show written proof of absence (Ex. Doctor's Note)

Concert Dress:

ALL students are required to wear black bottoms and a black top. Ladies must wear modest clothing. NO REVEALING TOPS. Skirts and Dresses must come down to the knee.

Supplies:

Instrument, Lesson Book, Band Music and Solo Music, Pencil.

# MUSIC

Mrs. O'Bryan

## **MUSIC 8**

Grade level: 8

Credit: 0.25

Length of study: half year, alternate days

Course description: Music 8 students study American Music Theater from the perspective of composers and lyricists. There are four areas of focus: operetta, early musicals, modern musicals and operas. Students will hear and study a complete Gilbert & Sullivan operetta as well as a presentation on the collaborations of the pair. Students will be responsible for researching, designing, and presenting a lesson on a theater composer of their choice. If time allows, students will view a modern musical and learn the history of American jazz music.

Grading: Students will take a series of quizzes and receive grades for quiz corrections, homework, project research, project lesson plan and project presentation. The project will be graded using a rubric distributed at the time they select their subject. Their notes and materials will be graded each quarter based on neatness, accuracy, organization and overall quality.

Materials needed: Pencil, Loose-leaf notebook or report cover with prongs and pockets

Optional materials which may be helpful: Computer flash drive.

# PHYSICAL EDUCATION

Ms. LaPage  
Mr. Todd

## **Physical Education**

Grade Level: 7-12  
Credit: 2 Units Total

**Course Description:** The purpose of physical education shall be to maximize each student's potential through the acquisition of knowledge, skills, and attitudes that will transfer to a healthy lifestyle.

1. The program is inclusive of all students and their rates of learning.
2. The program is integrated with other subject areas.
3. The program teaches skills for real-life, every day application.
4. The program prepares students for competence in many different forms and proficiency in a few forms of physical activity, that will enhance life-time games, activities, and sport skills.
5. The program prepares students to apply concepts and principles of human movement to the learning and development of motor skills.
6. The program teaches students how to design personal fitness programs to achieve and maintain physical fitness.
7. The program assists students in acquiring knowledge needed to make informed decisions about and develop an interest in life-time recreational and social activities and their related products and services.
8. The program prepares students to develop appropriate social behaviors and interpersonal skills in a variety of physical activity settings.
9. The program builds in students an understanding that participation in physical activity promotes inclusion and understanding of differences among people.
10. The programs builds in students an understanding that physical activity provides the opportunity for enjoyment, challenge, self-expression, creativity, and communication.
11. The program provides opportunities for students to participate regularly in health-enhancing physical education activities.
12. The program provides opportunities for students to experience activities that enhance the development of a positive self-image, assertiveness, independence, self-control, and confidence with one's own capabilities.
13. The program prepares students to apply knowledge and skill which will enhance critical thinking, interpersonal skills, and show connecting relationships with other disciplines.
14. The program teaches students to apply safe practices to physical activities.

**Grading Policy:**

Each class is worth five points. To earn their five points, students **must** show knowledge of and skill in the activity. They **must** be prepared for *Physical Education* class and participate. They also **must** show respect for their peers and the teacher. If a student is absent, he/she **must** make up the class. Alternatives will be offered for students who have extended illness or serious injuries which prohibit participation. *If* a student is unprepared **three times** for class, a referral will be sent to the Principal.

**Supplies:**

Sneakers

Socks

Shorts

Tee-shirt

Sweatsuit, sweatshirt, or sweatpants for cooler weather

Deodorant

Shampoo

Soap

Wash Cloth and Towel

Pad Lock (*optional since school does provide*)

# PROGRAMS AT THE FRANKLIN-ESSEX-HAMILTON BOCES, NORTH FRANKLIN EDUCATIONAL CENTER

Grade Level: 11 and 12

Credit (one-half day each year)

Length of Study: One- or Two-year options

**Automotive Technology:** This course consists of both theory and practical shop applications. The core of the program consists of hands-on work performed on vehicles brought in by students, customers, and local businesses. The range of instruction is from small gas engines to computerized car engines and diesel heavy equipment.

**Building Trades:** In this course, students are encouraged to gain an understanding of the basic theories of carpentry and then apply them to laboratory and off-campus projects. The areas of study include: safe use of hand and power tools, framing techniques, roofing, exterior and interior finish, stair construction, and cabinet installation. Each class builds a complete house out in the community.

**Cosmetology:** This is a two-year course which prepares students to become licensed beauticians and offers both laboratory experience and clinical instruction to assure that the candidate has the necessary preparation to take the NYS Licensing examination. It also teaches many transferable skills for the hospitality and entertainment industries.

**Culinary Arts:** the purpose of this two-year program is to provide interested students with entry-level skills in quantity food preparation. We provide future chefs and food service workers with management skills, salad preparation, baking procedures (including cake decorating), storeroom management, and customer service relations. At the completion of these nine hundred hours, students would be qualified to seek employment in this rapidly growing field or may choose to continue training at one of the many colleges which provide excellent further education.

**Early Childhood Occupations:** A two-year program that will prepare students to assume the role as a wage earner in the child industry. The course combines classroom study with practice that takes place in a preschool/nursery setting. Some of the areas of study include: communication skills, play and art activities, children's language, self-image, and various creative activities. Students will learn to care for children from infancy through early school age.

**Electrical Trades:** The electrical trades program provides classroom instruction and on-site activities in the installation, troubleshooting and repair of residential and commercial electrical wiring systems. Training is given in the installation and maintenance of motors, generators and control equipment used in homes, offices, stores and factories.

**Heavy Equipment:** The student will be given the opportunity to learn entry-level skills in forest management, forest harvesting, processing of forest products, and heavy equipment operations. This program will follow the time-honored principles of "*Multiple Use*" of our forestlands. This means using our forest wisely for forest products, recreational opportunities, scenic beauty, wildlife, and water supply.

**Health Occupations:** Allows students to gain knowledge, skills, and attitudes needed for employment in the ever-expanding health care field. One year of successful study completes requirements for employment as a nurse assistant. A second year will prepare students for licensed practical nursing as well as further study in specialized medical fields. Optional areas of study for the second year qualify students in the home health care and rehabilitation fields. There is a new program; New Visions, which offers one year for senior students interested in exploring areas of Health.

**New Vision Health Careers:** The North Franklin Educational Center through the New Vision course offers high school seniors the opportunity to have on-site hospital experience at the Alice Hyde Medical Center in Malone. This experience will help students make important career decisions about health care positions, assisting them as they pursue their collage education.

**New Vision Government & Law:** The New Vision: Legal/Law Program offering will develop competencies applicable to many careers in the field of law. In this program, students will study the American legal system in

depth, its roots in natural and common law, the purposes/values it serves and the roles of the judiciary, legislative and private parties. The academic curriculum is combined with clinical experience to provide students with a rich and rewarding learning opportunities.

# SPANISH

Mrs. Jamie Leroux

## Spanish

**Grade Level: 7**

**Length of Study: One Year**

### **Course Objectives:**

The first course objective is to meet (or to begin to meet) the two New York State Standards for Languages Other than English (LOTE) for Checkpoint A which are: (1) Communication in a language other than English and (2) cross cultural understanding. The second objective is to begin preparation for the New York State Proficiency examination in Spanish.

### **Course Topics:**

- Where is Spanish spoken?
- Alphabet
- Numbers
- Calendar
- Colors
- Animals
- Masculine and Feminine words
- Plurality
- Chapter 1: Friends
- Chapter 2: Students and Courses
- Chapter 3: School shopping
- Chapter 4: At school

### **Grading Policy:**

Every assignment will be graded based on points. Homework is graded, usually, on effort and is worth 2 points. Assignments that are partially completed or late are worth 1 point and assignments not done or not turned in are worth 0. Occasionally I will collect homework assignments and give them a grade based on correct answers. The assignments range in points from 5 to 75 points. Quizzes start at 5 points and go to 50 points. Projects are worth between 10 and 100 points. Written assignments are graded based on material and can be worth between 10 and 200 points. All tests are 100 points. Class participation will also be graded, frequently, if not daily. Class participation is worth 10 points daily and is based on these criteria: being on time, being prepared, having homework done and participating in class.

### **Supplies:**

- Pocket Folder for keeping all quizzes and tests
- LOTS of pens/pencils (extras can be left in the classroom so they will always have one)
- FIVE subject notebook
- 500 index cards
- Composition notebook

# **Spanish 1**

**Grade Level: 8**

**Pre-Requisite: Spanish (7<sup>th</sup> grade)**

**Length of Study: One Year**

## **Course Objectives:**

The first course objective is to meet the two New York State Standards for Languages Other than English (LOTE) for Checkpoint A which are: (1) Communication in a language other than English and (2) cross cultural understanding. The second objective is to begin preparation for the New York State Proficiency examination in Spanish.

## **Course Topics:**

- Chapter 3: School shopping
- Chapter 4: At school
- Chapter 5: At the cafe
- Chapter 6: Family and the house
- Chapter 7: Team Sports
- Chapter 8: Health and the Doctor
- Chapter 9: Summer and Winter
- Chapter 10: Cultural Diversions

## **Grading Policy:**

Every assignment will be graded based on points. Homework is graded, usually, on effort and is worth 2 points. Assignments that are partially completed or late are worth 1 point and assignments not done or not turned in are worth 0. Occasionally I will collect homework assignments and give them a grade based on correct answers. The assignments range in points from 5 to 75 points. Quizzes start at 5 points and go to 50 points. Projects are worth between 10 and 100 points. Written assignments are graded based on material and can be worth between 10 and 200 points. All tests are 100 points. Class participation will also be graded, frequently, if not daily. Class participation is worth 10 points daily and is based on these criteria: being on time, being prepared, having homework done and participating in class.

## **Supplies:**

- Pocket Folder for keeping all quizzes and tests
- LOTS of pens/pencils (extras can be left in the classroom so they will always have one)
- FIVE subject notebook
- 200 index cards (these can also be left in the classroom so they will have then when needed)
- Composition notebook

## **Spanish 2**

**Grade Level: 9**

**Pre-Requisite: Spanish 1**

**Length of Study: One Year**

### **Course Objectives:**

The first course objective is to meet (or begin to meet) the two New York State Standards for Languages Other Than English (LOTE) for Checkpoint B which are: (1) Communication in a language other than English and (2) cross cultural understanding. The second objective is to begin preparation for the New York State Regents Examination in Spanish.

### **Course Topics:**

- Chapter 9: Summer and Winter
- Chapter 10: Cultural Diversions
- Chapter 11: A trip by plane
- Chapter 12: A backpacking trip
- Chapter 1: A trip by train
- Chapter 2: At the restaurant
- Chapter 3: Telecommunications
- Chapter 4: Shopping

### **Grading Policy:**

Every assignment will be graded based on points. Homework is graded, usually, on effort and is worth 2 points. Assignments that are partially completed or late are worth 1 point and assignments not done or not turned in are worth 0. Occasionally I will collect homework assignments and give them a grade based on correct answers. The assignments range in points from 5 to 75 points. Quizzes start at 5 points and go to 50 points. Projects are worth between 10 and 100 points. Written assignments are graded based on material and can be worth between 10 and 200 points. All tests are 100 points. Class participation will also be graded, frequently, if not daily. Class participation is worth 10 points daily and is based on these criteria: being on time, being prepared, having homework done and participating in class.

### **Supplies:**

- Pocket Folder for keeping all quizzes and tests
- LOTS of pens/pencils (extras can be left in the classroom so they will always have one)
- FIVE subject notebook
- 200 index cards (these can also be left in the classroom so they will have them when needed)
- Composition notebook

## **Spanish 3**

**Grade Level: 10**

**Length of Study: One year**

**Prerequisite: Spanish 2**

### **Course Objectives:**

The first course objective is to meet (or begin to meet) the two New York State Standards for Languages Other Than English (LOTE) for Checkpoint B which are: (1) Communication in a language other than English and (2) cross cultural understanding. The second objective is to begin preparation for the New York State Regents Examination in Spanish.

### **Course Topics:**

- Chapter 5: Pastimes
- Chapter 6: At the hotel
- Chapter 7: A Flight
- Chapter 8: Medical emergencies
- Chapter 9: City and Country
- Chapter 10: The Hispanic Kitchen
- Chapter 11: Cars and the Highway
- Chapter 12: Public
- Chapter 13: Holidays

### **Grading Policy:**

Every assignment will be graded based on points. Homework is graded, usually, on effort and is worth 2 points. Assignments that are partially completed or late are worth 1 point and assignments not done or not turned in are worth 0. Occasionally I will collect homework assignments and give them a grade based on correct answers. The assignments range in points from 5 to 75 points. Quizzes start at 5 points and go to 50 points. Projects are worth between 10 and 100 points. Written assignments are graded based on material and can be worth between 10 and 200 points. All tests are 100 points. Class participation will also be graded, frequently, if not daily. Class participation is worth 10 points daily and is based on these criteria: being on time, being prepared, having homework done and participating in class.

### **Supplies:**

- Pocket Folder for keeping all quizzes and tests
- LOTS of pens/pencils (extras can be left in the classroom so they will always have one)
- FIVE subject notebook
- 200 index cards (these can also be left in the classroom so they will have them when needed)
- Composition notebook

## **Spanish 202 (Bridge course with NCCC)**

**Grade Level: 11 or 12**

**Credit: One Unit**

**Prerequisite: Spanish 3**

### **Course Objectives:**

To further enhance the student's knowledge of the Spanish language and culture and to receive 3 college credits from NCCC.

### **Course Topics:**

- Chapter 11: Cars and the Highway
- Chapter 12: Public Services
- Chapter 13: Holidays
- Chapter 14: Professions and jobs
- Chapter 1: Spain
- Chapter 2: Andean Countries
- Chapter 3: South America's southern tip
- Chapter 4: Central America

### **Grading Policy:**

Every assignment will be graded based on points. Homework is graded, usually, on effort and is worth 2 points. Assignments that are partially completed or late are worth 1 point and assignments not done or not turned in are worth 0. Occasionally I will collect homework assignments and give them a grade based on correct answers. The assignments range in points from 5 to 75 points. Quizzes start at 5 points and go to 50 points. Projects are worth between 10 and 100 points. Written assignments are graded based on material and can be worth between 10 and 200 points. All tests are 100 points. Class participation will also be graded, frequently, if not daily. Class participation is worth 10 points daily and is based on these criteria: being on time, being prepared, having homework done and participating in class.

### **Supplies:**

- Pocket Folder for keeping all quizzes and tests
- LOTS of pens/pencils (extras can be left in the classroom so they will always have one)
- FIVE subject notebook
- Composition notebook
- \$50.00 to receive the college credits from North Country Community College

# Supply Lists for Mrs. Leroux's Spanish Classes

## Spanish 7 (7<sup>th</sup> grade)

- Pocket Folder for keeping all quizzes and tests
- LOTS of pens/pencils (extras can be left in the classroom so they will always have one)
- FIVE subject notebook
- 500 index cards
- Composition notebook

## Spanish 1 (8<sup>th</sup> grade)

- Pocket Folder for keeping all quizzes and tests
- LOTS of pens/pencils (extras can be left in the classroom so they will always have one)
- FIVE subject notebook
- 200 index cards (these can also be left in the classroom so they will have then when needed)
- Composition notebook

## Spanish 2 (9<sup>th</sup> grade)

- Pocket Folder for keeping all quizzes and tests
- LOTS of pens/pencils (extras can be left in the classroom so they will always have one)
- FIVE subject notebook
- 200 index cards (these can also be left in the classroom so they will have then when needed)
- Composition notebook

## Spanish 3 (10<sup>th</sup> grade)

- Pocket Folder for keeping all quizzes and tests
- LOTS of pens/pencils (extras can be left in the classroom so they will always have one)
- FIVE subject notebook
- 200 index cards (these can also be left in the classroom so they will have then when needed)
- Composition notebook

## Spanish 202 (NCCC college course)

- Pocket Folder for keeping all quizzes and tests
- LOTS of pens/pencils (extras can be left in the classroom so they will always have one)
- FIVE subject notebook
- Composition notebook
- \$50.00 to receive the college credits from North Country Community College

