

COPENHAGEN CENTRAL SCHOOL

Golden Knights



2021-2022 Course Catalog

Copenhagen Central School
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SCHOOL LOCATION AND DESCRIPTION

Copenhagen Central School is located within Lewis County, New York, a small rural, agricultural community of approximately 850 population. The village is located on Route 12, 15 miles southeast of Watertown and 13 miles northwest of Lowville. The closest, larger urban center is Syracuse, located 90 miles to the southwest.

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FORWARD

This booklet is provided for students and parents as a guide to educational planning. It should be read carefully as the choices available each year are considered. To make the most of the opportunities available at Copenhagen Central School, a student must plan thoughtfully.

The most important person in this decision-making process is the student. The most important quality he/she brings to the task of making choices is an honest self-appraisal.

We are here to clearly explain the requirements for any course and to help students evaluate their own interests and abilities as they plan for the present and the future. The ultimate responsibility for choice; however, rests with individual students and their parents. All should seek as much information as they need while making their plans. The school counselor and teachers are available to provide many types of assistance and advice.

We hope that each person will find this booklet a helpful guide to educational experiences, which will someday yield a successful life. All students should use this booklet to plan their future. Participation by the students in this process shows their acceptance of their role as responsible citizens of our school.

Parents are strongly urged to assist students in their educational planning. As required, they should also encourage students to develop and maintain effective study habits, a steady effort, and regular school attendance.

Students are required to maintain a program of at least six academic units plus physical education each semester. Students are assigned to study halls when not in class or lunch.

EDUCATIONAL PHILOSOPHY

- A. Our school system is dedicated to providing an education, which will help our students function effectively as independent individuals in a democratic society.
- B. Those involved in the educational process shall work cooperatively to evaluate our program and to determine its relationship to our aims and objectives in order to maintain the highest standards.
- C. By working together, we shall discover better methods of achieving these objectives.

GOALS AND OBJECTIVES OF Copenhagen Central School

- 1. To provide all students with the best possible climate in which to develop their full potential of mental, physical, moral, emotional and social growth, so that they can function as effectively as possible as active and informed members of our society and to aid in the growth of character.
- 2. To educate students to the best of our abilities and with resources to prepare them as fully as possible in order that they may become intelligent, self-sufficient citizens.
- 3. To develop basic skills of reading, writing, and arithmetic, and to develop respect for critical and independent thoughts.
- 4. To instill a desire for lifelong learning.
- 5. To assist students in the acquisition of skill and knowledge needed for education beyond high school and for employment.
- 6. To develop an awareness of the uniqueness and personal worth and dignity of each individual and to develop and foster respect for each individual.
- 7. To develop a sense of the physical environment of mankind and the impact of the future on this environment.
- 8. To develop an understanding of the inter-relationship and inter-dependence of nations and nationalities.
- 9. To understand the impact of cultural heritage and various means of artistic expression.

Copenhagen Central School

Types of Diplomas

Diplomas	Descriptions
Regents Diploma with Advanced Designation	Students must score 65% on all 8 Regents Exams required and earn 22 units of credit. (English, Global History, US History, Integrated Algebra, Geometry, Algebra 2, Living Environment or Earth Science, & Spanish (excluded if student replaced Foreign Language with vocational or art concentration.)
Regents Diploma	Students must score 65% on all five Regents Exams (English, Global History, US History, Integrated Algebra, and Living Environment) and earn 22 units of credit.
Local Diploma	Students with disabilities, or ELL, may score 55% or higher on 5 Regents exams.
Additional Graduation Recognitions	
Honors	An average of 90.0 overall on all Regents Exams. No rounding up permitted.
Mastery in Math	The student must complete all course and exam requirements for the Advanced Regents diploma and score 85 or higher on each of the three (3) required Math Regents exams: Integrated Algebra, Geometry, and Algebra 2.
Mastery in Science	The student must complete all course and exam requirements for the Advanced Regents diploma and score 85 or higher on any three (3) Science Regents exams.
Career Technical Endorsement	Available to students who satisfy local or Regents diploma requirements and successfully complete a State Education Department approved Career/Technical Education Program.
Career Development and Occupational Studies (CDOS) Commencement Credential	Career and Technical education credits <u>and</u> work-based learning hours. This may serve as: 1) supplement a diploma, or 2) act as exiting credential for students unable to earn a High School Diploma.
Seal of Bilingual	Students who demonstrate proficiency in English and a second language via an application process and project.

REQUIREMENTS FOR GRADUATION

Regents Diploma***		Regents Diploma With Advanced Designation	
Required Courses	Credits	Required Courses	Credits
English	4	English	4
Social Studies	4	Social Studies	4
Math	3	Math	3
Science	3	Science	3
Foreign Language	*1	Foreign Language	**3
Fine Arts	1	Fine Arts	1
Health	½	Health	½
CFM	½	CFM	½
Physical Education	2	Physical Education	2
Electives	3	Electives	1
TOTAL	22	TOTAL	22
Required Regents Exams*** Passing Score of 65% or Higher		Required Regents Exams Passing Score of 65% or Higher	
English Language Arts		English Language Arts	
Integrated Algebra		Integrated Algebra, Geometry, and Algebra 2	
History		Global History	
Science		U.S. History	
+ Plus 1 Math, Science, History or other Pathway		Two Sciences	
		Foreign Language	

* Students are required to have passed one unit of study in a foreign language by the end of their freshman year.

** Students acquiring five units in Art or Vocational Education will need to pass one unit of foreign language, and may be exempt from passing the additional two units of foreign language.

*** Local Diploma is an option only for students with disabilities. Students must score at least a 55 on each Regents exam. All course requirements are the same as for the Regents Diploma.

+ 4+1 Multiple Pathways require English Regents, 1 Math Regents, 1 Science Regents, 1 Social Studies Regents PLUS one of the following:

- A second Social Studies Regents (Humanities)
- A second Science Regents or Math Regents (STEM)
- Completion of State-approved CTE program and assessment (CTE)
- Completion of an Arts sequence and State-approved Arts assessment (ARTS)
- Completion of a foreign language sequence and State-approved foreign language assessment (Bi-Literacy)

COUNSELING CENTER

The Copenhagen Central School Counseling Program strives to meet the needs of our students by providing information, support, and assistance in a warm and caring environment. The school-counseling program is designed to enable students to benefit from the educational program to implement career plans and to assist in their personal and social development. In all three areas, counselors provide information and direction for decision making by the student.

All high school students are required by the State Education Department to be provided an annual review. This is a conference with the counselor to review student progress toward meeting graduation requirements. At this meeting, students will be given a course selection sheet to be taken home for parent approval.

Service includes:

- ★ Selection of school programs and choice of subjects;
- ★ Monitoring of graduation requirements;
- ★ Career exploration and future planning;
- ★ College search, admissions, information and financial aid;
- ★ Brief personal counseling for students, with referral to appropriate agencies when necessary;
- ★ Development of organizational, goal-setting, and decision – making skills;
- ★ Registering for Distance Learning Courses;
- ★ Transcripts, grades, and schedules;
- ★ Providing scholarship information and applications;
- ★ College entrance tests such as SAT/ACT;
- ★ Monitoring academic and social student progress;
- ★ Working with teachers to ensure success through academic support and interventions;
- ★ Communicating with parents regarding student growth and achievement;

The following resources are available:

- ★ Full-time school counselor (grades 6-12) and a full-time guidance assistant;
- ★ A large variety of college catalogs, videos, and applications;
- ★ Several comprehensive publications on colleges, financial aid, and scholarships;
- ★ Student Edge information;
- ★ Internet access and the Naviance program;
- ★ Information on area service agencies and programs;
- ★ Military and workforce materials.

Students and parents are welcomed and encouraged to utilize our guidance services throughout the middle and high school years. Your counseling staff stands

ready to answer questions you and your student may have about any phase of the academic programming, and what might be needed to achieve educational and career goals. The telephone numbers for the counseling offices are as follows:

Mrs. Brigitte Gillette, School Counselor 6-12 – 315.688.2573

Mr. Eric Carden, School Counselor PreK-8 - 315.688.4411

Mrs. Sara Garrison, Guidance Office Secretary 6-12 – 315.688.2573

POLICIES

**** Elective courses are offered contingent on the number of student requests. ****

Schedule Changes

Every effort is made to schedule students in the spring for the following year. If changes do have to be made, they are done according to the following guidelines.

Schedules may be adjusted if any of the following conditions exist:

1. Incomplete schedule;
2. Duplication of courses;
3. Seniors who lack a required course for graduation;
4. Lack a prerequisite or approval for a scheduled course;
5. Completion of the course. (This may have happened through summer school attendance.);
6. Re-enrollment in a course in which the student received a failing grade or no credit;
7. Students are expected to take a minimum of 6 courses plus Physical Education during the year.

Schedules will not be adjusted for the following conditions:

1. Preference for a different period or semester (Ex. Most people pass economics whether they take it first semester or second semester);
2. Preference for a different lunch period;
3. Preference to be with friends in classes;
4. Change of mind about taking the course.

All students must attend the classes on their current schedule until the change sheet has been signed by the principal, the counselor, the parent, and the classes are rescheduled. Attendance records will be forwarded to the new class. Students who have incomplete schedules should report to the Counseling Center.

Dropping/Adding a Course

A student wishing to drop or add a course should speak to the classroom teacher about the situation before conferring with the School Counselor.

No schedule changes will be accepted after 15 days of school in the first semester for first semester and full year courses; and 15 days in the second semester for courses that begin in the second semester, unless there is an extenuating circumstance.

A parent conference must be held for any student in grades 6-12 that wishes to drop any course after the 15th day. The conference will include the teacher, principal, counselor, parent, and student.

After one-half of the course has lapsed and the course is dropped, the student will earn a failing grade of 50% for the course.

Students may not drop a course that is required to graduate. A full year course may not be entered late for one-half credit.

Grading Policy

The passing mark is 65%. There are four ten-week marking periods in the school year. The final average consists of the four ten-week averages and the final test. The final average consists 1/5 of each mark. EXCEPTION: semester courses – two ten-week averages and final tests.

A student will not receive a mark less than 50% in the first, second or third quarter marking period of a full-year or half-year course. The mark recorded for the final or fourth quarter and the final test is to be whatever the student actually earns. Incompletes may be given, but all marks for the end of the marking period must be completed within two weeks after the end of that marking period.

Final Examinations

Final exams are given in June for yearlong courses. Schedules for exams including Regents and Regents Competency exams are published in advance of the exam period.

Regents Exam Re-Takes

Students are eligible to re-take any Regents Exam for a higher score when deemed eligible by that subjects department. To be eligible, a student must demonstrate exam review by completing practice exams.

Summer School

Students who fail to achieve a 65% in a course should attend summer school. The grading policy for summer school courses is as follows:

The final average of the summer school course will replace the two lowest quarter averages given from Copenhagen Central. This combined with the higher of the two final exams (from summer school or Copenhagen), will be used to calculate a new final average.

Honor Roll

To qualify for the Honor Roll, the following requirements are to be met at the end of each marking period:

1. A student whose quarter average is 94.5% or above obtains High Honor Roll.
2. A student whose quarter average is 89.5% or above obtains Honor Roll status.
3. A student whose quarter average is 84.5% or above obtains Merit Roll status.

College Program Offerings

Copenhagen Central School, in conjunction with Jefferson Community College, offers a number of college level courses through distance learning and through classes taught by Copenhagen Central School teachers. Qualified students can earn college credits, allowing them to participate in college level course work while still in high school. The district is especially proud to provide this opportunity. The following college credit courses are often available to students: Macroeconomics, Introduction to American Government, Introduction to Psychology, Introduction to Sociology, Pre-Calculus, Calculus, Spanish, AP Biology, Painting, Drawing, American Sign Language (ASL).

Distance Learning

A student who takes courses at JCC to replace a high school credit (i.e. Macroeconomics replaces CCS Economics) must have those courses pre-approved by the Copenhagen Central School principal. The course will count as a high school credit and the grade will be included in the student's GPA. The course will appear on the student's high school transcript as a college credit as well. If a student receives a grade lower than a C, that class will not be recorded on the

student's transcript. The chart that follows will be used to transpose letter grades from JCC to number grades for CCS is as follows:

Letter Grade	Number Grade
A	100
B	86
C	76
D	67
F	Below 65

Honor Diploma

The words "With Honor" may be added to the Regents endorsement of a local diploma or a Regents with Advanced Designation diploma if a student has earned an average of at least 90 in the examinations indicated:

1. The Regents examination in comprehensive English.
2. The Regents examination in Global Studies.
3. The Regents examination in United States History and Government.
4. The Regents examination(s) that must be passed to complete the major sequence requirements.

Only the Regents examinations indicated above are to be included when determining if a pupil has met the requirements for the "With Honors" Regents endorsement. Any additional Regents examinations that a pupil may have taken are not included when computing the pupil's Regents examination average. **The Regents examinations taken**

for the required courses in mathematics, foreign language, and science are to be included only when a pupil is also using those courses to satisfy the major requirements.

Averages below 90% may not be rounded up to 90%. An example for a student who completed the major sequence requirements in the areas of mathematics and science follows:

1. Comprehensive English	92%
2. Global History & Geography	91%
3. US History & Government	87%
4. Major Sequence Courses	
✓ Integrated Algebra	89%
✓ Geometry	91%
✓ Algebra 2	89%
✓ Earth Science	92%
✓ Living Environment	<u>89%</u>
TOTAL	720 Average (720 divided by 8) = 90%

Student Records

Students may consult with an administrator or counselor at any time concerning the contents of their school records.

Transcripts

Transcripts are the high school academic record. It includes courses taken, final grades, Regents scores, overall GPA, and class rank. Transcripts showing courses taken and credit awarded may be obtained from the Counseling Office. All transcript requests must be in writing.

Howard G. Sackett Technical Center

A number of vocational programs are offered at the HGSTC located in Glenfield. Students enrolled in these courses attend Copenhagen for half a day and travel to the vocational center for the remainder of the day. Credit is awarded toward high school graduation and vocational certificates can be earned. Bus transportation is provided by Copenhagen Central School, and students are expected to ride the bus. Integrated course credit may be earned in science or math as determined by parent, CSE, school counselor and administration. Various programs may also offer the opportunity to earn college credit through the EDGE concurrent enrollment program. (Course offerings begin on page 35.)



COLLEGE ENTRANCE EXAMS

Many colleges require the submission of scores from a college admissions exam as part of their admissions process. There are two College Board exams produced by different non-profit testing corporations (SAT & ACT). Most colleges will accept scores from either SAT or ACT for admission purposes. Each college's individual catalog states admission requirements. Each year's testing schedule is listed in the counseling and parent newsletters. The testing schedule and registration materials are available in the high school counseling office throughout each school year. Both the SAT & ACT may be taken more than once. It is recommended that students first take these examinations in the spring of their junior year.

SAT I (Scholastic Aptitude Test) is a test that measures Critical Reading, Mathematical, and Writing aptitudes developed during a student's years of education. These aptitudes are related to how well you may be able to do academically in college.

ACT (American College Test) is a test that measures skills and abilities that are highly related to success in college. The ACT measures the knowledge, understanding, and skills acquired through a student's years of education in Reasoning, Science, Math, English, and Reading.

SAT II (Subject Tests) Each SAT II measures knowledge and skills in a particular subject and a student's ability to apply that knowledge. Highly competitive colleges require certain tests for admissions and certain colleges use these scores for placement purposes. Colleges list the required tests in their catalogs. It is best to take this type of test soon after completing the highest level course taken in the subject being tested. Typically, if these tests are required, students would take three subject tests at one sitting. Each subject test is one hour in length.

PSAT/NMSQT (Practice SAT)

This test is given in the fall of the junior year. The scores are used for competition for National Merit Scholarships. Students hoping to attend college take this exam for the following reasons:

1. To gain experience in taking a test similar to the SAT College Board exam.
2. To be able to predict your SAT College Board scores from your PSAT/NMSQT.
3. To see how you compare with other college-bound juniors.

4. To help estimate your chances of being admitted to and succeeding in the college of your choice.
5. To compete for scholarships.

Pre-ACT (Practice ACT)

This test is given in the fall of the sophomore year. All students will take this for the following reasons:

1. To gain experience in taking a test similar to the ACT College Board exam.
2. To be able to predict your ACT College Board scores from your ACT PlanAspire.



ART

Studio in Art

This is an introductory course for the beginning art student. Emphasis is placed on the development of various skills and techniques in numerous media including drawing, painting, sculpture, printmaking, figure studies, clay, and art history.

Grades: 9-12

1 unit

Prerequisite: Interest in Art

1 year

Advanced Studio Art

Advanced Studio Art is a course designed for the experienced art student. It is intended that the student will explore art through the research and experimentation of various media. Students are required to keep a sketchbook. This class is only used when other classes are not an option

Grades: 10-12

1 unit

Prerequisite: Studio in Art

1 year

Independent Art

This course is designed for the independent, experienced student. It is important for students to be self-motivated in order to be successful. The student will explore various media depending on interests. This class is only used when other classes are not an option for the student. Students need permission from instructor.

Grades: 11-12

1 or 1/2 unit

Prerequisite: Studio in Art/Advanced Studio Art

1 semester or year

Permission of instructor

Digital Photography

The Digital Photography class is designed to help students take better quality photographs and to help them learn to use the digital camera, both simple and SLR digital cameras. Students will learn better shooting procedures, how to use studio lighting, how to use Photoshop, and how to critique photos. A list of student assignments will be given over the summer to help students better prepare for the class in the fall. It is strongly suggested that students try to get access to their own digital camera for class use. This class is offered every other year and will be offered during the 2016-2017 school year.

Grades: 10-12

1/2 unit

Prerequisite: Studio in Art or

1 year

Intro. To Engineering (Intro To Engineering really isn't a prerequisite. I often let students take photo if they didn't take Studio Art, but not sure if I wanted listed like that).

Graphic Design I

The course explores visual communication. Students will work on projects with an emphasis on advertisements, illustrations, and the commercial use of art. Students will concentrate on basic design, some drawing, and work on the computer using Adobe Photoshop. Graphic Design I is primarily focused on 2D Design.

Grades: 11-12

1/2 unit

Prerequisite: Studio in Art

1 semester

Graphic Design II

This is a continuation of Design I with more emphasis on 3D Design. We explore interior design, fashion design, furniture design, as well as other forms of 3D Design.

Grades: 11 - 12

1/2 unit

Prerequisite: Design I

1 semester

Ceramics

This course is designed for students who wish to work in clay. Emphasis will be placed on hand building, coil, slab, and pinch form construction. Students will experience the use of the pottery wheel and numerous glazing techniques. This class is offered every other year and will be offered during the 2016-2017 school year.

Grades: 11 – 12

1/2 unit

Prerequisite: Studio in Art

1 semester

AP Studio Art: Drawing -This class is offered to students who wish to receive College Credit through a high school art class. Students are required by the College Board to send in 5 original pieces of art in May that they will score along with 12-15 pieces of a concentrated study. Many students take this class as opposed to the JCC offerings as they allow for more creativity and independence on the part of the artist.



BUSINESS EDUCATION

Career & Financial Management

Career & Financial Management is a full year course. It is designed to help all students prepare for challenges related to choosing a direction for their future.

Throughout this course, students will be exposed to self-assessment, career exploration, ethical issues, developing an individual career plan, and the development of professional and personal life skills.

Students will be provided with opportunities to create resumes, cover letters, prepare for job interviews, design a money budget, and explore banking and insurance services as well as develop a better understanding of taxes and social security associated with payroll and his/her paycheck.

Additional topics relate to setting up a household and successful career management which includes ways to deal with changes in career, coping with job loss, balancing work and career and preparing for retirement.

Technology is utilized whenever possible for conducting searches and preparing documents.

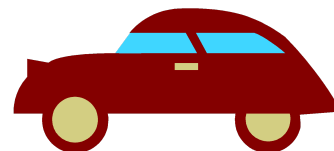
Grade: 10

Prerequisite: None

1/2 unit

1 year

Requirement for credit: A student must complete the course to the satisfaction of the instructor with a passing average.



DRIVER EDUCATION

This course offers instruction in both the theory and practice of driving. This is a half-year course with three class periods per six-day cycle and three periods for road training each cycle. The classroom instruction includes specialized safety instruction, the basic knowledge and information necessary for exercising good driving judgment, and also includes demonstrations and visual aides.

The road training is actual driving practice in a dual-control car. Groups of four students are assigned for each driving period and take turns in observing and driving.

Upon successful completion of the course, the State Department of Motor Vehicles issues a blue card. The blue card is not a license but when presented to the Department of Motor Vehicles office will enable a junior operator license to be validated to permit the seventeen year old to drive at night.

Grades:	10-12	1/2 unit
Prerequisite:	*Must be 16 years of age by Sept. 15, for fall semester and by Feb. 2 for spring semester.	1 semester

*Because some seniors do not become sixteen until late in their junior year, they have the first opportunity for a place in the class. This class is limited due to the fact that only four students can use the Driver Education car at one time. Preference is given by birth date.



ENGLISH

English 9

English 9 is a survey course designed to prepare the students for life skills in reading, writing, and communicating. We focus on writing and reading for information and understanding, and writing and reading for literacy and critical

analysis. English 9 will include a variety of writing experiences in various rhetorical modes and a survey of literature that focus on identity, as the students explore, reflect, and start to create their own identity alongside the literature that is read. The curriculum offers a variety of reading experiences through short stories, novels, plays, poetry, and non-fiction selections. Students will also complete a research paper, and oral presentations are to be expected. Students refine their computer skills through word processing, researching, and developing presentations using the computer.

Grade: 9 & 10

1 unit

Prerequisite: Previous year English

1 year

ENGLISH 10

English 10 is a survey course that focuses on reading, writing, and communicating. It will include a variety of writing experiences that include writing for information, writing for literary and critical analysis and writing creatively. This course uses various non-fiction and fiction reading genres that include short stories, novels, plays, poetry, and essay selections to develop deeper connections and insights. Students will also complete several research papers which include argumentative and inquiry-based research. Students are also expected to critique and analyze how an author developed a work using literary elements. Students also practice speaking and presentation skills through individual presentations. Students have a comprehensive final that mirrors the NYS Common Core exam as their final.

English 11

The emphasis in English 11 is on writing and reading for information and understanding and writing and reading for literary response and critical analysis. Students also practice speaking skills through individual and group presentations. The curriculum offers a variety of reading experiences through short stories, novels, plays, poetry, and non-fiction selections. Additionally, students are expected to critique and analyze how an author developed a work using literary elements. Students will also complete several research papers which include argumentative and inquiry-based research. Students will be given the NY State Common Core exam as their final.

Grade: 11

1 unit

Prerequisite: English 10

1 year

English 12

English 12 - College prep is a continuation of the English 11 course for students who intend to attend college or university. The course includes a unit to help prepare students as they complete college applications and essays, resumes, and cover letters. The emphasis in reading and writing is on critical analysis and the development of critical thinking skills. Opportunities are given for group interaction and problem solving. There will be monthly presentations that focus on life skills to help prepare students for independent living after graduation. Students will complete research, write a paper, and be required to present a Capstone project to a panel of local persons in order to graduate, which will aid them in future interviews or other future public speaking opportunities. Students refine their computer skills through word processing, researching, and developing presentations using the computer.

Grade: 12

1 unit

Prerequisite: English 11

1 year

English 12 Technical Writing

Seniors focus on technical communication skills (both oral and written) essential for the workforce. The course also examines different types of colleges (two-year, four-year, and trade schools) while working on technical writing associated with the process: resumes, job applications, and cover letters. Students also prepare for Workforce 2020, a local job fair. A variety of relevant life topics will also be covered, researched, and discussed in this new course so that each student can fully understand things that they will face daily as adults. Technical writing includes researching and analyzing work related topics, preparing and presenting speeches, and creating and designing work related documents such as brochures, estimates, technical spec sheets, and advertisements. There will be a mandatory capstone project at the end of the year which encompass all the skills.

Grade: 12

Prerequisite: English 11

Public Speaking

This class is an introduction to communication skills with emphasis on informative, demonstrative, and persuasive speeches. There will be many activities which will provide the opportunity to prepare and present various types of speeches. Students will also be required to research and use MLA documentation.

Grades: 11-12
Prerequisite: English 9 & 10

1/2 unit
1 semester

Historical Literature

The goal of this elective is to combine the best of our English Language Arts program, with the best of our History program to develop a course that will help students expand advanced skills in both areas. The goal of the class will be to access the wealth of literature that exists that focuses on important historical topics. The class affords the opportunity to examine a written work for its literary value, as well as placing it in the appropriate historical context. Students will have the opportunity to read and discuss important works of historical fiction that they would not have otherwise been exposed to. Many of these novels are used at the college level, and one of the major aims of the class is to provide students with experiences that will prepare them for the level of work they might experience in college. This is an upper level course which will require strong independent work ethic.

Grades: 11-12
Prerequisite: English 9 & 10
Global History

1/2 unit
1 semester

SAT/ACT Prep Class

The SAT/ACT Prep class will give students the opportunity to build vocabulary and to learn skills to better use context clues as they read. Students will work to improve their reading skills by identifying main ideas and details in paragraphs. Practice will also be given in on-demand writing tasks to help students quickly develop their ideas and express them with clarity, an economy of language and insight. Students will also do practice tests and analyze their own strengths and weaknesses. The goal is to better prepare students for college readiness, as well as improve scores on college entrance tests.

Grades: 10 & 11

1/2 unit
Spring semester

AP English Literature and Composition

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they

read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. There will be a mandatory capstone project at the end of the year which encompass all the skills. There will be a national exam in May and if students score high enough, they can earn college credit.

Grades: 12
Prerequisite: English III

1 unit
1 year

Video and Multimedia Production

This class will demonstrate the art of communication in the media world. Students will learn how to storyboard, break down a movie into its finer technical components and apply those techniques to footage. It will cover basic video production and communication. Students will gain a more in-depth understanding of video production and the business of video production. Technical and aesthetic aspects of scripting, some camera work, and post production editing will be covered.

Prerequisite: English 9 & 10 1 semester—not necessary to take Public Speaking first but it helps

Credit: ½ unit

FOREIGN LANGUAGE

Spanish 1

Spanish 1 is an introductory course designed for students with little or no previous study of Spanish. Some students in class might have studied Spanish in middle school, but have not grasped some of the important structures of the language. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. Focus is on all four language skills listening, speaking, reading and writing. In addition to written



tests and quizzes, students may also be assessed by projects. Homework assignments are an integral part of this course; they reinforce concepts/skills introduced and explored in class, which enable students to participate in class in a meaningful way. Completion of homework assignments is a must. Active participation is required.

Grades: 9-12

1 unit

Prerequisite: None

1 year

Spanish 2

Spanish 2 is a continuation of Spanish 1 where students continue to further develop and improve listening, speaking, reading and writing skills. Emphasis is placed on comprehension of Spanish, as well as, reading and writing practice in the target language using a variety of activities incorporating familiar vocabulary and structures. Supplementary materials are introduced to enhance language use.

Students learn to express themselves using present and past tense verbs. Cultural diversity is stressed with authentic resources, cultural readers, and music. Students will be assessed on their ability to read, write, listen and speak in Spanish through tests, projects, classwork and homework assignments. Participation in class is essential to success in this course, as language is learned through practicing it. LOTE Regional Checkpoint Pre-B final exam is given at the end of this year.

Grades: 9 or 10

1 unit

Prerequisite: Spanish 1 or Passing the 1 year 8th grade LOTE Regional Checkpoint A Exam 1 year

Spanish 3 (Regents)

Spanish 3 is a continuation of Spanish 2 where students continue to further develop and improve listening, speaking, reading and writing skills. Emphasis is placed on the comprehension and production of Spanish through a variety of activities that incorporate familiar vocabulary and structures. Supplementary materials are introduced to enhance language use. Verb tenses in the past and conditional are added to open up more areas of conversation and storytelling. Cultural diversity is stressed with authentic resources, cultural readers, and music. Students will be assessed on their ability to read, write, listen and speak in Spanish through tests, projects, classwork and homework assignments. Participation in class is essential to success in this course, as language is learned through practicing it. Students are expected to reach the intermediate-low level of communicative proficiency by the

end of the course. The LOTE Regional Checkpoint B exam is given at the end of this year.

Grades: 10 or 11

1 unit

Prerequisite: Spanish 2

1 year

Spanish 4 (EDGE)

Spanish 4 is a two-part JCC course sequence through the EDGE program/ Students will take Spanish 112 (3.0 college credits) in the first semester and Spanish 122 (3.0 college credits) in the second semester, thus potentially SPA 122 is covered the first semester and SPA 112 is covered the second semester, thus potentially earning at total of 6.0 college credits. Students also have the option to take Spanish 4 without earning college credit. In Spanish 4, the four basic skills of listening, speaking, reading and writing will be emphasized while focusing on spoken communication. An appreciation for the Hispanic culture will also be encouraged in this course. The course is designed for students who have previously taken Spanish 3.

COURSE THEMES:

SPA122 Spanish Language and Culture course is structured around 7 themes:

- Gente que viaje (Travel)
- Gente que come bien (Food and Restaurant)
- Gente de ciudad (City and Community)
- Gente y historias (Socio-Political and Historical Concepts and Events)
- Gente sana (Health and Welfare)

SPA112 is a conversation-based class that uses authentic resources and cultural readers as a basis for conversation.

SPA 122 COURSE THEMES:

- La Naturaleza Colombiana y Las minas antipersonales (Nature and Social Issues)
- Todo lo que brilla (Ecuadorian cultures)
- Celebraciones en el mundo hispano(Cultural celebrations)

Grades: 11 or 12

1 unit

Prerequisite: Spanish 3 or being a native speaker

1 year

Spanish 5 (EDGE)

Spanish 5 is a two-part JCC course sequence through the EDGE program. Students will take SPA 221 in the first semester (3.0 college credits) and SPA 222 in the

second semester (3.0 college credits), thus potentially earning a total of 6.0 college credits. Students also have the option to take Spanish 5 without earning college credit. This language course continues the development of the four basic skills of listening comprehensions, speaking, reading, and writing, with emphasis on conversation. The goal of this class is to successfully communicate in written and oral Spanish. Grammar becomes more advanced and understanding spoken Spanish is stressed.

Grades: 11 or 12

1 unit

Prerequisite: Spanish 4 or being a native speaker

1 year

SPA 221 COURSE THEMES:

- Las relaciones personales (personal relationships)
- Las diversiones (Pastimes)
- La vida diaria (Daily life)
- La Salud y el bienestar (Health and Well-Being)
- Los viajes (Travel)

SPA 222 COURSE THEMES:

- La naturaleza (Nature)
- La tecnología y la ciencia (Technology and Science)
- La economía y el trabajo (The Economy and Work)
- El arte y la literatura (Art and Literature)

HEALTH/PHYSICAL EDUCATION

High School Health

This course involves looking at total wellness of an individual. It deals with a person's health choices and behavior, stress management, emotion, nutrition, weight control, first aid and CPR, preventing pregnancy, prevention of sexually transmitted diseases, illegal drugs, tobacco, alcohol, the health care system and consumer health.

Grades: 11 – 12

Required 1/2 unit

Prerequisite: 10th grade with permission

1 semester

of instructor and if space available



Nutrition(online)

This course includes the basic principles of nutrition, sources and functions of the nutrients in all stages of the life cycle, nutrition as a world problem, and consumer problems related to food. The course will emphasize topics such as weight loss, sports nutrition, food safety, the diet-disease relationship, global nutrition and analysis of special nutritional requirements and needs during the life cycle, among others.

Grades: 9-12

Prerequisite: HS Health (preferably)
or concurrent enrollment

1/2 unit

2 semesters

Physical Education

This course involves the art and science of human movement. It deals with the pursuit of skills and knowledge in movement, understanding the effects of physical activity on the body. It recognizes the wide range of ability and interests of students and seeks to provide a program that offers choice and flexibility while maintaining optimum standards and requirements. Activities which are included are as follows: soccer, football, volleyball, basketball, softball, lifetime sports; golf, badminton, shuffle board, tennis, cross-country skiing, weight training, and physical conditioning.

Grades : 9 - 12

Prerequisite: None

Required 1/2 credit

Each year (9-12)

MATHEMATICS

Pre-Algebra

This course is designed to give students a firm foundation in mathematical concepts needed to prepare for the rigor of Algebra I class and Algebra 1 Regents exam.

Grade: Mixed

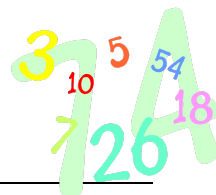
Prerequisite: None

1 unit

1 year

Algebra I (Regents)

This course is the foundation for high school mathematics courses and is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating



and solving equations and inequalities, and graphing linear and quadratic functions and relations. Real world applications are presented within the course content and a function's approach is emphasized. **Regents for final exam

Grade:	Mixed	1 unit
Prerequisite:	Math 8 or pre-algebra	1 year

Geometry (Regents)

This course provides students with experiences that deepen the understanding of two and three-dimensional objects and their properties. Topics of study include: perimeter, area, and volume properties, constructions, right-triangle applications, angle relationships, properties of various polynomials, linear and quadratic functions, and special quadrilaterals. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed where an understanding of proof and logic is developed. **Regents for final exam

Grade:	Mixed	1 unit
Prerequisite:	Algebra I	1 year

Intermediate Algebra

Intermediate Algebra focuses on the concept of a function. This concept will be integrated into applications and explored to deepen student understanding. The various functions covered in this course include: linear functions, exponential functions, logarithmic functions, and quadratic functions. **Local Final Exam

Grade:	Mixed	1 unit
Prerequisite:	Passing Algebra 1 course and Algebra 1 Regents	1 year

Algebra 2 (Regents)

This is a one year course that covers content assessed on the NYS Algebra 2 Regents Exam. Topics covered in this year of study include: rational expressions, real and complex numbers, quadratic functions, trigonometric functions, exponential functions, and logarithmic functions as per the NYS Common Core Learning Standards. Students will take the Regents examination in June as their final exam. It is recommended that the student take Algebra 2 concurrently with Chemistry and have earned a minimum grade of 75 on their Algebra I and Geometry Regents Exams in order to ensure the foundational skills needed to be successful in the class.

**Regents for final exam

Grade:	Mixed	1 unit
Prerequisite:	Algebra 1 and Geometry (CC Regents Exam)	1 year

Precalculus

Precalculus is a full-year preparatory class for collegiate level mathematics. This course will cover a depth of content as outlined in the New York State curriculum including: functions and their inverses, the real and complex number system, matrices, vectors, trigonometry, conics, probability and statistics. This course will also serve as an introduction to calculus through exploration of derivatives. Students will be evaluated by a local final exam at the end of the year. It is recommended that students taking this class have scored a minimum grade of 75 on their Algebra II Regents, and are planning to pursue higher level math classes at the collegiate level.

Grade:	12	1 unit
Prerequisites (at minimum):	Algebra I, Geometry, Algebra II	

Personal Finance

This course in applied mathematics focuses on problem solving and mathematical reasoning in work-related problems as well as everyday personal finances. Money management topics that will be covered are: Checking accounts, check reconciliation, calculating net pay, taxes, budgeting and buying, saving money, borrowing money, calculating compound and simple interests, investing money, buying a home, buying a car, insurance, purchasing/selling, pricing goods, stocks, bonds, etc.

The goal of the course is to prepare the student to be a successful adult money manager.

Grades:	11 - 12	1 unit
Prerequisite:	Algebra 1	1 year

Probability and Statistics

This course will cover descriptive statistics, elements of probability theory, and basic ideas of statistical inference. Topics include frequency distributions, probability and counting rules, measures of central tendency and dispersion, discrete probability distributions, commonly occurring distributions, (binomial, normal, etc.), estimation, and testing of hypotheses. **Final exam

Grade: Mixed
Prerequisite: Algebra I

1 unit
1 year

Graphing Calculator I

Graphing Calculator I is designed to familiarize students with using the TI-Nspire graphing calculator. This course allows students to develop alternate strategies for solving Algebra I questions. Some topics in this course go beyond the scope of Algebra I curriculum.

Grade: Mixed
Prerequisite: Concurrent enrollment in Algebra I

Graphing Calculator II

Graphing Calculator II is designed to continue to enhance and develop the students' use of functions on the TI-83/84 graphing calculator. This course allows students to develop alternate strategies for solving Geometry questions. Several topics in this course go beyond the scope of Geometry curriculum.

Grade: Mixed
Prerequisite: Graphing Calculator I; Concurrent enrollment in Geometry

College Algebra

College Algebra focuses on the concept of a function. This concept will be integrated into applications and explored to deepen student understanding. The various functions covered in this course include: linear functions, exponential functions, logarithmic functions, and quadratic functions. **Local Final Exam TC3 Course-Tompkins Cortland College Credit

Grade: Mixed
Prerequisite: Passing Algebra 2/Trigonometry 1 year course and the Algebra 2/Trigonometry Regents

MUSIC



Band and Instrumental Lessons

7th-12th Grade Band, 5th-6th Grade Band, and 4th Grade Band are open to students who have demonstrated required proficiency on their individual instruments. Bands meet every other day (4th Grade Band once a cycle) with emphasis on developing top musicianship, proficiency in musical style and interpretation, techniques and skill, and the best performance possible. Students are expected to practice their individual parts outside of rehearsals. The bands will perform two concerts during the school year. 5th-12th Grade Band students will perform an additional concert jointly with a neighboring school district.

In addition to rehearsals, all band members receive one rotational lesson per cycle on tone and technique in required lesson books and/or Smartmusic subscription, which are provided by parents. Students are to practice lesson material outside of school in order to develop musically. The band experience will teach cooperation, self-discipline, and give students a sense of accomplishment.

Grades: 4-12

1/2 unit

Prerequisite: Proficiency on instrument

1 year

Chorus

Middle School and High School chorus are open to anyone in grades 7- 12.

Rehearsals are every other day with emphasis on developing proper vocal techniques, sightreading ability using solfeggio (do, re, mi, etc.) with hand signs, and performing. Students are required to perform in concerts periodically throughout the year to demonstrate performance skills.

Individual or small group lessons are occasionally assigned to rehearse difficult music or to work on vocal technique. Lessons occur during study halls or are rotated through the school day.

Some chorus members choose to do solos for a rating and are scheduled for individual lessons to work on those solos. Students are encouraged to practice singing techniques that they learn in Chorus and voice lessons outside of school.

Students that excel in singing are encouraged to participate in choral ensembles in the community.

Grades: 7-12

1/2 unit

Prerequisite: None

1 year

Music Theory and History

Music Theory and History is a college preparatory course for those students in grades 10-12 who are interested in pursuing music as a career or plan to study music in college. This course will prepare students to take entrance exams that are required to enter into many undergraduate music programs. In order to enroll, students must be approved by the choral or band directors. Throughout the course notable compositions and pieces will be utilized to explore the development of western theory. Time will also be taken to acknowledge the works and styles of other cultures. This course is offered periodically depending on student interest. Students may earn college credits through Jefferson Community College (JCC).

Grades: 10-12 1 unit Prerequisite: Permission of instructor 1 year Concurrent enrollment in chorus or band

Grades: 10-12

1 unit

Prerequisite: Permission of instructor 1 year Concurrent enrollment in chorus or band

Jazz Ensemble

Jazz Ensemble is a performance-centered course focused on jazz techniques and style. Emphasis will be placed on swing and rock styles. Students will also learn improvisation based on the blues scale.

Grades: 9-12

1/2 unit

Prerequisite: Permission of Instructor

1 year

Concurrent enrollment in Band

Select Chorus (not currently offered)

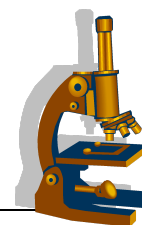
Select Chorus would include students who excel in singing, reading music, performing, **and** are enrolled in High School Chorus. In order to enroll, students must be approved by the choral director.

Grades: 9-12

1/2 unit

Prerequisite: Permission of Instructor

1 year



SCIENCE

Living Environment (Regents)

The purpose of this course is to provide students with awareness of the natural world, basic scientific concepts, and a basic understanding of biological processes and generalizations. The course is divided into seven units, study of life, human

physiology, reproduction and development, genetics, evolution, and diversity and ecology. The emphasis is placed on human physiology, genetics, and ecology. The class meets six times during the six day cycle with three labs per cycle.

Grade:	9	1 unit
Prerequisite:	none	1 year
** Regents exam is final exam for course.		

Earth Science (Regents)

The purpose of Earth Science is to give the student an overall view of events reflected by changes between chemical, physical and biological aspects of the environment. The student will also be focusing on the lab inquiry process and development of a formal lab report. The purpose is to collect, organize, and interpret data while becoming familiar with simple standard measuring apparatus. Topics include, but are not limited to geology, meteorology, oceanography and astronomy. The lab counts as 25% of the class grade.

Grade:	10	1 unit
Prerequisite:	Regents Living Environment	1 year

Chemistry (Regents)

This course aims to provide a general understanding of the physical nature of substances and of the basic importance of chemical change. The goals of this course are to provide the students for the Regents exam for which the course is named, and to give students a solid background to refer to during their higher education experiences. These goals are met through class discussion, student-written laboratories, projects, and individual student-teacher interaction. Students are taught to think creatively in the realm of chemical facts, to use appropriate techniques in solving chemical problems, and to use scientific methods in solving problems. The students will view matter and its changes from the subatomic, atomic, and molecular levels. Factors, which regulate and bring about these changes as well as their systematic classification, will also be studied. Note: This is the expected 3rd unit of science for college bound students. Three laboratory periods per six-day cycle are required in addition to six class periods. It is recommended that the student take Algebra 2 concurrently with Chemistry.

Grade:	11 – 12	1 unit
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Prerequisite: Regents Algebra 1 & Geometry	1 year
Regents Earth Science	1 year
Regents Living Environment	1 year

Physics (Regents)

The purpose of this course is to present a modern view of physics with major emphasis placed on the fundamental underlying concepts. The objectives not only include comprehension of the facts but also intends to have the student gain an appreciation of the scientific method, develop the habit of critical thinking, and the ability to form or change opinions after the careful weighing of evidence. The course includes Mechanics and Forces, Wave Motion and Behavior, Optics, Electricity and Magnetism, Nuclear Energy and Modern Physics. The course will also include work on 1 long-term project of teacher discretion. Basic principles of physics are investigated and observed in laboratory and natural settings as well as analyzed mathematically.

The lab counts as 25% of the class grade. Note: This is the expected 4th unit of science for college bound students.

Grade:	12	1 unit
Prerequisite: Living Environment Regents		1 year
Regents Earth Science		1 year
Regents Chemistry		1 year
Passing Trigonometry Regents		*or with teacher

approval

Astronomy

Astronomy is fundamentally a math class that applies math towards a variety of astronomical situations. Students should have a good understanding of Algebra 1 before entering this class. We will study topics (and won't be limited to) planets, moons, eclipses, how stars are born and die, time travel, scaling of the solar system, galaxy and universe, meteor impacts past and present, alien life, chemistry of other worlds, geophysics of other worlds, and a deep understanding of the physics behind planetary motion and the expansion of the universe..

Grade:	11-12	1 unit
Prerequisite:;	Algebra 1	

Applied Science

Applied Science will focus on basic principles that can be experienced in everyday life. It will incorporate topics such as basic chemistry and general physics while expanding on concepts from previous science courses. In addition, new topics such as alternative energy and GIS systems will be explored. Note: This course is taught in an online format. This class is taught every other year.

Grade: 10-12

1 unit

Prerequisite: None

1 year

Environmental Science

Students are introduced to the basic ecological systems of the environment and how humans affect the environment. Students will participate in active discussions and complete multimedia projects relating to the course. In addition to class work, each student will be required to complete 1 substantial project each quarter that allows the student to actively participate and learn about their environment. The project will count as 25% of the student's grade. Note: This course is taught in an online format. This class is taught every other year.

Grade: 10 - 12

1 unit

Prerequisite: none

1 year

Introduction to Forensic Science

This course is designed to be a very basic, exploratory experience for students who may have an interest in forensic science. The presentation will be provided through a laboratory setting with each investigation culminating in a written summary or report. The goal of the course is not to prepare students for college level classes, rather to help them determine if this is a program they would like to pursue. Areas of study include, but are not limited to, document authenticity, hair and fiber analysis, and fingerprinting.

Grade: 11 - 12

1/2 unit

Prerequisites: Living Environment, Earth Science

Introduction to Human Anatomy and Physiology

This is a general survey course with the purpose of providing students with an exposure to the structure and function of the human body. The material is presented systematically with the organization of the body. After an initial introduction, each organ system is explored in more depth. This course is designed

to provide a foundation for students' future studies. In addition, students learn to develop their study skills which will benefit their efforts in all classes.

Grades: 11 – 12

1/2 unit

Prerequisites: Living Environment, Earth Science



Introduction to Agricultural Practices

This introductory course is an exploration of agricultural practices such as gardening, vermicomposting, etc. The emphasis of this course is to think of ways to better the school and community at large. Year long course.

Experimental Science through inquiry

This course is meant to be taken by advanced science students that have successfully passed chemistry/physics or are currently in chemistry/physics. The layout of the course will be predominantly lab based where students will perform dozens of experiments in chemistry, physics, earth science, astronomy, all based on self discovery and learning through inquiry. Students will continue topics learned in chemistry, physics, astronomy and earth science in a deeply experimental setting. The focus of this course will be mainly on problem solving and creative thinking within the various sciences offered at Copenhagen.

General Chemistry 1(CHE131) (Edge)(Courses taught by Copenhagen Central School teachers.)

This course examines fundamental laws and principles underlying chemical action and the properties of elements and compounds based on the study of atomic structure, chemical bonding, and the periodic system. The laboratory experience provides for quantitative and qualitative analyses. CHE 131 satisfies a Math/Science curriculum laboratory science requirement.

Prerequisite: High School Chemistry or CHE 107.4 cr. 3, lec 3 lab. This course fulfills the following SUNY General Education learning outcome: Natural Sciences.

General Chemistry 2 (CHE 132)(Edge)(Courses taught by Copenhagen Central School teachers.)

This course continues Chemistry 13, covering solutions, kinetics, equilibrium, acids/bases, thermodynamics, electrochemistry, and nuclear chemistry. The laboratory portion of the course involves practical applications of these principles in qualitative and quantitative analyses. Chemistry 132 satisfies a Math/Science curriculum laboratory science requirement.

Prerequisite: CHE 131 General Chemistry 1. 4 cr. 3 lec. 3 lab.

SOCIAL STUDIES

Global History 9 & 10

Global Studies is a two year course for grades 9 and 10, preparing students for a Regents examination that is administered at the end of the 10th grade year. Students must pass the Global History and Geography Regents in order to graduate.

The course is divided into eight broad historical eras: Early Civilizations, Empires of the Ancient World, Regional Civilizations, Global Interactions, Enlightenment and Revolutions, Industrialization, New Global Age: World Wars and Revolutions, and finally the World Today.

The study of each historical era focuses on general themes and concepts that can be used to connect the eras to each other. The themes and concepts include belief systems, change, cultural and intellectual life, diversity, economic systems, environment, geography, imperialism, interdependence, justice and human rights, movement of peoples and goods, nationalism, political systems, science and technology, and urbanization.

In addition to historical understanding of each theme or concept, an emphasis is placed on writing about themes and concepts, and on analyzing first hand accounts and information pertaining to the various eras that are studied.

Grades: 9 & 10
(each year)

Required 1 unit

Prerequisite: None

2 year course of study

United States History and Government (Regents)

A comprehensive look at the history of the United States with special emphasis on the following topics: The American People, Government and Politics, American Economic Life, The United States and World Affairs, American Civilization in Historic Perspective (Education, Science and Technology, Creative Arts). The basic

aim is that students acquire the information needed for intelligent citizenship and that they continue to grow in civic competence.

Grade:	11	Required 1 unit
Prerequisite:	Global Studies 9 & 10	1 year

Participation in Government

This one semester course attempts to provide all students with an in-depth idea of their duties and responsibilities as American citizens. It focuses on forming opinions on major issues of our society and being able to back those opinions with concrete reasoning. Newspapers, magazines, and television will play a large role in the course. Involvement in citizenship projects outside of class is expected and rewarded.

Grade:	12	Required 1/2 unit
Prerequisite:	U.S. History & Government.	1 semester

Economics

This one semester course focuses on both macroeconomics (the basics) and microeconomics (a detailed study). Emphasis will be placed on why we study economics, economic system, supply demand, and price, the consumer, business, labor, agriculture, and goods and services. Newspapers, magazines, and outside reading will be used as resource materials.

Grade:	12	Required 1 unit
Prerequisite:	U.S. History & Government.	1 semester

AP U. S. History

AP United State History focuses on developing students' abilities to think conceptually about U. S. History from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance – identify; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

Grade:	11, 12	Required 1/2 unit
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Prerequisite: none

1 year

History through Film (offered alternating years)

This course will use film to approach the history of the United States and the World. Students will be asked to rethink the relationships between "reality" and "representation" and use higher level thinking skills to analyze the boundaries between history and film. Movies and films are texts deserving the same skills of critical thinking and analysis as any other cultural artifact. Students are used to analyzing the written word, but rarely are they asked to think critically about other cultural entities such as music, film, and television. This will be a unique way for students to gain a deeper understanding of some of the major themes they have studied in history, while continuing to allow them to hone their critical thinking skills.

Grade: 11 or 12

Prerequisite: none

Required 1 unit

1 year

Comparative World Religions(offered alternating years)

This course offers an introductory survey of the major religions of the world. Through lectures, discussions, assigned readings, independent learning, and occasional audio-visual presentations, students will gain a broad, basic knowledge of the major religions of the world. These religions are Judaism, Christianity, Islam, Hinduism, Buddhism, Shinto, and Taoism. In addition, if time allows, other belief systems, such as Native American Tribal religions and Confucianism may be included. For each religion, there will be an exploration of the history of the religion, the major beliefs, the important literature, as well as institutions of the religion. Attempts will be made to make connections between the religions, and how they influence the world today. Course may be offered as a one (1) semester elective or as an independent study.

Grade: 11 or 12

Prerequisite: Global History

1/2 unit

1 semester

Historical Debate(offered alternating years)

This class is designed to improve reading, thinking, and speaking skills by focusing on controversial issues from throughout world and U.S. History. In addition to applying practical research methods, students will also gain experience in problem-solving and group processes. A debate is a specialized form of persuasive speaking. Students will focus on the organization, research, strategy, and delivery

of debates. The goal of the class is for students to develop the ability to think and formulate ideas and arguments more quickly and effectively. This course is offered every other year.

Grade: 11 or 12

Prerequisite: Global History

1/2 unit

1 semester

Local History(offered alternating years)

This course investigates the history of the community of Copenhagen and the surrounding areas of Lewis and Jefferson Counties through the use of primary/secondary source materials, records and documents, and personal recollections of residents.

Students will be expected to read accounts of early histories, analyze data from census records, handle and evaluate primary sources, conduct interviews, and carry out research on topics related to local history.

Why was Copenhagen originally known as Munger's Mills? When and how were Lewis and Jefferson Counties settled? What role did the local area play in the War of 1812 and other conflicts in American History? What local residents rose to positions of political, economic, or social prominence? These are a few of the questions we will address in this course. This course is offered every other year.

Grade: 11 or 12

Prerequisite: Global History

1/2 unit

1 semester

Current Issues in American History (offered alternating years)

This course is designed to acquaint students to the issues, problems, and concerns facing the American nation at the beginning of the 21st century.

Topics presented will include education, healthcare and aging, crime and drugs, constitutional rights, national security, economic policy, foreign policy, immigration, poverty, women and minorities, human rights, and trade.

Students will have the opportunity to select topics of interest to them to study and research in depth, present reports to the class, and engage in debates on policy choices. This course is offered every other year.

Grade: 11 or 12

Prerequisite: Global History

1/2 unit

1 semester

Genocide Studies

In this course, we will actively discuss genocide throughout history. In order to understand why genocide occurs, we will read personal accounts and watch films/documentaries about genocide. This course will require participation as discussion is key in our search for understanding why genocide occurs. This half-year elective will make you think about the world we live in and why evil acts occur. This course will also prepare you for that academic discussion aspect you would participate in at college.

Grade: 11 or 12

Prerequisite: Global History

1/2 unit

1 semester

TECHNOLOGY

Intro to Engineering

This course intends to provide opportunities in the areas of design and drawing through creative thinking, decision-making and problem solving experiences. Strategies of design and drawing are emphasized. The computer is the primary tool used to do oblique drawings, three view drawings, isometric drawings, section view drawings and auxiliary views. Major units of study also include 3D design, architectural design, and tutorial design.

* This course meets graduation requirements for one unit of fine arts.

Grades: 9-12

Prerequisite: None

1 unit

1 year



Production Systems

Production Systems is a course designed to give students an exploratory experience in the areas of residential construction, mass production manufacturing, and home owner maintenance and repairs.

As a unit in residential construction, students will design, estimate, and actually construct a small building for a sponsor from our community.

The unit in mass production will involve performing market research, prototype design and construction by assembly line techniques. The class may manufacture items and offer a limited number of items for sale.

An additional unit will involve home maintenance and repairs. Topics to be included will be: simple wiring, basic plumbing, furniture repairs, and other routine maintenance items.

Grades 9-12

1 unit

Prerequisite: None

1 year

Tech Time

Tech Time is exactly how it sounds. Students will spend their time developing technology skills by choosing from the courses below:

- **Web Design I** - In this course, students will learn about the origins of the web and will develop strong foundational skills for designing static web pages.
- **Web Design II** - In this course, students will develop skills in using Cascade Style Sheets (CSS). Students will use external, internal, and inline style sheets to improve the design and look of web pages. **Prerequisite:** Web Design I.
- **Coding I** - In this course, students will learn about the purpose of server-side code and develop the foundational skills such as creating conditional statements, using operators, and using arrays.
- **Photoshop I** - In this course, students will learn how to use Adobe Photoshop. Students will get to know the work area, carry out basic photo corrections, and become acquainted with using layers and masks.

*Each course is 0.5 credit.

**Students will only be allowed to enroll in one course at a time.

Future offerings

- Photoshop II, Web Design - Static vs Dynamic Web Pages,

AP Computer Science Principles

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

Grades: 10-12

1 unit

Prerequisites: None

Engineer Your World

Engineer Your World is an innovative, student-centered high school curriculum that engages learners in authentic engineering experiences and inspires them to embrace an engineer's habits of mind. Collaborative, student-directed projects build resilient problem-solving skills and empower students to think like engineers.

Creativity & Innovation (will be offered 2018-2019)

This is an elective course in the technology sequence making students be creative and innovative. Students solve problems by generating new ideas individually and/or in groups. In the process of solving problems there are many ideas brought about by brainstorming, analytical thinking and creative thinking. Students are creative in making products by the use of design and drawing. From the drawings and plans the students actually make the product by using the tools, machines and materials in the Tech. Ed. Lab. Many of the materials used are wood, plastic, metal, glass, mortar, concrete, and electrical components. Students are innovative by adjusting or changing a product for improvement or to change the products function. Emphasis is given to hand-on learning. Safety and career information is stressed throughout the course.

Grades: 11 & 12
Prerequisites: Production Systems

1 unit
1 year

Howard G. Sackett Technical Educational Center

Copenhagen Central School is providing vocational education to students who have completed 10th grade and who are sincerely interested in learning a specific vocation or trade. This service is being given through the Board of Cooperative Services at the Vocational Technical Center, located in Glenfield. The building contains all of the facilities for vocational education in the county.

Students will be scheduled for at least two subjects and Physical Education during the half-day remaining at Copenhagen Central School.

Juniors: English 11, Social Studies 11, Physical Education, and required math or science.

Seniors: English 12, Social Studies 12, Physical Education, and required math or sciences.

The total credits will equal four units for each rotational subject. Transportation is provided between our school and the Vocational Technical Center.

In as much as safety is an important factor in vocational education, both while training and when employed, safety glasses must be worn in some shops at all times, suitable uniforms must be worn in some shops and hair must be short enough not to present a fire or machine entanglement hazard. Those applying should be aware of these requirements before completing the application.

INTRODUCTION

The Howard G. Sackett Technical Center is one of two Vocational-Technical schools within the Jefferson-Lewis-Hamilton-Herkimer-Oneida Board of Cooperative Educational Services. It is located on Route 12, Glenfield, NY. This facility houses fourteen state-of-the-art occupational-technical programs of study. This program serves secondary students, adult students, and is a training center for a variety of other agencies. The Technical Center serves secondary students from the Adirondack, Beaver River, **Copenhagen**, Lowville, South Lewis, and Town of Webb school districts.

It is the goal of the Howard G. Sackett Technical Center to prepare each of our

students for successful entry-level positions in business and manufacturing as well as for success in pursuing higher levels of education. All programs are OUTCOME-BASED and Certificates of Mastery are earned after consistently high standards of excellence have been demonstrated.

GENERAL INFORMATION

Admission Policies

The occupational program has no restrictive policy on the admission of students into any program that is offered at the Center.

In courses where an overload exists, every effort will be extended to assist a student to make an alternative occupational choice.

Guidance

The guidance services provide individual and group counseling for every student. Our staff is an extension of your home school guidance department. The BOCES counselor works closely with your home school and keeps it informed of your progress.

We encourage you to come to the Guidance Office to discuss:

- 1) Academic progress;
- 2) Career progress;
- 3) Job opportunities;
- 4) School policies/regulations;
- 5) Further education opportunities;
- 6) Problems of a person nature.

Integrated Course Credit

Recently, the New York State Education Department approved several vocation programs at BOCES to include integrated non-Regents bearing course credits (credit given to an academic subject area within a vocational program) to help meet graduation requirements. For example, a student enrolled in the Culinary Arts Vocation Program for two years, may be eligible to receive one credit in applied math.

The purpose of creating a schedule of courses is to meet graduation requirement and advance academic goals. The first priority is to schedule required courses with the home school. Sequences are no longer required; therefore, BOCES Vocational Programs are now electives.

Students will only be awarded academic credit for an integrated course that has been approved prior to September 1st of the school year.

Prior to approval, the following factors will be considered: Academic history, attendance, effort, and summer school.

Each case will be considered on an individual basis.

Academic credit cannot be duplicated. If a student is taking the required course at the home school, that is the pre-established source of credit. For example, a student enrolled in Culinary Arts at BOCES and personal finance at the home school, will earn math credit from personal finance only. No credit will be awarded for the integrated applied math within the Culinary Arts Program. The pre-approved integrated subject average will not be calculated separately into the average. Because it is integrated, the subject average will be the same as that of the vocational program.

Work Study Programs

All programs at the Howard G. Sackett Technical Center offer a cooperative work-study program designed to reinforce classroom learning and enhance skill mastery. Students are placed with an employer for half days, performing as a paid employee. In addition, the student is evaluated with reference to his/her job performance.

All students in the work-study program are guided by the technical center's work-study coordinator with reference to both career guidance and any required on-the-job instruction.

Auto Body Technology I & II

A two – year course covering the fundamental procedures and equipment used in the reconstruction of damaged vehicles. All areas of auto body repair and refinishing are addressed including techniques using state-of-the-art equipment and technology.

Automotive Technology I & II

A two-year course covering materials and equipment necessary to accomplish all types of auto paint systems. Body and frame alignment includes the equipment and techniques necessary to accomplish major collision repairs.

Carpentry I & II

This program is made for the student who wants to learn the skills necessary to

become a carpenter. The individual can excel by continuing with an advanced course at the technical center, or can acquire more technical information on the job or at a post secondary school. The main emphasis is placed on the safe use of hand tools and power equipment and of the handling of building materials. Students apply their combined knowledge and skills to actually build a complete modular house. (All students are required to furnish their own safety glasses and coveralls.)

Cosmetology I & II

Cosmetology is a two-year program which offers instruction and practical experience in the skills and theory necessary to be employed as a hair-dresser. This includes care of hair, skin, nails and all related services offered in a beauty salon. Equipment used in the cosmetology laboratory is equivalent to that found in a modern shop. Students must fulfill the requirement of 1,000 instructional hours. The successful completion of the program qualifies students to take the New York State Cosmetology Licensing Examination.

NOTE: Summer school is required to complete the required 1,000 hours. Students are required to furnish uniforms and cosmetology personal equipment.

Criminal Justice I & II

An introduction to the fundamentals of law enforcement including basics in Penal Law, history of the justice system, firearms safety, and other related areas. Successful completion of this two-year program will provide the student with a solid foundation in which to further his/her education in this exciting and growing career discipline.

Early Childhood Education I & II

This program is designed for individuals who are seeking employment in the Child Care area. The content includes the essential skills needed to be competent in the daily care of children of all age levels. An on-campus nursery school will provide hands-on skills for first year students. The second year of the course will combine theory with observation and practical skills in local community child care agencies.

Electrical Technology I & II

This course is an intense one year program leading to entry level employment in the related field or advanced electrical training. As a graduate of this course, one will have the required information and practical skills in estimating, installing and inspecting electrical service entrance wiring, and interior/exterior electrical wiring of residential and commercial type buildings. After the one-year course, the student is ready to apply learned knowledge and skills to design, install and trouble-diagnose electro-magnetic and solid-state circuitry. These are utilized in

industrial complexes to control motor systems and electro-mechanical apparatus. Entry level employment or electrical/electronic training can be actively pursued. Should space be available for those who wish to continue advanced electronic training, it is possible to enter the last semester, January, for theory and practical experience in the basic electronics module.

Food Preparation Service/Culinary Arts I & II

This course is designed to provide a thorough background for the individual who wishes to train in the areas of serving food and food preparation. Emphasis is placed on quantity and quality commercial cooking with hands-on preparation of meats, soups, breads, salads, sandwiches, and desserts. With the skills acquired, graduates may seek practical employment or advance their culinary education.

Forestry/Conservation Technology I & II

This course is available to persons interested in acquiring theory and practical experience that leads to entry-level employment in the many facets of the woods using industry. This course will also provide skill development for employment, appreciation and responsibility associated with the multiple uses and sustained yields of our renewable and nonrenewable natural resources. Emphasized are outdoor forest job skills that are available in the growing, managing, heavy equipment logging, utilization of our renewable natural resource, the development of competencies, concepts and career awareness associated with water, wildlife, recreation and facilities.

Gas & Diesel Mechanics I & II

For those interested in the occupational area of tractor and farm machinery mechanics, this course will prepare them to enter this field. Discussed are the principles and practices in the techniques of service and repair of both gas and diesel engines with emphasis to the repairs of related light and heavy-duty machinery. Other topics also included in this training are welding, equipment operation and troubleshooting, service department operations, career exploration and safety. This course of study will develop entry-level skills in the gas/diesel machinery trades. After extensive training one can pursue a gas or diesel mechanics trade, enter the field of agriculture machinery or gain a valuable transfer skill for light or heavy-duty industrial equipment repair. Completion of this Vocational Training can lead to post secondary education.

Introduction to Health Occupations

This one-year program is an outstanding training for motivated, caring individuals to gain the skills, knowledge, and competencies required to facilitate the care of the

sick as well as the promotion of wellness for people of all ages and needs. Programs of study are available for both high school and adult students who wish to pursue a career as a Licensed Practical Nurse, Nursing Assistant or Home Health Aide.

Medical Career

Introduction to Health Occupations can be followed by the Medical Careers Program, which is a one-year program for students in their junior or senior year of high school. The program is designed to assist students who have an interest in the health care field in making career choices. The basis core of study enables students to shadow professionals through a series of rotations in a health care facility. This will provide each student the opportunity to apply the basic skills, knowledge, and behaviors learned in the classroom/lab in deciding if the health care field is right for them.

New Vision Health: Health Career Exploration (Seniors Only)

New Vision Health focuses on assisting the college-bound senior in selecting a health career. The field of health care has numerous occupations that involve the delivery of care to patients. Hospital personnel are highly skilled and must specialize to keep pace with today's technology. New Vision Health can help interested students make that all important career decision. The classroom is located at the Lewis County Hospital. Students rotate through each hospital department during the course of the year. Senior year English and Social Studies credit are integrated into this program. Students who successfully complete this program have the option of furthering their education at the college of their choice. Colleges enthusiastically welcome the New Vision students because of their many hospital experiences.

Visual Communications/Commercial Art – Animation I & II

An outcome-based program structured to provide each graduate with the foundations required to creatively solve problems in our visually oriented world. Emphasis will be placed on the development of design fundamentals, type design/layout, industrial design, computer graphics, and commercial advertising design applications.

Nursing Assistant

Students in BOCES' one-year Nursing Assistant program are well on their way to working as a supportive caregiver in a health care setting or pursuing further education in nursing or other health-related disciplines. Substantial experience is gained in giving bedside care to patients in local health care facilities while also

learning theory in a classroom environment. Career opportunities include: Certified Nurse Assistant, Personal Care Assistant, Rehabilitation Aide, Nursing Home/Adult Home Assistant, Hospital Nurse Assistant.

Small Animal Care I & II/Veterinary Practices

A two-year program for students interested in pursuing a career in animal care and management. Small Animal Care encompasses the study of dogs, cats, pocket pets, birds, laboratory animals, livestock, equines, and exotic species. The emphasis will primarily be on the care and handling of dogs and cats.

Applied Business Technology

Students will practice and apply skills in the Microsoft Office Application suite in a dynamic office-like setting where they will learn the principles of modern business. For example, they will use Excel to perform accounting tasks, Word and PowerPoint to accomplish the various communication tasks required for success in business. Students will have the opportunity to earn certification as Microsoft Office Specialists. The culminating project will be the development of a business plan to be presented to local business partners as well as educators. This is a one-year (4 credit) program offering .5 credit in English and .5 credit in Math.

College Courses

College Courses taught through Distance Learning from Jefferson Community College and through CCS teachers are listed on pages 40-41. To be eligible to take these college classes, students must be students (juniors and seniors) in good academic standing with a cumulative GPA of 85 or higher.

JEFFERSON COMMUNITY COLLEGE

(Courses taught via distance learning.)

ECO 101 – Macroeconomics – 3 College Credit Hours

Macroeconomics is a study of economic analysis as applied to problems of economic growth, business fluctuations unemployment, and inflation. Monetary and fiscal policies are evaluated as techniques used to achieve the economic goals of society.

Prerequisite: Two years of high school math (Mathematics A & B). This course may be used towards a social studies sequence if taken in conjunction with social

studies 12.

POL 121 – Introduction to American Government – 3 College Credit Hours

An introduction to the American political system. Legislative, Executive, and Judicial functions will be studied as well as the nature of American political parties, interest groups, public opinion, and the role each plays in contemporary American life. This course may be used towards a social studies sequence if taken in conjunction with social studies 12.

PSY 133 – Introduction to Psychology – 3 College Credit Hours

Principles of psychology will be taught, including the biological basis of behavior; principles of human development, learning, emotion, motivation, perception, cognition, personality, and abnormal behavior. This course may be used towards a social studies sequence in high school.

SOC 144 – Introduction to Sociology – 3 College Credit Hours

This course will involve an introduction to the scientific study of human social behavior. Emphasis will be given to the topics of culture, society, socialization, group interaction, social stratification, and the basic institutions. This course may be used towards a social studies sequence if taken in conjunction with social studies 12.

MTH 185 – Pre-calculus – 4 College Credit Hours

This course provides sufficient mathematical background for Calculus. Topics covered include properties and graphs of functions, polynomial, rational, exponential, logarithmic, and trigonometric functions, equations and inequalities, and analytic geometry. Students will be expected to demonstrate competence in the use of current technology as it applies to pre-calculus topics.

Prerequisite: three years of high school mathematics, including Algebra 2/Trigonometry, or MTH 155 (college algebra), or permission of instructor.

MTH 221 – Calculus – 4 College Credit Hours

This course provides an introduction to Calculus with emphasis on concepts of limit, continuity, derivative, anti-derivative and integral. Students will study applications of the derivative as a rate of change and in determining extreme values and the application of the definite integral to determine area. Students will be required to develop and demonstrate literacy with a symbolic computer system.

Prerequisite: Successful completion of MTH 185 Pre-Calculus distance learning course.
