

***Oppenheim-Ephratah- St. Johnsville
Junior – Senior High School
Course Selection Guide***

2025-2026

WOLFPACK



NATION

***OPPENHEIM-EPHRATAH-ST. JOHNSVILLE Jr/Sr HIGH SCHOOL
44 Center Street
St. Johnsville, New York 13452
(518) 568-2011***

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MISSION STATEMENT

Oppenheim-Ephratah-St. Johnsville is a small rural school district with a safe environment and a strong sense of community. The school district will develop life-long learners with the skills and knowledge that enable them to contribute to the community as productive and responsible citizens. It is the joint responsibility of the teachers, parents, students, and community to provide the resources and learning environment that nurtures and develops the individual skills, strengths and talents of all students.

KEY PEOPLE TO HELP YOU

Jr/Sr High School & District Office

High School Principal	Mr. Barnes	568-2011 x 3114
High School Main Office Secretary	Mrs. Trumble	568-2011 x 3000
School Counselor (Guidance)	Mrs. Van Wie	568-2011 x 3113
School Counselor (Guidance)	Mrs. Stalteri	568-2011 x 3119
Guidance Secretary	Mrs. Baker	568-2011 x 3190
Jr/Sr HS Nurse	Ms. J. Congdon	568-2011 x 3111
School Social Worker	Mrs. Marchand-Clifford (M-C)	568-2011 x 3116
IT Director	Mr. Roth	568-2011 x 6063
Superintendent	Mr. Heroth	568-2011 x 5281 or 5282
Superintendent's Secretary	Ms. Bonk	568-2011 x 5280
Business Office-Dist. Treas.	Mrs. Stallman	568-2011 x 6002
Business Office-Deputy Treas.	Mrs. J. Casey	568-2011 x 6001
Business Office	Mrs. Carter	568-2011 x 6003
Director of Facilities	Mr. Swartz	568-2011 x 3180 or 568-2014 x 1114 elm

To contact a teacher or coach, please call the Jr/Sr High School Office. The teacher will return your call during their plan period.

Elementary School

Elementary School Principal	Mr. O'Brien	568-2014 x 2101
Elementary Principal Secretary	Ms. Elwood	568-2014 x 2117
Dir of Curriculum and Student Serv.	Ms. Derwin	568-2014 x 2103
School Psychologist	Mrs. Drummond	568-2014 x 1104
CSE Secretary	Mrs. Taylor	568-2014 x 2115
Elementary School Nurse	Mrs. Brown	568-2014 x 2136
Transportation	Mrs. H. Brundage	568-2014 x 2105
Social Worker	Ms. Ashton	568-2014 x 1111
Food Service Manager	Ms. Trumbull	568-2014 x 3130
CSE and CPSE Chairperson	Ms. D. Schoff	568-2014 x 2115

WHAT IS OPPENHEIM-EPHRATAH-ST. JOHNSVILLE'S REQUIRMENT FOR UNITS OF CREDIT TO GRADUATE?

In order to graduate, the principal must certify that the student has earned 22 units of school credit* and passed the required Regents examinations. The units of credit must include:

4 units of English

4 units of Social Studies (including 1 unit of US History, 2 units of Global History, 1/2 unit of Participation in Government (or a Superintendent approved equivalent), 1/2 unit of Economics (or a Superintendent approved equivalent))

3 units of Science

3 units of Mathematics

1/2 unit of Health

1 unit of Art or Music

1 unit of Language Other Than English (Spanish)

2 units of Physical Education

3.5 units of electives

*A unit of school credit refers to a course taken each school day for one school year. A half unit is a course taken each school day for one semester or every other day for the entire school year.

HOW IS A STUDENT PROMOTED FROM ONE GRADE TO THE NEXT?

To be a Freshman: Promotion from 8th grade.

To be a Sophomore (move from grade 9 to grade 10): The student must earn 5 credits toward graduation.

To be a Junior (grade 10 to grade 11): The student must earn a total of 10 credits toward graduation.

To be a Senior (grade 11 to grade 12): The student needs to have earned 15 total credits toward graduation.

LOCAL DIPLOMA COMPENSATORY OPTION

As of October 31, 2012, the Board of Education of Regents has provided an additional option for students with disabilities to earn a local diploma. This option is known as the Local Diploma Compensatory Option.

To earn a local diploma using this compensatory option a student must:

- a) Score between 45-54 on one (1) or more of the required Regents exams, other than on the English Language Arts (ELA) or the mathematics exams, in which case the lower score(s) can be compensated by the higher scores;
 1. A score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and mathematics exams;
 2. A score of 65 or higher on a single examination may not be used to compensate for more than one exam; and
- b) Obtain a passing grade that meets or exceeds the required passing grade by the school, for the course in the subject area of the Regents examination in which he or she received a score of 45-54; and
- c) Have a satisfactory attendance rate in accordance with the District's or school's attendance policy for the school year during which the student took the examination in which he or she received a score of 45-64, exclusive of excused absences.

A student with a disability who makes use of the Compensatory Safety Net Option may also use the Low Pass Appeal Option (i.e. appeal scores of 52-54) to meet graduation requirements for a local diploma.

SUPERINTENDENT DETERMINATION

1. The parent/guardian must submit a written request that their child be considered for a superintendent determination.
2. For IEP students or those receiving special education programs and/or related services.
3. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option.
4. The student must have earned the required course credits and have passed all courses required for graduation.
5. The student must have taken and received minimum score of 55 on both the ELA and Math Regents exams or successfully appealed a score between 52 and 54, except after 12/12/17, a student who was able to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the ELA and/or Math Regents exams may be considered an eligible student for the Superintendent Determination option, provided the student has completed the requirements for the NYS CDOS Commencement Credential.
6. There must be evidence that the student participated in all Regents exams required for graduation, but has not passed one or more of these exams.
7. In a subject area where the student was not able to demonstrate his/her proficiency of the state's learning standards through the Regents exams required for graduation (including ELA and/or Math if using the CDOS CC to meet eligibility conditions in #4), there must be evidence that the student has otherwise demonstrated graduation level proficiency in the subject area(s).

**The superintendent may only consider an eligible student for the local diploma through the Superintendent Determination option.

CALCULATION OF CUMULATIVE AVERAGE AND CLASS RANK

Beginning in June 2016, seniors pursuing a NYS diploma will follow the same criteria for weighted grading and rank. Students will earn additional weight for AP (Advanced Placement) classes, College in the High School/College Now, Early Admit, New Visions, as well as fourth year classes not required for graduation including, but not limited to: Physics, Pre-Calculus, Calculus. The weighted GPA of each senior determines class rank.

WHAT DO COLLEGES LOOK FOR IN COLLEGE APPLICANTS?

Colleges look for students who have demonstrated success in the most challenging courses appropriate to each student.

WHAT DO EMPLOYERS LOOK FOR IN JOB APPLICANTS ENTERING THE WORK FORCE?

Employers look for job applicants who will be productive employees. They are looking for an individual with good math and communication skills and a willingness to learn. They are interested in hiring responsible people who are capable of working with others. Good attendance and being on time are essential to an employer.

CAN I ATTEND A CTC (BOCES) PROGRAM AT THE CAREER AND TECHNICAL CENTER IN JOHNSTOWN?

Students must meet Oppenheim-Ephratah-St. Johnsville Board of Education approved criteria to be eligible to attend the CTC. The criteria the individual student must meet is as follows:

- The student must be able to graduate with their cohort group using the multiple pathways provided by New York State (reviewed on a case by case basis).
- The student must have average (no more than 12 absences) or better attendance with the exception of an extraordinary circumstance such as a one-time personal illness. This illness must be supported by a parent/doctor's note. Under the same guidelines, the student is allowed no more than 6 unexcused days tardy.
- The discipline file, if applicable, must be acceptable by Administration's standards.
- Task Persistence – the student must perform or participate in some activity that indicates an interest in the CTC program area.
- Post Secondary Plan – the student must have a post secondary goal related to or involving the CTC Program area.

DO I GET A CHOICE FOR THE REQUIRED COURSES IN HEALTH AND ART/MUSIC?

A half unit of credit in Health is required by all students.

For the Art/Music requirement, you may choose one unit of credit listed under Art (Studio in Art is the prerequisite to all other art courses) or Music.

WHOM SHOULD I ASK ABOUT COURSES?

Your school counselor and teachers of subjects you are interested in are primary sources of information about courses. Your parents can help you determine post-secondary options and career interests. Putting all of this information together will help you select high school courses that will maximize your possibilities.

WILL ALL COURSES LISTED IN THIS GUIDE BE HELD?

A course may be cancelled if only a few students sign up for it or for reasons of finance. If a course you selected were cancelled, your counselor would meet with you to select another course.

CAN I CHANGE CLASSES AFTER THE START OF THE SCHOOL YEAR?

You should think carefully about selecting courses. Schedule changes will be made on a very limited basis once the school year has begun. Students are responsible for knowing the add/drop dates in September and at the start of the Spring semester. The process of considering a change includes questions about how much you are trying to be successful in the course and if the change will help you.

WHAT ELECTIVES CAN I TAKE?

All courses, elective and required, are described later on in this guide. In general, try to include courses that continue your study in existing areas and that introduce you to possible new interests as well.

WHAT LEVELS OF COURSES ARE AVAILABLE?

Different levels of some courses are offered to meet the needs of all, but not all courses have different levels of instruction. The levels are:

Regents

These classes are college preparatory that adhere to the NYS Regents curriculum, followed by a Comprehensive Regents exam at the end of the year. These courses are necessary to earn a Regents diploma.

Advanced Placement

These classes allow students to pursue college level work. College credit may be received based upon a successful grade on the Advanced Placement test and the individual college's admissions requirements.

College Credit

These courses are offered through an agreement with Fulton-Montgomery Community College, Syracuse University, North Country Community College, SUNY Cobleskill and HCCC to obtain college credit for some courses.

DO I GET CREDIT FOR EVERY COURSE?

In general, all high school courses offer credit if the student successfully completes the course requirements. There are some courses students must take that do not give credit; they are designed to give you instruction that will help you be successful in school. Some of these courses are, but are not limited to: Academic Intervention Services, Resource Room, Extra Help (AIS) and Science Lab classes.

HOW MANY COURSES DO I NEED TO TAKE?

Students are required to take a minimum of 6 ½ credits each year. This will allow the students to fulfill their graduation credit requirements by the end of their senior year. Study halls can be placed into student schedules after the 6 ½ credit bearing classes have been entered. **Seniors need to take 5 ½ credits.**

HOW DO I GET EXTRA HELP IN MY COURSES?

All teachers provide extra help for their students on a daily basis. It is best when you take the initiative to ask your teachers for extra help. If necessary, you will be assigned to AIS during the school day.

HOW DO I GET HELP WITH OTHER KINDS OF PROBLEMS?

Start by letting your school counselor, the school based counselor, or the nurse know that you have a problem and want to speak about it. There are programs and people in the school to provide understanding, support and direction. The school cooperates with several agencies in the surrounding area that provide specific kinds of help for different problems.

WHAT CLUBS/ORGANIZATIONS ARE AVAILABLE AND HOW DO I JOIN?

- | | |
|---------------------------------------|---------------------------------|
| National Honor Society | Foreign Language Club |
| Student Council | Drama Club |
| GSA | Future Farmers of America (FFA) |
| Class Officers (for each grade level) | Prom Club (11th-12th only) |

Start by letting the adviser know that you are interested and by finding out when the organizational meeting will occur. There are studies that show that successful adults were more likely to have participated in co-curricular and extra-curricular outlets and athletics when they were in high school.

WHAT SPORTS CAN I GO OUT FOR AND HOW DO I JOIN?

Oppenheim-Ephratah-St. Johnsville competes in the Western Athletic Conference at the modified, junior varsity and varsity levels for boys and girls in the following sports:

- | | | |
|--------------------|----------------------|----------------------|
| Fall: | Winter: | Spring: |
| Soccer | Basketball | Baseball |
| Volleyball (girls) | Cheerleading (girls) | Softball |
| Cross Country | Bowling | Track and Field - FP |
| Golf | | |

Speak with the coaches or physical education teachers one full season before the team you wish to join so that you know when sign-ups occur. Speak with the school nurse to make sure that you know the dates and times of physicals.

HOW DO I BECOME ELIGIBLE FOR NATIONAL HONOR SOCIETY?

Students qualify academically by maintaining a cumulative grade point average of **85.00**, without rounding up. Cumulative averages are based on:

10th Grade: GPA 9th, MP1 and MP2 current year

11th Grade: GPA 9th, 10th, MP1 and MP2 current year

12th Grade: GPA 9th, 10th, 11th, MP1 and MP2 current year

Students must demonstrate service, leadership and character for selection to National Honor Society. The Principal annually appoints a faculty council and an adviser. The faculty council selects students and the adviser operates chapter activities. Appeals to the decisions of the faculty council must be directed to the principal. The group functions as a student activity, engaging in service and social functions.

HOW DO I BECOME ELIGIBLE FOR JUNIOR NATIONAL HONOR SOCIETY?

Students qualify academically by maintaining a cumulative grade point average of **85.00**, without rounding up. Cumulative averages based on:

7th grade: MP1 and MP2 current year

8th Grade: GPA 7th, MP1, MP2 current year

9th Grade: GPA 7th, 8th, MP1 and MP2 current year

Students must demonstrate service, leadership and character for selection to Junior National Honor Society. The Principal annually appoints a faculty council and an adviser. The faculty council selects students and the adviser operates chapter activities. Appeals to the decisions of the faculty council must be directed to the principal. The group functions as a student activity, engaging in service and social functions.

Course & Testing Requirements for Graduation

Advanced Regents Diploma	Regents Diploma	Local Diploma Safety Net for Students with Disabilities																																																												
<p>• Course Requirements: Students must earn the following course credits in order to graduate with an Advanced Regents Diploma:</p> <table border="0"> <tr><td>English</td><td>4</td></tr> <tr><td>Social Studies</td><td>4</td></tr> <tr><td>Math</td><td>3</td></tr> <tr><td>Science</td><td>3</td></tr> <tr><td>World Languages</td><td>3</td></tr> <tr><td>Art/Music/Tech</td><td>1</td></tr> <tr><td>Health</td><td>0.5</td></tr> <tr><td>Phys. Ed</td><td>2</td></tr> <tr><td>Electives</td><td>1.5</td></tr> <tr><td>TOTAL CREDITS</td><td>22</td></tr> </table> <p>• Testing Requirements: All students must attain the credentials for the New York State Regents Diploma:</p> <ul style="list-style-type: none"> • +2 additional Math Regents exams • 1 additional Science Regents exam • 1 additional Language other than English exam-(Checkpoint B exam) OR complete a 5-unit sequence in Technology and Engineering Education, Art, Music, Family and Consumer Science, Business (CTE) 	English	4	Social Studies	4	Math	3	Science	3	World Languages	3	Art/Music/Tech	1	Health	0.5	Phys. Ed	2	Electives	1.5	TOTAL CREDITS	22	<p>• Course Requirements: Students must earn the following course credits in order to graduate with a Regents Diploma:</p> <table border="0"> <tr><td>English</td><td>4</td></tr> <tr><td>Social Studies</td><td>4</td></tr> <tr><td>Math</td><td>3</td></tr> <tr><td>Science</td><td>3</td></tr> <tr><td>World Languages</td><td>1 (a)</td></tr> <tr><td>Art/Music/Tech</td><td>1</td></tr> <tr><td>Health</td><td>0.5</td></tr> <tr><td>Phys. Ed</td><td>2</td></tr> <tr><td>Electives</td><td>3.5</td></tr> <tr><td>TOTAL CREDITS</td><td>22</td></tr> </table> <p>Regents or Advanced Regents Diploma with Math Mastery and/or Science Mastery designation: In addition to the same course and testing requirements, a score of 85 or better on each of three Regents' exams taken in the subject area.</p> <p><i>(a) Students are required to have completed one credit in a world language by the end of their freshman year.</i></p> <p>• Testing Requirements: All students must pass 4 required Regents examinations: 1 Math, 1 English, 1 Science, 1 Social Studies.</p>	English	4	Social Studies	4	Math	3	Science	3	World Languages	1 (a)	Art/Music/Tech	1	Health	0.5	Phys. Ed	2	Electives	3.5	TOTAL CREDITS	22	<p>• Course Requirements: Students must earn the following course credits in order to graduate with a Local Diploma:</p> <table border="0"> <tr><td>English</td><td>4</td></tr> <tr><td>Social Studies</td><td>4</td></tr> <tr><td>Math</td><td>3</td></tr> <tr><td>Science</td><td>3</td></tr> <tr><td>World Languages</td><td>1 (a)</td></tr> <tr><td>Art/Music/Tech</td><td>1</td></tr> <tr><td>Health</td><td>0.5</td></tr> <tr><td>Phys. Ed</td><td>2</td></tr> <tr><td>Electives</td><td>3.5</td></tr> <tr><td>TOTAL CREDITS</td><td>22</td></tr> </table> <p><i>(a) Students are required to have completed one credit in a world language by the end of their freshman year.</i></p> <p>• Testing Requirements: State exams required for a local diploma are the same as for a Regents diploma.</p> <p>A. Students may score a 55 or above on one or more of the 5 required Regents' exams</p> <p>B. The Compensatory Safety Net allows students to score between a 45 and a 54 on any Regents' exam except ELA and Math as long as they have a corresponding score of 65 or greater on another exam.</p>	English	4	Social Studies	4	Math	3	Science	3	World Languages	1 (a)	Art/Music/Tech	1	Health	0.5	Phys. Ed	2	Electives	3.5	TOTAL CREDITS	22
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COURSE DESCRIPTIONS

AGRICULTURE

ANIMAL SCIENCE AND TECHNOLOGY

Grades 9-12

1 Credit

This year long course looks at the various roles that animals play and their relationship with people. The course will look at animals as they are used for food and companions. Students will explore topics including, but not limited to: beef cattle, dairy cattle, swine production, poultry production, fish production, companion animals, animal behavior, animal nutrition and exotic animals.

** Anticipated**

*College in the High School: 3 credits SUNY Morrisville ANSC 100 Animal Science and Industry

INTRODUCTION TO AGRISCIENCE

Grades 9-12

.5 Credit

This introductory agriculture course will explore many topics of agriculture and natural resources. It will introduce students to plant science, animal science, landscaping, forestry, aquaculture, small engines, agricultural careers and more. It is a full year course that will take place every day over the distance learning network. Students will leave this course with knowledge about the agriculture industry as a whole and how it plays a key role in everyday life. Due to the nature of the distance learning course, students will be required to do projects and attend field trips.

AGRICULTURE MECHANICS 1

Grades 9-12

1 Credit

In Technical Applications in Agriculture, students will learn how electrical, fluid, diesel, precision, and mechanical systems function. Then they will use their mechanical skills to identify and communicate the cause and correction of equipment failures. The course will expose students to the newest agricultural technologies that support equipment industries while connecting them with future employers. This course offers a basic understanding of the skills needed by today's agricultural engineers and mechanics.

** Anticipated**

*College in the High School: 3 credits SUNY Cobleskill

FOOD SCIENCE AND TECHNOLOGY

Grades 9-12

1 Credit

This semester long course will explore the food industry. Students will complete projects and activities that will help them understand how the food they eat is developed, marketed, researched and sold. Students will learn about how food is produced, processed, developed, marketed, advertised, and viewed by the consumer. This class will explore every path your food takes from the field to the table.

** Anticipated**

*College in the High School: SUNY Cobleskill AGBU 160 Introduction to Food Systems

DAIRY SCIENCE

Grades 9-12

.5 Credit

A broad overview of the dairy industry. Students will study the economic impact of the dairy industry, know historic events that have impacted the industry, identify different types of housing facilities as well as have a basic understanding of marketing dairy products. Students will research important feed types for a cow's diet, how to interpret records and recognize diseases by symptoms and how to treat them. Students will learn how to manage a dairy business.

EQUINE SCIENCE**Grades 9-12****.5 Credit**

An animal science course that covers topics related to equine science and the equine industry. Topics covered in class include but are not limited to: equine knowledge such as, history, breed, identification, conformation and judging. Students will also explore concepts in anatomy, physiology, reproduction, nutrition, health and equine facilities and management. Students should be prepared to complete hands-on activities with an open and inquisitive mind.

WILDLIFE/CONSERVATION**Grades 9-12****.5 Credit** This course

prepares and engages students in activities for the conservation and/or improvement of natural resources. Knowledge of natural resources such as oil, water, air forest, fish and wildlife will be expanded through hands-on projects and activities.

AGRIBUSINESS**Grades 10-12****.5 Credit**

This course prepares and engages students to take an in-depth look into today's agriculture industry through economic principles in agribusiness, planning an agribusiness, and various career development practices. Students will study the nature and functions of the agricultural business industry. Students will be engaged in through projects on local, state, national, and global agriculture, marketing, financial management, benefits, record keeping, banking, borrowing money, and career planning.

** Anticipated**

*College in the High School: SUNY Cobleskill AGBU 101 Introduction to Agricultural Business

CAREERS THROUGH LEADERSHIP**Grades 10-12****.5 Credit**

This course focuses on public speaking, job interviewing and presentation skills.

Agriculture Course Sequence

Even Years		Odd Years	
Animal Science and Technology* D		Veterinary Science *	
Introduction to Horticulture* D		Food Science* D	
Agriculture Mechanics		Agriculture Mechanics	
Semester 1	Semester 2	Semester 1	Semester 2
Introduction to Ag Science	Agriculture Business	Introduction to Ag Science	Agriculture Business
Careers Through Leadership	Wildlife/Conservation	Careers Through Leadership	Wildlife/Conservation
Equine Science - DL	Dairy Science - DL	Equine Science - DL	Dairy Science - DL

Full Year			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
7th Grade Agriculture	7th Grade Agriculture	7th Grade Agriculture	7th Grade Agriculture
8th Grade Agriculture	8th Grade Agriculture	8th Grade Agriculture	8th Grade Agriculture
* = Science Credit			
D= Dual Credit Potential			

ART

STUDIO IN ART

Grades 9-12

1 Credit

This is a full year course that meets every day. Studio art is the foundation art course for all high school students. Students will work in a wide variety of media (including but not limited to pencil, charcoal/pastel, watercolors, tempera and acrylic paints, ceramics, paper mache) and develop a level of competence in each area. Students will learn about artists, their work and the different artistic movements each belong to. Students will be graded on their daily effort, artwork, and written assignments. This course is a prerequisite for all other upper level high school art classes. It is recommended that students take this course in the 9th grade.

ARTS AND CRAFTS

Grades 10-12

.5 Credit

This course is a half year course that meets every day. Students will work with paper mache, clay, wood, paper, and a variety of other media. Projects will be based on American crafts and folk art techniques. Students will be graded on their daily effort, artwork, and written assignments. This course should be taken as a first or second advanced level course.

DRAWING AND PAINTING

Grades 10-12

1 Credit

This is a full year course that meets every day. Drawing and Painting is an advanced level course where the students focus on drawing and painting skills in depth. Students will work in a variety of media. They will study the different Artists, movements and styles in art history. Students will be graded on their daily effort, artwork, and written assignments. This course is recommended as the first advanced level course after Studio Art.

CERAMICS

Grades 10-12

.5 Credit

This is a half year course that meets every day. Students will explore the various hand building methods of pinch, coil, slab. Students will learn about various glazing and firing methods, surface decoration both in with clay and glaze. Projects will also incorporate the concepts of form and function, thinking in the round, with works that are viewed from all sides, scale, proportion, textures, composition, line, color. Must pass Studio in Art to be eligible.

CERAMICS II

Grades 11-12

.5 Credit

This course will allow students to continue in the area of ceramics at a more demanding/challenging skill level.

CARICATURE AND ANIMATION

Grades 10-12

.5 Credit

Students will be creating images of someone or something with characteristics that are exaggerated for comic or maybe even grotesque effect. Animation uses the technique of successive drawings or photographs that show movement or a sequence.

ARTISTIC JOURNALING

Grades 10-12

.5 Credit

In this class, students can turn their thoughts and feelings into an artistic journal format.

WOODWORKING I

Grades 10-12

.5 Credit

This woodworking class will focus on the proper use of tools, equipment and materials. This class is available to students interested in working with their hands and learning more about the art of woodworking.

WOODWORKING II

Grades 10-12

.5 Credit

This class will focus on the skills learned in Woodworking I with more advanced projects and assignments.

Jr/Sr High School Art Course Sequencing

Jr High Art requirement

7th grade Art .25 credit

8th grade Art .25 credit

**could be offered as one .5 credit class in either 7th or 8th grade as was prior to the transition last year.

9th- 12 grade - Studio Art - 1 credit required for graduation

After passing Studio Art students are eligible for electives that are currently being offered in alternating years. Group A / Group B

Group A

Arts & Crafts .5 credit

Drawing & Painting 1 credit

*but could be broken into Drawing .5 and Painting.5

Ceramics .5 credit

Group B

Sculpture .5 credit

Illustration .5 credit

Graphic Design .5 credit

Advanced Studio .5 credit

**Other courses have been offered if needed, based on student need...

Ceramics II .5 credit

Drawing & Painting II 1 credit

2d design .5 credit

3d design .5 credit

BUSINESS/COMPUTERS

CAREER AND FINANCIAL MANAGEMENT Grade 9-12 1 Credit

This course teaches practical life skills students can use now and in their future. Units to be covered include: comparing colleges and careers, money & banking, finding a job/application process, personal finance, budgeting, saving & investing money, consumer credit, types of insurance, home owning/buying process, entrepreneurship, accounting, taxes and more.

**This class is beneficial for all students and grades, especially for 11th/12th graders about to enter college or the workforce*

COMPUTER APPLICATIONS/WEB DESIGN Grade 9-12 1 Credit

This more in depth course will give students experience in working with the following computer applications: Microsoft Word/Google Docs, Microsoft PowerPoint/Google Slides, Microsoft Excel/Google Sheets, Google Forms, iMovie and a variety of other useful computer related programs/mobile applications. These programs will be used throughout a student's school career (middle school right through college) and may even be used frequently in whichever career path you choose. Skills taught in other classes (reading, writing, math, presenting, etc.) will come into play in this course when using some of the applications. Another goal of this course will be to enhance student's keyboarding/typing skills and improve their overall level of digital literacy. Time will also be spent on working with website design.

BUSINESS MATH Grades 9-12 1 Credit

Business Math is a course for students who have a variety of career objectives. It is designed for students who want to begin preparation for business careers. It is also designed for students planning careers in related business fields for which mastery of some business math knowledge, understanding, and application is needed. It will fulfill the needs of students seeking the foundation on which to continue studying business and accounting at the college level or to prepare them for the business world. Units include: Intro to Business Math, business accounting, entrepreneurship/running your own business, business budgeting, event planning, and more.

PRINCIPALS OF MARKETING Grades 9-12 1 Credit

This introductory course helps students develop a thorough understanding of fundamental traditional and digital marketing concepts as they relate to businesses and the sports and entertainment industries. They will get a chance to explore what it takes to market/manage your own business throughout the school year. The course also supports the business and marketing core that includes communication skills, distribution, marketing-information management, pricing, product/service management, selling, creating advertising campaigns and all other aspects that go into promoting a business, sports team/event or entertainment event. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for business, sports or entertainment events.

SPORTS MARKETING**Grades 9-12****1 Credit**

Sports and Entertainment Marketing (SEM) will serve as an extension of the Principles of Marketing pathway and course of study. SEM focuses on marketing and management functions/tasks that can be applied to all levels of sports and entertainment industries. The impact that sports and entertainment marketing has on the economy, tourism, local business, national brands, and consumer behavior will be examined. There will be a focus on marketing management including, but not limited to: brand development, promotions, ticket sales, fan engagement, merchandising, events planning and community involvement. Throughout the course, students will gain an understanding of how sports and entertainment events and professionals are used to develop and sell merchandise and other services. This course contains many projects over the duration of the course. The culminating activity is the creation and marketing of a major league sports team.

ACCOUNTING I**Grades 9-12****1 Credit**

This introductory accounting course provides a thorough background in the basic accounting procedures used to operate a business. The complete accounting cycles of a sole proprietorship, partnership, and corporation are explored. This course may be applied toward the New York state math credit requirement for graduation.

ENGLISH

All students must pass four years of English. Required courses are: English 9, English 10, English 11, and English 12. Students may choose to take College in the High School English 103 and English 104 through FMCC in conjunction with English 12. All students take the Regents Examination in English Language Arts in grade 11.

ENGLISH 9

Grade 9

1 Credit

All ninth grade students are required to take and pass this comprehensive course of study before moving on. Students will use critical thinking as they read, discuss, and write about short stories, novels, poems, plays, and works of true literature. Speaking, listening, analyzing, and writing skills will be the focal point of study. Vocabulary development will also be emphasized. Students will be asked to use the latest technologies available to complete projects and presentations.

ENGLISH 10

Grade 10

1 Credit

Open to students who have passed English 9. All tenth grade students are required to take this comprehensive course of study before moving on. Students will read, discuss, and write about short stories, novels, poems, plays, and works of nonfiction. Cross-curricular literature is used to enhance understanding of world events. Speaking, listening, analyzing, and writing skills will be the focal point of study. Students will be asked to use the latest technologies available to complete projects and presentations. *Prep course for the New York State Regents Exam in Language Arts and Literature administered in grade 11.

ENGLISH 11

Grade 11

1 Credit

Open to students who have passed English 10. Students will use critical thinking as they answer questions that affect people everywhere, in ways that are both personal and political. Students continue to prepare for the Regents Exam through reading and writing about short stories, novels, plays, poems, and works of true experiences. Emphasis is placed on improving writing skills, vocabulary, synthesis, and analysis. Students will take the English Regents Exam at New York State's scheduled dates. Students are also encouraged to take college entrance exams during their junior year: SAT's and ACT's.

ENGLISH 12

Grade 12

1 Credit

In this course students will work to become skilled readers of a wide range of literature, including prose, poetry, and short stories. Students will be expected to read and respond to a variety of literature, independently, in group discussions and in writing. All facets of language arts - listening, speaking, reading, and writing will be covered. The study of language in use – grammar, mechanics, sentence structure, and usage will be incorporated in this yearlong course as well. There will be a comprehensive final exam in June.

ENG 103/104

Grade 12

1 Credit

Both ENG 103 & ENG 104 are optional courses students may take through FMCC's College in the High School program and in conjunction with their required English 12 coursework. When looked at face-value ENG 103 is a writing course and ENG 104 is a literature based course. ENG 103 is a course designed to improve written and oral communication skills. Students will learn to write specific types of essays that are coherent and grammatically and mechanically correct. ENG 104 expands on the written and oral communication skills learned in ENG 103. The written and oral assignments focus on students' understanding, research, and interpretation of such literary genres as short stories, poetry, and drama. Students will read more advanced literary pieces and work at a faster pace. Speaking, listening, analyzing, and writing skills will be the focal point of study. Students will be required to complete short and long-term assignments. ENG 103 and ENG 104 will be separate registrations and payment through FMCC. Students must complete and pass ENG 103 in order to take ENG 104. Students will be expected to complete additional work outside the English classroom for these courses.

HISTORICAL FICTION **Grades 10-12** **1 Credit** In this course, we will look through the lens of historical fiction, reading it alongside works of history, memoir, biography, and autobiography, to discuss how history is equally discovered and created. This course studies how novelists and historians make choices and, given the same primary materials, write entirely different versions of the "truth". For the final project, students will craft and write their own works of historical fiction, by conducting historical research and using primary and secondary sources as the basis for creating their own vision of the past.

PUBLIC SPEAKING **Grades 10-12** **.5 Credit** This course provides instruction and experience in the preparation and delivery of speeches. The purpose of this course is to understand and apply the basic principles of effective public speaking, the principles of audience analysis and message preparation, and critical listening skills as they apply to public speaking. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussions. This course is designed to cover the basics of public speaking and build confidence in speakers. By giving opportunities to make several speeches in a smaller, controlled setting, the class will encourage familiarity with speaking in front of others in an encouraging atmosphere.

DYSTOPIAN FICTION **Grades 10-12** **.5 Credit** Dystopian texts explore social and political choices made by individuals and cultures that create a nightmarish world. While dystopian novels can be depressing, there's a purpose to reading about a future that's negative—namely to serve as a warning against troubling realities. In this course students will learn the common settings and themes in dystopian literature, with a special focus on ethical dilemmas in extreme circumstances, and the themes of death and rebirth, destruction and resurrection. Students will practice both critical thinking and writing.

SHORT STORIES **Grades 10-12** **.5 Credit** This course focuses on reading, discussion, and written analysis of short stories in order to develop skill in literary analysis and interpretation, as well as familiarity with the conventions of the short story. Students will have the opportunity to explore the basic elements of the genre by reading a wide variety of short stories and thinking critically about them, examining their historical, cultural, and social contexts.

CHILDREN'S LITERATURE **Grades 10-12** **.5 Credit** This course is a survey of classic and contemporary children's works from Aesop to Kinney. Students will study the historical development of children's literature, reflect critically on children's literature, analyze a variety of genres, such as fairy tales, picture books, and novels, and explore topics such as the origins and development of literature for children; major works, writers, and illustrators in its development; distinctive genres and their characteristics; nature and function of illustrations; social issues addressed in children's literature today; and problematic aspects of contemporary children's literature.

Horror (Science Fiction & Fantasy) Composition and Storytelling **Grades 10-12** **1 Credit** Students in this class will learn the introductory practice of storytelling through the observation of several texts, and the participation in lessons regarding the philosophy of composition; all as it relates to horror, science fiction, and fantasy genres. Students will be responsible for producing several short stories within unit-relevant genres, which are typically 5-10 pages in length each. Students will also enter writing competitions throughout the year, and have the opportunity to become 'published' in various student-active publications focusing on short stories, poetry, and micro fiction. This course is recommended for students grades 10-12, and for any student who enjoys or can handle high-level writing.

CREATIVE WRITING**Grades 9-12****1 Credit**

Students in this class will learn the introductory practice of storytelling through the observation of several texts, and the participation in lessons regarding the philosophy of composition, as it relates to a broad spectrum of genres, and styles. Students will be responsible for producing several short stories within unit-relevant genres, which are typically 5-10 pages in length each. Students will also enter writing competitions throughout the year, and have the opportunity to become 'published' in various student-active publications focusing on short stories, poetry, and micro fiction.

ENGLISH 10/11 AP SEMINAR**Grade 10-11****1 Credit**

This is a new course being offered to 10th and 11th graders, therefore details are not yet finalized. The AP Seminar course will aim to challenge the advanced or gifted student in the English Language Arts, and provide fertile ground for further study in the discipline. This course will also apply towards college credit, and focus on expediency in terms of college and career readiness, as concepts focused on in the class would be both practical, and academic.

HEALTH

HEALTH

Grades 9-12

.5 Credit

This course provides students with essential skills and information that focus on their ability to make positive choices. Physical, mental, and social aspects of health are covered through such topics as substance abuse prevention, family relationships, human reproduction, stress management, human effects on the environment, and nutrition. Teenage violence, domestic violence and anger management are also covered. Each health class promotes positive interpersonal skills through group interactions and activities.

PARENTING

Grades 9-12

.5 Credit

Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families. We will examine parenting roles across the life span, evaluate parenting practices that maximize human growth and development, evaluate external support systems that provide services for parents, and analyze physical and emotional factors related to beginning the parenting process.

H.O.P.E.

Grades 9-12

.5 Credit

Embark on a passionate Sweethearts & Heroes journey and unlock the secrets to giving H.O.P.E., taking action, and building a community of empathy and compassion in your school, in your community, and in the world.

MATHEMATICS

Students must pass a minimum of three (3) units of math and one Regents exam in math for the Regents Diploma. Students interested in the Regents with Advanced Designation Diploma must earn three (3) units of math plus pass the N-Gen Algebra I, N-Gen Geometry and N-Gen Algebra II Regents Exams. Oppenheim-Ephratah-St. Johnsville strongly encourages students to continue math throughout their high school career.

PRE-ALGEBRA

Grade 9

1 Credit

Prerequisite: Completion of Math 8. This course is designed to review and explore prior mathematical knowledge, while formalizing and extending those concepts to a higher level of understanding. The topics covered will be skills necessary for the next levels of mathematics. By the end of this course, students will have a deeper understanding of algebra; be proficient in the language and basic operations of algebra; and learn organization skills to help with academic achievement. ***A TI-84 graphing calculator is required.***

ALGEBRA I

Grades 9-12

1 Credit

Prerequisite: Successful performance in Math 8 and on the iReady Spring Diagnostic OR successful completion of Pre-Algebra.

Course Description: The course follows Next-Gen Algebra I standards. The critical areas of focus are linear equations, inequalities, functions, linear systems, exponential algebra, polynomials, quadratics, roots and irrationals, transformations of functions, and statistics. This course will prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem solving. Students will take the N-Gen Algebra I Regents Exam in June. ***A graphing calculator is required.***

ALGEBRA II

Grades 10-12

1 Credit

Prerequisite: Successful completion of Geometry and a score of 80 or higher on the N-Gen Geometry Regents exam.

Course Description: This is the third and most rigorous course in the New York State Mathematics sequence. The course follows Next-Gen Algebra II standards (2026). This course is required to earn an Advanced Regents Diploma. It includes the following: Linear, Exponential, Quadratic, Rational and Polynomial Functions, Complex Numbers, Transformations of Functions, Sequences and Series, Trigonometry, Probability and Statistics. The intent is to provide a variety of ways for students to acquire and demonstrate mathematical reasoning ability when solving problems. Students will take the N-Gen Algebra II Regents Exam in June.

PRE-GEOMETRY

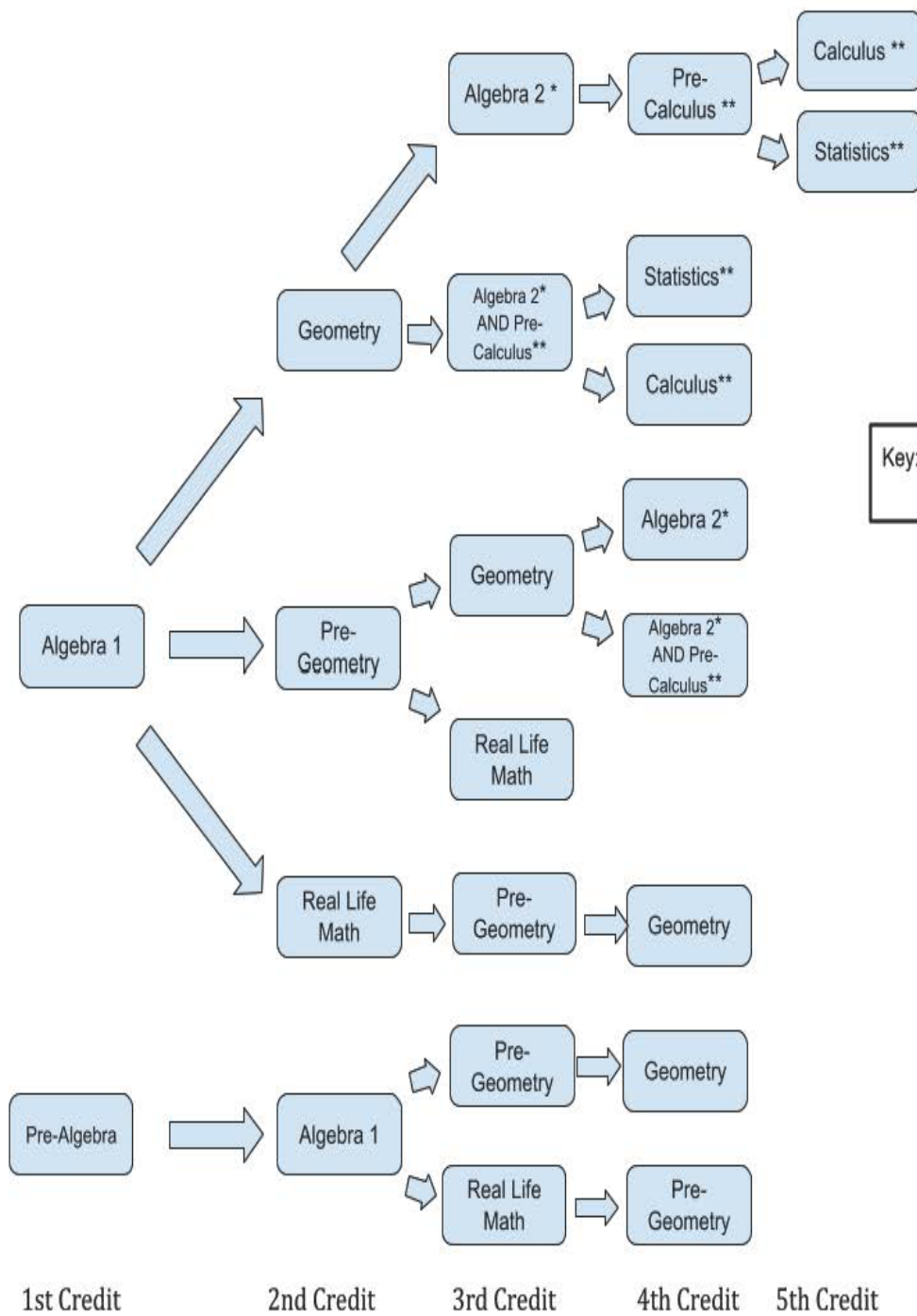
Grades 10-12

1 Credit

Prerequisite: Completion of Algebra I. This course is open to students who are not pursuing the Advanced Regents Diploma and/or who have scored below an 75 on the Algebra I Regents. These students are able to take Regents Geometry the following year.

Course Description: Pre-Geometry courses emphasize a practical approach to the study of geometry and de-emphasize an abstract, formal approach. Topics typically include properties of and work with plane and solid figures; inductive methods of reasoning and use of logic; concepts of congruence, similarity, parallelism, perpendicularity and proportion; and rules of angle measurement in triangles. This class **cannot** be taken simultaneously with Next Gen Geometry. ***A TI-84 graphing calculator is required.***

NEXT GEN GEOMETRY**Grades 10-12****1 Credit****Prerequisite:** Successful completion of Algebra 1 **and** a score of 75 **or higher** on the Algebra 1 Regents exam.**Course Description:** This is the second mathematics course in high school math sequence. The course will focus on the following: geometric relationships, construction, locus informal and formal, proofs, transformational geometry and coordinate geometry. This is a Regents course and the NYS Geometry Regents will be given at the end of this course and count as the final exam. One high school credit will be given upon passing the course. This class cannot be taken simultaneously with Pre-Geometry.*****A TI-84 graphing calculator is required.*******PRE-CALCULUS****Grades 11-12****1 Credit****Prerequisite:** Successful completion of Algebra II **and** a passing score on the Algebra II Regents exam.**Course Description:** This course is designed to cover topics in Algebra ranging from Functions, Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometry, Polar Coordinates and Parametric Equations, Vectors and Systems of Equations. If time permits, students will then begin analytic geometry and calculus concepts such as limits, derivatives and integrals. This class lays the foundation for future college algebra or calculus classes.***College in the High School: 4 Credits SUNY FMCC-MAT 140 Pre-Calculus Mathematics*****REAL LIFE MATH****Grades 10-12****1 Credit****Prerequisite:** Successful completion of Algebra I course and Algebra I Regents exam.**Course Description:** This full year course builds on previous math courses to extend mathematical topics and relationships. Emphasis will be placed on the application of mathematics in a real world context. Topics include precision measurement instruments, mathematical analysis of structures, geometric relationships, problem solving with whole numbers, fractions and percentiles; problem solving with formulas and equations; basic statistics, graphing, bank records, payroll, simple and compound interest, investments, credit, depreciation insurance and taxes. This course requires data analysis, problem solving, mathematical modeling, and experimentation using mathematical concepts. This course fulfills the 3rd year math requirement. Note: This class cannot be taken simultaneously with Geometry or Pre-Geometry.**STATISTICS****Grades 11-12****1 Credit****Prerequisites:** Successful completion of Algebra I **and** Geometry course and corresponding Regents exams.**Course Description:** Probability and Statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees populations and samples, frequency tables, measures of central tendency, and presentations of data (including graphs). Course topics will include normal distribution and measures of variability. A final exam at the end of the year will count $\frac{1}{3}$ of the student's final average. This course can be used to fulfill the third year math requirements. ***College in the High School: 4 Credits SUNY FMCC-MAT 125 Introduction to Statistics*****CALCULUS****Grade 12****1 Credit****Prerequisite:** Successful completion of Pre-Calculus.**Calculus is a transition course to upper-division mathematics and computer science courses; The first of a multi-semester college sequence of differential and integral calculus. Topics include limits, derivatives, considered algebraically, symbolically and graphically; differentials and their use as approximations, the indefinite and definite integrals, inverse functions, logarithmic and exponential functions, symbolic and numeric methods of integration. Appropriate for math majors and students in partner disciplines requiring understanding of fundamental principles of calculus, with emphasis on deductive reasoning and proof. Prerequisite: Grade of "C" or above in MAT 140 or high school Pre-Calculus, placement by academic advisor, or permission of Instructor. This course can be used to fulfill the third year math requirements.*****College in the High School: 4 Credits SUNY FMCC-MAT 170 Calculus 1***



Key: * Needed for Advanced Regents
 **College credit available

MUSIC

Art and Music courses satisfy the arts requirement for graduation. A five unit sequence in ART or FINE ARTS is available. A five-unit sequence in ART or FINE ARTS may replace a three-unit Foreign Language sequence toward an Advanced Designation Regents diploma, as long as the student earns one Foreign Language credit. A student may earn a Regents diploma by taking 1 credit of art or music. Five unit sequences in FINE ARTS are available by combining music courses with art courses.

HIGH SCHOOL CHORUS

Grades 9-12

.5 Credit

High School Choir is available to all high school students who are interested in singing. We believe that all students can learn to sing and perform well, so all students are welcome to attend. We work with all students regardless of their musical ability and amount of time they are able to commit. The choir participates in the 4 main concerts of the year, with at least one additional performance. Students will learn sight reading skills, basic music theory and history.

SELECT CHOIR

Grades 9-12

.5 Credit

A smaller group of students who will perform more advanced pieces of music. Voice lessons will be a requirement. Because this is a “select” group, final approval for participation in the group is given by the choir teacher.

GUITAR CLASS

Grades 9-12

.5 Credit

Limited to 20 students, students will learn the basics of guitar. This will include rhythm guitar, lead guitar, and power chords.

HIGH SCHOOL BAND

Grades 9-12

.5 Credit

HS Band offers students’ concert, performing arts, and marching skills for individual and ensemble playing that can be utilized for lifelong learning. All students have small group instruction on a rotating basis. Band and lessons offer the opportunity to learn the “mechanics” and technique of playing an instrument, as well as the forum to play many different styles (pop, classical, marches, multicultural, etc.). The student driven schedule includes performance venues for concerts, parades, trips, and graduation ceremony. This class stresses the importance of dedication and responsibility. Performance and rehearsal participation is required to receive credit. Students in this class also have the choice to participate in: NYSSMA solo festival, All County- Area All State- and state music festivals, drum line, Small Ensemble, Leaders, and/or color guard-if they chose. This course meets the music/art graduation requirement (if taken for a minimum of 2 years) and may be used as a component in the Fine Arts sequence to eliminate the Foreign Language requirement in the Regents Diploma with Advanced Designation.

JAZZ ENSEMBLE

Grades 9-12

.5 Credit

Jazz Ensemble offers talented students the opportunity to perform more difficult music in the jazz, rock, ballad, Latin and swing categories. Prerequisites for this ensemble are: Participation in concert band and approval of the director. Students may be required to perform at areas outside of the school setting in addition to the concerts scheduled within the school year. Performance and rehearsal participation is required to receive credit. This course meets the music/art graduation requirement (if taken for a minimum of 2 years) and may be used as a component in the Fine Arts sequence to eliminate the Foreign Language requirement in the Regents Diploma with Advanced Designation.

MUSIC THEORY

Grades 9-12

.5 Credit

Students learn the basics of music notation, form, scales, chords, music history, rhythmic dictation, and how to play major instruments. This course is recommended for anyone pursuing a career in music, but can be understood by anyone who simply enjoys music.

ADVANCED THEORY**Grades 9-12****.5 Credit**

Students work on advanced music analysis, composition skills, conducting technique, ensemble arranging, and classroom music teaching skills. Students become the project leaders in hands on real life situational music settings of: jingle writing, performance arts, etc. This course is highly recommended for those pursuing a career in music, classroom teaching, and musicians wishing to pursue leadership roles. It is also beneficial, and attainable, for those wanting an in depth understanding of music.

Prerequisite: Music Theory

ADVANCED THEORY-MUSIC CLASSROOM PRACTICUM**Grade 12****.5 Credit**

An advanced class where student(s) will receive an all encompassed approach to teaching skills/experiences. Under the direction of the classroom teacher, student(s) will guide younger peers in introductory instrumental lessons including, but not limited to instrument assembly, hand positions, embouchure formation, reed and instrument care, and producing a sound. The Student(s) will then demonstrate their knowledge of notation, music concepts and technique, and “best practice instruction methods” while inspiring peers in individual and ensemble practices. At a higher level, student(s) will develop classroom management skills, conducting skills, and how to interact with teachers and students.

The course may also include the essential organizational skills of ordering uniforms and accessories, assigning and inventorying instruments/uniforms/music, and the appropriate music selection for various groups. An introduction to writing marching band routines and choreography will also be offered for those meeting that skill level.

The course can be tailored to fit the students' needs and desires within the given class.

Prerequisite: Music Theory

OESJ SEAL OF CIVIC READINESS

When taking high school band, students participate in the following that align with Civic Readiness:

- Bringing music to the community through concerts, parades, and jazz tours
- Workshops for younger musicians
- Memorial Day Parade and ceremony
- Elementary "Rock" Ceremony
- Trumpet TAPs circle (several times throughout the school year, ie: 9/11, Memorial Day, etc.)
- Graduation (students use their time to rehearse and perform for the OESJ Graduation each year)

Music Course Sequence

Choir 9	Choir 10 Choir 11	Choir 12
Band 9	Band 10 Band 11	Band 12
Select Choir: Prerequisite 1 year choir; 8th-12th; teacher approval; can be taken each year		
Jazz Band: Prerequisite 1 year band; 8th-12th; teacher approval; can be taken each year		
Guitar: may be taken for up to 2 years		
Music Theory I	Advanced Theory I Advanced Theory II	Advanced Theory III
Advanced Theory Music Classroom Practicum: Prerequisite Music Theory I and Advanced Theory I; 12th grade; teacher approval		

PHYSICAL EDUCATION

All students must take and pass Physical Education each year of high school. The Physical Education curriculum is designed to encourage participation for all levels of ability.

PHYSICAL EDUCATION **Grade 9-12** **.25 Credit**

Physical Education relates directly to good health and is a powerful social agent. This program provides opportunities for students to interact with their peers and become involved in activities that can be enjoyed now and for much of life. Physical Education develops skills and provides knowledge for physical fitness and enjoyment of physical activity. Activities presented to the student include but not limited to. Conditioning and body mechanics, self-testing activities, cooperative games, team sports, and rhythm and dancing.

PHYS ED LIFELONG FITNESS **Grade 9-12** **.25 Credit** This course will emphasize the importance of lifelong fitness activities through a variety of 5 week mini units which will consist of the following, but not limited to:

- outdoor walking and breathing exercises
- golf
- archery/orienteering
- racket activities which will include ping pong
- weight training
- snow shoeing and cross country skiing
- outdoor recreational games such as Kan Jam, ladder ball, cornhole

The intent of this course is to give our students as many different options for Physical Education as possible. By joining this course our students will be focusing on lifelong fitness activities as opposed to ball sport activities.

WEIGHT AND CARDIO **Grade 9-12** **.25 Credit**

This introductory course will emphasize the proper form and safety of several different types of weight training and lifting techniques. Along with weight lifting, students in this class will learn about cardiovascular exercises using multiple training devices. Students will leave this course feeling confident they can walk into any fitness facility and become successful.

The following course will be taught in sub units:

- : Safety and proper lifting techniques
- : Weight room etiquette which includes equipment usage, cleaning equipment, and picking up when you are done.
- : Students will also learn about proper dieting and which foods help and hurt your weight training.
- : Students will learn about the social benefits of exercising. Mental health works hand in hand with physical health.

SCIENCE

Students are required to take 3 years of Science: three classes which end in a Regents exam or two classes which end in a Regents exam and one elective. All students must take and pass the Living Environment class and are required to pass one Regents exam in any science for a Regents diploma or two Regents exams for an advanced diploma. Students must pass three units of science and 2 Regents science exams to earn a Regents with Advanced Designation diploma. At least one course must be in life science and one course shall be in physical science. The third course may be either life science or physical science. Oppenheim-Ephratah-St. Johnsville strongly encourages students to study science throughout high school. Regents science courses require a science lab in addition to the class. In order to qualify to take a Regents examination in any of the sciences, a student must complete 1200 minutes of laboratory experience with satisfactory documented laboratory reports.

PHYSICAL SETTING: Regents Earth and Space Science Grades 8-12 1 Credit

This is a one-year, one credit lab based course that uses an inquiry based approach to the study of the physical environment. This course will introduce the student to the concepts in geology, meteorology, astronomy and oceanography. A survey of Earth Science will include lab safety, first aid, observation and measurement of the environment, changing environment, measuring the earth, earth motions, energy exchanges in the atmosphere, moisture and energy budgets, the erosion process, depositional process, formation of rocks, dynamic crust, interpreting geologic history, landscape development and environmental change, weather watch and earthquake watch. Students will study the key ideas and major understandings in the New York State Earth Science Core Curriculum. There is a lab requirement that must be met to be eligible to take the Earth Science Regents Exam.

PHYSICAL SETTING: Earth Science Grades 10-12 1 Credit

This is a one-year course that uses an inquiry based approach to the study of the physical environment. This course will introduce the student to the concepts in geology, meteorology, astronomy and oceanography. A survey of Earth Science will include observation and measurement of the environment, changing environment, measuring the earth, earth motions, energy exchanges in the atmosphere, moisture and energy budgets, the erosion process, depositional process, formation of rocks, dynamic crust, interpreting geologic history, landscape development and environmental change, weather watch and earthquake watch.

LIFE SCIENCES: Regents Biology Grades 9-12 1 Credit

Life Sciences: Biology is a course that focuses on the study of living organisms. Students will study key ideas and major understandings in the New York State Science Learning Standard. This is the second science course in the latest high school science sequence. Major topics that will be addressed are the unity and diversity among living things, human body systems and their roles in maintaining homeostasis, reproduction and development, genetics, evolution, and ecology. The goal of the student in this course is to develop a working knowledge of biological science so that it can be related to everyday life and life functions. For each topic there are related lab activities that are required in the New York State Science Learning Standard. To take the Regents Examination in the Life Science: Biology, students must have successfully completed 30 laboratory experiences with satisfactory written reports for each laboratory investigation. There are four New York State mandated lab experiences included in the 30 required labs. It is expected that laboratory experiences will provide the opportunity for students to develop scientific inquiry techniques, learn the interconnectedness of content and problem solving, as well as develop laboratory skills related to Biology.

PHYSICAL SETTING: Regents Chemistry **Grades 10-12** **1 Credit**
Prerequisite: Geometry Must have completed and passed Regents Algebra with 85 or above. Must have completed and passed both Earth Science/Living Environment Regents with 85 or above unless special permission is granted by instructor

Chemistry is a challenging course for the study of the matter and energy that is all around us. This is the third science course in the latest high school science sequence. This course is for students who passed Earth Science/Living Environment Regents. Using a systematic approach, the student is encouraged to solve problems using experiments and exercises to predict future outcomes. This is accomplished through the use of demonstrations, discussion, and hands-on laboratory experiments. There is a lab requirement that must be met to be eligible to take the **Chemistry Regents Exam. The Regents Physical Setting exam will conclude this course.** **College in the High School: 4 Credits SUNY FMCC General Chemistry I CHM 173 Section 46 College in the Classroom* and 4 Credits SUNY FMCC General Chemistry II CHM 174 Section 46 College in the Classroom**

ADVANCED PLACEMENT BIOLOGY **Grades 11-12** **1 Credit**
Prerequisites: Students who sign up for AP Biology should have successfully completed Living Environment: Biology and Physical Settings: Chemistry or be enrolled in Physical Settings: Chemistry. Most colleges grant AP credit and/or course credit based on AP exam scores

AP Biology is designed to be a rigorous course equivalent to a two semester college introductory biology course. All work is designed to be at the college level and students are expected to work accordingly. This is a fast paced course dealing with more in-depth content than the Living Environment course. Lab requirements are more rigorous with students completing not only the 12 mandatory laboratories but both online and outside labs to facilitate learning. Students are expected to take responsibility for their learning by spending the required time in class and to also devote extended time out of class working on required assignments in order to achieve mastery in biology. There is a required summer assignment.

PHYSICAL SETTING: Regents Physics **Grades 11-12** **1 Credit**
Prerequisite: Algebra II or may be taken concurrently. Must have completed and passed 2 or more Regents Science Exams - Earth Science/Living Environment/Chemistry

Physics is the study of the laws of the universe through measurement. This is the third science course in the latest high school science sequence. This course is for students who passed Earth Science/Living Environment Regents and Chemistry Regents. This is a hands-on study of Natural Laws such as: gravity, projectiles, collisions, explosions, electricity, nuclear energy, wave motion, magnets, light and sound. Simple math concepts are used throughout the course to examine and solve problems. Physics is a combination of hands-on activities, demonstrations and discussions to provide the student with a better understanding of the physical occurrences in nature as well as the ability to predict the outcomes of those occurrences. There is a lab requirement that must be met to be eligible to take the Physical Setting: Physics Regents Exam. The Regents Physical Setting exam will conclude this course. **College in the High School: 6 Credits SUNY FMCC SCI 161/SCI 162 Introduction to Physics I/II**

FOOD SCIENCE AND TECHNOLOGY **Grades 9-12** **1 Credit**
This semester long course will explore the food industry. Students will complete projects and activities that will help them understand how the food they eat is developed, marketed, researched and sold. Students will learn about how food is produced, processed, developed, marketed, advertised, and viewed by the consumer. This class will explore every path your food takes from the field to the table.

** Anticipated**

**College in the High School: SUNY Cobleskill AGBU 160 Introduction to Food Systems*

ANIMAL SCIENCE AND TECHNOLOGY**Grades 9-12****1 Credit**

This year long course looks at the various roles that animals play and their relationship with people. The course will look at animals as they are used for food and companions. Students will explore topics including, but not limited to: beef cattle, dairy cattle, swine production, poultry production, fish production, companion animals, animal behavior, animal nutrition and exotic animals.

** Anticipated**

*College in the High School: 3 credits SUNY Morrisville ANSC 100 Animal Science and Industry

DAIRY SCIENCE**Grades 9-12****.5 Credit**

A broad overview of the dairy industry. Students will study the economic impact of the dairy industry, know historic events that have impacted the industry, identify different types of housing facilities as well as have a basic understanding of marketing dairy products. Students will research important feed types for a cow's diet, how to interpret records and recognize diseases by symptoms and how to treat them. Students will learn how to manage a dairy business.

EQUINE SCIENCE**Grades 9-12****.5 Credit**

An animal science course that covers topics related to equine science and the equine industry. Topics covered in class include but are not limited to: equine knowledge such as, history, breed, identification, conformation and judging. Students will also explore concepts in anatomy, physiology, reproduction, nutrition, health and equine facilities and management. Students should be prepared to complete hands-on activities with an open and inquisitive mind.

FORENSICS**Grades 11-12****1 Credit**

Prerequisite: Regents Living Environment and Earth Science

Open to students who passed the Earth Science, Living Environment Course and the Regents Exam. This course will focus on up-to-date technologies that police rely on to catch criminals. The emphasis of this course is on the practical application of DNA profiling technology, mitochondrial DNA, crime scene investigation, and Internet research. How the use of common items of physical evidence located at a crime scene are analyzed in a lab environment and preserved to use in a courtroom. Forensic topics covered: DNA from crime scene evidence, conservation of crime scene integrity, track molds (tire and footprints), and the Internet and Forensic Science.

INTRODUCTION TO AGRISCIENCE**Grades 9-12****.5 Credit**

This introductory agriculture course will explore many topics of agriculture and natural resources. It will introduce students to plant science, animal science, landscaping, forestry, aquaculture, small engines, agricultural careers and more. It is a full year course that will take place every day over the distance learning network. Students will leave this course with knowledge about the agriculture industry as a whole and how it plays a key role in everyday life. Due to the nature of the distance learning course, students will be required to do projects and attend field trips.

DISCOVERING COMPUTER SCIENCE**Grades 9-12****1 Credit**

(offered every other year, opposite Introduction to Computer Science With Python & Multimedia)

This course is designed as an introduction to computer science for high school students who want to express themselves creatively and solve problems that are interesting to them using computational devices. This course is designed for students that have little or no experience studying computer science. Through a series of engaging, hands-on labs and projects, students learn the fundamentals of computer programming using the block-based language *Netsblox*. Students will also study the world wide web, designing and creating their own websites by writing their own HTML, CSS, and JavaScript. Finally, students will explore drawing, animation, and problem solving using Python. Throughout the course, computing history and current events in computer science will be incorporated. Special topics in computer science such as diversity, privacy, laws and regulation, artificial intelligence, assistive technology, and others will be incorporated.

**This course is being offered in partnership with Siena College and local school districts, but not for college credit.*

AP ENVIRONMENTAL SCIENCE **Grades 10-12** **1 Credit**
This is a college level course for high school students that covers environmental issues and the natural world.

INTRO TO COMPUTER SCIENCE PYTHON & MULTIMEDIA **Grades 10-12** **1 Credit**
(offered every other year, opposite Discovering Computer Science)

Prerequisite: Successful completion of Discovering Computer Science or equivalent course. This course is a broad introduction to a variety of fundamental topics in computer science through a contemporary theme (Multimedia programming with Python). Students will consider problems in the application area that can be solved with software. Using the theme of the course, students will be introduced to important areas of computer science including abstraction, computer organization, representation of information, history of computing, ethics, and the development and evaluation of algorithmic solutions using an appropriate programming environment.

***Dual-Enrollment for College Credit- Siena College CSIS110- 3 credits**

WEB DESIGN **Grades 10-12** **1 Credit**
(offered every other year, opposite Intro to Computer Science: Python & Multimedia: CSIS110)

Grades 10-12, 1 Credit

Prerequisite: Successful completion of Discovering Computer Science or equivalent course and successful completion of Algebra.

This Siena dual-enrollment course is a hands-on course covering the history and development of the Internet, the Web and the core technologies used to implement modern websites. Students will design and implement websites using semantic markup languages, style sheets, and various software tools and applications. The course will include techniques for integrating a wide range of media formats, and design fundamentals needed in implementing effective, user- friendly websites.

***Dual-Enrollment for College Credit- Siena College CSIS180- 3 credits**

SOCIAL STUDIES

All students must pass four years of social studies in order to earn a high school diploma. Required courses are Global History 9 and 10, U.S. History and Government, Participation in Government and Economics

GLOBAL HISTORY 9 **Grade 9** **1 Credit**
This course focuses on the Ancient World, expanding zones of change, global interactions, and empires. Special emphasis is placed on the geography of the world, religions of the world, the development of political and economic systems throughout time and place, and the development of world cultures. This course is designed to improve each student's reading, writing and analytical skills through assignments including the constructed response questions and the enduring issues essay.

GLOBAL HISTORY 10 **Grade 10** **1 Credit**
Open to students who passed Global 9. The tenth grade curriculum covers units on The Age of Revolution 1750- 1914, Crisis and Revolution, War, Advancement, and Achievement, 20th Century since 1945, and Global Connections. The purpose of the program is to present and explain the development of global beliefs, and the evolution of political, economic, and social systems within our diverse and interdependent world. Students are required to do extensive reading, interpret evidence, understand chronological reasoning and causation, use comparison and contextualizing with historical documents. The New York State Regents Exam in Global History and Geography II (Framework) will be given at the end of this course.

U.S. HISTORY AND GOVERNMENT **Grade 11** **1 Credit**
This one year course beginning with colonial and constitutional foundations of the United States and explores the government structure, foundations and functions written in the U.S. Constitution. The course also includes the development and growth of the nation and the political, social, geographic and economic factors that led to the Civil War and the challenges faced. In addition, Reconstruction, reform movements, expansion, industrialization and urbanization are examined, along with American expansionism and emergence as a world power, two world wars, the Cold War, globalization, terrorism and the evolving politics of America domestically and on the world stage. The class also examines over thirty landmark Supreme Court cases which have shaped, and continue to shape America and develop citizenship. This course includes a N.Y.S. Regents Test.

AP UNITED STATES HISTORY /SS 283/284 (DL) Grade 11 **1 Credit**
6 College Credits (Distance Learning course)
Open to students in grades 11-12 who:
-Have passed the Global 10 regents exam with an 85 or higher
-Have an overall cumulative GPA of an 85 or higher
-Teacher recommendation from Global 10
-Summer assignment required

This Advanced Placement course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students should learn to assess historical material, their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarships. In addition to exposing students to a very detailed list of historical content, students will analyze and interpret primary sources, including commentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students will learn to take notes from both printed materials and lectures or discussions, write essay examinations and write analytical and research papers. Students may also be eligible to earn 6 college credits from Fulton Montgomery Community College.

PARTICIPATION IN GOVERNMENT**Grade 12****.5 Credit**

Open to students in grade 12 who have passed the U.S History and Government course. Students will have an understanding of: the basic structures, functions, and operations of the American Government; apply both the principles and practices of government which asks them to be participants in the process of public policy formation and action. The course also includes an examination of New York State, examination of current events and development of citizenship. The class includes a student power point project which adds points towards the N.Y.S. Seal of Civic Readiness.

ECONOMICS**Grade 12****.5 Credit**

Open to students in grade 12 who have passed the U.S. History and Government course. The first half of the course examines microeconomics: studying the economy from the “bottom up” to understand how individuals, families, and firms make decisions about working, spending, investing, and saving.

INTRO TO MACROECONOMICS – HCCC COLLEGE NOW CLASS**.5 Credit**

Open to students in 12th grade who have:

-an overall cumulative GPA of an 85 or higher

-a teacher recommendation from a core teacher

This course is designed to familiarize student with the economy as a whole, including such topics as national income, inflation, production and employment, money and banking, supply and demand, fiscal and monetary policy, economic growth and development, and international trade. This course fulfills the senior Economic requirement.

AMERICAN GOVERNMENT – HCCC COLLEGE NOW CLASS**.5 Credit**

Open to students in 12th grade who

- Have an overall cumulative GPA of an 85 or higher
- Teacher recommendation from a core teacher.

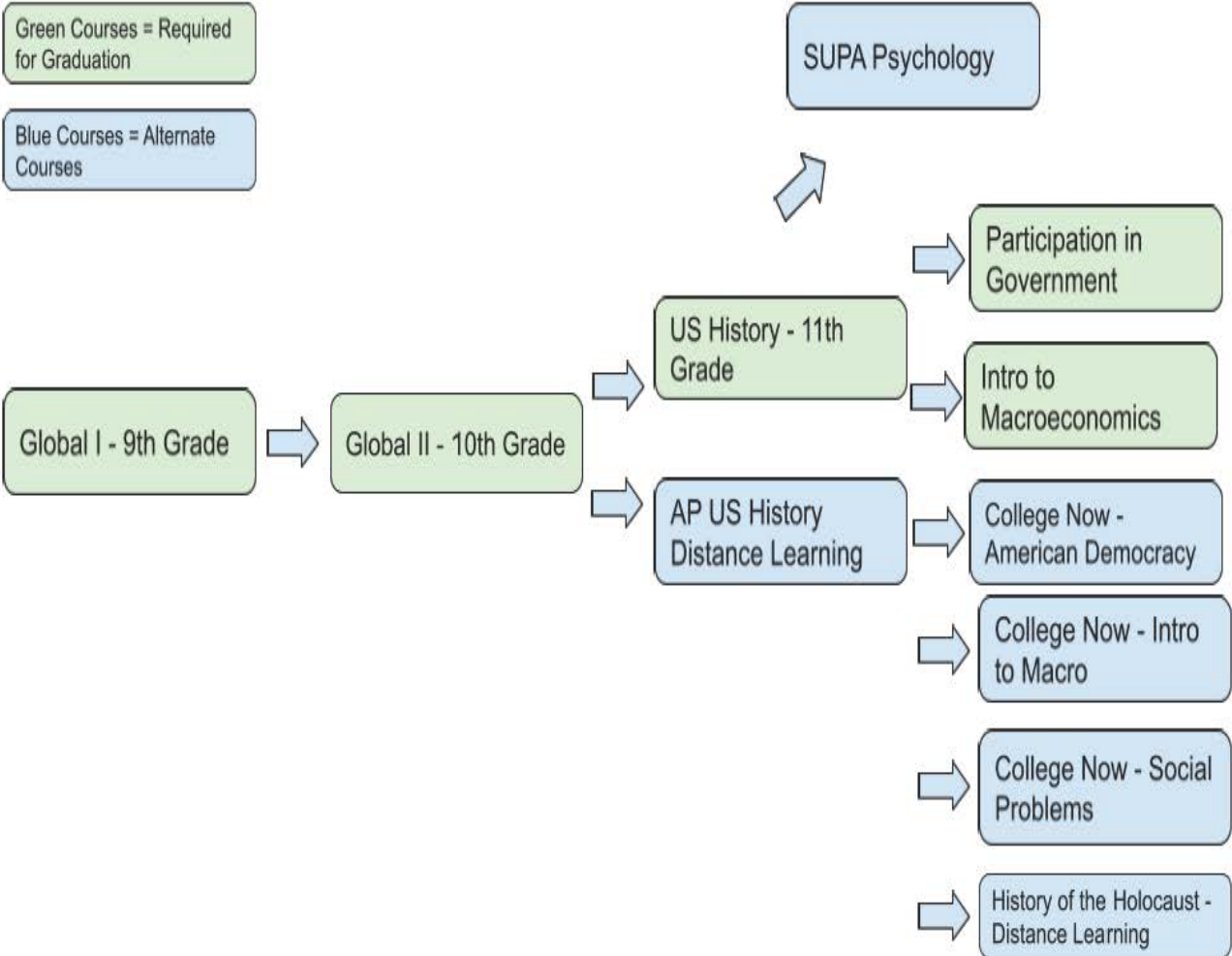
An examination of the institutions, structure, organization and operation, finances, and politics of state and local governments with a particular emphasis on New York State. This course fulfills the senior PIG requirement.

SOCIAL PROBLEMS – HCCC COLLEGE NOW CLASS**.5 Credit**

This course is designed as an analysis of major contemporary social problems, including illness and health care, alcohol and other drugs, crime and violence, family problems, social inequality, poverty and unemployment, problems in education and populations and environmental problems. Emphasis is given to placing these problems in a global context, analyzing them from the three main theoretical perspectives of sociology and strategies for societal action that may offer solutions.

SOCIOLOGY – HCCC COLLEGE NOW CLASS**.5 Credit**

This course is designed to familiarize students with the concepts and methods of sociology. The concepts include culture, socialization, deviance and social stratification. The concepts are used to analyze major aspects of society, including racial and ethnic relations, the family, politics and the state, education, population and social change and social movements.



SPANISH-WORLD LANGUAGES

Students wishing to earn an Advanced Designation Diploma may choose to study 3 units of credit in a language, and pass the Regents Comprehensive Assessment/Checkpoint B exam. Students must take Spanish in 7th and 8th grade, and successfully complete a Proficiency exam in order to earn the minimum of one language credit for graduation.

LEVEL I (SPANISH 8)

1 Credit

This second year course focuses on developing a level of proficiency in four basic skills – speaking, listening, reading and writing. Culture is also a main focus of study. Students study themes such as: hobbies, shopping, travel, health and neighborhood. Students must pass the Spanish Proficiency Exam (Checkpoint A) at the end of 8th grade in order to receive the language credit for graduation.

SPANISH I

1 Credit

Spanish level I is required by all students who did not successfully pass the Proficiency exam at the end of 8th grade, or for any student new to the district that has not met the NYS language requirement by the end of 9th grade. This is a basic, introductory course. Successful completion of the course and the local final exam will complete the language requirement for graduation.

LEVEL II

1 Credit

Open to students who have passed Level I in either 8th or 9th grade. This intermediate full year course continues to broaden the student's level of achievement in basic skills – speaking, listening, reading and writing. Through more topical contexts students expand their vocabulary along with the use of more advanced grammar skills. Some of the topical contexts at this level are traveling, dining out, shopping and community. This is the second course in the three credit language sequence.

LEVEL III

1 Credit

Open to students who have passed Level II. This is a full year course. It is the third course in the language sequence. Students who successfully complete the course and pass the Regents exam will receive Regents credit and will also be eligible for an Advanced Regents diploma. The skills of listening, speaking, reading, and writing, as well as cross cultural understanding are enhanced from the previous levels.

*It is strongly suggested that students remain in the three credit sequence for three consecutive years.

DISCOVERING SOUTH AMERICA

1 Credit

This is a full year course for students who successfully completed Spanish 3.

It is an elective for students who wish to further enhance their language skills. Much of this course is taught in Spanish. Students' use of the language to communicate in the classroom is strongly encouraged.

The skills of listening, reading, writing and cross cultural understanding are deeply enhanced.

Students will develop a greater knowledge of and appreciation for the countries of South America through studying art, history, food, culture and current events.

****Discovering Spain and Discovering South America run on opposite years.***

High School

*Middle School

- *Spanish 7- Pre checkpoint A- full year course
- *Spanish 8- Checkpoint A- full year course and credit bearing exam

Spanish I- for students that did not earn the Checkpoint A credit in grade 8

Spanish II- Pre Checkpoint B
Spanish III- Checkpoint B with credit bearing exam

Checkpoint C- year A- Discovering Spain
Year B- Discovering South America

*7 and 8 grade required for HS credit. Must pass exam to move to Checkpoint B.

*It is recommended to have a 75 or higher on Checkpoint B to continue to Checkpoint C

TECHNOLOGY

DESIGN AND DRAWING FOR PRODUCTION Grades 9-12 1 Credit

Drawing & Design for Production is a study of engineering graphics as a medium for communication and problem solving. Course content will include a contemporary systematic process for the development of graphic representations to communicate ideas, objects, or systems. Instruction will address standards and practice accepted as universal language within the global society. Emphasis will be placed on skills development through hands-on laboratory experience. This course is a sit down course, meaning students will be learning and completing assignments within their seats in the classroom. Interaction within the wood lab and/or metal lab will be very little to none.

Course Cap: Due to limited supplies and instruments, a cap of 16 students per section would be appropriate.

Prerequisite: None

ARCHITECTURAL DRAWING Grades 10-12 1 Credit

Designed to provide a basic background in architectural design and drawing. Areas of study include: architectural design, working drawings and specifications, methods and materials of construction, mechanical and electrical systems climate control, and survey of architectural literature. This course is a sit down course, meaning students will be learning and completing assignments within their seats in the classroom. Interaction within the wood lab and/or metal lab will be very little to none.

Course Cap: Due to limited supplies and instruments, a cap of 16 students per section would be appropriate.

Prerequisite: Students must have completed Drawing & Design for Production and received a passing grade in order to be qualified for this class.

COMPUTER AIDED DRAFTING & DESIGN Grades 10-12 1 Credit

A hands-on course in the use of current CAD software using various microcomputer platforms. Students will exercise a variety of drafting and design software tools using CAD to execute both two and three-dimensional drawings and illustrations. Students will produce drawings of their own design as well as assigned exercises. Drawings will be printed and/or plotted and evaluated. This course is a sit down course, meaning students will be learning and completing assignments within their seats in the classroom. Interaction within the wood lab and/or metal lab will be very little to none.

Course Cap: Due to limited supply of computers that are able to run programs such as Autodesk CAD and other programs, a cap of 10 students would be appropriate, per section.

Prerequisite: Students must have completed Drawing & Design for Production and received a passing grade in order to be qualified for this class.

MATERIALS & PROCESSING Grades 9-12 1 Credit

Materials & Processing is the laboratory study of wood and processes involved in the production of consumer goods from wood and wood-based materials. This course will enable students to develop basic technical competencies in the application of wood and allied material technology. The course establishes a foundation for the study of advanced applications of wood and wood based-material technology.

Course Cap: Due to limited supply of resources and in order to maintain a safe working environment within the lab, a cap of 18 students per section would be appropriate.

Prerequisite: None

WOODWORKING I Grades 10-12 .5 Credit

This woodworking class will focus on the proper use of tools, equipment and materials. This class is available to students interested in working with their hands and learning more about the art of woodworking.

WOODWORKING II Grades 10-12 .5 Credit

This class will focus on the skills learned in Woodworking I with more advanced projects and assignments.

Technology Education Course Sequence

Even Years(2024-25)		Odd Years(2025-26)	
Drawing and Design for Production(DDP) ***		Drawing and Design for Production(DDP) ***	
Computer Aided Design(CAD) P		Computer Aided Design(CAD) P	
Architectural Drawing P		Architectural Drawing P	
Materials & Processing		Construction Systems	
Semester 1	Semester 2	Semester 1	Semester 2
DDP	DDP	DDP	DDP
CAD	CAD	CAD	CAD
Architectural Drawing	Architectural Drawing	Architectural Drawing	Architectural Drawing
Materials & Processing	Materials & Processing	Construction Systems	Construction Systems

DISTANCE LEARNING

SUPA PSYCHOLOGY

Grades 11-12

1 Credit

Host – Mayfield. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology (including topics such as the biological basis of behavior, perception, learning, cognition, motivation and emotions, states of consciousness, developmental, social and abnormal psychology, personality, treatment and research methods). They also learn about the ethics and methods psychologists use in their science and practice. (Syracuse Credit)

SUPA CALCULUS

Grades 11-12

1 Credit

This is the first-year calculus sequence required of all science and engineering majors at Syracuse University; it comprises the first four credits of this eight-credit sequence. The development of scientific calculators with graphics capability has made possible some significant changes in the way this material is taught, and many colleges and universities are now incorporating them in their calculus sequence. In sections of calculus offered off-campus through Project Advance and in selected campus sections, design changes have been made to integrate these calculators into the learning process. The course design allows for some variations in pacing, as determined by site instructors and the supervising faculty. The mathematical content of this program is typical of most traditional first-year calculus courses. The concepts of limit, continuity, derivative, and anti-derivative and definite integral are developed in the usual way, and then applied to the traditional collection of functions: polynomial, rational, trigonometric, and exponential, together with their inverses, compositions, and algebraic combinations. The results are then applied to a wide variety of problems from geometry, physics, and other sciences. These include maximum and minimum problems, related rates, areas, volumes and surfaces of revolution, arc length, work, fluid pressure, velocity and acceleration, and exponential growth and decay. Curve sketching is introduced at the very beginning and emphasized throughout, as we believe strongly that this is an important skill for any calculus student to acquire. Graphing calculators are a help here, since they contribute substantially to an understanding of the functions being sketched. They are only a help, however; the calculators are not used as a substitute for the skill itself. During the course students are introduced to progressively more sophisticated programming techniques for the calculator. They are shown how to write programs first for the evaluation and tabulation of functions, and then for numerical evaluation of limits, derivatives, and roots (the last by Newton's Method). Students then learn to do finite sums, Riemann sums, and finally numerical integration (by Simpson's Rule). Programs are stored in the calculator as they are written and are used throughout the course.

SPONSORING COLLEGE: Syracuse University (SU): MAT 295 - Calculus I and MAT 296 - Calculus II

HISTORY OF THE HOLOCAUST

Grade 11-12

.5 Credit

Host – Mayfield. This course explores the roots of the Holocaust in European anti-Semitism, and traces the development of discriminatory attitudes toward their horrible outcome during the Second World War. The goal of studying, what is arguably the most crucial event in twentieth century history, is to provide students with a solidly grounded appreciation of the need for the respect and tolerance of others. The irrational basis of anti-Semitism will be analyzed, as will the methods by which the murderous rhetoric was literally put into practice, not simply by SS thugs, but also by the German Wehrmacht, by the police, and by "ordinary men".

AP UNITED STATES HISTORY /SS 283/284 Grades 11-12 1 Credit
6 College Credits

Host - Mayfield Open to students in grades 11-12 who have passed Global History 9, 10 and the Regents exam. This Advanced Placement course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students should learn to assess historical material, their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarships. In addition to exposing students to a very detailed list of historical content, students will analyze and interpret primary sources, including commentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students will learn to take notes from both printed materials and lectures or discussions, write essay examinations and write analytical and research papers. Students may also be eligible to earn 6 college credits from Fulton Montgomery Community College.

EQUINE STUDIES Grades 9-12 .5 Credit

This course gives students an in-depth introduction to the field of animal health care and equine science. Students will complete a curriculum that covers breeds, anatomy, nutrition and feeding, conformation faults, diseases, reproduction, behavior, facilities and stable practices, careers, business management and FFA leadership. Students who complete the course will be well-equipped for the equine industry or further education.

MARINE SCIENCE Grades 11-12 1 Credit

Marine Science is a one-year course about the ocean and life in the ocean. Some of the topics we will cover are ocean exploration, ocean properties, marine environments, marine invertebrates, and marine vertebrates. The course includes hands-on projects, computer-based projects, as well as traditional lecture-based instruction. Students will also participate in interactive virtual field trips throughout the school year to Dolphin Research Center in Florida.

SPORTS AND SOCIETY Grades 10-12 1 Credit

A must for sports enthusiasts, this course will emphasize the close connection between athletics and society at large. Through the reading of selected texts, the viewing of various films, the writing of critical essays, and their active participation in analytical weekly class discussions, students will consider the extent to which athletics serve as a lens through which we may examine a variety of social issues. Topics of emphasis will include the following: academics, coping with failure, discipline, economics, ethics, evaluation, goal setting, interpersonal skills, leadership, parental interference, problem solving, race-related issues, and self-evaluation. One of the highlights of this course is the fantasy football unit, which includes the opportunity for some friendly competition among the members of the class.

DAIRY SCIENCE Grades 9-12 .5 Credit

A broad overview of the dairy industry. Students will study the economic impact of the dairy industry, know historic events that have impacted the industry, identify different types of housing facilities as well as have a basic understanding of marketing dairy products. Students will research important feed types for a cow's diet, how to interpret records and recognize diseases by symptoms and how to treat them. Students will learn how to manage a dairy business.

HISTORY OF THE AMERICAN SOCIAL JUSTICE SYSTEM Grades 10-12 .5 Credit

This course is designed to introduce students to social justice issues and assist them in discovering their ability to create positive change in their own world. Students will critically analyze various social movements related to the Women's rights & suffrage, the Civil Rights Era and the LGBTQ rights movements. Students will research prominent individuals, Constitutional Amendments, Supreme Court cases and the use of protest involvement in these movements. This course will encourage students to think critically, present their findings and determine how social change is brought about in the United States.

Course Objectives:

- Course is open to students grades 10-12 with in interest in Social Justice
- Identify what is social justice and injustice
- Analysis the effective tactics of each movement to bring about change
- Determine the impact of Constitutional Amendments and Supreme Court decisions on the rights of Americans
- Begin to determine what their role is as a citizen to begin or motivate change

CAREER AND TECHNICAL CENTER

The mission of the Career and Technical Center is to provide technical training opportunities for the competitive world. The Career and Technical Center offers many one and two-year programs that enable students to be prepared for the job market or college after graduation from high school.

Students attend the Career and Technical Center for a half-day during both grades 11 and 12, and may earn a total of 7 units of credit. Students who complete a two-year Career Ed program may earn a CTE endorsement at graduation and/or a CDOS certificate.

Students interested in learning more about the Career and Technical Center should speak with the high school counselor early on in high school. Students must meet OESJ Board of Education approved criteria to be eligible to attend the CTC. The criteria the individual student must meet is as follows:

- The student must be able to graduate with their cohort group using the multiple pathways provided by New York State (reviewed on a case by case basis).
- The student must have average (no more than 12 absences) or better attendance with the exception of an extraordinary circumstance such as a one-time personal illness. This illness must be supported by a parent/doctor's note. Under the same guidelines, the student is allowed no more than 6 unexcused days tardy.
- The discipline file, if applicable, must be acceptable by Administration's standards.
- Task Persistence – the student must perform or participate in some activity that indicates an interest in the CTC program area.
- Post Secondary Plan – the student must have a post secondary goal related to or involving the CTC Program area.

Auto Body Repair
Auto Technology
Construction Technology
Cosmetology
Criminal Justice
Culinary Arts
Cybersecurity and Computer Technology
Digital Multimedia
Engineering Technology
Environmental Conservation
Foundations of Food Services
Medical Assisting
Veterinary and Animal Science
*New Visions Education
*New Visions Health Careers
*Skilled Trades: Electrical, HVAC and Plumbing

*senior only program

