



Schroon Lake Central School

Course Catalog

2021-2022



Math Course Descriptions

6th Grade Math

There are 5 major units of study in Grade 6 Mathematics. They are Ratios and Proportions, The Number System, Expressions and Equations, Probability and Statistics, and Geometry.

7th grade Math

There are 5 major units of study in 7th grade mathematics. They are: Ratios and Proportions, The Number System, Expressions and Equations, Statistics and Probability, as well as Geometry.

8th Grade Math

There are 5 major units of study in 8th grade mathematics. They are: Functions, The Number System, Expressions and Equations, Statistics and Probability, as well as Geometry.

9th Grade Algebra:

(1 HS Credit)

Course prerequisite: Successful completion of Math 8 scoring at least a 2 on the Math 8 exam.

This course examines algebraic topics the entire year such as equations, inequalities, graphing equations and inequalities, linear and exponential relationships, functions, and statistics. There will be a regent in June.

9th Grade: Algebra 1A (year one of a two year course):

(1 HS Credit)

There are 5 major units of study in Common Core Algebra. They are: Descriptive Statistics, Linear and Exponential Functions, Expressions and Equations, Polynomial and Quadratic Functions, and Modeling Functions

Algebra 1B (year two of a two year course):

(1 HS Credit)

Course prerequisite: Successful completion of Algebra 1A with a passing average.

This one-credit course is the second year of the Two-Year Algebra 1 class. Students continue their study of algebra topics, taking the Algebra 1 Regents exam in June.

Geometry:

(1 HS Credit)

Course prerequisite: Successful completion of Algebra.

This course examines geometric topics the entire year such as congruence, similarity, right triangles, trigonometry, circles, expressing geometric properties with equations, geometric measurement and dimension, modeling with geometry and proofs. There will be a regents exam in June.

Algebra II:

(1 HS Credit)

Course Prerequisite: Successful completion of Geometry CC.

This course examines advanced algebraic topics the entire year such as functions, linear equations, exponential and logarithmic functions, quadratics and their transformations, radicals, complex numbers, quadratic formula, polynomials and rational functions, trigonometric functions, probability and statistics.

Business Math (Financial Algebra):

(1 HS Credit)

This full year course examines real-life mathematics. Students investigate how to manage their money and expenses, with a goal of improved financial decisions. They will perform various calculations for personal income, tax, banking, loans, and investments. Business finance, marketing, advertising, and spreadsheets will be studied and applied to various projects.

(DUAL ENROLLMENT) College Pre-Calculus

Paul Smith's MAT 180

Course prerequisite: Successful completion of Algebra 2 with at least a C average.

This full year course examines discrete mathematics, functions, polynomials, logarithms, analytic geometry, trigonometric functions, triangle trigonometry, polar coordinates, and an introduction to calculus that covers functions, and limits.

(DUAL ENROLLMENT) College Trigonometry

Paul Smith's MAT 145

Course prerequisite: Successful completion of Algebra 2 with at least a C average

This half-year course is devoted to the study of plane trigonometry. Formal topics include: solution of right and oblique triangles, trigonometric identities and equations, graphing trigonometric functions, and applied problems.

(DUAL ENROLLMENT) College Algebra

Course prerequisite: 75/"C" Average in Alg 2 or POI*

Topics covered in College Algebra include: Linear Functions, Polynomials, Factoring, Quadratic Functions, as well as Rational Expressions and Logarithms.

**POI (Permission of Instructor): If a student would like to take the course and has not taken Alg 2 (or did not get a 75), the student will need to (1) meet with the instructor (2) view several short video lessons and complete a quiz. The due date will be determined by the instructor.*

(DUAL ENROLLMENT) College Statistics

NCCC, "Elementary Statistics," MAT 121

Course prerequisite: 75 in Alg 2 or POI*

This a 3 credit course offered at Schroon Lake Central School through North Country Community College. There are four major units of study in College Statistics. They are Critical Thinking, Organizing and Describing Data, Bivariate Data, and Inferential Statistics. You may obtain a copy of the individual topics and the order they are covered throughout the year at any time from my classroom.

**POI (Permission of Instructor): If a student would like to take the course and has not taken Alg 2 (or did not get a 75), the student will need to (1) meet with Mr. Cutting (2) view several short video lessons and complete a quiz. The due date will be determined by Mr. Cutting.*

English Language Arts Course Descriptions

6th Grade ELA:

This is a Common Core, standards-based class, emphasizing reading and analyzing literature, reading-foundation skills: writing, speaking and listening and language. We will read and respond to: *The Lion, the Witch and the Wardrobe* by C.S. Lewis, *A Dog's Purpose* by W. Bruce Cameron, *The Witch of Blackbird Pond* by Elizabeth George Speare, *The Little Prince* by Antoine de Saint-Exupéry, and *War Horse* by Michael Morpurgo.

6th Grade Reading:

Reading instruction in the 6th grade is designed to meet the needs of all students by providing them with instruction specifically designed to help them comprehend the complex vocabulary and content of text and to increase their motivation to read.

To improve students' reading comprehension, various before, during and after reading strategies are used such as activating prior knowledge, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing. All instruction and assignments are based on the Common Core Standards in ELA.

7th Grade ELA:

This is a Common Core, standards-based class, emphasizing reading literature, informational texts, reading-foundation skills; writing, speaking and listening and language. We will read and respond to *The Outsiders* by S.E. Hinton, *The Call of the Wild* by Jack London, *A Dog's Purpose* by Bruce Cameron, short stories, drama, current news articles, folklore, and poetry.

8th Grade ELA:

This is a Common Core, standards-based class, emphasizing reading literature, informational texts, reading-foundation skills; writing, speaking and listening and language. We will read and respond to *The Giver* by Lois Lowry, *The Legend of Sleepy Hollow* by Washington Irving, *A Christmas Carol* by Charles Dickens, *The Pearl* by John Steinbeck, *A Midsummer's Night Dream* by William Shakespeare, short stories, current event articles and poetry.

9th Grade ELA:

(1 HS Credit)

This is a Common Core, standards-based class, emphasizing reading literature, informational texts, reading-foundation skills; writing, speaking and listening and language. We will read and respond to *Romeo and Juliet* by William Shakespeare, *Of Mice and Men* by John Steinbeck, *Maus* by Art Spiegelman short stories, current event articles and poetry.

10th Grade ELA:

(1 HS Credit)

There are four standards in English: reading, writing, listening, and speaking. It is our objective to increase proficiency in each of these areas while striving toward mastery. In addition, this class will be working towards readiness for the Common Core English Regents which students will take during their junior year. To prepare for the upcoming Regents exam, we will be exploring requirements of the common core curriculum. Skills which your child has already been exposed to, such as utilizing in-text citation and supporting claims using text based evidence, will be expanded upon. One of the ways we will focus on the standards, prepare for the regents, and explore literature will be to examine a number of different genres through thematic units.

11th Grade ELA:

(1 HS Credit)

There are four standards in English: reading, writing, listening, and speaking. It is our objective to increase your proficiency in each of these areas while striving toward mastery. In addition, this class will be working towards readiness for the Common Core English Regents which students will take later this year. Additionally, students will gain an understanding of research methods, source evaluation, thesis development, outlining, writing using MLA citation, and editing. This understanding of the writing process is critical for college readiness.

12th Grade ELA:

(1 HS Credit)

One of the ways we will focus on the standards, prepare for college and career readiness, and explore literature will be to examine a number of different genres through thematic units. These units will expose students to both informational and literary texts such as poetry, plays, short stories, and novels. Additionally, students will gain an understanding of research methods, source evaluation, thesis development, outlining, writing using MLA citation, and editing. An understanding of the writing process is critical for success in this class. As a final grade, students will be required to complete a

portfolio. This assignment will be a culmination of specific writing pieces, edited and compiled, for reference after high school.

(DUAL ENROLLMENT) College English 101: ½ year Fall semester SENIOR year (½ HS Credit)
NCCC, “Composition I,” ENG 101

This a 3 credit course offered at Schroon Lake Central School through North Country Community College. English Composition 1 emphasizes development of the writing process and key skills required in writing clear, concise, and effective essays using various rhetorical devices. Special attention will be given to a research paper requiring MLA documentation. Students may earn three college credits in this course.

**It is important to note, that a failure in one of either class will result in a student being ineligible to graduate. Therefore, teacher recommendation to this course is required.*

(DUAL ENROLLMENT) College English 102: ½ year Spring semester SENIOR year (½ HS Credit)
NCCC, “Composition II,” ENG 102

This a 3 credit course offered at Schroon Lake Central School through North Country Community College. English Composition II emphasizes reading and writing essays with particular attention given to the generation, development, and presentation of ideas. Studying the role of tone and style, as well as developing critical thinking skills to assist with communicating complex ideas, are key components of this course. Students may earn three college credits in this course.

**It is important to note, that a failure in one of either class will result in a student being ineligible to graduate. Therefore, teacher recommendation to this course is required.*

(DUAL ENROLLMENT) College English 120: Spring semester JUNIOR year
NCCC, “Short Fiction,” ENG 120

This a 3 credit course offered at Schroon Lake Central School through North Country Community College. Develops a critical awareness of short fiction, specifically the short story and the novella. Students will study writing techniques in fiction, including plot, theme, characterization, setting, and style.

Creative Writing: (¼ HS Credit)

This course is an introduction to the art of creative writing and publishing. Class participants will write and revise pieces in a number of genres including personal essays, short stories, poetry, and we will also dabble in smaller, unique projects such as designing greeting cards. The central focus of the class will be on various processes for creating; using mentor texts as inspiration and models, and learning from, providing, and listening to feedback. Most importantly students will learn to engage in a supportive, creative community that empowers individual curiosity and artistic risk taking.

Mythology:

Do you love to read? Do you love adventure? If you answered yes to both of those questions, then you'll want to join this class. In this course, we will discuss the different Gods and Goddesses that the ancient Greeks/Romans and Egyptians worshipped. We will also be covering mythological stories that have been passed down from generation to generation. Its purpose is to expose students to a variety of mythological and legendary allusions common in world literature. Some gods took part in the story of creation, some brought about blessings and protection while others were masters of the dead, the afterlife and the underworld. Creative, manipulative, ambitious and passionate; these are the stars of ancient civilizations. A variety of film, music, and art will be used to enhance student understanding and appreciation of mythology and its influence.

Science Course Descriptions

6th Grade Science

Students use science and engineering practices and general science themes to explore phenomenon in the areas of earth and space.

7th Grade Life Science

Life science is the study of all things living as well as the interactions among them. Life science encompasses the living environment, cells, ecosystems, ecology, life characteristics, human systems, genetics, reproduction, and evolution. Life science is a precursor to the New York State Intermediate Level Science Examination that is administered to all students in 8th grade. Much of the scientific knowledge students gain in Life Science class will be part of that examination.

8th Grade Physical Science

Physical science is the study of chemistry and physics related topics. Some of the topics include energy, motion, forces, Newton's Laws, machines, waves, earth, space and electricity. Physical science prepares students for the New York State Intermediate Level Science Examination that is administered to all students in 8th grade. Much of the scientific knowledge students gain in physical Science class will be part of that examination.

Regents Earth Science (9th Grade)

(1 HS Credit)

Earth Science is a blend of many different sciences, including geology, meteorology, oceanography and astronomy. Earth scientists in these different specialties study and model the processes that change our planet. Some of these changes take place in a matter of seconds; others take millions of years to occur. The interaction of Earth's systems are dynamic and the processes have an effect on both living and non-living things. Earth's systems interact with each other, they shape life on Earth and change Earth's surface.

Regents Living Environment (10th Grade)

(1 HS Credit)

Biology is the science that employs scientific methodology to study living things. The study of biology revolves around several interlocking big ideas: The cellular basis of life; information and heredity; matter and energy; growth, development, and reproduction; homeostasis; evolution; structure and function; unity and diversity of life; interdependence in nature; and science as a way of knowing. Each unit is correlated with NYSED Living Environment commencement level core standards. This regents level course requires the successful completion of 30 lab hours before one can take the Living Environment Regents Exam.

Chemistry-11th or 12th Grade

(1 HS Credit)

Prerequisites for this course are Regents Living Environment and Regents Earth Science.

Chemistry is the science that employs a scientific methodology to study the composition of matter and the changes matter undergoes. The study of chemistry revolves around five traditional areas of study: organic chemistry, inorganic chemistry, biochemistry, analytical chemistry, and physical chemistry. This course is divided into units that focus on each area and are correlated with NYSED Physical Setting - Chemistry commencement level Core standards. This regents level course requires the successful completion of 30 lab hours before one can take the Chemistry Regents Exam.

(DUAL ENROLLMENT) College Chemistry for Life Science

NCCC, CHE100

The prerequisite for this course is the successful completion of 3 science courses.

College Chemistry for Life Science is a one semester seminar course offered through NCCC. College Chemistry is based on principles of chemistry, but extends farther into applications in organic chemistry, biochemistry, and biology. It offers students an opportunity to explore science in specific areas of interest to them. As such, a significant portion of this course focuses on research and STEM literature. *The credits for College Chemistry are categorized as ELECTIVES and NOT EQUIVALENT to freshman level chemistry.*

Environmental Science (11th and 12th grade)

(1 HS Credit)

Prerequisites for this course are successful completion of Regents Earth Science and Regents Living Environment.

Environmental Science I is a researched based course that explores the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will focus on the relationship of humans with the natural environment. Students will investigate case studies; Participate in hands on activities; Complete original research projects; and prepare presentations.

Building Science: (10-12)

(½ HS Credit)

Like all things in the universe our homes are deeply intertwined with science. From insulation in the walls to high density gasses in windows, houses are layered with scientific advances. Heating systems extract energy from one source to provide comfort in the home, and drain lines follow the laws of gravity. In this course you will discover the important link between science and our homes as well as how this knowledge could save you lots of money in living expenses.

Forensics: (10-12)

(½ HS Credit)

Forensics focuses on crime scene management, evidence collection, and analysis. Throughout the year, students will explore various branches of forensic science including forensic toxicology, blood splatter analysis, and digital investigations. Laboratory experiments, case studies, and readings are emphasized throughout the course.

Social Studies Course Descriptions

6th grade: The Eastern Hemisphere

Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences. The course begins with an examination of the Eastern Hemisphere today using geographic skills. This provides the foundation to make connections between the past and the present throughout the course. The remainder of the course is divided into seven Key Ideas that cover a time span from pre-history into the 1300s. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy.

7th & 8th grade United States History

In Grades 7 and 8, students examine the United States and New York State through a historical lens. The two-year sequence is arranged chronologically beginning with the settlement of North America by Native Americans and ending with an examination of the United States in the 21st century. The courses also integrate the skills and content from geography, politics, economy, and culture into the study of history.

9th Grade Global Studies**(1 HS Credit)**

Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems.

10th Global Studies**(1 HS Credit)**

Grade 10 provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key Ideas focus on global issues applying a more thematic approach. Students will take the Global History and Geography Regents exam at the end of this course.

11th Grade United States History and Government**(1 HS Credit)**

Grade 11 begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of United States in an increasingly globalized and interconnected world. The culminating assessment is the United States History and Government Regents exam.

(DUAL ENROLLMENT) College U.S. History I: 1st Semester**(½ HS Credit)****NCCC, "U.S. History I," HIS 151**

This a 3 credit course offered at Schroon Lake Central School through North Country Community College. Frontier psychology, isolationism, and regional interests are major topics to be examined in the study of the early development of American civilization to the Civil War.

(DUAL ENROLLMENT) College U.S. History II: 2nd Semester**(½ HS Credit)****NCCC, "U.S. History II," HIS 152**

This a 3 credit course offered at Schroon Lake Central School through North Country Community College. Industrialization and America's emergence as a major world power are focal points in the study of modern America from the Civil War to the present. The culminating assessment is the United States History and Government Regents exam.

(DUAL ENROLLMENT) College American Government & Politics: Fall Semester**(½ HS Credit)****NCCC, "American Gov't & Politics", POS 102**

This a 3 credit course offered at Schroon Lake Central School through North Country Community College. A study of the political development, structure, governmental processes, and political parties of the United States. Offered through North Country Community.

(DUAL ENROLLMENT) College Introduction to Macroeconomics: Spring Semester**(½ HS Credit)****NCCC, "Intro to Macroeconomics," ECO 101**

This a 3 credit course offered at Schroon Lake Central School through North Country Community College. This course provides an Introductory study of macroeconomics, including the American economic system, national income, employment, fiscal policy, money, monetary policy, and economic growth.

12th Grade Participation in Government and Civics: Fall Semester (½ HS Credit)

This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. National, state and local government are all studied in this course. Participation in government and in our communities is fundamental to the success of American democracy and this course includes a required service-learning.

12th Grade Economics, the Enterprise System, and Finance: Spring Semester (½ HS Credit)

“Economics, the Enterprise System, and Finance” examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges.

Introduction to Psychology: Fall Semester (½ HS Credit)

This course provides a systematic study of mental functioning and human behavior. Topics include perception, cognition, emotion, motivation, development, social psychology, personality, and abnormality. Theoretical perspectives and psychological research methods will be applied to better understand individual and group behavior.

Introduction to Sociology: Spring Semester (½ HS Credit)

This course provides a systematic study of society, social institutions, and social behavior. Basic sociological concepts pertaining to cultural heritage, social stratification, social class and mobility, gender issues and ageism, and social change are explored. Sociological theory and research methods are applied to common sociological institutions such as the family, religion, education, and law.

Debating Current Events (1 HS Credit)

The Founding Fathers of the United States established an experiment in the republic, the success of which depends on developing a virtuous, educated citizenry who can participate in deliberations and make informed choices. *Debating Current Events* has as its chief aim the development of this civic skill. Students will become adept at building logical arguments and expressing their positions in public speaking and writing persuasively. They will practice high standards of respectful behavior in the context of disagreement. They will learn to identify and debunk common logical fallacies, to evaluate sources of information, to participate in traditional debating styles (discussion style, parliamentary, and Lincoln-Douglas). Training will take place in the context of current events unfolding in the world as the course proceeds.

Physical Education and Health Course Descriptions

6-12 Physical Education (½ HS Credit)

This course provides students the continuing opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program aligned with the New York State Physical Education Standards. The focus of this course is to provide a variety of lifetime and team oriented activities. To provide the knowledge, skills and necessary tactical concepts with the goal

of quality game play at the High School level. Another vital part of the Middle School curriculum is the assessment and maintenance of physical fitness to improve health and performance, and the requisite knowledge of physical fitness concepts, principles and strategies. Students will be expected and encouraged to develop psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity.

Physical Education Goals:

- Improvement in physical fitness
- Exposure to a variety of team and individual sports, fitness, and lifetime activities
- Learning to respect the rights, abilities, and feelings of others
- Obtaining a basic knowledge of rules and strategies in various activities
- Improvement of skill, encouraging effort, and participation
- Promote good health practices and proper hygiene
- Develop the concept that: We are responsible for our own actions.
- Promoting an attitude of teamwork and cooperation.

7th and 8th Grade Health: ½ Year Course

In this class, students will study a number of basic health principles. Main topics include nutrition, physical health and exercise, managing stress, self-esteem, family relationships and personality development. Class discussions are a large part of the course. All students will be encouraged to participate in discussions throughout the semester.

High School Health:

(½ HS Credit)

During this class students will be introduced to a number of new topics as well as review those discussed in middle school. Topics could include, but are not limited to the following: Physical health, nutrition, exercise, mental health, self-esteem, tolerance, bullying, social responsibility and behavior, personality development, family and peer relationships, sexuality, stress recognition and management. Most of the topics will include in depth discussion in which the students will be asked to offer their views or opinions.

Music Course Descriptions

7th Grade Music: ¼ Year Course

Students will be involved in listening, analyzing, composing and improvising music, as well as playing instruments and singing. Students will receive a numerical grade through this exploratory hands-on approach to learning about music. Students will learn about different styles and time periods of music, compose, and create music in class. Units of study include composition, music theory and notation, introduction to keyboard, and ukulele.

Music activities to be taught:

- Music Theory Workbook
- Experiment with music and compose original pieces.
- Use music technology to facilitate composition and music reading skills.
- Listen to and learn about different musical styles and composers throughout history.
- Respond to music from many genres through a daily music listening journal.
- Play many instruments including the keyboard, guitar, and percussion.

8th Grade Music: ¼ Year Course

The purpose of the general music class is to expose students to a wealth of information

regarding the fundamentals of music, how music is created, various genres of music and the relationship of music to other cultures and curricular areas. Keeping in line with the New York State Music Standards, the class will complete activities that focus on the performance indicators from each standard. Every 8-10 weeks students will be presented with a concept aligned with the standards.

- Overview of the units to be taught in this course:
- World Drumming and writing a percussion ensemble piece in 6/8 time signature, ABA form, and using nursery rhymes as a base.
- Piano/Guitar unit which includes I, IV, V harmony in several keys and improvising in the 12 Bar Blues. Identifying differences between blues/Jazz.
- Exploring Careers in Music includes guest interview, electronic sources research, poster and oral presentation.
- Physics of music/sound unit, simple experiments and “stomp” activity creating music in an unconventional way.

5-6 Chorus:

Students meet three times per six-day rotation for approximately 40 minutes each time. In the choral program, music will be studied and rehearsed from a variety of musical styles and will include texts that are both sacred and secular. Students will participate in activities that include sight singing, listening and evaluating, basic vocal technique, reading music notation, singing individual parts, and expression.

Chorus:

(½ HS Credit)

Students meet three times per six-day rotation for approximately 43 minutes. In the choral program music will be studied and rehearsed from a variety of musical styles and will include texts that are both sacred and secular. Students will participate in activities that include sight singing, listening and evaluating, basic vocal technique, reading music notation, singing individual parts, and expression. I am looking forward to a very productive and exciting school year. The purpose of this handbook is to help you understand the nature of the choral program and to offer you resources and suggestions for helping your child become the best musician he or she can be!

5-6 Concert Band:

Students in 7-12 Band will learn the art of musicianship and performance, and be challenged to improve their musical abilities. This group will perform three times over the course of the year, at the Winter Concert, Pops Concert, and Spring Concert. Students will also have opportunities to perform with a larger group at CASMA and individually at NYSSMA. Performance music will be drawn from traditional concert repertoire, popular music, musical theater, and movie soundtracks. 5/6 Band meets every other day for the whole school year.

Concert Band:

(½ HS Credit)

Students in 7-12 Band will learn the art of musicianship and performance, and be challenged to improve their musical abilities. This group will perform four times over the course of the year, at the Veteran's Day Assembly, Winter Concert, Pops Concert, and Spring Concert. Students will also have opportunities to perform with a larger group at CASMA and individually at NYSSMA. Performance music will be drawn from traditional concert repertoire, popular music, musical theater, and movie soundtracks. 7-12 Band meets every other day for the whole school year.

Junior Jazz Band:

(½ HS Credit in 9th Grade)

The Junior Jazz Band is a performing ensemble for advanced, hard working musicians. This group will study, rehearse, and perform pieces in a concert jazz style. The pieces performed by this group will be

more challenging than those performed in the concert band. Performances will be the same as the Concert Band performances. Jazz Band meets every other day for the whole school year.

Senior Jazz Band:

(½ HS Credit)

The Senior Jazz Band is a performing ensemble for advanced, hard working musicians. This group will study, rehearse, and perform pieces in a concert jazz style. The pieces performed by this group will be more challenging than those performed in the concert band. Performances, in addition to the regular concerts, include the Christmas in Town concert and the Pep Rally. Jazz Band meets every other day for the whole school year.

(DUAL ENROLLMENT) College Music Theory: 11th-12th Grade
NCCC “Music Theory/Composition I,” MUS 103A

(½ HS Credit)

This a 3 credit course offered at Schroon Lake Central School through North Country Community College. In Music Theory, students will learn how to analyze the language of music. By understanding the tools used by a composer to create music, students will better be able to identify the things that they enjoy when listening to music. Listening to music and basic compositional skills will also be covered. Music Theory meets every other day for the whole school year

(DUAL ENROLLMENT) College Music Appreciation: 11th-12th Grade
NCCC, Music Appreciation, MUS 100

(½ HS Credit)

This a 3 credit course offered at Schroon Lake Central School through North Country Community College. An introduction to music history starting with renaissance music and continuing through contemporary music. Students will be exposed to a variety of music theories, cultures, genres, and facts about music in our world and society. Students will analyze utilizing structure, composition, form and history.

**This course can also be taken for a General Music Credit in grades 9-12.*

History of Rock and Roll: 9-12 Elective

(½ HS Credit)

This class is a guided tour of the History of Rock and Roll. Through this course, students will learn how the genre of rock and roll began, how it has been influenced over the years, and how it has influenced our society. In addition, students will be exposed to several types of music (some familiar and some unfamiliar) and will gain an appreciation of the history of popular music.

Art Course Descriptions

6th 7th and 8th Grade Art

Classes are designed to teach students an overview of Fine Art including techniques and history. These courses include an introduction to art history and an exploration of media such as drawing, painting, design, and sculpture. Students are eligible to participate in the International Lion’s Club Peace poster contest and art students will make and select personal artwork for display at the annual art show, during the Celebration of the Arts in the Spring.

Studio Art:

(1 HS Credit)

This a full-year course intended to build and refine techniques and explore a variety of art media. Students explore both two- and three-dimensional materials throughout the course and look at well-known artists and art movements as inspiration for their work. Throughout each assignment, students focus on the elements of art and principles of design in order to create works of art. Projects are critiqued personally and in a group, teaching students to reflect upon and evaluate their own work.

Students exhibit artwork in the annual art show, Celebration of the Arts, and may choose to take part in several student shows throughout the course of the school year including the Juried Show at the Hyde Collection in Glens Falls.

Studio Drawing and Painting:

(1 HS Credit)

This is a full-year course intended to build and refine techniques on a two-dimensional surface. The first half of the year focuses on drawing techniques and concepts. Students work from real-life observations as well as from our imagination to generate a variety of works in diverse materials. Later in the year, we explore painting and color theory. Students look at well-known artists and art movements as inspiration for their work. Throughout each assignment, students focus on the elements of art and principles of design to create interesting compositions. Projects are critiqued personally and in a group, teaching students to reflect upon and evaluate their own work. Students exhibit artwork in the annual art show, Celebration of the Arts, and may choose to take part in several student shows throughout the course of the school year including the Juried Show at the Hyde Collection in Glens Falls.

Art Appreciation (I or II):

(1 HS Credit)

This course is designed to investigate art history, individual artists, and the possibilities of art materials. Students begin the year with foundations; examining the elements of art and principles of design. A variety of artworks are created through experimentation, problem-solving, self- and peer-critique, collaboration, and self-expression. We consider well-known artists and art movements from Ancient Egypt to contemporary art created today, as inspiration for artwork. Students build a diverse art portfolio, keep a sketchbook for at-home assignments and in-class sketches, and select and prepare their own artwork for the art show during Celebration of the Arts in the Spring. Students may choose to take part in several student shows throughout the course of the school year including the Juried Show at the Hyde Collection in Glens Falls.

Family and Consumer Science Course Descriptions

Home and Career Skills 7 and Home and Career Skills 8: ½ Year Each

Home and Career Skills is a program designed to prepare students to meet their present and future responsibilities as family and community members, consumers, home managers and wage earners. The goal of home and Career Skills is to educate students to think constructively, make sound decisions, solve problems and manage resources. Emphasis will be on Career Exploration, Caring for Children, Nutrition and Your Health, Learning to Cook, Management Skills, Clothing and Textiles and Learning to Sew.

Occupational Studies/Library Skills: 10 week course for 7th and 8th grade

This course will cover the exploration of student learning styles, exploration of student interests as they apply to possible careers, the study of possible professions that relate to student interests, and the writing of cover letters and resumes. The course will give students the opportunity to participate in mock job interviews, and it will allow all middle school students to spend at least one day shadowing a professional of their choice. The library skills portion of the class will teach students how to construct and conduct effective and efficient online searches. It will focus on why it is important to evaluate the source and validity of information found on a website using an internet citation checklist.

International Foods 1: ½ Year Course

(½ HS Credit)

With a strong emphasis on nutrition, this course will explore food preparation and culture. International Foods teaches students to work in the kitchen, using tools, recipes and safe methods. Students will

explore consumer decisions as they learn about planning meals and shopping for foods. Information on all types of food will be studied. This course introduces students to the ways in which culture and traditions of regions and countries influence food choices. Students will examine the issues and conditions which affect the availability and quality of food in the local and global market; understand and appreciate diverse cultures.

Housing/Interior Design: ½ Year Course
Credit)

(½ HS

Housing/Interior Design examines the relationship of housing to people's needs, to society, culture and technology. Student's trace the development of architectural styles, study consumer housing issues they will encounter, the art principles and elements of design in planning interiors. Students will apply these art principles and elements to specific room designs Including kitchens, bathrooms, etc. The final project will be to design a floor plan for an entire house. A collection of all student work will be assembled into a portfolio.

Introduction to Family and Consumer Science: ½ Year Course

(½ HS Credit)

Intro to FACS is an introductory course with an emphasis on Food Preparation, Kitchen Principles including Safety, Skill Development, Nutrition and Consumer Practices. It will also cover Child Development and Care as well as Clothing and Textiles, with an emphasis on Sewing Skills through Project Work.

Farm to Table:

(½ HS Credit)

This course will take you from the basics of plants and why they are important -- all the way to the production of fruit and vegetables. You will discover the necessity of having good soil, and how to correct the soil composition in your yard. The gardener's best friend is the composter, and the beginning gardener needs to understand just what composting is and why it's such an important skill. Becoming more aware of the ecology of our world and how we can work with it rather than against it is a side benefit of this course. You will also learn about plant hardiness and planting zones; about the most important date in a gardener's life: the date of the last spring frost. You will learn about plant propagation, the proper care of seedlings, and how to care for newly transplanted additions to your garden. This basic gardening class will give the novice gardener all the information necessary to begin the most popular U.S. hobby to date: gardening. Part of the course will also revolve around livestock care. Interested students should be ready to get their hands dirty as they help organize and maintain the school chicken flock

Driver Education:

(½ HS Credit)

The purpose of this class is to teach young drivers safety and responsibility while operating a motor vehicle. Students are expected to apply the practices learned in class to their everyday driving. Driver Education is a NY State approved course designed to introduce new drivers to the many rigors of everyday driving. This class stresses safety and responsibility that is associated with driving as well as provides students with the skills necessary to attain a NYS driver's license. The New York State Department of Education requires a minimum of 24 hours of classroom instruction as well as 24 hours of laboratory time in the vehicle. Lab time is specified as 6 hours of driving and 18 hours of observation.

Technology Course Descriptions

7th Grade Technology and 8th grade Technology: (½ Year Each)

Technology is the practical use of knowledge to expand human abilities to satisfy human wants and needs. This involves turning natural materials into useful products. Technology provides us with most

things we use in society. This course will cover six general topics: Energy and Power, Biotechnology, Communication, Manufacturing, Construction and Transportation.

Design & Drawing for Production (DDP): **(1 HS Credit)**

Students in DDP will learn the design process through application. Students will solve real world problems through the design process from drafting a set of plans to building a model and prototype and finally a finished product.

**Design and Drawing for Production (DDP) is an approved course to meet the one unit of art/music requirement for graduation for all students.*

Residential Building & Energy Systems **(1 HS Credit)**

This course will cover the essentials of residential home construction, repair, and general maintenance. Students in this course will learn to use the tools and techniques of framing, home electrical, heating and cooling, and other systems.

Transportation Systems:

Explore the systems that make up the transportation industry, learn the basics of vehicle maintenance, how automotive and marine engines work, and how to perform basic service on them. This course will have a lab component every other day in the bus garage.

Electrical Systems:

Learn the basics of electricity, how it is generated, how to put it to use, and even how to control it with microcontrollers. Explore electrical systems for everything from our homes and cars to alternative energy and power generation.

Video Production and Editing I: **(¼, ½ or 1 HS Credit)**

This course covers the necessary skills in video production and editing to create a quality video. Students learn the skills they need in video equipment operation, essential production elements, and video editing to create their own video projects. The skills students learn will be applied throughout the school year to creating a school news video, contributing to a school newsletter, creating highlights of sporting events, and capturing major school events. Students are also required to participate in the recording and live streaming of at least one sport or after-school event per marking period (such as board meetings, basketball games, school assemblies, etc.) Additional topics include basic animation, advanced editing skills (special effects, music, and sound production), and production process (storyboarding and screenwriting).

Video Production and Editing II: **(¼, ½ or 1 HS Credit)**

This course is for students who have completed the course “Video and Production Editing I”. This course is intended for students who want to continue to apply the skills and knowledge they learned in video production and editing to independently produce and edit videos to be used in the school video news, school social media and the school newsletter. Students will be required to brainstorm ideas, plan video production, record scenes for their video, and edit to produce their final product. Students will also be required to participate in the recording and live streaming of school sports and school events. This course requires students to be self-motivated to complete video projects and to be able to work independently.

Introduction to Coding and Robotics Programming: **(½ HS Credit)**

The first half of this course provides an introduction to programming techniques and methods using the C++ programming language. This course covers the necessary skills in algorithm logic and syntax to create and write computer code. Students will use problem-solving methods and algorithm design techniques to create problem solutions in the C++ programming language. During the second half of this course students will construct robots using Lego EV3 robotics kits. Students will use the knowledge and programming skills they learned in the first half of this course to program robots using RobotC. They will create programs that direct the robots to solve problems posed in various challenges.

French Course Descriptions

6th Grade Exploratory French:

This is an exploratory course that emphasizes speaking and understanding French. This class is directed around hands-on experience within the classroom. Students learn the language and also study the daily life and culture of the people who speak French through developmentally appropriate activities. Students develop their knowledge by playing games, singing, songs, writing and acting out skits and dialogues. This course provides the beginner student with basic communicative skills in French. Basic vocabulary and grammar is introduced within activities and videos. Speaking, listening, reading and writing skills are very basic in nature. This approach is applicable to the student studying French for the first time. My goal is to get everyone comfortable speaking in French and learning about other cultures around the world.

7th Grade Introduction to French:

This is an introductory course that emphasizes speaking and understanding French. Students learn the language and also study the daily life and culture of the people who speak French through developmentally appropriate activities. Students develop their knowledge by playing games, singing, songs, writing and acting out skits and dialogues. This course provides the beginner student with basic communicative skills in French, grammar fundamentals and the concept of verb conjugation. This approach is applicable to the student studying French for the first time. My goal is to get everyone comfortable speaking in French and learning about other cultures around the world.

8th Grade French I:

(1 HS Credit)

In this course, students extend their introductory knowledge of French through listening and speaking, with an emphasis on culture and building vocabulary. Students will be able to understand and engage in conversations in limited contexts. Students will learn the language and also study the daily life and culture of the people who speak French through activities such as games, songs, skits, and dialogues. Students will continue building on grammar and vocabulary to improve their communication skills. At the end of this course, the students will take a proficiency test that is required for their high school diploma.

French II:

(1 HS Credit)

In this course, students continue to develop the four basic skills: understanding spoken French, conversing on basic, everyday topics, reading simple prose, and writing with reasonable accuracy. Conversational fluency is emphasized throughout the course. The development of these skills also promotes students' cultural awareness and understanding of the French-speaking world. This course builds upon previously learned skills students may have acquired in French intro and French I.

French III:

(1 HS Credit)

This class emphasizes communication skills and is a continuation of the French curriculum. In order to communicate in the language, students continue to develop skills in listening, speaking, reading and

writing. The teacher uses primarily French in class to promote oral and listening proficiency, with English used for in-depth explanations when needed. Topics studies emphasize the everyday life of adolescents in French-speaking cultures to promote students' cultural understanding and appreciation as well as language development. The students take a Regents equivalent exam at the end of this course.

(DUAL ENROLLMENT) French IV:

(1 HS Credit)

SUNY Albany, Intermediate French I, FRE 221 - 4 College Credits

This course provides a substantial review of the basics while expanding students' knowledge of vocabulary, structure, and functions to allow them to express themselves in a more varied and meaningful way, both orally and in writing. The course focuses on language use in various contexts. As often as possible, authentic material from francophone cultures will be used in class activities to encourage and facilitate learning. Intermediate French I stresses interaction in class between students and between students and the instructor. This course is taught in French and you are expected to use French when addressing the other students or your instructor. It is important to mention that culture and reading play a central role in the course. Periodic assignments will be given to verify that you have understood the required readings.