



**Chenango Forks  
9<sup>th</sup> Grade  
Planning Guide  
2021-2022**

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## USING THIS GUIDE

Parents and students are urged to study the contents of this publication thoroughly and to make selections carefully. Counselors should be enlisted early in planning each student's program selection. Since education is a lifelong process, the importance of thoughtful, ongoing planning cannot be overemphasized. Selecting a sound and challenging program will prepare each student to move smoothly from high school to a job or onto higher education. It is our hope that you graduate from Chenango Forks High School feeling that you experienced the best the high school had to offer you as an individual.

The Departments in the high school have listed their course offerings. Following each course title, the recommended grade level and units of credit are given. The academic levels offered are Regents, Advanced Placement, and College Level. If a course has a prerequisite, this means that a student must complete requirement(s) prior to entering the intended course.

The following questions can help you in planning your high school program:

1. Have I selected the right subjects for a Regents or Advanced Regents diploma?
2. Are my course selections consistent with my educational and career plans?
3. Am I taking a reasonable course load?

The counselors recommend that elective courses be taken to explore new areas of interest, to develop special skills, or develop appreciation of new areas. When a student requests an elective course that has a limited availability in the schedule, **enrollment in that elective is not guaranteed.**

Although each student will develop a program with the assistance of his/her counselor, the final responsibility for proper course selection is with the student and the parents/guardians.

Students may request enrollment in an AP class but admission is dependent upon department approval. Admission will depend upon academic grades, standardized tests and teacher recommendations. Any student enrolled in an AP class must take the National AP exam given in May.

## OTHER IMPORTANT TOPICS

### Credit

One unit of credit is given for all courses that meet one period per day for the entire year. One-half (.5) unit of credit is given for all courses that meet one period per day for a half year. Physical Education credit is given in .5 units and meets every other day for the entire school year.

### Electives

An elective is a subject that a student may choose according to his/her interests, talents and ambitions. Future plans should be carefully considered in choosing elective courses.

### Class Sizes

Class size may be limited by a teacher in coordination with a department chair and/or administration based on discussion and the potential of the following reasons:

- Safety concerns
- Available resources
- Prerequisite requirements
- Preference to Juniors and Seniors
- Preference to others who need to complete a specialized career ready program like BOCES, CDOS, or STEAM

## Student Schedules and Course Loads

## Policy #4430

The Board of Education believes that district administrators should have final responsibility in determining the parameters for student schedules and course loads. All student schedules must conform to state requirements, and work to enhance student learning opportunities and improve individual academic achievement. The Board encourages course scheduling designed to accommodate teaching styles and subject materials which may not readily conform to traditional 40-60 minute class periods. Scheduling which makes provision for team teaching and inter-disciplinary arrangements is also encouraged.

High School staffing directly relates to student course selection. Students will be scheduled into the following units of study or credit as minimum requirements:

Grade 9 – 6 credits or units of study and lunch

Grade 10 – 6 credits or units of study and lunch

Grade 11 – 6 credits or units of study and lunch

Grade 12 – 5 credits or units of study

*Revised Date: July 1, 2019*

When making changes in district scheduling, administrators are encouraged to balance district budgetary concerns with overall instructional goals to achieve a system which is both flexible and cost-effective.

At the high school level, student course selection and program development takes place during the period from December to May. Students and their parents/guardians shall be involved in selecting their programs for the following year, with educational needs and objectives as the prime considerations.

To promote stability, students and parents are asked to minimize changing course selections, once set. In those cases where a student's circumstances change, as a result of a change in vocational or college plans, or regular or summer school failure or achievement, allowance for a change in selected courses may be made upon application by the student and parent to the Building Principal.

### Course Selection Process

1. The student, with the advice of the counselor and the consent of his/her parents, will prepare a subject selection sheet.
2. A list of the courses the student has selected for the following year will be issued to the student no later than May 15<sup>th</sup>. The purpose of this list is to verify the course selection.
3. If, upon receipt of this verification printout, the student discovers an error, it will be the student's responsibility to notify his/her counselor immediately. The counselor will also verify the printout and review the course selections.
4. If a student wishes to change his/her course selection (add and/or drop) after the initial selections have been made, a request, in writing, must be made to the counselor by the student and parent with reasons for the change prior to June 1<sup>st</sup>. The student will be advised as to the disposition of this request as quickly as possible.
5. If, as a result of the June report card grades (except in instances of failure, which will be handled automatically by counselors, who will make appropriate changes), a program change is indicated, a written request must be made by the student and parent to the counselor by the week following graduation. The student will be advised as to the disposition of this request as quickly as possible.
6. If, as a result of summer school attendance, a change of program is indicated (except in instances of failure, which will be handled automatically by counselors, who will make appropriate changes), a request by the student and parent must be made, with reasons for the change in writing, to the Building Principal by August 30<sup>th</sup>. The disposition of this request will be made to the student as quickly as possible.

## **Adding Courses**

Students will be permitted to make additions to their programs provided that room exists in the section and in the appropriate corresponding slot in their schedule. **No additions will be permitted after the first 12 days of classes.**

## **Dropping Courses**

If a student drops a course before 12-days, the student, teacher, counselor, parent and administrator must sign a course drop form.

A procedure for dropping a course after 12-days will involve the student, parent, counselor, teacher and an administrator.

If there is disagreement among the parties involved, a conference will be held with the Superintendent, who will make the final decision.

If the superintendent approves to drop a course, the student's mark will appear on the report card or permanent record, as a "W" for withdrawal.

*Adoption date: February 8, 2018*

## **REPEATING COURSES AT CHENANGO FORKS**

### **In order to repeat a course:**

1. A good faith effort must be demonstrated in the student's first attempt at course completion. A petition to repeat the course and to have the first grade replaced must be complete within 31 days of the official posting of the final grade.
2. This procedure should be used for unusual circumstances only.
3. Permission will be granted by at least two of the following (Superintendent, High School Principal and/or the student's teacher for the class in question).
4. The option to repeat a course for credit cannot be used for the purpose of enhancing class rank during a student's senior year.

### **Repeating Courses in Summer School**

Students should be offered a summer school course only if they are in academic jeopardy in that course or its corresponding Regents exam. A minimum Final Average of 50% is required to attend Summer School. This option cannot be used for the purpose of grade enhancement and both grades will be used in GPA calculation. Additionally, both grades will appear on the student's official transcript. When retaking a Regents exam, only the higher score will appear on the transcript.

## **MAKING THE MOST OF HIGH SCHOOL**

### **Student Success**

The strategies below are suggestions as an outline of steps parents may use to help their student(s) achieve success in the high school. Faculty and counselors are willing and able to assist parents in a variety of ways. Early intervention has proven to be helpful to motivate students.

### **What do Students Need to Do?**

- Be on time to school and classes.
- Be in school every day.
- Stay for remedial:
  - When he/she does not understand material.
  - When absent to get make-up work and material.
  - Prior to tests for extra help and preparation.
  - When is requested to do so by a teacher.
- Bring all necessary supplies to class.

- Ask questions in class when he/she does not understand the material.
- Be alert, well rested and attentive in class.
- Follow teacher's directions.
- Keep accurate record of assignments and due dates, and use the Agenda booklet for this purpose.
- Use study halls to prepare for class and do homework.
- Maintain a positive attitude.
- Use problem – solving strategies when difficulty occurs or seek help from a peer or adult.

### **What do Parents Need to Do?**

- Provide proper study area.
- Set up daily study times at home (no phone calls, TV, music or interruptions).
- Check homework.
- Provide necessary supplies, including Phys. Ed clothes, swimsuit, towel, etc.
- Attend parent orientation, college night, and financial aid night.
- Call teacher/counselor when he/she has questions.
- Request progress reports from all teachers.
- Provide encouragement and positive feedback.
- Reinforce the rules and regulations of the school.

### **Be Determined to Complete Your Goals.**

- Take charge of yourself – develop your goals. (What do I want to accomplish by the end of the day, week, month, etc.?)
- Write down your goals. (Start with two or three short-term ones.)
- Think of what you want to do to continually improve yourself.
- Keep track of your progress. Don't be afraid to seek help if you encounter obstacles along the way.
- Look back and reflect upon your accomplishments with pride.

Now you're ready for the next challenge!! Don't forget to reward yourself by doing something you enjoy and keep up the good effort.

## DIPLOMA ENDORSEMENTS

### New York State Honors Endorsement

Presented to students who achieve an average of 90 percent in all Regents exams required for the particular Diploma (Regents or Advanced Designation) - (no rounding). This honor is imprinted on a seal to be affixed to the diploma and includes the phrase, "with Honors".

### New York State Technical Endorsement

Presented to students who successfully completed a Career and Technical program at BOCES and have passed a national occupational and career exam in their training area. The technical endorsement is imprinted on a seal to be affixed to the diploma and includes the phrase, "Career and Technical Endorsement".

### New York State Mastery in Math Endorsement

Meets all assessment requirements for the Advanced Regents Diploma and, in addition, scores 85 or better on each of 3 Regents examinations in Mathematics.

### New York State Mastery in Science Endorsement

Meets all assessment requirements for the Advanced Regents Diploma and, in addition, score 85 or better on each of 3 Regents examinations in Science.

### New York State Seal of Biliteracy

Presented to students as a formal recognition of a student's high level of proficiency in reading, writing, listening and speaking BOTH English and an additional world language. Students must apply and earn credit for both languages in accordance with the New York State Seal of Biliteracy Handbook.

## REQUIREMENTS FOR THE ADVANCED REGENTS AND REGENTS DIPLOMA

<b>Advanced Regents Diploma (22 Credits Required)</b>		
<b>Credits</b>	<b>Subjects</b>	<b>Required Examinations</b>
4	English	Regents Exam in English
4	Social Studies	Regents Exam in Global Studies
		Regents Exam in US History
3	Mathematics	Regents Exams in Algebra, Geometry and Algebra II
3	Science	Two Regents Exams in Science
3	World Language	Pass One High School Course in the same Language
½	Health	Local Final
1	Art or Music	Local Final
2	Physical Education	Local Final

<b>Regents Diploma (22 Credits Required)</b>		
<b>Credits</b>	<b>Subjects</b>	<b>Required Examinations</b>
4	English	Regents Exam in English
4	Social Studies	Regents Exam in Global Studies
		Regents Exam in US History
3	Mathematics	Regents Exam in Algebra
3	Science	One Regents Exam in Science
1	World Language	Pass One High School Course
½	Health	Local Final
1	Art or Music	Local Final
2	Physical Education	Local Final



# 9<sup>th</sup> GRADE CORE COURSES

## **ENGLISH/LANGUAGE ARTS I (NCAA approved)**

### **40 Weeks – 1 HS Credit**

This required course provides exposure to a variety of literary genres such as short stories, novels, poetry, drama, and non-fiction through close reading instruction. It focuses on grammar, usage, and other fundamentals of language as outlined in the Next Generation State Standards. Students receive an introduction to the research process and gain considerable practice in written expression in preparation for the Common Core English Regents Exam which is given in Grade 11.

## **GLOBAL HISTORY 9 (Regents) (NCAA approved)**

### **40 Weeks – 1 HS Credit**

The study of the eight main units of Global History and Geography: Ancient World, Exchange and Encounter, Interaction, Global Age, Revolution, Crisis and Achievement, 20<sup>th</sup> Century and Global Connections through the five New York State Learning Standards with a content focus of the Afro-Asian world. Particular attention is given to reading, note-taking skills, essay writing and the interpretation of documentary sources. There is a cumulative departmental final given to all students at the end of the course that is similar in format to the New York State Regents examination in Global History and Geography. The content for this course is needed for the Global History and Geography Regents exam given at the conclusion of Global History 10.

## **ALGEBRA I (NCAA approved)**

### **40 Weeks – 1 HS Credit**

This is the first course in a 3-year math sequence that is required for the advanced Regents diploma. Topics covered will include: The real number system, polynomials, solving and graphing linear equations and inequalities, solving systems of linear equations and inequalities, factoring, algebraic fractions, radicals, quadratics and transformations on graphs of functions. An emphasis will be placed on functions and problems involving functional notation. Students WILL take a New York State Regents exam at the end of this course in June.

## **ALGEBRA I, 2 Year - PART I (NCAA approved .5 credit)**

### **40 Weeks – 1 HS Credit**

This course, followed by part 2 of the Integrated Algebra sequence, covers all of the same topics as the full year course described above. Because the content is spread out over 2 years, the pace of the course can allow more time for practice and mastery. The topics covered in the first year course include: The real number system, polynomials, linear equations and inequalities, graphing of linear equations and inequalities, systems of linear equations, factoring, algebraic fractions and an introductory study of statistics. Students will NOT be taking a New York State Regents exam at the end of this course.

## **GEOMETRY (NCAA approved)**

### **40 Weeks – 1 HS Credit**

This is the second course in the 3-year sequence to gain an advanced Regents diploma. Topics include formal geometric proofs dealing with congruency and similarity, formal logic proofs, coordinate and transformational geometry, solid geometry, circle geometry, constructions and locus problems. Students WILL take a New York State Regents exam at the end of this course in June.

**PREREQUISITE:** Successful completion of Algebra I.

## **LIVING ENVIRONMENT BIOLOGY and LAB (Regents) (NCAA approved)**

### **40 Weeks – 1 HS Credit**

As living things, we are deeply connected to the world around us. By exploring these connections, we get a better understanding of the environment we live in, and can make a positive impact on the future. In this class, students will be required to make connections between important biological concepts, and apply that knowledge on a grand scale. Topics for this course include cells, plants and animals, biochemistry, ecology, evolution, and human body systems. Lab periods are two days out of every six day cycle. Overall grade will be based on a combination of homework, labs, quizzes, tests, and projects. There is a regents examination for this course.

**PREREQUISITE:** Successful completion of Physical Setting Earth Science.

## **PHYSICAL SETTING EARTH SCIENCE and LAB (Regents) (NCAA approved)**

### **40 Weeks – 1 HS Credit**

This course allows students to explore and improve their learning and understanding of major core concepts in the Earth Science curriculum such as weather, astronomy, oceanography and geology. Content will be presented through student directed class activities, hands on laboratory experiments, and visuals such as video clips, diagram, tables, and charts. Students will apply their knowledge gained from this course on the New York State Earth Science Regents Exam.

## **PHYSICAL EDUCATION REQUIREMENT**

### **PHYSICAL EDUCATION**

#### **40 Weeks – ½ HS Credit**

All students in Grades 9-12 must take and successfully complete Physical Education each year. Successful completion of this annual requirement in 9-12 is based on attendance, preparation, participation and attitude. All courses will receive a numerical grade based on a 100 point scale. Emphasis is placed on learning intermediate and advanced skills related to both individual and team sport activities, as well as becoming proficient at these activities.

## **WORLD LANGUAGES COURSES**

### **FRENCH I (NCAA approved)**

#### **40 Weeks – 1 HS Credit**

You will learn to use French in simple conversations and increase your ability to understand spoken French. You will continue to build French reading and writing abilities. French culture is explored through readings, songs, speakers, internet and current events. Your grade is based on your class work, tests, projects, oral work, and homework. Open to Grades 9-12.

### **FRENCH II (NCAA approved)**

#### **40 Weeks – 1 HS Credit**

##### **Grade Levels: 9**

You will learn to express yourself at a more advanced level in writing and speaking. You will learn more vocabulary and grammar structures to improve your ability to comprehend and communicate in French. Culture is explored through readings, songs, speakers, internet and current events. Your grade is based on class work, tests, projects, oral work, and homework.

**PREREQUISITE:** Successful completion of MS French I or HS Level 1 credit.

### **SPANISH I (NCAA approved)**

#### **40 Weeks – 1 HS Credit**

##### **Grade Levels: 9, 10, 11, 12**

In this course, you will continue to learn to speak, read, and write, in Spanish. In addition, you will learn about Spanish speakers and their cultures. We will review grammar and vocabulary using many foreign language websites. A project will be completed using the latest tools technology has to offer. Grade is based on your tests, quizzes class participation, projects, and homework.

### **SPANISH II (NCAA approved)**

#### **40 Weeks – 1 HS Credit**

##### **Grade Levels: 9**

You will use the four major areas of the language: Listening, reading writing, speaking to a greater extent. New vocabulary topics will be introduced. In depth grammar topics will be covered. Your grade is based upon test grades, quizzes, projects, and class participation.

**PREREQUISITE:** Successful completion of MS Spanish I or HS Level 1 credit.

# ART/MUSIC COURSE REQUIREMENTS

## **CONCERT BAND**

### **40 Weeks – 1 HS Credit**

Consisting of Concert Band, Marching Band, and Pep Band. Band is open to all students interested in instrumental music. Performances by the band include formal concerts, assemblies, graduation and parades. Additional activities such as concert tours, competitions, and exchange concerts are also scheduled on a year-to-year basis. In the past several years, the band has traveled to and performed in Orlando, Florida; Williamsburg, Virginia; Boston, Massachusetts; Cleveland, Ohio. Attendance at weekly sectional lessons and all performances is required.

## **CONCERT CHOIR**

### **40 Weeks – 1 HS Credit**

The Chenango Forks High School Concert Choir is open to all students in grades 9-12 and of mixed voices. This course has an emphasis on developing vocal and choral skills and excellence in performance which rehearses every day. Performances are required and include the Chenango Forks Winter Concert, Spring Concert, High School Graduation, school assemblies, and other performance opportunities.

## **DESIGN AND DRAWING FOR PRODUCTION**

### **40 Weeks - 1 HS Credit**

*This course can be used to fulfill the Art or Music graduation requirement.* Students will design, draw and construct within pertinent areas of technology. Units will cover topics ranging from aerospace technology to complex energy systems. Popular units may include but are not limited to: Rocket design and construction, mechanical drawing, dragster design and construction, solar cooker design and construction, hydroponic systems and residential structure design and construction. Heavy emphasis is placed upon drawing & design, problem solving and implementation of concepts learned. The use of some machines and hand tools will be used to complete and enhance hands on projects.

## **STUDIO ART 2D**

### **20 Weeks – ½ HS Credit**

Introduction to design involves the student with investigation of visual perception and organization, training the eye to become sensitive to design elements and principles is emphasized. The student will become familiar with a variety of media and techniques through lecture, research, hands on project based learning and visual examples.

## **STUDIO ART 3D**

### **20 Weeks – ½ HS Credit**

This course is designed to develop sensitivity and awareness of our spatial environment is the object of this course. This enables the student to understand the functionality and aesthetics of the three-dimensional environment. Emphasis is placed on studio projects and hands on learning through lecture, research, demonstration and visual examples.

# ELECTIVE COURSES

## **ADVANCED FURNITURE**

### **20 Weeks – ½ HS Credit**

This course is for those students who have already taken the basic Woodworking class as a prerequisite. Individual furniture projects will be created mostly from available hardwoods. Projects may include end tables, lamps, desks, stools and chairs. Advanced machining, finishing and joinery will be taught.

**PREREQUISITE:** Successful completion of Woodworking.

## **ART THERAPY**

### **20 Weeks – ½ HS Credit**

This course will open up professional career opportunities in art therapy. Art therapy will enhance students' ability to work in a project-based learning environment through hands on activities by setting goals and achieving them. Students will communicate through creative expression in mixed media projects and media literacy. Students will develop an outlet for personal expression. This course will provide students with the critical thinking skills to use art, music and movement in a therapeutic way.<sup>3</sup>

## **COMPUTER AIDED DESIGN**

### **40 Weeks – 1 HS Credit**

Computer Aided Design is an essential communicating method of our technical world. Students interested in careers in Engineering, Design, Architecture or any technical trade will benefit from a background in Computer Aided Drafting. In this course students will learn to prepare technical drawings, both at a drafting board and on a computer. Students will also create 3-D objects utilizing the 3-D printer. Course activities will be many and varied and students will learn to make several types of drawings used in industry and business. Some activities will involve making the objects that students draw. Course may also include a field trip to a local industry or architectural design firm using CAD. However, the majority of the course work will be done on a computer. Computer operated drawings will be completed in areas of mechanical, 3-D, architecture and landscape utilizing the latest AutoCAD software.

## **COMPUTER SCIENCE**

### **20 Weeks – ½ HS Credit**

Introduction to the fundamentals of coding, web design, and structured programming using C. Topics may include input-output statements, data types, loop structures, decision structures, and functions. Assignments include using a C compiler to create programs showcasing the aforementioned topics.

**PREREQUISITE:** Successful completion of Algebra I.

## **CONTEMPORARY CRAFTS I**

### **20 Weeks – ½ HS Credit**

This course will introduce students to a wide variety of indigenous design processes and materials (such as henna, tie-dye, batik, paper-making, fibers etc.), with an emphasis on craft as fine and applied art. Emphasis is placed on studio projects and hands on learning through lecture, research, demonstration and visual examples.

## **DRAWING 1**

### **20 Weeks – ½ HS Credit**

Emphasis on a series of open-ended interrelated problems dealing with visual language, its vocabulary, and organization. Drawing problems will intensify the student's perception and comprehension of the elements and principles of design and student's perception and comprehension of light, space, and form will be given special emphasis. Format involves intensive instruction and demonstrations in pencil, pen and ink, and mixed media as a means to personal investigation, understanding, and expression.

## **FOODS I - BASICS OF FOOD AND NUTRITION (CORE)**

### **20 Weeks – ½ HS Credit**

Learn to select, prepare, and serve healthy, delicious foods. Food selections for breakfast, brunch, lunch, dinner, and special occasions will be prepared. Course content includes nutrition awareness, menu selection, food purchasing, basic food preparation, meal service and related career exploration.

## **FOODS II - BEYOND THE BASICS**

### **20 Weeks – ½ HS Credit**

Students will learn to select and prepare a variety of gourmet foods, including appetizers, soups, pastries, breads, cookies, fancy cakes, candies, outdoor grilling and specialty food items. Course content will include advanced preparation techniques, the importance of food presentation and garnishing, and the use of specialized equipment.

**PREREQUISITE:** Successful completion of Foods I.

## **FOODS III – FOODS FOR FUN AND FITNESS**

### **20 Weeks – ½ HS Credit**

Students will learn to prepare fun and exotic foods influenced by various cultures from around the United States and the world. Students will prepare foods and discuss the nutritional value of exciting new foods. Course content will also include healthy eating for personal fitness.

**PREREQUISITE:** Successful completion of Foods I.

## **HUMAN DEVELOPMENT**

### **20 Weeks – ½ HS Credit**

A course designed to explore all aspects of human development from infancy to old age. Students will study the physical, emotional, social, and cognitive aspects of infants, toddlers, school age children, adolescents, young adults, middle age and old age. Course content includes: developmental theories, characteristics of development for each age group, and careers related to human services.

## **INTRODUCTION TO ACRYLIC PAINTING**

### **20 Weeks – ½ HS Credit**

This course will explore acrylic painting. Acrylic paint is opaque, can be used thin or thick, and dries quickly to a waterproof finish. There will be an exploration of various acrylic painting brush and blending techniques to apply to realistic, abstract and non-objective projects. Students will create their own individual style using wet art mediums and develop an appreciation for art.

## **INTRODUCTION TO WATERCOLOR PAINTING**

### **40 Weeks – 1 HS Credit**

This course will explore a variety of watercolor mediums including; watercolor pencils, watercolor liquids, watercolor tubes, and watercolor pan set. There will be an exploration of numerous watercolor painting brush techniques to apply to realistic, animated and non-objective projects. Students will create their own individual style using wet art mediums and develop an appreciation for art.

## **KEYBOARDING W/MICROSOFT (College Level)**

### **BCC: BIT 100 CF1 31722 KEYBOARDING W/MICROSOFT WORD (3 BCC Credits)**

#### **20 Weeks – ½ HS Credit**

**\*freshman will NOT receive college credit**

This one semester course could be the most valuable course you will ever take. Development of basic keyboarding techniques and skill building activities in order to attain speed and accuracy in keying exact copy by touch for 5 minutes with a maximum of 5 errors.

## **NATURAL DISASTERS**

### **20 Weeks – ½ HS Credit**

This course examines the underlying natural processes that give rise to natural disasters such as earthquakes, tsunamis, volcanic eruptions, hurricanes, tornadoes and more. The course also examines technological innovations to better monitor, predict, and warn society about natural hazards and impending disasters.

**PREREQUISITE:** Successful completion of Physical Setting Earth Science.

## **NON-TRADITIONAL MUSIC**

### **20 Weeks – ½ HS Credit**

This course goes in depth into the fundamentals of music. The course covers basic notation, scales, keys, meter, rhythm, intervals and terminology, ear training, harmony, and musical form and structure. Students will have the opportunity to compose their own music, and view music composition in context. This course will extend students' knowledge of classical and modern music as well as aid in students' development as musicians.

## **RESIDENTIAL CONSTRUCTION**

### **20 Weeks – ½ HS Credit or 40 Weeks – 1 HS Credit**

This course is a hands-on introduction to Residential Construction. This course is especially well suited to those students interested in careers or further training in the building trades and related fields. Students will learn basic skills in residential carpentry, residential wiring, plumbing, roofing, drywall, siding, etc. Hands on projects are worked on daily. The class will build a storage building outside on the school property and will construct full size mock-ups. Knowledge gained in this course can be applied to all building trades, home maintenance and service occupations as well as careers in sales of building materials, supplies, and equipment. Students who are considering any career involving electricity or electronics will also find this course helpful and practical.

## **TRANSPORTATION SYSTEMS**

### **40 Weeks – 1 HS Credit**

In this class students will study land, water, flight and space transportation systems in an integrated STEAM curriculum. The past, present and future of flight and space vehicles will be explored through rocketry, balloons, model plane flight and drones. Human powered boats will be constructed and cumulative activity will be the construction of a single passenger electric vehicle to be used in an interscholastic competition of efficiency.

## **WOODWORKING**

### **20 Weeks – ½ HS Credit**

This course is intended as a foundation for all other Technology courses as well as an excellent general Technology course for students not seeking a Technology sequence. In this course, students will make several woodworking projects with various available hardwoods. In so doing, students will learn to operate every machine tool in the Technology Department safely and effectively. Activities will include the use of lathes, planers, jointers, shapers and table saws as well as many hand tools. At the end of the course, students will possess an excellent basic knowledge of materials and the process used to work them. Students interested in any technical career will benefit from this course.