

Program of Studies

2024 - 2025



Waterbury

JUNIOR-SENIOR HIGH SCHOOL

381 Madison Street, Waterbury, NY 13480

(315) 841-3800

Waterville

JUNIOR-SENIOR HIGH SCHOOL

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Waterville

JUNIOR-SENIOR HIGH SCHOOL

A MESSAGE FROM THE PRINCIPAL

Waterville Jr./Sr. High School is proud to offer this Program of Studies for students and parents to guide the educational planning process. In the next few weeks, counselors will be reaching out to students and families to select courses and plan their program for the next school year. We invite parents/guardians to participate in this process and attend the meeting either in-person or virtually.

This Program of Studies also provides students with a clear understanding of the academic opportunities as well as the clubs and activities available to them. We have also created support programs to help all students succeed.

Counselors will discuss graduation requirements with students and the relationship of the courses to their interests and possible career paths. Students in grades 9-11 must be enrolled in a minimum of 6.5 credits and students in grade 12 must be enrolled in a minimum of 5.5 credits, unless there are extenuating circumstances.

Waterville's dedicated faculty and staff are committed to helping all students reach their full potential and are integral to student success both academically, socially and emotionally. We will work together to provide the best curricular and cocurricular opportunities for all of our students.

I look forward to working with all of our students and families as we continue to uphold our tradition of excellence in our learning community. As our mission states, the Waterville CSD in partnership with students, staff, families and community is dedicated to educating the whole-child for personalized success. We will continue imagining, designing, and creating best futures!

JENNIFER DAINOTTO

Jr./Sr. High School Principal

Waterville

JUNIOR-SENIOR HIGH SCHOOL

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New York State Graduation Requirements

REQUIRED COURSES	REGENTS DIPLOMA	ADVANCED REGENTS DIPLOMA
English	4 credits	4 credits
Social Studies	4 credit	4 credits
Mathematics	3 credits	3 credits
Science	3 credits	3 credits
World Language	1 credit	3 credits, with the exception of Mandarin Chinese, which requires 4 credits, or an Alternative Sequence*
Health	.5 credit	.5 credit
Art/Music	1 credit	1 credit
Physical Education	2 credits	2 credits
Additional Electives	3.5 credits	1.5 credits
Total	22 credits REQUIRED EXAMS <ul style="list-style-type: none"> English Regents Exam Algebra Regents Exam Global History Regents Exam U.S. History Regents Exam Living Environment Regents Exam 	22 credits REQUIRED EXAMS <ul style="list-style-type: none"> English Regents Exam 3 Math Regents Exams Global History Regents Exam U.S. History Regents Exam Living Environment Regents Exam One Additional Science Regents Exam

* An Alternative Sequence consisting of five units in Art, Music, Business, Technology Education or Career and Technical Education may be substituted for a sequence in a World Language.

Agricultural Science

NYSED APPROVED CTE PROGRAM

(Students who complete a recommended sequence and pass a “Precision Exam in Agriculture” also receive (1) credit for 12th grade English and (.5) credits for Personal Financial Management)

AGRICULTURE ECONOMICS

(SUNY MORRISVILLE AGBS 110)

CREDIT: .5

The purpose of “Agricultural Economics” is to engage students in the exploration of the agriculture and food industry while introducing them to the basic principles of economics, business, and finance. Agricultural Economics is an introductory survey course that presents the basic theories and concepts of economic thought. Conforming to the New York State Curriculum in Economics, students will learn how the market functions, laws governing the behaviors of consumers and suppliers in the marketplace, economic history and thought, fiscal policy, monetary policy, personal finance, and more. Experiences to develop career paths and improve employability skills will be woven throughout the course. Students will also have the opportunity to develop an SAE (supervised agricultural experience) and to develop leadership skills by joining FFA.

AGRICULTURE AND YOUR WORLD

The purpose of “Agriculture and Your World” is to introduce students to agriculture, technology, food and natural resources. Students will explore the range of career opportunities and pathways of study available for their future. They will learn through exploration, hands-on activities, problems and projects. Students will also have the opportunity to join Junior High FFA and to participate in leadership development experiences.

ANIMAL SCIENCE

(SUNY MORRISVILLE ANSC 100)

CREDIT: 1

The purpose of “Animal Science” is to engage students in the exploration of animal science and related industries. Students will explore the range of career opportunities and pathways of study available for their future. They will learn through exploration, hands-on activities, problems and projects. Students will also have the opportunity to join FFA. Units include: Animal Industries, Animal Behavior, Animal Welfare, Safety & Biosecurity, Anatomy & Physiology, Feeding & Nutrition, Reproduction & Genetics, Large Animals, Companion Animals, Exotic Animals and Biotechnology in the Animal Industry. Living Environment is a recommended prerequisite. This course can fulfill one science credit requirement. *Course offered in 2024-25.*

INTRODUCTION TO AGRICULTURE, FOOD &

NATURAL RESOURCES (INTRO LEVEL)

CREDIT: 1

The purpose of “Principles of Agriculture, Food & Natural Resources (AFNR)” is to introduce students to the range of agricultural career opportunities and pathways of study they may pursue. Students will learn through exploration, hands-on activities, problems and projects. Experiences to develop career paths and to improve employability skills of students will be woven throughout the course. Enrollment in AFNR will also give students the opportunity to join FFA and to develop their potential for leadership & growth. Topics include Introduction to Agriculture, Career Planning, Leadership through FFA, Agriculture & Workplace Safety, Importance of Food, Animal Production Systems, Environmental Systems, Natural Resources, Agricultural Engineering & Technology and Plant Production Systems.

INTRODUCTION TO VETERINARY SCIENCE

CREDIT: 1

Veterinary science covers the basics of animal care. Topics covered include disease, parasites, feeding, shelter, grooming, and general animal care. The target population is career preparatory students desiring to continue their education after high school or to enter the workforce after graduation from high school. College preparatory students benefit from the course as an elective if they plan to enter college and pursue a degree to enter the veterinary profession. This course allows students entering the workforce after graduation from high school to develop entry-level skills to become employed and to continue their education on the job. Students experience career exploration and leadership development through FFA. Living Environment is a recommended prerequisite. This course can fulfill one science credit requirement. *Course not offered in 2024-25.*

Note: This course is based upon the secondary school Veterinary Science Curriculum released by Cornell University.

AGRICULTURAL SCIENCE – CONTINUED

NATURAL RESOURCES & CONSERVATION

(SUNY MORRISVILLE ENSC 100)

CREDIT: 1

Natural Resources and Conservation helps students understand the relationships between natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, lumber production, the outdoor recreation industry and multiple-use management. Career exploration, communication skills and leadership development will be woven throughout the course. Students have the opportunity to join FFA and participate in various contests. This course can fulfill one science credit requirement. *Course offered in 2024-25.*

PLANT SCIENCE

(SUNY MORRISVILLE HORT 210)

CREDIT: 1

The Intro to Horticulture course prepares students for careers in the nursery, landscaping, vegetable crop and floral industries. This course exposes students to the art and science of growing plants, flowers, herbs, fruits and vegetables. A wide variety of topics are covered including: plant science, greenhouse and nursery operations, soil science and media mixtures, houseplant, flower, herb and vegetable production and weed and pest control. Basic business management and marketing along with workplace safety will be interspersed throughout the course as well. Students will have the opportunity to join FFA and to participate in a Supervised Agriculture Experience. This course can fulfill one science credit requirement. *Course not offered in 2024-25.*

RURAL ISSUES & GOVERNMENT

CREDIT: .5

Rural Issues & Government aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Rural Issues and Government is an introduction to the basic concepts of the American political process and the rights and responsibilities of citizenship. It will build upon an agricultural economics base with content regarding resource use, planning, public policy, environmental economics, and political science. It will prepare students to be active participants in local government and to make informed decisions. Topics will also include rural job creation, labor markets, growth/agriculture conflicts, and land use management. (A final project including 6 hours of community service is required.)

Art**AP STUDIO 2D DESIGN**

CREDIT: 1

Advanced Placement Art course is focused on preparing students for the AP exam (portfolio) in the beginning of May which is for college credit. Students need to complete a minimum of 24 works of art which meet and exceed the expectations and requirements of the College Board. Develop your 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, collage, and others. You'll create artwork that reflects your own ideas and skills and what you've learned. Your work should focus on the use of two-dimensional (2-D) skills of art and design, including point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/group relationship, connection, juxtaposition, and hierarchy. Formats you can submit: graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, illustration, painting, and printmaking. *Offered in rotation based on student interest.*

*Prerequisite: Studio in Art.***AP STUDIO ART**

CREDIT: 1

Advanced Placement Art course is focused on preparing students for the AP exam (portfolio) in the beginning of May for college credit. Students need to complete a minimum of 24 works of art which meet and exceed the expectations and requirements of the College Board. After the exam, students will complete a community service project of their choice (art related), design and write their Artist Brochure, and prepare for their Artists' Reception in June. In AP Drawing, students create drawings and paintings that stress "mark making" and focus on the Elements of Art (line, shape, form, value, color, texture, space). Students will be required to submit a portfolio for the Advanced Placement credit. *Offered in rotation based on student interest.*

Prerequisite: Studio in Art.

ART - CONTINUED

ART 8

Art 8 is a required course for graduation. It is an introductory art course to be taken during one semester of the 8th grade year. Students will begin exploring the elements of art and principles of design while creating projects reflecting the techniques and insights of notable artists in history. It is designed to enable each student to experience aesthetic growth through creative problem solving, enhancement of expressive potential, and the development of critical judgment. Organized into three modules: Space and Structure, Movement and Color, and Light, the course introduces basic drawing techniques, principles of two and three-dimensional design and art appreciation.

CERAMICS & SCULPTURE

CREDIT: .5

This course provides students with opportunities to explore the properties of clay and methods of decorating pottery. Students will examine various hand building techniques for clay and investigate various types of three dimensional art media, including plaster, wood, paper, wire, and other materials. Students will examine and explore the sculpture works of artists throughout history.

Prerequisite: Studio in Art.

DIGITAL PHOTOGRAPHY

CREDIT: .5

Students will explore varying aspects of digital photography and the different fields and techniques it will be used in. Projects will relate to topics from journalism, advertising and social media. Students will be responsible for coming up with original ideas related to the project prompt to then photograph and transform into art. Students will be able to use Canva, Adobe Photoshop, Adobe Illustrator and Adobe Lightroom to edit their own work. The practical and technical aspects of taking great photography are combined with an introduction to the elements of art and principles of design, with an eye towards taking great photos. Students work through a series of tutorials in Photoshop to learn the basics of digital imaging. Skills and techniques are then applied to their own images. Having a digital camera is very useful; however, those who do not own a camera, can arrange to sign out a camera that is shared with others needing equipment.

Prerequisite: Studio in Art.

DRAWING & PAINTING

CREDIT: 1

Students will explore a variety of painting and drawing techniques and mediums and explore a deeper understanding of color theory, while reviewing artists with a focus on history dating from the 19th century to the present. Design and composition are taught through both representational and abstract art. As drawing is a basis of most other art forms, students are encouraged to take this as their second art course, typically in their sophomore year.

Prerequisite: Studio in Art.

STUDIO IN ART

CREDIT: 1

Studio In Art is designed as a foundation for students in grades 9-12 who are going to continue as art majors, and for those students who have an interest in the visual arts. In this course, students will learn about various careers in the field of art. Students will explore different art techniques and methods in which art is used in the making of the world we live in. Each project will emphasize the learning and understanding of The Elements of Art, and The Principles of Design. This course is designed not only for those who plan to take further courses in art, but for those desiring a broad general background in the visual arts.

VISUAL COMMUNICATION

(MVCC MD161)

CREDIT: 1

This course introduces students to the fundamental principles of creativity with an emphasis on understanding historically significant art styles. Students explore various types of visual expression and apply creative problem-solving principles to both two-dimensional and three-dimensional projects in a variety of media. Students are introduced to the masters, practices, and careers of painting, sculpture, graphic arts, graphic design, animation, film, digital media, illustration, and photography.

Prerequisite: Studio in Art.



English

AP LITERATURE

(MVCC EN 101 & 102)

CREDIT: 1

AP English Literature and Composition provides students with a learning experience similar to that of an undergraduate-level introduction to literature course. Through close reading of literary texts, students will come to understand how writers use language to provide meaning and to answer the difficult questions in life. Students will determine the qualities of great literature, as well as the role these works play in history and society. Literary analysis in this course will look through the lenses of structure and style, rhetorical devices, diction, figurative language, imagery, symbolism, tone and theme as students experience, interpret and evaluate various works of literature. Mastery of literary terms is essential. Writing well about literature is another key component of this class. In addition to writing a variety of essays, students will periodically be asked to engage in thinking about their writing and to analyze their progress as they strive to achieve mastery of form and an authoritative voice. The course offers an in-depth study of the major literary genres, including poetry, the short story, the essay, the novel and drama. Works explored in this class will be of strong merit. Because students study American literature in English 11, AP English will primarily focus on traditions. Students will complete a thorough study of Shakespeare with a focus on Hamlet. American literature may include novels, short stories, and novels. Students will also conduct a research-based term paper, which will provide them the opportunity to use people as sources. Students electing to enroll in AP English must read and write avidly. They must be willing to take on extra reading and writing assignments. The course begins with extensive summer reading and will continue with a demanding course load of reading and writing assignments. Subject to exam performance, students may be granted advanced placement, college credit, or both at colleges and universities throughout the United States. Students should check with prospective colleges to determine what credits are offered for the test, and what scores are expected for credit. Students will be required to take the Advanced Placement Examination.

EFFECTIVE COMMUNICATION 1

Become a confident communicator by taking Effective Communication. This course is devoted to communication in its various forms; it seeks to help students make informed, ethical, confident, and effective communication choices. In this semester-long course, students will delve into the world of communication through project-based learning. Students in this class will be responsible for maintaining our school's digital newspaper, The Eagle Eye. We will hone our news judgment and develop our skills as reporters, writers, and editors. We will also study topics in interpersonal communication (the study of social interactions), professional communication, creative communication, and public speaking.

EFFECTIVE COMMUNICATION 2

Effective Communication 2 continues the course of study in Effective Communication 1; however, Effective Communication 1 is not a prerequisite for enrollment in Effective Communication 2. Students will develop their skills as an advanced communicator through project-based learning and maintaining our school's newspaper, The Eagle Eye. There will be units of study in interpersonal communication (the study of social interactions), professional communication, creative communication, and public speaking.

ENGLISH 7

Students in English 7 will build their literacy skills through the study of classic literature, contemporary works, and nonfiction texts. Students will read to analyze works both critically and creatively, and they will practice various reading comprehension strategies. Seventh grade readers will be able to articulate how authors' choices contribute to the central ideas in a work. Students will write in a variety of modes including narrative, informative, persuasive, reflective, and descriptive. The writing process will be modeled and followed for each work: brainstorming, outlining, drafting, proofreading, editing, and revising for a final copy. This course emphasizes developing an understanding of grammar, sentence structures, and academic vocabulary to become proficient in the craft of writing. Students will hone their interpersonal communication skills through collaboration and presentations. Students who perform well in this course will be encouraged to enroll in English 8 Honors.

ENGLISH 8

This course is designed to prepare students for the demands of high school English. English 8 focuses on a study of all areas of literacy: reading, writing, listening, and speaking. Students will study novels, drama, short stories, poetry, and nonfiction texts. Students will think critically to develop analytical thinking, utilize the writing process to create essays of all modes, and practice reading strategies to enhance comprehension. The research process will be introduced and practiced along with discussions regarding media literacy and source credibility. Students will develop a greater awareness of language, grammar, conventions, syntax, and vocabulary. They will also understand how choices in language impact writers' purposes.

ENGLISH 8H

This course is designed to prepare students for the rigors of the high school English honors program. Students who enroll in this course should have strong reading and writing skills combined with an enthusiasm for learning. The curriculum concentrates on gaining familiarity with high school and college-level standards. The skills taught in this honors course will be more challenging than in English 8, with instruction proceeding at an accelerated pace and an expectation of nightly reading assignments. Honors students will develop their awareness of language, grammar, and mechanics, and they will sharpen skills in critical reading and effective writing. Students will engage in informed, reflective, and positive discussions with maturity and respect.

ENGLISH 9

CREDIT: 1

The ninth grade English curriculum concentrates particularly on the language skills of writing and reading through the study of literature. Listening and speaking skills are also addressed. All coursework is aligned with New York State Standards in English Language Arts for ninth and tenth graders. The course makes use of a variety of texts to develop these skills including major works, short stories, non-fiction texts, and poetry. All of these are utilized to improve reading skills, develop understanding of literary techniques, and also as a basis for many of the writing tasks required of students. The study of grammar is also addressed in the writing program, while vocabulary skills are also developed through the reading curriculum. Research and documentation skills are presented in accordance with MLA Documentation Style.

ENGLISH 9H

CREDIT: 1

The ninth grade Honors program emphasizes many of the same skills stressed in the regular ninth grade curriculum, but they are addressed at a greater depth and with a higher level of expectation. Just as in the regular ninth grade curriculum, all coursework is aligned with New York State Standards in English Language Arts for ninth and tenth graders. Therefore, the ninth grade Honors English curriculum has as its focus the development of language skills with a primary emphasis on writing and reading through the study of literature. Listening and speaking skills are also addressed. The course makes use of a variety of texts to develop these skills including major works, short stories, non-fiction texts, and poetry. These texts are utilized to increase reading skills, develop understanding of literary techniques, improve vocabulary, and also as a basis for many of the writing tasks required of students. The study of grammar is also addressed in the writing program. Research and documentation skills are presented in accordance with MLA Documentation Style. The Honors course may also include the study of a separate novel and/or an independent reading requirement. Writing requirements are increased at the Honors level both with regard to the amount of writing expected and the level of depth pursued.

ENGLISH 10

CREDIT: 1

English 10 asks students to react and connect personally to several classics. Coursework includes creative, expository, and research-based writing in MLA format. Students also complete a major literature-based project and presentation designed around world literature. The Library Media Specialist will assist in the project. Written assessments throughout the course emulate those found on the Regents Comprehensive Exam in English, which all students will take in eleventh grade, as well as the Global History Regents students will take this year.

ENGLISH 10H

CREDIT: 1

English 10 H asks students to react and connect personally to several different texts. Study includes frequent writing pieces to analyze the literature at hand, often focusing on literary elements and devices that are tracked through the course of a text. In addition, students will be writing several argumentative essays in MLA format, writing reflections, composing creative writing responses, participating in group work, small and large class discussions, and giving presentations to the class. Written assessments throughout the course correspond with different reading strategies and writing tasks that will later be found on the Regents Comprehensive Exam in English, which all students will take in the eleventh grade.

ENGLISH – CONTINUED

ENGLISH 11

CREDIT: 1

The course consists of the study of a variety of literature including classic and contemporary American literature. Students engage in daily tasks to sharpen their reading and writing skills and work together to analyze literary elements and the author's purpose behind a piece of writing. Study includes writing several argumentative essays, a researched persuasive essay in MLA format, writing reflections, composing creative writing responses, group work, small and large class discussions, giving presentations to the class, and taking the Regents Comprehensive Exam in English at the end of the school year.

ENGLISH 11H

CREDIT: 1

The course consists of the study of a variety of literature including classic and contemporary American literature. This course works at a faster pace and the higher level of expectation requires students to complete more reading and writing tasks outside of the classroom. Study includes frequent writing pieces to analyze the literature at hand, often focusing on literary elements and devices that are tracked through the course of a text. In addition, students will be writing several argumentative essays, a researched persuasive essay in MLA format, writing reflections, composing creative writing responses, group work, small and large class discussions, giving presentations to the class, and taking the Regents Comprehensive Exam in English at the end of the school year.

ENGLISH 12

CREDIT: 1

Students in English 12 strive to develop competency and proficiency in the skills involving reading, composition, oral competency, and proficiency in the skills involving reading, composition, oral communication, linguistics, and literature appreciation. Therefore, principal objectives are not only to assist the student in reading strong literature with discrimination and awareness that problems and interests of mankind are timeless and universal, but also to increase writing experience in a variety of modes, with additional emphasis given to expository/analytical and persuasive expressions. Another objective is to increase the student's understanding of the English language arts history, semantics, and usage. This course also requires a mandatory senior project that includes writing a developed paper about their family history and giving an oral presentation on it.

ENGLISH AIS

Students will work on applying English language practices. This course is designed to support students academically in their present courses, ELA framework and skills.

Family & Consumer Science**CHILD PSYCHOLOGY**

CREDIT: .5

Child Psychology is a course designed to help students gain knowledge of human growth and development. The broad objectives of the course are: to identify behaviors and skills characteristic of each level of child development; to develop mastery of basic child-care techniques; to recognize problems in growth and development; and to identify characteristics of a safe, stimulating and loving environment. *Offered in rotation based on student interest.*

COOKING UP COMPETITION

CREDIT: .5

Competitions can be an essential part of development for chefs, enabling them to perform in an environment that puts chefs against their peers. Along with keeping on top of culinary trends, competitions can promote creativity, enhance cooking skills, build confidence and self discipline. This course is designed for students who have completed Food and Nutrition and are interested in expanding their Culinary Skills through a competition based atmosphere. This course offers a positive, hands-on experience with various foods, allows an opportunity to build life skills related to food preparation, creatively address school food issues and engages school community in the dialogue, promotes the incorporation of local foods into school menus, and collaboratively work with teams as well as school nutrition professionals. *Offered in rotation based on student interest.*

FOOD AROUND THE WORLD

CREDIT: .5

Students in this course will explore foods, diet, etiquette, and customs of different cultures and will relate the history, geography, and climate of a region to the foods they eat. Students will have hands-on cooking experience to taste and prepare foods from around the world. While students are cooking they will develop teamwork, cooperation, communication, and negotiation. *Offered in rotation based on student interest.*

FAMILY & CONSUMER SCIENCE – CONTINUED

FOODS & NUTRITION 1

CREDIT: .5

Students live in a rapidly changing and increasingly complex world. Our students are future family, community and career leaders, and citizens. As citizens of tomorrow, they need to be able to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they progress along their divergent paths. Conversations, research, and class projects will cover such topics as: Influences on Food Choices, Application of Nutrition Principles, Science and Technology of Food, Safety and Sanitation, Foundations of Food Production, Grains and Grain Products, Fruits and Fruit Products, Vegetables and Vegetable Products, Milk and Milk Products, Meat and Meat Alternatives, Meal Management and Preparation, Food Product Marketing, Food Service and Etiquette, Career Pathways in Food and Nutrition.

FOODS & NUTRITION 2

CREDIT: .5

Foods II is a course planned to give information and practical experience in food preparation and service. Lectures, reading and class projects will cover such topics as microwave cookery, food processor, regional and foreign foods, outdoor cooking, pasta making, and cake decorating.

HUMAN DEVELOPMENT

CREDIT: .5

Human Development topics focus on skills needed for understanding relationships across the lifecycle, through a combination of conversations, hands-on activities and projects, and readings. Strategies for understanding self, as well as for dealing with change, help students cope with the challenges of living in today's world. Students live in a rapidly changing and increasingly complex world. Our students are future family, community and career leaders, and citizens. As citizens of tomorrow, they need to be able to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they progress along their divergent paths. *Offered in rotation based on student interest.*

FACS

Eighth Grade FACS is a 20 week course that provides students with an introduction to the Family and Consumer Sciences-related classes. Students will acquire fundamental knowledge of basic life skills. In this course, students will experience a variety of activities that will promote self awareness, leadership, and development of skills needed to achieve personal goals relating to family, home, career, and community.

Mathematics

ALGEBRA I

CREDIT: 1

In this course students will formalize and extend the mathematics that students learned in the middle grades. This course will be based on the Next Generation Learning Standards for Algebra I. Algebra I is the first mathematics course in high school and the focal point is functions; specifically linear, quadratic, and exponential functions. Students will take the New York State Regents Examination in Algebra I (Next Generation).

ALGEBRA II

CREDIT: 1

Algebra II is the capstone course of the three high school mathematics courses and is a continuation and extension of the two courses that precede it. Building on their work with linear, quadratic, and exponential functions in Algebra I, students in Algebra II extend their repertoire of functions to include polynomial, rational, radical, and trigonometric functions. This course is the final math course required for an Advanced Regents Diploma. Students will take the New York State Algebra II Regents Examination.

Prerequisites: Algebra I and Geometry

AP CALCULUS

(MVCC MA151)

CREDIT: 1

This course is an introduction to the differential and integral calculus of a single variable. Topics include limits and continuity, differentiation with application to mathematical modeling, differential equations, slope fields, the area between two curves, and the volume of both solids of revolution and solids with known cross-sections. The development of problem solving skills across subject area lines will be emphasized with a multi-dimensional approach including algebraic, numerical, verbal, and exploratory/laboratory methods. The Ti-89 Titanium Graphing Calculator with a Computer Algebra System (CAS) will be used along with a wealth of resources available to the students when they register on the AP Central (College Board) website at the beginning of the class. The class will meet one period per day for both semesters. Successful completion of the Advanced Placement Exam (Calculus AB) in this course, given during early May, can result in the granting of credit by the college to be attended by the student. The amount and type of credit depending upon the grade on the examination and the policy of the college. Students who qualified on the Mohawk Valley Community College Placement test taken before the start of Pre-Calculus will receive credit through MVCC upon successful completion of AP Calculus at Waterville independent of the AP Exam. Students will be required to take the Advanced Placement examination.

Prerequisite: Precalculus MA150

MATH – CONTINUED

APPLICATIONS OF GEOMETRY CREDIT: 1

This non-Regents course will introduce students to visual and concrete representations that will help them to understand important concepts of geometry and their applications. Students will learn the language of geometry, the coordinate plane, transformations, slope, angle relationships, triangles, parallel and perpendicular lines, quadrilaterals, geometric solids, ratio and proportion, and geometry of the circle.

Prerequisite: Algebra I

CONSUMER MATH CREDIT: 1

This course is intended to give students a base knowledge of how money works and how it will affect their adult lives. Topics include (but are not limited to) calculating paychecks, payroll taxes, budgeting, bank accounts, consumer spending, credit cards, automobile expenses, and housing expenses. There is no prerequisite, but students should be familiar with the math skills consisting of middle-grade math (addition/subtraction/multiplication/division, fractions, decimals, percents, exponents).

ELEMENTARY STATISTICS
(MVCC MA110) CREDIT: .5

This course introduces probability and statistics. Topics include graphs, tables, frequency distributions, measures of central tendency and dispersion, normal distribution, correlation and regression, probability, and inferential statistics. Students may earn 3 college credits upon passing this course.

INTRODUCTORY MATH
(MVCC MA090) CREDIT: .5

This course is for students enrolled in non-STEM programs who, according to placement test results, need preparation for subsequent mathematics courses. It develops problem solving skills with an emphasis placed on applications. Topics include arithmetic computations, measurement, geometry, percentage, ratio and proportion, linear equations, and an introduction to graphing lines.

GEOMETRY CREDIT: 1

Geometry is intended to be the second course in mathematics for high school students. This course will be based on the Next Generation Learning Standards for Geometry. Students will explore more complex geometric situations and deepen their understanding of geometric relationships. A major emphasis is on rigid motions and formal proofs. Topics include congruence, proof, constructions, rigid motions, similarity, right triangle trigonometry, geometry in three dimensions, circles, properties and formulas relating to geometric figures, and others. Students will take the New York State Geometry Regents Examination. (Next Generation).

Prerequisite: Algebra I

MATH 7

In this course students expand their study of ratios, rates, proportional relationships, and percentages. Connections are made between fractions, decimals, and percentages as a way to measure portions of the whole. Students learn to operate with negative numbers and understand why the operations work as they do. Students increase their knowledge of algebra by modeling situations with two-step linear equations and linear inequalities. Students extend their ability to answer statistical questions by using quartiles and box plots to compare samples. Students understand how to use a variety of models, such as tree diagrams, to analyze compound probability problems. Finally, students explore the geometry of angles and triangles. This course is aligned to the New York State Next Generation Mathematics Learning Standards.

MATH 8

Students will: (1) formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasp the concept of a function and use functions to describe quantitative relationships; (3) analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understand and apply the Pythagorean Theorem.

MATH LAB

Students will work on applying mathematics practices. This course is designed to support students academically in their present courses, mathematical framework and skills.

MATH - CONTINUED

PRE-ALGEBRA

CREDIT: 1

In this course students will explore a variety of topics within algebra including linear, exponential, quadratic, and polynomial equations and functions. Students will achieve fluency in solving linear and quadratic equations as well as with manipulation of polynomials using addition, subtraction, multiplication, and factoring. Students will understand the key differences between linear and exponential functions. Students learn to model problems using algebra and functions. This course is aligned with New York State Next Generation Mathematics Learning Standards. for Algebra I.

Prerequisite: 8th grade teacher recommendation

PRECALCULUS

(MVCC MA150)

CREDIT: 1

This course prepares students for calculus through a study of the properties and graphs of polynomial, rational, trigonometric, inverse trigonometric, exponential, and logarithmic functions. Topics include an introduction to mathematical argument and conic sections. Emphasis is placed on the function concept and the appropriate use of the language of mathematics. Students may earn 4 college credits upon passing this course.

MUSIC

Music
BAND 9-12

CREDIT: .5

Available to those enrolled in grades 9-12. Band rehearses two or three times a week to prepare for winter and spring concerts. Weekly lessons are mandatory to work on individual needs on students' instruments. Attendance at Winter, Spring, and Sherburne concerts is required. Auditions in the fall will be given to determine seating arrangement in the band.

MIXED CHORUS

CREDIT: .5

This chorus is open to any student in grades 9 through 12. No audition is required. This chorus rehearses three periods per cycle and is scheduled in the school day. Rehearsals and lessons are used to develop singing skills, prepare for concerts, and learn basic music theory skills. Sectional rehearsals may be scheduled as needed. Performance at school concerts is required.

MUSIC THEORY 1

CREDIT: .5

This course is for the serious musician. Higher level music skills are explored and developed. Superior ability in music is required. Some topics of study are: notation, scales, keys, transposition, intervals, harmony, arranging, composing, and ear training. The course culminates in a final composition utilizing all learned materials. This course will meet every other day, and is a full year elective. This course is offered every other year. Not being offered in 2024-25.

MUSICAL THEATRE

CREDIT: .5

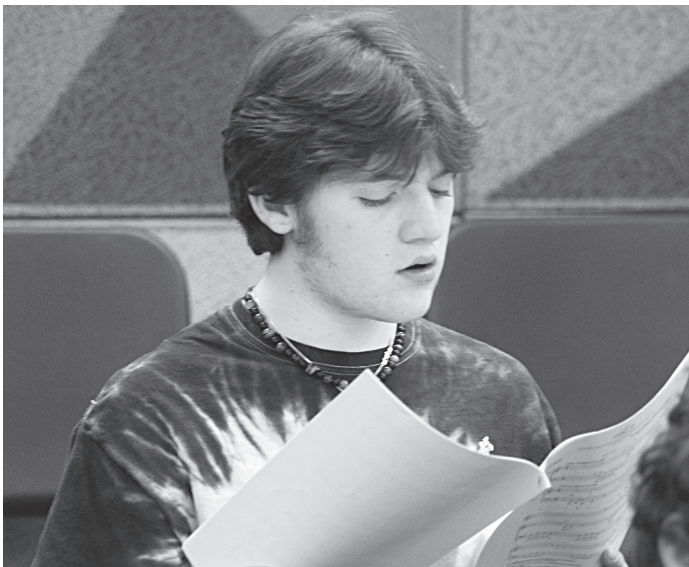
This course will help develop knowledge, skill and understanding of singing, dancing, acting, and technical aspects of musical theatre. This is not a drama course. Topics of study may include (but are not limited to): singing for musical theatre, dancing for musical theatre, acting for musical theatre, technical theatre instruction, set design, lighting design, sound, history of musical theatre, critiquing, preparing for an audition, preparing a resume, character costumes and make-up. This course will meet every other day, and is a full year elective. Course is given every other year.

INTRODUCTION TO ACTING

CREDIT: .5

This course will introduce students to the fundamentals of the creative process of acting. It will focus on developing and training the actor's instrument. Through structured exercises and performance projects, the student will develop skills in relaxation and concentration, voice and movement, and script analysis. Course meets every other day, and is a full year elective. Course is given every other year.

Music Theory 1, Musical Theatre, and Introduction to Acting will be offered on a rotating basis.



Physical Education & Health

HEALTH 10, 11, 12

CREDIT: .5

This course is designed to teach students the information and the skills they need to become health literate, maintain and/or improve their health, prevent disease, and reduce the Health-Related Risk Factors of Teens as identified by the Centers for Disease Control and Prevention. What is stressed is that it is their own attitudes, choices and behaviors that can promote or adversely impact their health. Topics include; Living in a Media World, Nutrition and Physical Activity, Refusal Skills, Mental and Emotional Health, Violence and Injury Prevention, Goal Setting, Communication Skills, Decision Making, Alcohol, Tobacco and Other Drugs, Personal Health and Human Sexuality.

PHYSICAL EDUCATION 9-12

CREDIT: .5

Physical Education encompasses a wide range of activity in a progressive sequence. The goals of the Physical Education Program are to: promote lifelong physical fitness, gain knowledge of rules and strategies, offer opportunities for leadership and social interaction, and to develop life skills. This course will include both team, individual and lifelong activities as well as provide skills for finding personal enjoyment and opportunities to remain active after students leave the K-12 setting.



Science

ANATOMY & PHYSIOLOGY

CREDIT: 1

Anatomy is a high school elective that focuses on the structures and functions of the human anatomy and other vertebrates. The following body systems will be studied: nervous, circulatory, reproductive, digestive, excretory, endocrine, muscular, and skeletal. Labs will consist of dissections. This course will satisfy the 3-year science requirement in the New York State Regents standards.

Offered in rotation based on student interest.

AP BIOLOGY

CREDIT: 1

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. It covers the following topics in great depth: Chemistry of Life, Cell Structure and Function, Cellular Energetics, Cell Communication and Cell Cycle, Heredity Gene Expression and Regulation, Natural Selection, Ecology.

Laboratory experience must be included in all AP Biology courses. AP Biology is designed to be taken by students after the successful completion of a first course in high school biology and high school chemistry. The course is open to students who are accelerated in science and other students given special permission to take the course. While most colleges grant up to 4 college credits to students who pass the AP exam given in May, it is wise to check with individual colleges for their policy regarding AP credits. Students will be required to take the Advanced Placement examination.

Prerequisite: Successful completion of Living Environment and Regents Chemistry Exam. Offered in rotation based on student interest.



AP CHEMISTRY

CREDIT: 1

The Advanced Placement Chemistry course is designed to be the equivalent of a college introductory chemistry course usually taken by chemistry majors during their first year. It covers the following topics in great depth: reactions, stoichiometry, bonding, thermodynamics, kinetics, and equilibrium, electrochemistry, nuclear and organic. Laboratory experience must be included in all AP Chemistry courses. AP Chemistry is designed to be taken by students after the successful completion of Regents Chemistry. The course is open to students who are accelerated in science and other students given special permission to take the course. Substantial work is expected to be completed outside of class time. While most colleges grant up to 8 college credits to students who pass the AP exam given in May, it is wise to check with individual colleges for their policy regarding AP credits. Students will be required to take the Advanced Placement examination. *Offered in rotation based on student interest.*

CHEMISTRY LAB

See PS/Chemistry description. Required by the state minimum time of 1200 minutes to sit for the Regents exam in P/S chemistry.

ENVIRONMENTAL SCIENCE

(TCCC ENVS 101/102)

CREDIT: 1

The Environmental Science course is an introductory college-level science course for students who are interested in the impact of humanity on natural systems. It explores the biological dimensions of natural-resource management issues and the technological aspects of resource problems. Included are discussions of population dynamics, human health and toxicology, wildlife biology and management, food production, pest control, maintenance of biodiversity, air and water pollution traditional and alternative energy sources, climate change, and management of non-renewable resources. Both local and global issues are addressed. Intended for all students, regardless of major field of study. This is a dual-credit course in conjunction with Tompkins-Cortland Community College as ENVS 101 in the fall semester and ENVS 102 in the spring semester.

ENVS 101 and 102 fulfills the SUNY General Education Natural Sciences requirement.

*Prerequisite: Successful completion of Regents Living Environment.
Offered in rotation based on student interest.*

FIELD STUDIES

CREDIT: 1

Field studies is a rigorous class designed to give students the opportunity to acquire the necessary skills needed to perform well in college science courses and careers related to the science fields. This is a project based course. Assessments are based on completing projects and writing assignments. Students will focus on four major areas of estimation, investigation, evaluation, and engineering and design. Another component is writing and presenting material using APA format. This class will have high expectations of students to work with others in cooperative projects.

Prerequisite: Earth Science, Living Environment, and/or Chemistry

LIVING ENVIRONMENT

CREDIT: 1

This is the Regents level course for Living Environment (Biology). The following topics are covered: Similarities and Differences Among Living Organisms, Homeostasis in Organisms, Genetic Continuity, Reproduction and Development, Evolution, Ecology, Human Impact on Ecosystems, Scientific Inquiry and Skills, and Laboratory Skills with an emphasis on microscope and cell study. Heavy emphasis is placed on lab experiences. Students attend 6 classes and 3 laboratory periods per 6-day cycle. To qualify to sit for the Regents examination, a student must participate in thirty lab periods, submit acceptable reports, and demonstrate pre-identified laboratory skills, as per state requirements.

LIVING ENVIRONMENT LAB

See living environment description. Required by the state minimum time of 1200 minutes to sit for regents exam in Living Environment.

8TH GRADE LIVING ENVIRONMENT HONORS CREDIT: 1

Eighth Grade Honors Living Environment (Biology). Students taking 8th Grade Living Environment Honors will follow the normal Living Environment Regents Curriculum as described below. In addition to the LE regents curriculum, students will conduct an ecology field research project on local ecosystems, complete various dissections, and design and conduct a research project on the topic of plant biology. The following topics are covered: Similarities and Differences Among Living Organisms, Homeostasis in Organisms, Genetic Continuity, Reproduction and Development, Evolution, Ecology, Human Impact on Ecosystems, Scientific Inquiry and Skills, and Laboratory Skills with an emphasis on microscope and cell study. Heavy emphasis is placed on lab experiences. Students attend 6 classes and 3 laboratory periods per 6-day cycle. To qualify to sit for the Regents examination, a student must participate in thirty lab periods, submit acceptable reports, and demonstrate pre-identified laboratory skills, as per state requirements.

SCIENCE – CONTINUED

MIDDLE SCHOOL SCIENCE YEAR 1

The year one middle school science curriculum covers science and engineering practices, crosscutting concepts, and disciplinary core ideas in the physical sciences as outlined by the Next Generation Science learning standards. Students will study matter and its interactions, motion and stability, forces and interactions, energy, Earth's place in the universe, waves and their applications, and Earth systems.

MIDDLE SCHOOL SCIENCE YEAR 2

The year two middle school science curriculum covers science and engineering practices, crosscutting concepts, and disciplinary core ideas in the biological sciences as outlined by the Next Generation Science learning standards. Students will study molecules and organisms, heredity, ecosystems, biological evolution, and Earth and human activity.

CHEMISTRY

CREDIT: 1

Regents Chemistry deals with the properties and structures of matter. It is a detailed treatment of topics, which include atomic structure, chemical calculations, equations, acids, bases, salts, equilibrium reactions, organic chemistry, and nuclear chemistry. A working knowledge of Integrated Algebra and Integrated Geometry is necessary. A laboratory period is required and detailed laboratory reports are expected. All students are expected to take the Regents exam given at the end of the course. To qualify to sit for the Regents examination, a student must satisfactorily complete the state mandated minimum 1200 minutes (20 hours) of required laboratory. To ensure that students have the opportunity to meet the state requirements, students will be assigned both a lecture class and a lab class.

EARTH SCIENCE

CREDIT: 1

Regents Earth Science is an investigative approach towards learning such fundamental concepts as energy and its conservation, cyclic change, and dynamic equilibrium. Topics covered will be in the areas of Meteorology, Astronomy, Physical and Historical Geology. Students will take the Regents final examination consisting of two parts declarative and procedural sections. To qualify to sit for the Regents examination, a student must satisfactorily complete the state mandated minimum 1200 minutes (20 hours) of required laboratory. To ensure that students have the opportunity to meet the state requirements, students will be assigned both a lecture class and a lab class.

EARTH SCIENCE LAB

See Earth Science description. Required by the state minimum time of 1200 minutes to sit for regents exam in P/S Earth Science.

PHYSICS

CREDIT: 1

Regents Physics is the science of matter, energy, and their interaction. It is a rigorous treatment of classical physics and covers the topics of mechanics, heat, sound, light, electricity, magnetism, and modern physics. The course demands a good working knowledge of Integrated Algebra and Integrated Geometry. A laboratory period is required and detailed laboratory reports are expected. All students are expected to take the Regents exam given at the end of the course. To qualify to sit for the Regents examination, a student must satisfactorily complete the state mandated minimal 1200 minutes (20 hours) of required laboratory work outside of class time. To ensure that students have the opportunity to meet the state requirements, students will be assigned both a lecture class and a lab class.

PHYSICS LAB

See physics description. Required by the state minimum time of 1200 minutes to sit for regents exam in P/S physics.

ZOOLOGY

CREDIT: 1

Zoology is a course that will survey the nine major phyla of the kingdom Animalia. Zoology is the study of animal life. Zoologists research everything they think to ask about animals, including their anatomy and interrelationships, their physiology and genetics, and their distributions and habitats. Offered in rotation based on student interest.

COMPUTER PROGRAMMING

CREDIT: 1

Computer Programming is an introductory-level course for students brand new to programming and computer science. In this course, students will learn problem-solving strategies, software design, and the foundations of computer science using two key tools: the Project STEM programming environment and EarSketch, a software package that turns your code into music.

Not only will this course prepare students for continuing their studies in computer science (for example, by taking AP Computer Science A and AP Computer Science Principles), but it will also teach them how to think like a scientist and solve real-world problems, skills that are important to every 21st-century citizen.

This course is for students wishing to begin learning computer programming. It is best suited for students in grades 10-12. There are no prerequisites for this course, although students should have basic familiarity with how to operate a computer and use applications. It's also recommended that students have familiarity with basic algebra principles before starting this course. Offered in rotation based on student interest.

Social Studies

AP U.S. HISTORY

(MVCC HI 111/HI 112)

CREDIT: 1

AP U.S. History analyzes the development of the U.S. from the Age of Discovery through the present. This course stresses political history as well as examining economic development, diplomatic, intellectual, social, urban and ethnic history. Students will read and analyze both primary and secondary sources. The AP course in U.S. History is designed to meet the standards of the College Board Advanced Placement Curriculum. Students will be required to take the NYS U.S. History and the Advanced Placement examinations.

ECONOMICS

CREDIT: .5

This course is a survey of micro and macroeconomics. The course is intended to introduce the student to the world of economics and to give them the opportunity to examine the application of economic principles in their daily lives. The student is introduced to the central problem of scarcity and its meaning in their personal lives as well as in the life of their country and society. An examination of principles and differing economic philosophies will be included. The course is designed to assist students in becoming effective economic citizens in their political, social, and work-related life experiences.

GLOBAL STUDIES 9

CREDIT: 1

This required course is the first part of the two-year Global Studies program. Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography. The development of geographic, reading, writing, listening, discussion and research skills are an important and integral part of the entire Global Studies program.

ECONOMICS AND REAL WORLD FINANCE .5 CREDIT

This course is a hands-on tackling of finance in the real world. The course is intended to introduce students to financial planning, wealth building and management, and budgeting. The students will read two texts during the duration of the course that discuss important concepts to help students become financially literate. This course is designed to help students learn simple financial skills that require no pre-existing financial literacy or expertise. Macro and micro economic foundational concepts to identify real world financial patterns. This course will meet the economics requirement for graduation, and will last for one semester.

GLOBAL STUDIES 9 HONORS

CREDIT: 1

Global 9 Honors focuses on world history from the Paleolithic Era and focuses on developments of first civilizations, classical societies, expanding connections and global interactions through trade networks, empire building, and conflict up through 1750. Students have opportunities to continue developing critical thinking skills and applying that thinking in a variety of class discussion formats and written communication. Content learning is supplemented and extended with reading and analysis of primary and secondary sources. Skills necessary for success on the Regents Examination in Global History and Geography II are practiced throughout the year.

GLOBAL STUDIES 10

CREDIT: 1

This required course is the second part of the two-year Global Studies course. Grade 10 provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three key ideas focus on global issues and applying a more thematic approach. At the end of the course students are required to take a Regents Examination which will cover the entire Global Studies 10 curriculum.

GLOBAL STUDIES 10 HONORS

CREDIT: 1

Global 10 Honors begins in 1750 where Global 9 Honors leaves off and continues chronologically through 2000 before examining contemporary issues including modernization, globalization, and human rights violations thematically. The year culminates with the Regents Examination in Global History and Geography II so students continue building necessary skills of source analysis and writing for success on the exam. They also engage in a variety of discussions and writing tasks to challenge and prepare them for the post-secondary academic setting. At the end of the course students are required to take a Regents Examination which will cover the entire Global Studies 10 curriculum.

GOVERNMENT

CREDIT: .5

This required course is designed to provide students with a basic knowledge of governmental operations on the local, state and national level. It will emphasize how public policy is formed, implemented and evaluated at all levels of government in a democratic society. It will also concentrate on providing students with knowledge of how citizens can directly or indirectly interact with the public policy process. Building on a base of knowledge that the students have already acquired, it will attempt or create opportunities for students to refine and develop skills necessary for participating in a democratic society, engaging in civic action, and becoming aware of their role in the decision making process. A public service project is required for successful completion of the course.

SOCIAL STUDIES 7

Social Studies 7 begins by building the foundational skills of geography, primary and secondary source identification and evaluation as well as online source evaluation. Content spans from North America pre-Columbian contact through the Civil War. Students work on becoming effective communicators through class discussions and have opportunities to develop reading, writing, and critical thinking skills. Time is also spent on current events and how these events connect to what they are learning about past events in the United States.

SOCIAL STUDIES 8

Social Studies 8 begins by building the foundational skills of geography, primary and secondary source identification and evaluation as well as online source evaluation. Content spans from Reconstruction through Current Events. Students work on becoming effective communicators through class discussions and have opportunities to develop reading, writing, and critical thinking skills. Time is also spent on current events and how these events connect to what they are learning about past events in the United States.

SOCIAL STUDIES AIS

Students will work on applying social studies practices. This course is designed to support students academically in their present courses, social studies framework and skills.

U.S. HISTORY

CREDIT: 1

This course begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 10th century, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world. At the end of the course, students are required to take a Regents Examination.

Technology

AG STRUCTURES AND WOOD TECHNOLOGY CREDIT: 1

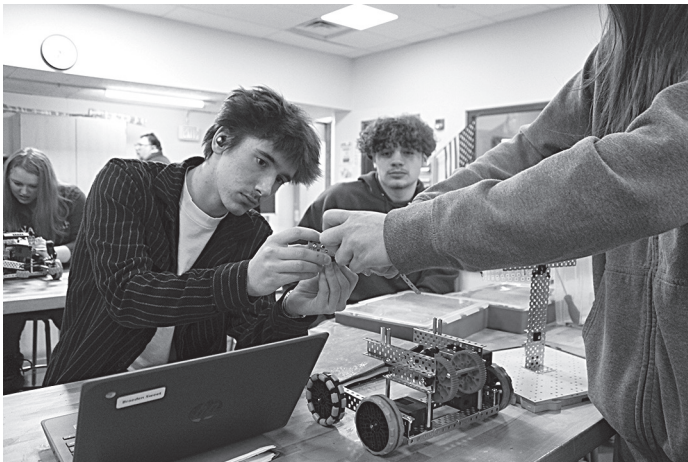
This course will teach basic woodworking skills and construction techniques for building structures. All of these skills and techniques will be learned through visual demonstration and hands-on projects that students will complete throughout the course.

AG POWER AND TECHNOLOGY CREDIT: 1

This course will teach students about small engines and the application of power and technology. This class will have students working in small groups to complete labs on different systems associated with small engines. This course will also explore other power/energy system applications and introduce students to new technologies.

DRAWING & DESIGN FOR PRODUCTION (MVCC MT 140) CREDIT: 1

Students will understand how to apply Engineering Design Process for problem solving through the application of Mechanical Drawing and Computer Aided Drafting and Design. This course will teach students basic drafting skills, basic CAD skills, and problem solving skills as they work individually and in small groups completing activities throughout the course. This class is a dual credit course with MVCC.



FOUNDATIONS OF TECHNOLOGY & ENTREPRENEURSHIP CREDIT: 1

Students will develop an understanding of the influence of technology on history by exploring how people of all times and places have increased their capability by using their unique skills to innovate, improvise, and invent. These skills will allow students to develop an entrepreneurship where the class will look for ways to support our school community with new innovative creations through a student-run business for school apparel and student recognition. Students will learn to develop and create new merchandise with 3D printers and a 3D Engraver as well as develop school apparel using a cricut with vinyl designs for other merchandise. Students will also learn general information about how a business works and the importance of bookkeeping, maintaining inventory, developing displays, packaging, and ordering supplies. Students will also develop communication skills for meeting with clients and working with other companies while meeting product deadlines.

TECHNICAL DESIGN AND ROBOTICS CREDIT: 1

In Technical Design and Robotics, engineering scope, content, and engineering practices are presented through practical applications. Students in engineering teams will apply technology, science, and mathematics concepts and skills to solve engineering design problems and innovate designs. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. In addition, in engineering teams, students will learn the use of robotics from design and manufacture to programming culminating in a final design challenge where the students will complete a design to compete against their classmates while using VEX Robotics. This course is offered every other year.

COMPUTER SCIENCE ESSENTIALS (PLTW) CREDIT: 1

Project Lead the Way Computer Science Essentials is a college level beginners course for computer programming. The class will teach students basic programming skills using both block programming language and some text-based computer programming through engaging activities that students complete as individuals and in paired programming. This course is offered every other year in conjunction with Robotics. (Not offered 2024-25)

World Languages

AMERICAN SIGN LANGUAGE 1

CREDIT: 1

ASL 1 is the first of a series of four sequential courses that will teach students introductory level vocabulary, basic grammar structure, Deaf history, and the cultural background needed to communicate with Deaf individuals. Instruction will include the language functions, asking for and giving information, making requests, giving directions, agreeing and disagreeing, expressing likes and dislikes as well as many other skills required to communicate on a novice level. ASL 1 offers students a variety of experiences that will develop their awareness of the world around them. Likewise, the multimedia exposure students experience in this class will help them better understand the Deaf culture. As the course is derived from the New York State Learning Standards for Languages Other than English, this course satisfies the criteria required by New York State to earn the Languages other than English (LOTE) course credit.* The course is also aligned to the national proficiency guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL).

AMERICAN SIGN LANGUAGE 2

CREDIT: 1

ASL 2 is the second of a series of four sequential courses that will teach students introductory level vocabulary, grammar structure, Deaf history, and the cultural background needed to communicate with Deaf individuals. Instruction will include the language functions, asking for and giving information, making requests, giving directions, agreeing and disagreeing, expressing likes and dislikes, introducing classifiers and facial expressions as important components of ASL grammar, as well as many other skills required to communicate on a novice-high level. ASL 2 offers students a variety of experiences that will increase their awareness of the world around them. Likewise, the multimedia exposure students experience in this class will help them better understand the Deaf culture. This course is derived from the New York State Learning Standards for Languages Other than English. The course is also aligned to the national proficiency guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL).

AMERICAN SIGN LANGUAGE 3

(HU 100)

CREDIT: 1

ASL 3 is the third of a series of four sequential courses that will teach students introductory level vocabulary, grammar structure, Deaf history, and the cultural background needed to communicate with Deaf individuals. Students will learn how to use various types of classifiers with complex grammar structures, learn to narrate compound situations that occur in everyday life, use advanced grammar structures and sentence types, and gain the confidence to interact in the Deaf community. ASL 3 is largely project based and centers around the interests and curiosities of students through a series of personalized projects. This course is derived from the New York State Learning Standards for Languages Other than English. The course is also aligned to the national proficiency guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL).

AMERICAN SIGN LANGUAGE 4

(HU 101)

CREDIT: 1

ASL 4 is the final course in a series of four sequential courses that will teach students to develop advanced skills in American Sign Language. Through twelve units of study on topics such as Deaf Literature, Deaf refugees, Complex Classifiers, and Geographical signs, students will further develop previously learned skills as well as learn news skills in American Sign Language. Students will use presentational/expressive and receptive language skills to meet expectations. This course is derived from the New York State Learning Standards for Languages Other than English. The course is also aligned to the national proficiency guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL).

MANDARIN CHINESE 1A

CREDIT: .33

This introductory course will begin a three-year program of study to achieve Checkpoint A of the New York State standards for the study of a world language. It will present students with the rudimentary basics of listening, reading, speaking and writing. Basic, formative grammatical concepts are introduced and practiced. Students will become familiar with differing tones and their impact on the meaning of words. Students will learn to pronounce the Chinese characters through the use of pinyin, a phonics based system using Roman alphabet letters to help pronounce Chinese characters. Students will learn to recognize, read and write Chinese Simplified Characters and be able to write a paragraph introducing themselves and families.

Prerequisite: Students will be screened as per District specifications. Generally, students must show evidence of high Math and English Language Arts scores on standardized tests. Classroom teachers will also be consulted to give a recommendation for inclusion in the program based on student interest, work ethic and integrity.

WORLD LANGUAGES – CONTINUED

MANDARIN CHINESE 1B

CREDIT: .33

This course will continue to advance instruction in Checkpoint A of the New York State standards for the study of a world language. Basic, formative grammatical concepts are further introduced and practiced. Movement is made to assist students in reading and writing Chinese. Sentence patterns are taught and vocabulary enhanced. Students will converse in mini conversations on a wide range of topics. Students will continue practicing writing in characters and be able to write a paragraph related with their daily school life.

Prerequisite: Chinese 1A

MANDARIN CHINESE 1C

CREDIT: .33

This course will complete instruction in Checkpoint A of the New York State standards for the study of a world language. Basic, formative grammatical concepts are practiced, reviewed and refined with the intent for success on the New York State Proficiency level. Vocabulary will continue to be expanded upon. Speaking skills will be emphasized and students should be able to use the language in the area such as socializing, providing and obtaining information, expressing personal feeling and persuading. Students will converse in Chinese with each other and one-on-one with the teacher. Students will be expected to write a paragraph of at least 50 Chinese characters on the topics related with their life of school, family and community. Practice in listening and reading will also be stressed.

Prerequisite: Chinese 1B

MANDARIN CHINESE LEVEL 2A

CREDIT: 1

This is the first of a two-year sequence that will progress through the second level of traditional language study. This is a sequential course that continues the teaching of Chinese beginning at the Checkpoint B of the New York State standards. The student enters the course with basic concepts of Chinese. Students build upon vocabulary, grammar and character writing. Students will begin to express themselves with some degree of fluency and fluidity in all four language skills of speaking, listening, writing, and reading.

MANDARIN CHINESE LEVEL 2B

CREDIT: 1

This is the second of a two-year sequence that progresses through the second level of traditional language study. It is available only to students who have successfully completed the Mandarin Chinese sequence of courses through Level 2A. The student enters the course with solid skills and concepts of second language learning. The student also shows advanced progression of skills particularly in the writing and speaking of Chinese. In the sequential course, Mandarin Chinese 2B, the student will continue to build vocabulary, grammar and character writing to show extended knowledge of the language to where the student is able to sustain lengthier conversations in the target language and write in Chinese with an element of fluidity and continuity. This is approached through all four areas of language learning: speaking, listening, reading, and writing. The student advances in ability of expression with an increased degree of fluency and fluidity from the Mandarin Chinese 2A course.

MANDARIN CHINESE LEVEL 3

(MVCC FL 111/112)

CREDIT: 1

Prerequisite: Chinese Level 2A & 2B

This course is an MVCC Dual credit course and focuses on the advancement of the four skills of language learning: speaking, listening, reading and writing. It is designed to increase proficiency so that students are capable of communicating with a native speaker in such areas as socializing, obtaining information and expressing personal feelings. Grammar and vocabulary are studied through a variety of activities that deal with these areas. Increased emphasis will be placed on the writing of Chinese characters to expand the student's ability to write in Chinese. Students at this level are preparing for the Checkpoint B exam in June. Successful completion of this exam will provide students with a World Language sequence thus fulfilling one of the Advance Regents Diploma requirements.

The OHM BOCES Checkpoint B exam in Chinese is approved by NYSSED as a 4+1 Pathways exam, providing students additional flexibility to meet the State's examination requirements for graduation.

WORLD LANGUAGES – CONTINUED

MANDARIN CHINESE LEVEL 4

(MVCC FL 211/212)

CREDIT: 1

This course is the final course available in our Chinese language sequence and, as such, is our most-advanced course. Like Chinese Level 3, this course provides students the opportunity to earn dual credit. The course itself will continue to address the development of language proficiency on a variety of topics and in all three modes of communication: interpretive, interpersonal and presentational. The course is derived from the World Languages standards of New York State with the intention of developing students to the Checkpoint C Intermediate-Mid Performance Indicator. It is also aligned to the World Languages Standards and Proficiency Guidelines put forth by the American Council on the Teaching of Foreign Languages (ACTFL). Students will continue to learn various aspects of contemporary Chinese society and Chinese culture and will deepen their understanding of these lessons through comparisons with their own culture.

Prerequisite: Chinese Level 3

SPANISH 1A

CREDIT: .5

Students will learn to communicate in spoken and written form on a basic level with a peer. They are introduced to grammatical structures, vocabulary pertinent to student interests and activities, geography, and culture. This is attained through simple listening exercises, conversations, role-plays, readings and short written paragraphs. New York State World Language Standards for both Communication and Culture are utilized. Students use a level one text, corresponding worksheets, and other supplemental materials.

SPANISH 1B

CREDIT: .5

Students continue to develop Interpretive, Presentational and Interpersonal Communication skills. They are introduced to further grammatical structures, vocabulary pertinent to student interests and activities, geography, and culture. This is attained through listening exercises, conversations, role-plays, readings and short written paragraphs in the Target Language. Students use a level one text second part, corresponding worksheets, and other supplemental materials. The final examination for this course is the New York State Checkpoint A Examination.

SPANISH 2

CREDIT: 1

Students continue with their communicative skills (listening, speaking, reading, and writing). More advanced grammatical structures and verbal expressions are introduced. Vocabulary is expanded to include broader situations and experiences. Students learn all tenses required for the New York State Exam at the end of Spanish 3. Students will participate daily in language development activities as well as cultural activities. They will complete writing assignments and projects in the target language.

SPANISH 3

CREDIT: 1

Students participate in daily listening, reading, speaking and writing activities to prepare for New York State Checkpoint B exam. Students will read an abridged version of an epic poem in Spanish. This course includes review of grammar and introduction of regular future, conditional, perfect tenses and review of preterite and imperfect, along with vocabulary to prepare for exam.

SPANISH 191

(MVCC SP191)

CREDIT: .5

This course is offered under a dual-enrollment program at Mohawk Valley Community College (MVCC). It is an intermediate-level class in Spanish and follows the same syllabus and requirements as the classes on the MVCC campus and may earn the student college credits which can be transferred to many colleges. There is no charge for the college credits offered with 191. Each course is a separate entity offered for one semester, 191 in the fall and 192 in the spring. This is a grammar review course, but will incorporate culture and Hispanic literature as well. *Abriendo Paso Grammar Textbook* provided. Final exam administered in January.

Offered every other year; rotates with the 201-202 sequence.

SPANISH 192

(MVCC SP192)

CREDIT: .5

This course is offered under a dual-enrollment program at Mohawk Valley Community College (MVCC). It is an intermediate-level class in Spanish follows the same syllabus and requirements as the classes on the MVCC campus and may earn the student college credits which can be transferred to many colleges. There is no charge for the college credits offered with 192. Each course is a separate entity offered for one semester, 191 in the fall and 192 in the spring. This is a grammar review course, but will incorporate culture and Hispanic literature as well. *Abriendo Paso Grammar Textbook* provided. Final exam administered in June.

Offered every other year- rotates with the 201-202 sequence.

WORLD LANGUAGES – CONTINUED

SPANISH 201
 (MVCC SP201)

CREDIT: .5

This intermediate Spanish 201 class will focus mostly on the discussion of Spanish literary texts, mostly short stories and poems. This course is offered under a dual-enrollment program at Mohawk Valley Community College (MVCC). This course follows the same syllabus and requirements as the classes on the MVCC campus and may earn the student college credits which can be transferred to many colleges. There is no charge for the college credits. Each course is a separate entity offered for one semester, 201 in the fall and 202 in the spring. They will meet every day for one block. The intermediate sequence is designed to continue the development of the student's ability to communicate in the language through the skills of listening, speaking, reading, and writing. The sequence includes a review and further study of pronunciation, grammar, and vocabulary. Materials concerned with culture, civilization, literature, contemporary issues, and everyday situations constitute the subject matter for communication. The courses will be primarily skills-based (proficiency in speaking, reading, listening and writing), with the teaching of grammar secondary and as needed to reinforce the skills. One textbook will be provided: *Abriendo Paso Lectura* (Diaz and Collins). Examination given in January.

*Offered every other year- rotates with the 191-192 sequence.
 No prerequisite requirement.*

SPANISH 202
 (MVCC SP202)

CREDIT: .5

This intermediate Spanish 202 class will focus mostly on the discussion of Spanish literary texts, mostly short stories and poems, in Spanish. This course is offered under a dual-enrollment program at Mohawk Valley Community College (MVCC). This course follows the same syllabus and requirements as the classes on the MVCC campus and may earn the student college credits which can be transferred to many colleges. There is no charge for the college credits. Each course is a separate entity offered for one semester, 201 in the fall and 202 in the spring. They will meet every day for one block. The intermediate sequence is designed to continue the development of the student's ability to communicate in the language through the skills of listening, speaking, reading, and writing. The sequence includes a review and further study of pronunciation, grammar, and vocabulary. Materials concerned with culture, civilization, literature, contemporary issues, and everyday situations constitute the subject matter for communication. The courses will be primarily skills-based (proficiency in speaking, reading, listening and writing), with the teaching of grammar secondary and as needed to reinforce the skills. Two textbooks will be provided: *Abriendo Paso Lectura* (Diaz and Collins) and *¡En Marcha!* (Diaz and Nadel). Examination given in June and Final Literature Portfolio submitted in June.

*Offered every other year- rotates with the 191-192 sequence.
 No prerequisite requirement.*

BOCES Career & Technical Education

ADVERTISING DESIGN/ MULTIMEDIA PRODUCTIONS

CREDIT: 4

Advertising Design / Multimedia Productions is a two-year course offering an overview of graphic arts fields including advertising, design, illustration, logo and symbol design, computerized graphic design, basic web page design and typography. First-year students learn design principles, advertising and marketing theories, and basic computer operations. Second-year students create independent design projects in areas including audio production, video production, digital photography and web page design. Eligible students in the Advertising Design class may receive three credits of MVCC's Graphic Illustration dual credit upon successful completion of the program and required illustrations.

ANIMAL SCIENCE

CREDIT: 4

Students in the Animal Science program study animal behavior, safe handling and restraint, anatomy and physiology, small animal care and management, health and disease, nomenclature and veterinary terminology. The lab setting for the course includes working with dogs and other small animals. Students have hands-on experiences in grooming and visit sites to view first-hand how animal science applies to a variety of careers. The Animal Science program has an articulation agreement with SUNY Cobleskill for three college credits in Small Animal Management.

AUTO BODY REPAIR

CREDIT: 4

The Auto Body Repair program provides students with an overview of all facets of this field. Topics range from small dent repair to custom painting, and incorporates automotive welding and collision repair.

AUTO BODY/AUTO TECHNOLOGY OCCUPATIONS

CREDIT: 4

Students in this NATEF-certified program learn to diagnose, service and repair many different systems in today's vehicles. Areas of study include electrical, electronic, brake, suspension and steering systems. Students also learn about computerized engine controls, engine performance, emission controls, wheel alignment and how to perform New York state vehicle inspections. Students in the Automotive Technology program may be eligible to obtain between three and six college credits from Alfred State, Fulton Montgomery Community College or SUNY Delhi through articulation agreements.

CONSERVATION

CREDIT: 4

The Conservation program is a blend of classroom instruction and outdoor hands-on learning, with the importance of a favorable work ethic stressed. Students acquire skills in forestry, fish and wildlife management, heavy equipment operation, timber harvesting, chain saw operation and maintenance, tree climbing, map and compass reading, GPS, surveying and more. In our greenhouse, students become skilled in hydroponics, aquaculture and plant propagation. Seniors in Conservation can pay a reduced fee and be eligible to receive three college credits from SUNY Morrisville in their Environmental Science (ENSC 100) course. Additionally, eligible graduates of the program may secure up to six college credits from Bryant & Stratton or SUNY Cobleskill through articulation agreements.

CONSTRUCTION TRADES

CREDIT: 4

The Construction Trades program teaches basic skills in residential construction as students gain experience in foundation work, rough framing, roofing, siding, drywall, solar panel installation and our newly expanded modules of plumbing and masonry. Students learn how to use and maintain trade tools properly and safely and receive instruction in building codes, blueprint reading and the application of trade math. A great emphasis is placed on hands-on learning through various projects on and off campus. Eligible students may receive up to six college credits through articulation agreements with Alfred State or SUNY Delhi.

COSMETOLOGY

CREDIT: 4

This program is designed to provide students with marketable skills in the field of cosmetology. Once the skills are acquired, students perform services for customers in a salon setting. With further training, experience and, upon completion of the required 1,000 hours, including a summer session and internships, students are eligible to take the NYS Appearance Enhancement license exam.

CRIMINAL JUSTICE

CREDIT: 4

The two-year Criminal Justice program covers nearly all facets of public safety. The first year includes topics such as New York state penal, vehicle and traffic laws, criminal procedure law, accident investigation and reconstruction, incident command, fire fighting, criminal investigation, police patrol tactics, forensics, ballistics, cyber security, terrorism, firearm safety and more. The second year introduces forensic science including crime scene investigation, anthropology, hair and fiber analysis, soil analysis, blood spatter analysis and practical, hands-on activities. Students in the Criminal Justice program may obtain between three and six college credits from Bryant & Stratton, MVCC, Fulton Montgomery Community College or Schenectady County Community College through articulation agreements.

CULINARY ARTS

CREDIT: 4

This program is designed for students interested in becoming commercial cooks for restaurants, hotels, hospitals or catering services. Cooking, menu planning, management skills, sanitation and safety practices, and table service are covered. Students receive practical experience preparing lunches, dinners and banquets. They also participate in a local internship. The program follows the ProStart curriculum, which is written by the National Restaurant Association. Eligible graduates of the program may secure college credits from institutions including Alfred State, Culinary Institute of America or SUNY Cobleskill through articulation agreements.

EARLY CHILDHOOD EDUCATION

CREDIT: 4

First-year Early Childhood Education students operate a laboratory nursery school under the direction of the program's teacher. The on-site nursery school gives students practical experience working with three- and four-year-old children. Second-year students gain practical experience working in two 10-week internships at a local kindergarten classroom, day-care center or special education program. Eligible graduates of the program may secure college credits from Schenectady CCC or SUNY Cobleskill through articulation agreements.

ELECTRICITY/HVAC

CREDIT: 4

Electricians install, maintain and troubleshoot electrical systems and equipment in homes, offices, institutions and industrial plants. Students learn residential, light commercial and industrial wiring through a variety of hands-on activities and projects. During the second year of the program, students also receive instruction in Heating, Ventilation and Air Conditioning (HVAC). Students in the Electricity & HVAC program may obtain between three and six college credits from SUNY Delhi, Alfred State or Fulton Montgomery Community College through articulation agreements.

EMERGING TECHNOLOGIES & CYBER SECURITY

CREDIT: 4

This two-year course teaches computer repair and basic networking fundamentals. During the first year, students will learn hardware and software installation, end user support, troubleshooting, telecommunications protocols and network support. Second-year students will learn advanced networking technologies and gain exposure to the field of information system security including issues faced by homes and businesses, the types of damage they may cause and prudent security measures to counteract them. Second-year students work with materials developed in conjunction with Utica College's Cyber Security program. Students will learn basic terminology involved in cyber security, describe various threats and identify potential technologies to combat these threats. With further training and experience, students completing this program have the opportunity to take certification exams in A+, N+ and Security+.

FOOD SERVICE OCCUPATIONS

CREDIT: 4

The Food Service program allows students to receive basic instruction in the food service industry through select course offerings. Students learn theory and receive practical experience in quantity preparation for large groups and short-order cooking.

MI-TECH

CREDIT: 4

MiTech (Modules of Integrated Technologies) is a career exploration and skills development program for 10th grade students with academic needs who are preparing to enter traditional career and technical education programs. Students will engage in real life tasks allowing them to apply knowledge and information, accrue work-based learning hours, develop skills in craftsmanship, build self-esteem, and develop good work habits and work ethic. Students will receive English 10 and algebra credit, and two career and technical education credits. Program modules may include auto body repair, automotive technology, carpentry, culinary, horticulture, small engine repair and welding. Students will also have the opportunity to visit additional CTE courses to help them identify other courses of potential interest.

MULTI-OCCUPATIONS

CREDIT: 4

Multi-Occupations is a program offering career exploration and skills development to encourage and challenge students to discover their abilities and interests. Hands-on tasks in several occupational clusters provide real work opportunities that may include shadowing and internship experiences. Classroom instruction stresses the importance of basic academic skills. Clusters focus on employability, independent living, social and safety skills to participate within the home and community.

CAREER & TECHNICAL - CONTINUED

NURSE ASSISTANT CREDIT: 4

This one-year course teaches students basic skills of personal care required for patient comfort through classroom theory and instruction in the work environment, where students spend six weeks (100 clinical hours) gaining valuable experience. Once students complete the class, they are eligible to take the written and performance test offered by the New York State Department of Health to become a Certified Nurse Assistant. Eligible graduates of the program may secure college credits from local institutions including Bryant & Stratton through articulation agreements.

OUTDOOR POWER/RECREATIONAL EQUIPMENT TECHNOLOGY CREDIT: 4

In the Outdoor Power & Recreational Equipment Technology program, students learn to repair, rebuild and tune up several basic types of engines including snow blowers, lawn mowers, rototillers, farm tractors, construction equipment, motorcycles, jet skis and snowmobiles. Students also learn metal skills, including electric arc, MIG and oxyacetylene welding. Eligible graduates of the program may secure college credits from SUNY Cobleskill through articulation agreements.

WELDING CREDIT: 4

Welding students learn to construct and repair equipment, machinery, parts and piping by fusing metal parts together. Students follow layouts, blueprints, work orders and verbal directions using oxyacetylene, MIG, or arc welding apparatus. When prepared, students can take a test required for specific welding certifications. Eligible graduates of the program may secure college credits from Alfred State or MVCC through articulation agreements.

**New Visions (Seniors Only)**

Students who participate in New Visions will earn 1 Social Studies credit (Government/Economics), 1 English credit (English 101-MVCC) and 2 elective credits after successful completion.

BUSINESS MANAGEMENT CREDIT: 4

The New Visions Business Management program offers college-bound students the opportunity to explore a variety of business professions at local establishments. Students develop competencies useful in a wide range of careers within the business field. This program also integrates English and social studies into the curriculum.

COMMUNICATIONS CREDIT: 4

The New Visions Communications program gives college-bound students the opportunity to work in a variety of communications settings, including public relations, marketing, journalism, television and radio. This program is designed to integrate English and social studies into the curriculum through a variety of learning experiences.

EDUCATION CREDIT: 4

The New Visions Education program provides college-bound students the opportunity to explore many aspects of education in the elementary, middle, and high school settings. This program is designed to integrate English and social studies through a variety of learning experiences.

ENGINEERING TECHNOLOGY CREDIT: 4

Engineering Technology is an innovative program that gives college-bound seniors an in-depth look at different areas of engineering as they work with professionals in the field. This program is designed to integrate English and social studies into the curriculum through a variety of learning experiences.

HEALTH PROFESSIONS CREDIT: 4

The New Visions Health Professions program is open to seniors who plan to enroll in college to study a health-related field. Students in the program explore a variety of health occupations on site at Faxon-St. Luke's Healthcare, as well as other health facilities. Students develop competencies useful in a wide range of careers within the health field; English and social studies are also integrated into the curriculum.

NEW VISIONS – CONTINUED

LEGAL PROFESSIONS

CREDIT: 4

The New Visions Legal Professions program provides an opportunity to explore a variety of legal professions at offices located in Oneida County. This program is designed to integrate English and social studies into the curriculum, as well as introducing students to law in private and public offices, city courts and family courts.

VETERINARY SCIENCE

CREDIT: 4

This is a one-year program for college-bound seniors and offers an opportunity to explore the various aspects of veterinary science and internships. General areas of instruction include animal behavior, animal handling and restraint, species and breed identification, animal anatomy and physiology, basic lab techniques, animal care, animal welfare, animal health and disease. High School Regents Living Environment (Biology) and Chemistry are highly recommended prerequisites for this course.

Waterville Clubs and Activities**ACADEMIC UNION (YEARBOOK)**

The Academic Union is a school club that creates the yearbook for the current school year. The Academic Union currently has 12 members, but involves the entire student body. Students in Academic Union learn many skills such as time management, prioritizing, reliability, and the responsibility of following through on tasks when others are depending on you. Students learn about photography, photoshopping, page layouts, yearbook themes, design ideas – putting together a yearbook from start to finish is full of tasks that get the creative juices flowing. It's very rewarding for students to have the physical proof to show for all of that hard work they put in over the course of the year. When anyone first starts a project, it's easy to get lost in all of the details. But being able to look back at the end and see your creation is a great feeling that gives students a strong sense of pride.

Members also learn how to manage the book financially as well. Students are required to fundraise to lower the price of the overall yearbook for other students. They do this by selling ads to local businesses and by selling senior sweatshirts. The yearbook has met its first deadline this December by assembling the Senior pages filled with pictures, Senior quotes, and faculty. We will continue to capture the memories and events as they take place throughout the school year.

ART CLUB

Art club encourages and promotes the exploration of all forms of art, exposure to new media, and encourages a positive attitude towards experimenting, and exploring creative material. We will discuss the exposure of modern art and careers while encouraging the experimentation of new techniques outside of their perspective media classrooms. Suggestions for new media inclusion within the arts department will be taken and incorporated during club meetings. All students grades 9-12 are welcome to attend!

COLOR GUARD

Color Guard performs choreographed dances and routines with various equipment including flags. They perform in conjunction with the marching band. Color Guard is open to students in grades 7-12. Rehearsals begin in and around March. Students are expected to perform in the Dolgeville, Sherburne, and Waterville Parades.



WATERVILLE CLUBS AND ACTIVITIES – CONTINUED

DRAMA CLUB

Drama Club is an extracurricular activity that is open to all students in grades 9 through 12. The objective of Drama Club is to help its members learn more about aspects of theater. This learning includes stage terminology, acting skills, set/prop building, costumes, hair/make-up design, as well as team building, responsibility, confidence and self-expression. Drama club begins in late June with sign-ups for the Fall show.

DRUMLINE

Drumline is a section of percussion instruments played while moving. This ensemble generally performs alongside the marching band. Students are expected to perform in the Dolgeville, Sherburne, and Waterville Parades. Band students in 7-12 grade are able to participate.

FUTURE FARMERS OF AMERICA (FFA)

FFA is the **intracurricular leadership component of Agriculture Education**. Senior high students must be enrolled in a class taught by the Agricultural Science Teacher in order to join FFA. (All ag students are “rostered” through NYS/ National FFA and may join by signing up locally at any time during the year.) All Waterville Junior High students are eligible to participate in FFA. FFA prepares members for premier leadership, personal growth and career success through agricultural education.

INTERNATIONAL CLUB

The International Club aims to promote global cultural awareness among our student body. We achieve this through the exploration and celebration of various cultural holidays and events; watching International movies; taking trips to local events such as International Art Exhibits in Utica; International or Cultural Series events at MVCC; visiting International restaurants and more! We have made informational posters to hang around the building to help inform students of how they can be more culturally aware, and hosted International trivia in the past. Our goal is to continue growing and we hope to expand to a study abroad program in the future.

Prerequisite: Must be in band to participate unless homeschooled.

JAZZ BAND

(September-July) High School Jazz Band and Jr. High Jazz bands each meet once weekly for an hour and a half to work on music of the jazz, rock, funk genre. They are then expected to perform at the 3 school concerts and the Sherburne Pageant of Bands in June.

Prerequisite: Must be in band to participate unless homeschooled.

MARCHING BAND

Marching Band is a mixture of students from 7 - 12th grade for students who are currently enrolled in band. The group is active from January until July. We rehearse January until May once a week, for an hour and a half, with possible weekend rehearsals in May. Students are expected to perform in the Dolgeville, Sherburne, and Waterville Parades.

Prerequisite: Must be in band to participate unless homeschooled.

MEN'S ENSEMBLE

This group is open to all male students in grades 9-12. This men's choir rehearses after school one day per week. No credit is given for participation in this ensemble. Men's Ensemble performs at all High School Concerts. Repertoire includes, but is not limited to: musical theatre, folk songs, madrigals, spirituals, pop, rock, and jazz standards.

MEDIA PRODUCTION & JOURNALISM

The Media Production & Journalism Club is responsible for the production of the Waterville Jr./Sr. High Eagle Eye, the school's digital news magazine. Members attend weekly meetings to decide issue contents and stay abreast of publication needs. Students interested in design, writing, photography, videography, and editing will have that opportunity, but it is not necessary. Since the success of the Eagle Eye depends on school-wide student participation, members will also assist with advertising and promotion.

MUSICAL PRODUCTION

The Musical Production rehearses from December through March with auditions held in November. This is an auditioned ensemble and rehearsals are after school, on weekends, and during vacations. (Note: not every member needs to attend every rehearsal). There are various opportunities available both onstage and behind the scenes.

Prerequisite course: Mixed Chorus

WATERVILLE CLUBS AND ACTIVITIES – CONTINUED

NATIONAL HONOR SOCIETY

(GRADES 10, 11, 12)

Members of the high school chapter of the National Honor Society work to embody the pillars of scholarship, service, leadership, character, and citizenship through community-based and civically engaged events. Students work to become better members of and contributors to our local community through completing individual service missions and working collaboratively on group projects. The organization emphasizes character-building and scholarship of its members, and the secondary student body, through its efforts. Students must be academically eligible according to the bylaws to apply for membership

NATIONAL JUNIOR HONOR SOCIETY

(GRADES 7, 8, 9)

Students must be academically eligible according to the bylaws to apply for membership. Applications are then given to the Waterville National Honor Society Faculty Council, who reviews them based on the five pillars of the Honor Society, and the members are then chosen. The goal of this organization is to create enthusiasm to do well in school, to promote volunteer work and leadership, to develop character, and encourage good citizenship in the students of Waterville Jr/Sr High School.

OUTDOORS CLUB

The Outdoors Club offers opportunities for WCS students to enjoy activities in a safe nonjudgmental environment. It promotes well-being and challenges both the physical and mental. Anyone in 8th grade through 12th grade can participate in the club and events. Some trips are limited to high school students only, such as overnight trips or trips with age limits (i.e. whitewater rafting). Members recommend the events we do and help decide which trips to participate in. Members have the opportunity to fundraise and make money for trips and events. Members may receive discounts for trips based on attendance and participation. Members always have the opportunity to participate in an event over nonmembers. Clubs like the Outdoors Club provide opportunities for members to participate in activities that can offer challenges to both the physical and mental abilities of students. Meeting these challenges and successfully achieving goals can promote a better sense of being. Whether climbing a high peak, or completing a high ropes course, going to the ocean for the first time, playing a game with friends while camping, all these promote a better self. Participating in events with others of various backgrounds and working with others help us grow socially and emotionally.

PERCUSSION ENSEMBLE

This ensemble strives to develop both the musical skills of percussionists and non-percussionists through emphasis on music reading, listening to others to build ensemble skills, maintaining strong inner rhythm, and exploring multiple techniques. The ensemble's emphasis is on the process of making music in an ensemble situation and building the personal and group dynamics needed in this musical group. Applying student's current skills and having fun with percussion is the goal. Requirements: Students must be 7-12th graders and perform at the High School Winter Concert and High School Spring Concert. Rehearsals are twice a week after school.

GSA

The purpose of the GSA is to celebrate and promote diversity throughout the Waterville Jr/Sr High School campus in students, faculty, staff, and community members. We will act as both a personal and social support for individuals within the Waterville school community who may be dealing with and/or struggling with gender and sexuality issues. In addition, we hope to unite the community through education, create a dialogue that promotes human rights, and encourage an appreciation and celebration of diversity.

Last year we had over 20 members and met bi-weekly. Events included the participation in The Day of Silence, and guest speakers from the QCenter during club meetings. We plan to hold more educational events and host holiday gatherings for all to feel welcome.

PRIZE SPEAKING

Prize Speaking is an extracurricular activity open to all high school students. Waterville hosts the oldest high school Prize Speaking event in the country. Students are required to memorize dramatic and comedic monologues or speeches and poems for presentation at an event held every November. Students compete for prize monies donated by the Waterville Rotary. Students gain important skills in memorization and presentation. This is a great way to build confidence and develop important life skills.

SKI CLUB

Students will learn to ski or snowboard during the six times the club meets throughout the winter. Students do not need to own any equipment as it can be rented at the mountain. Anyone that has outdoor cold weather clothing and is willing to learn something that lasts a lifetime is welcome!

STUDENT COUNCIL

The Waterville JSHS Student Council objective is to promote school-wide student activities that generate interest and spirit within the school. These activities will allow Student Council members to foster democratic values, interact with the instructional staff and administration, and provide opportunities for self-government and the management of their school. The Student Council consists of students who are elected/selected as representatives for grades 7-12.

Waterville JSHS may request a project for consideration by the Student Council by presenting their request for their project, in writing, to any Student Council member. Project requests will be assessed by the faculty and administration to ensure the undertakings of the project are worthwhile.

SWING CHOIR

Swing Choir meets once a week for approximately two hours. Audition is required, and will occur the first Saturday of the school year. Swing Choir members are required to wear specified concert dress materials. This ensemble performs at all High School concerts as well as numerous concerts in the community.

Prerequisite course: Mixed Chorus

WOMEN'S ENSEMBLE

This group is open to all female students in grades 9-12. This Women's choir rehearses after school one day per week. No credit is given for participation in this ensemble. Women's Ensemble performs at all High School Concerts. Repertoire includes, but is not limited to: musical theatre, folk songs, madrigals, spirituals, pop, rock, and jazz standards.

