



Stillwater

High School



Program of Studies

2010-2011

Mission Statement

The Mission Statement describes why we exist.
The mission statement for the Stillwater Central School District is as follows:

It is the mission of the Stillwater Central School District
to guide and prepare each student
academically, socially, emotionally, and physically
to reach his or her full potential.
This will be accomplished
through the committed efforts and support
of students, staff, parents and community
in a positive, safe, and challenging learning environment.

Core Values and Beliefs *

Sound planning begins with statements that reflect the beliefs of an organization
and are based on ideals held in common by the school and community.
The Core Values and Beliefs, as identified by stakeholders, have been consolidated into general categories:

We Believe in:

A small school district environment that provides a sense of pride, family and community
that supports student activities, community service, opportunities for success.

Focusing on improving student achievement and educational opportunities.

The entire community's involvement as being essential for student and school district success.

Preparing for the impact of community growth on the district's size, programs and facilities.

Retaining and attracting excellent, dedicated, professional staff for optimum student success.

** The Core Values and Beliefs are not prioritized.*

Strategic Goals *

The recommendations of the school community stakeholders for strategic goals have been summarized into six strategic goals that can be utilized by the Board of Education and Administration for planning for the future of education in the Stillwater Central School District. They are broad statements that will be translated on an annual basis into specific objectives.

Program Development – The Stillwater Central School District will provide a comprehensive and enriched curriculum for all students including expanded opportunities for extra- and co-curricular activities.

Students -

The Stillwater Central School District will develop well-rounded students who will have 21st Century academic and life skills with habits of good citizenship necessary to compete in our global society.

Communications –

The Stillwater Central School District will create a stronger partnership among board, staff, parents and community based on open communication and mutual trust.

Staffing –

The Stillwater Central School District will recruit, employ and retain high quality staff to support student learning.

Future Growth –

The Stillwater Central School District will plan for potential student and community growth by analyzing available space, land and changing demographics.

Finance -

The Stillwater Central School District will strive to balance the educational needs of its students and its fiscal responsibilities to the district and community through the continued prudent use of resources in support of the district goals.

* The Strategic Goals are not prioritized.



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Graduation Requirements

To graduate from Stillwater High School, students must fulfill course and examination requirements as explained below. In keeping with District standards, SHS offers several diploma options. All students are expected to challenge themselves and are required to work toward a Regents diploma as described below. The nine period alternate day schedule requires ALL PERIODS to be scheduled. Course selections should be carefully considered and your choices conveyed to your school counselor on a timely basis. Unless otherwise noted, a course that meets every day for the entire school year is equal to one credit toward graduation. A course that meets every day for one semester or every other day for the entire school year earns one-half credit. Regents examinations are offered every January, June and August.

Course Requirements

Local Diploma*		Regents Diploma		Advanced Regents Diploma	
English	4	English	4	English	4
Social Studies	4	Social Studies	4	Social Studies	4
Mathematics	3	Mathematics	3	Mathematics	3
Science	3	Science	3	Science	3
Art/Music	1	Art/Music	1	Art/Music	1
Health	1/2	Health	1/2	Health	1/2
Physical Education	2	Physical Education	2	Physical Education	2
Second Language	1	Second Language	1	Second Language	3
Electives	3 ^{1/2}	Electives	3 ^{1/2}	Electives	1 ^{1/2}
Total Credits	22	Total Credits	22	Total Credits	22

*Not available to regular education students entering after 2008. Special Education students may earn a local diploma.

Individual Education Plan (IEP) Diploma Requirements

An IEP diploma may be issued to students who are classified by the Stillwater Committee on Special Education, who have been diligently working toward the completion of their IEP goals, and have completed 13 years of formal schooling. The Committee on Special Education makes a recommendation to the Principal regarding the appropriateness of issuing an IEP diploma to the student. The Stillwater Committee on Special Education meets with parents and students to define and identify each student's goals and objectives and to recommend the student receive an IEP diploma. Every student who chooses to complete school with an IEP Diploma prior to the age of 21 has the right to return to school, tuition free, to work toward a local diploma. This option includes the school year in which they turn 21 years of age. State regulations do not permit students who turn 21 prior to the first day of school to attend school.

New York State Examination Requirements

Local Diploma*	Regents Diploma	Advanced Regents Diploma
Total of 5 Exams with a grade of 55% or higher:	Total of 5 exams with a mark of 65% or higher:	Total of 8 exams with a mark of 65% or higher:
English	English	English
Global Studies	Global Studies	Global Studies
U.S. History	U.S. History	U.S. History
One Science Exam*	One Science Exam*	Two Science Exams*
Algebra/Geometry	Algebra/Geometry	Algebra & Geometry
	Second Language	Second Language

*Students may pass a Regents Examination in either Living Environment, Earth Science, Physics or Chemistry
 + The Local Diploma is not available to regular education students entering 9th grade after 2008.

++Students obtaining a 90% or better average on all 8 exams will be awarded the Advanced Regents w/ Honors Diploma

New York State Examination Requirements

Students who enter ninth grade in September 2005 and after must follow the requirements outlined in the chart below:

Entering Freshman Class	Graduation Year	Local Diploma Requirements	Regents Diploma Requirements	Regents Diploma with Advanced Designation Requirements
2005	2009	Score 65 or above on 2 required Regents exams and 55 or above on 3 required Regents exams. Earn 22 units of Credit.	Score 65 or above on 5 required Regents exams. Earn 22 units of Credit.	Score 65 or above on 8 required Regents exams. Earn 22 units of Credit.
2006	2010	Score 65 or above on 3 required Regents exams and 55 or above on 2 required Regents exams. Earn 22 units of Credit.	Score 65 or above on 5 required Regents exams. Earn 22 units of Credit.	Score 65 or above on 8 required Regents exams. Earn 22 units of Credit.
2007	2011	Score 65 or above on 4 required Regents exams and 55 or above on 1 required Regents exam. Earn 22 units of Credit.	Score 65 or above on 5 required Regents exams. Earn 22 units of Credit.	Score 65 or above on 8 required Regents exams. Earn 22 units of Credit.
2008	2012		Score 65 or above on 5 required Regents exams. Earn 22 units of Credit.	Score 65 or above on 8 required Regents exams. Earn 22 units of Credit.

Note: The **Regents Competency Test (RCT)** safety net for students with disabilities will continue to be available for students entering grade 9 prior to September 2011-12. Students using this safety net will receive a local diploma. **The low-pass option of scoring between 55-64 on the required Regents exams to earn a local diploma will continue to be available for students with disabilities, without local option.**

Appeal to Graduate With A Lower Score On A Regents Examination, 2008-2009: Beginning with students entering grade 9 in 2005, students who have a 65 course average but whose highest score on the corresponding Regents examination after two attempts is below but within 3 points of 65 may appeal to graduate with a local or Regents diploma using this lower score.

Component Retesting: Component retesting allows juniors and seniors who have failed a Regents exam in English and/or Mathematics at least twice (and scored no lower than 48) to be retested in certain components of the exam. Component exams are given in late April or early May. Students who are eligible for component retesting will be identified by their counselors if retesting becomes necessary for graduation.

General Information

Academic Intervention Services

Students unable to meet with Regents or NYS proficiency requirements will be assigned Academic Intervention Services (AIS). AIS classes are required by New York State and shall take priority over elective course selections.

Advanced Placement (AP)/University in the High School/Distance Learning

Stillwater High School provides students with opportunities to gain college credit through coursework completed at SHS. An 85% average for pre-requisite coursework and mastery in Regents level exams are required for consideration for AP, University in the High School (UHS), or Distance Learning (DL) classes offered on the HVCC ITV network. UHS are college level classes taught by SHS staff through Adirondack Community College (ACC).

AP courses offered at Stillwater High School are:

- AP English: Literature and Composition
- AP English: Language and Composition
- AP Chemistry
- AP World History
- AP Biology

All students enrolled in AP classes must take the AP Exam. The grades on the AP examination are reported on a five-point scale:

- 5 - Extremely well qualified
- 4 - Well qualified
- 3 - Qualified
- 2 - Possibly qualified
- 1 - No recommendation

Based on a student score, college credit may be granted for AP coursework/exam participation.*

UHS courses taught by SHS staff offered at SHS through ACC are:

- UHS Physics 103 and UHS Physics 104
- UHS American History 103 and American History 104
- UHS Business 100 – Word Processing in Windows
- UHS Business 201 – Business Communications
- UHS Calculus 131 (Calculus 1) and Calculus 132 (Calculus 2)

College credit through ACC is awarded to students satisfactorily passing UHS courses. Final UHS enrollments must be accepted by ACC.* Students participating in sequential classes (i.e. Amer.Hist 103, Amer. Hist. 104) must obtain an 85% final average to proceed to the next course in the sequence.

Distance Learning Classes offered at SHS through HVCC ITV are:

- Introduction to Psychology
- Principles of Macroeconomics
- Social Problems
- Sociology

HVCC courses taught by SHS staff at SHS are:

French 5

Spanish 5

HVCC offers college credit to students satisfactorily passing a Distance Learning course. Students must have 3 years of Regents level science with at least an 80% average to select HVCC social science courses.

***THERE IS NO GUARANTEE THAT COLLEGES AND UNIVERSITIES WILL ACCEPT COLLEGE CREDIT TAKEN AT THE HIGH SCHOOL LEVEL INCLUDING ADVANCED PLACEMENT (AP), UHS OR HVCC ITV COURSE CREDITS. STUDENTS MUST CONTACT COLLEGE ADMISSION OFFICES TO DISCUSS THEIR POLICIES AND PROCEDURES REGARDING UHS, HVCC ITV AND AP COURSE CREDIT.**

DISCIPLINARY DISCLOSURE PRACTICE FOR COLLEGE APPLICATIONS

In accordance with The National Association for College Admissions Counseling's Statement of Principles of Good Practice, it is the policy of Stillwater High School to answer questions regarding a student's disciplinary history on college and scholarship applications. Disclosures are made for infractions committed during the student's high school years which lead to out of school suspension or expulsion and only if the college or scholarship director requests this information.

Course Load Requirements

All students at SHS are required to carry a minimum of 5½ units of credit each year.

Students who fall behind in credits may be required to carry a heavier load of units of credit along with physical education.

Class placement is based upon the number of credits previously earned.

Course Selections

Beginning in January, all students will select courses for the following school year. Course selections will be based on:

- Graduation Requirements
- Successful completion of current courses
- Proficiency level reached on Regents and NYS Exams
- Teacher recommendations
- Student interest

These selections must be approved by the parent before an assignment is complete. Courses not approved by the above mentioned criteria but requested by parents will require a waiver for student enrollment submitted to the school principal. Waivers will be considered based on class size and availability.

Drop/Add Deadline

Drop/add requests for half-year courses must be filed with the Counseling office for consideration within the first week of a semester. Drop/add requests for full year courses must be made within the first two weeks of the start of the school year.

Doubling Contracts

Doubling must be agreed upon and endorsed by the Principal, parents, student and counselor. Due to the four units of credit in both English and Social Studies diploma certification required by the State of New York, doubling in these subject areas is allowed only with the approval of the Principal.

General Education Development (GED) Program

In lieu of a high school diploma, SHS has a General Educational Development (GED) program for students who are not successful in a traditional educational setting. To qualify, a student must be eligible to sit for the exam upon completion of 150 hours of instruction. The GED Program is a two-part program consisting of two-and-a-half hours of daily instruction and a work component. Students may choose to seek employment or attend a Career & Technical Program at the F. Donald Myers Center in Saratoga Springs. To enter the GED program, a student must be recommended and approved by the admissions committee.

Grading System/Class Rank

Stillwater High School derives a class rank for each student based on the weighted average obtained in each of course. AP courses, University in the High School, Distance Learning classes, and Advanced Classes are weighted for class ranking purposes. Unweighted grades will be reported to colleges.

Counseling Services

Each student has a counselor who is available to assist with academic, social and emotional needs. The Counseling Department is a central component of advocacy for the student beginning from the student's first day of school at SHS. Daytime appointments to serve all your needs are easily scheduled.

School Counselor Contact Information: Call 373-6100

Mrs. Marvin	Counselor	extension - 30005
Ms. Miller	Counselor	extension - 30006
Mrs. Comitale	Secretary	extension - 30003

Incompletes

Incomplete grade will be issued with prior approval of the principal. Students awarded an incomplete grade will have two weeks to complete and submit all necessary work to secure a grade for that marking period.

Levels of Placement

SHS offers several levels of instructional placement: Advance Placement, University in the High School, Advanced, Regents, and Individual Education Plan Instructional Centers.

AP: Advanced Placement courses are designed for students who demonstrate a high level of interest, aptitude and success in the subject matter. Students recommended for AP courses will be those who submit work of high quality, maintain superior achievement levels with course work and demonstrate a clear understanding and thorough conceptual knowledge of the subject matter. AP students will also be expected to keep a high level of motivation and willingness to independently seek out subject content in and outside of the classroom.

UHS: University in the High School (UHS) courses are reserved for the college-bound student seeking to experience a college-based curriculum. UHS students demonstrate a high degree of independent and critical thinking and a highly motivated approach to their studies.

A: Advanced Courses are enriched beyond the equivalent Regents level course as preparation for a UHS, HVCC or AP Course. Selection is based upon tested ability, past achievement and teacher recommendations.

R: Regents Level Courses are based upon the New York Learning Standards, with topics covered in preparation for the required Regents examinations. The Regents program is intended to prepare students for post-high school education and trade development.

Individual Education Plan (IEP) Instructional Centers involve acquiring basic instruction in the core subjects of English, Mathematics, Social Studies and Science. Career Pathways and other practical skills based classes are also offered.

National Honor Society (NHS) Selection Process

All second semester juniors with a cumulative average of 90 or higher will be academically eligible to apply to the NHS. The inductees shall be selected from this group on the basis of scholarship, leadership, character and service. The NHS Faculty Council composed of five faculty members appointed by the principal will make the final selection. A formal induction ceremony will honor these students in the spring of the Junior year. Members are expected to maintain the high standards of scholarship, leadership, character and service on which their selection was based in accordance with the SHS Chapter By-Laws.

Regents Examination Retakes

Students may retake New York State Regents examinations in June, January, or August. You must notify your counselor of your desire to do so by the published deadline, specifying which tests you wish to retake. Unless you are enrolled in a summer school course in that subject, you must seek instruction from a qualified tutor. Raising a low Regents test score may also help you qualify for the New York State Regents, Advanced Regents or Advanced Regents with Honors. Students who wish to retake Regents examinations in January, June, or August must register with their school counselor.

Scholastic Recognition

At the end of each marking period, three categories of recognition are generated on the basis of student performance during that marking period.

Principal's List includes those students who achieve an overall average of 95 or higher at the end of each marking period.

High Honor Roll includes students whose average falls in the range of 89.5 to 94.9.

Honor Roll includes students whose average falls in the range of 84.5 to 89.4

At the end of the school year, the top ten Seniors of the graduating class along with the top six students for each underclassman grade level will be selected and recognized.

Senior Pass

The Senior Pass is provided to 12th grade students as an incentive to maintain responsible behaviors. Eligibility for the Senior Pass is based upon attendance and a disciplinary record free of excess tardies and absences. Students must maintain an overall average of 70 to obtain or keep their Senior Pass privileges.

Students Not Eligible for Credit (NE)

Per the District Attendance Policy, if a student is absent from class for 15 days, unexcused, for a full year course and 7 days, unexcused, for a half year course, credit may be withheld. Any extenuating circumstance, which would prohibit a student from meeting the above attendance requirement for a course, should be directed to the building principal for review.

Summer School

Students requiring summer school will be provided with summer school contact information. Students will need to make individual arrangements with area schools conducting summer school programming. Transportation will not be provided by the District.

Superintendent/Principal Medal

Each year, the Superintendent will review student profiles to identify students demonstrating superior acumen in academic and community service endeavors. Students chosen by the Superintendent will be awarded the Superintendent's Medal based on an Advanced Regents Designation with a minimal score of 90 on each Regents, a minimum 1800 SAT score, and are actively engaged in service to school and community. Similarly, students will be awarded a Principal's Medal for their excellent academic and community service endeavors for obtaining minimum scores of 85 on all Regents and actively engaging service to their school and community. Principal Medals will be awarded during the graduation ceremony.

Transfer Students

The following NYS regulations govern test awards for students who first enter a NYS high school. The principal may choose to waive the following Regents examinations for a high school diploma:

Entering 12th grade – Science and Global History

Entering 11th grade – Global History

Regents Examination may not be waived for students entering 9th or 10th grade from schools outside NYS.

Unit of Credit for Advancement

Students must meet the following requirements to advance to the next grade level:

Grade 9 Be promoted from Grade 8

Grade 10 Minimum of 5 units of Credit; one must be English 9 or Global History 9

Grade 11 Students must have 10 Credits, including at least three in English and Social Studies

Grade 12 Students must be able to meet graduation requirements by June



University in the High School through SUNY Adirondack



History 103 The United States to 1877

SHS Credit: .5 ACC Credit: 3 Fall Semester

Starting with a brief examination of America before 1492, this survey examines the major events and central ideas in United States history from the colonial era to 1877.

History 104 The United States Since 1877

SHS Credit: .5 ACC Credit: 3 Spring Semester

Starting in 1877, this survey emphasizes the policies and programs of the Roosevelt, Wilson and Truman presidencies and devotes significant attention to the origins and consequences of American participation in the two World Wars.

Physics 111 General Physics

SHS Credit: .5 ACC Credit: 3 Fall Semester

A general non-calculus based course in physics. Includes measurement, straight line and vector kinematics, dynamics, static's, rotational motion, work and energy, momentum, heat and temperature, simple harmonic motion, wave motion and sound.

Physics 112 General Physics II

SHS Credit: .5 ACC Credit: 3 Spring Semester

A continuation of Physics 111. Includes light, geometric and physical optics, electrostatics, current electricity, magnetism and electromatic induction, atomic and nuclear physics.

Bus 100 Word Processing in Windows

SHS Credit: .5 ACC Credit: 3 Fall Semester

A beginning level course which provides an overview of the Windows environment, use of the mouse and basic experience in creating text, modifying text and applying attributes to text in different types of documents using a Windows word processing program.

Bus 211 Business Communications

SHS Credit: .5 ACC Credit: 3 Spring Semester

This course provides an understanding of the environment in which business operates. Topics include economics, finance, the security markets, ownership structure; banking, management and marketing. The integration of these topics into everyday business operations will be stressed. A Stock Project will be completed.

Calculus with Pre-Calculus I

SHS Credit: .5 ACC Credit: 4 Fall Semester

The first part of a two-term beginning course in Calculus which integrates Precalculus topics into the concepts and techniques of Calculus I. Topics include the Cartesian plane, algebraic functions, limits, continuity, the derivative, explicit and implicit differentiation and applications including optimization problems and related rates.

Prerequisite – Grade Point Average, Regents scores and Teacher Recommendation

Calculus with Pre-Calculus II

SHS Credit:.5 ACC Credit: 4 Spring Semester

The continuation of Calculus with Precalculus I. Topics include differentials, anti-differentiation, the fundamental theorem, Reimann integration, differentiation and integration of transcendental functions and applications of integration.

Prerequisites— 80% or higher in Pre-Calculus, Teacher Recommendation

Distance Learning Through Hudson Valley Community College (HVCC)



Sociology

½ credit, 3 college credits, 1 semester

Seniors only

An introduction to the scientific study of human social interaction with emphasis on societies, groups, organizations, social networks and communities as the units of analysis. Topics covered include culture, social structure, socialization, sex roles, groups and networks, organizations, deviance and social control, inequality and social stratification, race and ethnic relations and social institutions.

Prerequisite – 3 years of Regents Level Science with 80% average or above in all Science classes

Social Problems

½ credit, 3 college credits, 1 semester

Seniors only

A study of major American social problems with emphasis on their nature, scope, causes, consequences and possible solutions. Major topics covered include: political, educational and familial problems, inequality and poverty, environmental problems, crime, and mental illness.

Prerequisite – 3 years of Regents Level Science with 80% average or above in all Science classes

Introduction to Psychology

½ credit, 3 college credits, 1 semester

Seniors only

This course consists of a systematic, empirical study of human behavior. Major topics include: introduction to psychology, research methodology, biological psychology, sensation and perception, consciousness, learning memory, thought and language, intelligence, human development, motivation and emotion, personality theories, abnormal psychology, health psychology, and social psychology.

Prerequisite – 3 years of Regents Level Science with 80% average or above in all Science classes

Principles of Macroeconomics

½ credit, 3 college credits, 1 semester

Seniors only

This course examines the evolution of economic theory and practice, the structure and functions of the free enterprise system, national income accounting, and fiscal and monetary policy. Their effects on economic policy are also covered. This course can be taken in place of the required 12th grade social studies economics course.

Prerequisite –80% average or above in Global and U.S. History and Government

French 101 - French language and Culture II

½ credit, 3 college credits, 1 semester

This course introduces the student to the more complicated elements of French grammar and concentrates on the refinement of the student's basic communication skills.

Classroom instruction continues to give the student an awareness of French culture and customs.

Prerequisite: French 4 and Teacher Recommendation

Spanish 101 - Spanish Language and Culture II

½ credit, 3 college credits, 1 semester

This course introduces the student to the more complicated elements of French grammar and concentrates on the refinement of the student's basic communication skills.

Classroom instruction continues to give the student an awareness of French culture and customs.

Prerequisite: Spanish 4 and Teacher Recommendation

Art



Studio Art 1A

½ Credit

An introductory art course that provides the student a broad and general exposure in art. Introduction and developmental techniques, knowledge and skill in the use of a wide variety of media and creative expression are encouraged and explored. This is a required course for an Art sequence and serves as a prerequisite art Credit for many other SHS art courses.

Prerequisites: *None*

Studio Art 1B

½ Credit

This course focuses on a variety of multi-media areas, such as sculpture, printmaking, collage, clay and paper. Students will be able to incorporate skills learned in Studio 1A.

Prerequisite – *Studio Art 1A*

Photography

½ Credit, 1 semester

This course focuses on digital photography. Students will use basic elements and principles of art and design to compose images and create new avenues of artistic expression. Students will also learn to manipulate their images digitally to create desired outcomes.

Prerequisites – *Studio Art 1A and 1B*

Media Art

½ Credit, 1 semester

This course will investigate art used as a means of mass communication. Students will be introduced to illustration, advertising, graphic design, publishing and more.

Prerequisites – *Studio Art 1A and 1B*

Advanced Studio Art

½ or full year Credit classes, each 1 semester every day

This course is a continuation of Studio Art, with an emphasis being placed on skills development, and an exploration of individual ideas and creativity. Students will assume more responsibility in terms of project planning and execution. This class can be taken as a half-year or full year elective.

Prerequisites – *Studio Art 1A and 1B*

Portfolio Preparation

½ Credit, 1 semester, every day

This is a course designed for students interested in pursuing art at the college level. Students will spend the semester working to assemble a professional portfolio and must have a serious commitment to creating a variety of pieces representing the areas that colleges of interest require.

Prerequisites – *Studio Art 1A and 1B, and Advanced Studio Art, Teacher Recommendation*

Independent Study Art

½ Credit, 1 semester, every day

This course is designed for those students who have a strong interest in art, but do not plan on pursuing it on the college level. Students must be self-motivated and willing to generate individual projects in conjunction with the instructor's input and approval. This class may also be taken as an additional course after Portfolio Prep.

Prerequisites – *Studio Art 1A and 1B, and Advanced Studio Art, Teacher Recommendation*

Music



Senior Band

½ Credit, full year, every other day

Students will be exposed to music of all forms and styles of band literature ranging from classical to contemporary. Musical qualities and techniques such as intonation, dynamics, articulations, phrasing, and blend will be stressed. Complex rhythmic notation will be practiced as well as diverse meters and more advanced playing ranges. Scales and sight-reading skills will be practiced on a regular basis. Simple musical composition/theoretical skills, as well as music history and multi-cultural concepts will be introduced and addressed whenever appropriate. This fulfills one half of a unit of Credit of the art/music graduation requirement.

Prerequisites – permission from teacher based upon evaluation of musical readiness, 9-12

Senior Chorus

½ Credit, full year, every other day

Students will gain knowledge of proper vocal production and music score reading using a varied repertoire of music styles ranging from Baroque to contemporary. Participation in the Winter and Spring concerts is mandatory and is where all of the study of singing will be showcased. This fulfills one half of a unit of Credit of the art/music graduation requirement.

Prerequisite: None

Music Theory

½ Credit, full year, every other day

Music Theory is an elective course designed for students interested in learning the fundamentals of reading and writing music. Students develop skills in music notation, ear training, sight-reading for voice and instruments, and analysis. This fulfills one half of a unit of the art/music graduation requirement.

Prerequisite: None

Jazz/Stage Band

The Jazz program at Stillwater MS/HS has been in existence since 2002 and has grown to include students in grades 7-12. Through performing in school bands, interested students are eligible to join the ensembles, providing their musical readiness is at or above the level of the majority of the group. We perform a wide range of musical styles that fall under the umbrella term of Jazz. Styles may include: Swing, BeBop, Rock, Funk, Latin, and so on. This group performs at all school concerts, as well as several community events throughout the school year. Participation in jazz festivals, NYSSMA competitions/ adjudications and other venues will be explored, as well as field trips to hear other ensembles perform throughout the Capital District area.

Chamber Singers

The Chamber Singers is a select singing group consisting of highly motivated and serious singers. Through participating in Mixed Choir students are eligible to audition and become a member of this small singing group. The maximum group size is approximately 20 students. We rehearse after school at a time that is most convenient for the group members once a week. Weekly attendance is mandatory. We sing a wide variety of music from the Baroque to the present and perform at both the Winter and Spring Concerts. Extra community performances are also opportunities that we will take advantage of as they become available. Participation in NYSSMA and other choral competitions, as well as trips to see other choral groups and shows are also possibilities in the future.

Career and Technical Education



Career Pathways

1 Credit

Career Pathways, designed as a full year course for all 9th graders, prepares students with essential skills to be successful with the emerging technologies of today. Students will hone their academic proficiencies through career and technical education skill sets.

Prerequisite: 9th Grade Students Only

Personal Financial Management

½ Credit

This course equips students for a secure, responsible and independent approach to everyday personal financial management. Topics include market economy fundamentals, investing instruments, investing skills, banking an Credit, and thoughtful financial planning.

Pre-requisite: None

Business Mathematics Applications

1 Credit

Business Mathematics Applications is a one-year course where students use fundamental math skills engage business and personal money management applications. There is a local midterm and a local final for this class.

Prerequisite – students must have 11th grade math status

Accounting 1

1 Credit

Accounting I provides students a strong foundation in basic accounting theory and procedures. This course will incorporate the fundamental principles of accounting into real life simulations that allow students to apply the procedures to current business and accounting applications.

Prerequisites: None, 10th and 11th grade students will be given selection priority

Career Exploration Internship Program (CEIP) Internship

CEIP provides eligible students with opportunities to intern with local businesses. Students will carry a minimum load of classes in order to provide students with ample opportunities to intern with school-business partnerships.

Pre-Requisite: Teacher Recommendation Only





Project Lead the Way

Project Lead the Way (PLTW) builds strategic partnerships among middle schools, high schools, colleges and universities, and business and industry to provide students with the rigorous, relevant, reality - based knowledge necessary to pursue engineering or engineering technology programs in college. Students selected for PLTW will demonstrate an ability to integrate strong mathematical and inquiry based skills.

Drawing and Design for Production

1 Credit

This course in drawing will introduce students to the basic elements and processes that are common to many industries, trades, and occupations. The course teaches problem solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software. Strong mathematical skills are required.

Prerequisite: Teacher Recommendation, 9-10

Principles of Engineering

1 Credit

This course is an integrative hands-on laboratory setting providing access to tools and materials for individuals, small groups, and large group projects. Tools will include hand tools for wood, metal, electronics, and simple chemical projects as well as computers to be used for design, problem solving as laboratory devices, and for control devices.

Prerequisite – Drawing and Design for Productions, Teacher Recommendation

Digital Electronics

Digital Electronics is a course of study in applied digital logic. The course is patterned after the first semester course in Digital Electronics taught in two and four year colleges. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/engineering technology. Using MultiSim, or other industry standard software simulation program, students will test and analyze simple and complex digital circuitry. A capstone project for the course is the design of a printed circuit board and construction of a battery powered digital device.

Requirement: Enrollment in Algebra II/Trigonometry or higher. Students can earn college credit through HVCC (cost approximately \$150) or RIT (cost approximately \$200). This credit may be transferred to other colleges.

Physical & Health Education



Health (Required for all students)

½ Credit

Health education prepares students with the knowledge, skills and attitudes essential for leading a healthy lifestyle. The course focuses on promoting wellness, the prevention of health problems, management of health concerns, and risk reduction associated with personal decision making regarding the physical, social, emotional and intellectual aspects of health. Areas of study in Health Education include human growth and development; nutrition; family life; alcohol, tobacco and other drugs; safety; community health; environmental health; diseases and disorders; consumer health; and emotional health. Usually taken in 10th grade, this is a required course for graduation.

Physical Education

½ Credit, full year, every other day

Education Law and the Commissioner's Regulations require that all students complete two units of physical education (PE) in order to graduate. All full-time students shall be enrolled in PE. The program consists of activities that promote social, emotional, intellectual and physical growth. Our program emphasizes on individual development, group games and activities and instruction in lifetime sports. Along with regular PE classes, students are encouraged to participate in interscholastic and intramural athletic programs.

English



English 9

1 Credit

English 9 is a general survey course of world literature designed to help students to improve their reading, writing, listening, and speaking skills. Throughout this course, students will be acquainted with various types of literature including novels, short stories, essays, drama, and poetry. In addition to reading, analyzing, and evaluating literature, students will practice and develop writing skills through the use of essays, journals, creative writing, speech writing, research papers, and other literary responses. This course will build on knowledge learned in previous grades and prepare students for future English courses.

English Focus 9

1 Credit

Focus 9 is a Regents level English course which prepares students for the skills based English 11 Regents. A smaller setting provides targeted instruction to students who require more individualized instruction. The content will be comparable to the English 9 with some adjustments to meet the needs of students. Because the NYS assessment is writing intensive, this course will work towards developing the skills that students will need to be successful writers.

Teacher Recommendation required for enrollment.

English 10

1 Credit

This 10th grade course is intended to continue to prepare students for Regents level work and the transition to English 11. In writing and speaking, and in the study of literature and language, evidence of the maturing of skills is sought and expected. Class discussions help foster the development of critical thinking skills necessary for future English classes and for college.

Prerequisite – English 9

English Focus 10

1 Credit

Focus 10 is a Regents level English course which prepares students for the English 11 Regents. A smaller setting provides targeted instruction to students who require more individualized instruction. The content will be comparable to English 10 with some adjustments to meet the needs of students. Because the NYS assessment is writing intensive, this course will work towards developing the skills that students will need to be successful writers.

Teacher Recommendation required for enrollment.

Advanced English 10

1 Credit

The Advanced English 10 program is designed for the highly motivated, independent student. The themes addressed in this course are more complex in nature and more sophisticated in approach. In addition to the various intensive reading and writing tasks, students also engage in an in-depth study of historical context and its underlying influence on society. This course will prepare students for Advanced Placement courses in 11th and 12th grade.

Prerequisite –Teacher Recommendation

English 11

1 Credit

Students continue to develop the skills and knowledge necessary for literary analysis and criticism by examining standard works of both American and British literature. Through daily discussions of assigned readings, written examinations, review of note taking skills, and the development of essays, students are preparing to be successful in writing the six-hour Regents Examination in English in June.

Prerequisite - English 10

English 11 Lab

½ Credit, Full Year

This course is required of all students enrolled in both English 11 and English 11 Honors, and is designed to give students the additional opportunities to develop and hone the skills necessary for successful completion of the Regents exam in June.

Prerequisite – English 11

English 12

1 Credit

English 12 is structured so that students are prepared with written and language skills necessary for college or the work place. The literature component emphasizes key concepts such as character development, motives, actions, conflicts and aspirations. Supplemental reading is recommended in order to encourage diversity of reading and skill in comparing and contrasting differing literary interpretations of similar subjects. Writing opportunities are diversified so that many types of academic and non-academic writings are explored. All seniors must successfully complete this course to meet graduation requirements.

Prerequisite – English 11

British Literature

1 Credit

This course is designed for the student who wishes to expand their repertoire of literature beyond American authors and Shakespeare. Classic and contemporary pieces are examined throughout the year ranging from Beowulf and Milton through Joyce and McEwan.

Prerequisite: English 11, Teacher Recommendation

Advanced Placement Literature and Composition

1 Credit

This advanced class is intended for serious students of literature who wish to study in depth some of the greatest ancient and modern European, English and American literature and who are willing to assume much of the responsibility for their own learning. The basis of the course is the seminar which, while led by the instructor at the outset, is led ultimately by students. Grades are composed of longer essays treating literary themes, shorter essays of literary analysis and explication, a literary research paper, and seminar presentations. There is a summer reading and writing assignment required from the students who choose this course. All students are required in May to write the AP Examination in Literature and Composition.

Prerequisite: Teacher Recommendation

Advanced Placement Language and Composition

1 Credit

This college-level course is maintained through the framework of the AP English Course Description published by the College Board, and implemented through the use of the district's core curriculum standards that have been established by New York State Education Department. Students focus on developing composition skills, understanding writer's purpose and strategy, having "conversations" with the text, analyzing images as text, revising, employing argumentative writings, evaluating documents, using synthesis skills and establishing the writer's purpose and use of rhetoric. Students will also be exposed to aspects of language, including imitation, syntax, word choice, and tone. There is a summer reading and writing assignment required from the students who choose this course. All students are required in May to take the AP Examination in Language and Composition

Prerequisite –Teacher Recommendation, 85% or better on English 11 Regents or AP Literature and Composition



Languages Other Than English (LOTE)



Spanish 1

1 Credit

This course is designed for students who were not successful with the NYS proficiency in Spanish. Speaking and listening skills are emphasized and more significance is placed on reading and writing skills. This course will meet the NYS checkpoint A requirements for high school language.

Spanish 2

1 Credit

The basic goal of this course is to build upon basic vocabulary and structures learned in Spanish I to prepare students for the following year's Comprehensive Exam in Spanish. It is a Regents level course that emphasizes the development of the four language skills: speaking, listening, reading and writing.

Prerequisites – Spanish 1 or a passing grade on the Spanish Proficiency Exam

Spanish 3

1 Credit

The course emphasizes the development of the four language skills: speaking, listening, reading and writing and preparing students throughout the Spring for the Regents Comprehensive Examination in Spanish.

Prerequisites – Spanish 2

Spanish 4

1 Credit

The first semester of this course focuses on the basic objectives: the continuation and development of the student's ability to communicate in both written and spoken Spanish as well as an investigation of both the Spanish and Latinoamerican cultures. Emphasis also will be given to reading as well as individual and group presentations.

The second half of the year will focus on contemporary culture, family values and celebrations in Spanish-speaking countries.

Prerequisites – Spanish 3

Spanish 5 - Spanish language and Culture II

½ credit, 3 college credits, 1 semester

This course introduces the student to the more complicated elements of French grammar and concentrates on the refinement of the student's basic communication skills. Classroom instruction continues to give the student an awareness of French culture and customs.

Prerequisite: Spanish 4 and Teacher Recommendation

French 1

1 Credit

This course is open to all students who wish to study the French language and culture. Students receive instruction in the development of the skills of listening, speaking, reading and writing French.

French 2

1 Credit, full year, everyday

This French course is designed as a continuation of the middle school program. The proficiency gained in reading, writing, listening and speaking skills, is broadened and enriched. Mastery of more advanced grammatical structure is stressed. The culture of the francophone world is explored as students study a variety of topics.

Prerequisites – French 1 or passing grade on the French Proficiency Exam

French 3

1 Credit

Communicative proficiency in listening, speaking, reading and writing is developed to a more advanced level on a wide variety of topics taken from the New York State Learning Standards for Languages Other Than English. The NY State Comprehensive examination in French is given at the end of this course.

Prerequisite – French 2

French 4

1 Credit

Students explore advanced grammar and composition skills in conjunction with an ongoing emphasis on listening, speaking, reading and writing. Students read short stories and newspaper and magazine articles designed to meet their interests and talents. The study of *Le Petit Prince* in French is required.

Prerequisites – French 3 and Teacher Recommendation

French 5- French language and Culture II

½ credit, 3 college credits, 1 semester

This course introduces the student to the more complicated elements of French grammar and concentrates on the refinement of the student's basic communication skills. Classroom instruction continues to give the student an awareness of French culture and customs.

Prerequisite: French 4 and Teacher Recommendation

Mathematics



Note: Incoming freshmen will be introduced to the new New York State Standards for Mathematics at the high school level; courses will be phased out progressively and noted as "Final year for this course" for 10th grade and above.

Algebra

1 Credit

Primary material will focus on developing algebra skills with applications to geometry, probability, statistics and other real-world applications. Concepts will be developed using appropriate mathematical language and symbols, and varied exercises will be used to develop skills and test understanding.

Prerequisite – Successful completion of 8th grade math with 70 average or higher (Accelerated Status requires Teacher Recommendation)

Algebra 9

1 Credit

Algebra 9 is a co-taught class designed for students who require one-to-one interaction to help grasp mathematical concepts. Students taking Algebra 9 will be supported with a lab. Students will be prepared for the Algebra Regents.

Prerequisite – Teacher Recommendation

Geometry

1 Credit

This mathematics course is the second in the New York State prescribed Regents program leading to an Advanced Regents Diploma. Students in this course are expected to identify and justify geometric relationships, formally and informally. Students will explore a variety of approaches to verification and/or proof of geometric theorems and principles. The accompanying NYS Geometry Regents exam will be taken in June.

Algebra 2 and Trigonometry

1 credit

This course completes the curriculum outlined in the New York State Regents Core Curriculum. The course includes the study of: real and complex numbers, quadratic formula, trigonometry, exponential and logarithmic functions, sequence and series, probability and linear regression. The New York State Algebra 2 and Trigonometry Regents examination is administered in June.

Prerequisite: Successful completion of Geometry.

Pre-Calculus

1 Credit

This course provides an introduction to Calculus. This course will include topics such as analytic geometry, advanced algebra, limits, derivatives, conics, matrices and polar coordinates. There is a local midterm and final.

Prerequisites – Successful completion of Math B exam, 80% or higher in advanced algebra/trig, and Teacher Recommendation

Calculus with Pre-Calculus I

SHS Credit: .5 ACC Credit: 4 Fall Semester

The first part of a two-term beginning course in Calculus which integrates Precalculus topics into the concepts and techniques of Calculus I. Topics include the Cartesian plane, algebraic functions, limits, continuity, the derivative, explicit and implicit differentiation and applications including optimization problems and related rates.

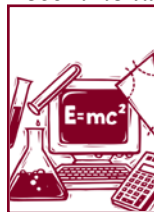
Prerequisite – Grade Point Average, Regents scores and Teacher Recommendation

Calculus with Pre-Calculus II

SHS Credit: .5 ACC Credit: 4 Spring Semester

The continuation of Calculus with Precalculus I. Topics include differentials, anti-differentiation, the fundamental theorem, Riemann integration, differentiation and integration of transcendental functions and applications of integration.

Prerequisites— 80% or higher in Pre-Calculus, Teacher Recommendation



Science

Regents Living Environment

1 Credit

Living Environment is a science that stresses inquiry and depends upon the basic relationships of the physical sciences as well as living things. This course will be presented with these ideas in mind. While the presentation of content will be a major part of this course, the development of process skills will be even more important. A lab will accompany this class in which a certain number of labs must be completed to be able to sit for the Regents exam. The New York State Regents Exam is the final for this course. This course is usually taken in 9th grade.

Prerequisite: None – Accelerated 8th grade Science students follow prerequisites outlined by the middle school

Unified Living Environment

1.5 Credit

This program provides students with 1½ years to complete the Regents Living Environment curriculum. The Regents Exam will be taken at the end of the first semester of the sophomore year. This will be followed by 2 semesters of Basic Earth Science. Following the successful completion of this sequence, the student will need one more year to fulfill their science requirements for graduation

Prerequisite: Teacher Recommendation

Regents Earth Science

1 Credit

This is a laboratory integrated Regents course typically taken in the 10th grade. Some topics discussed include Geology, Meteorology and Astronomy. Emphasis is placed on the ability to graph and interpret data from a variety of charts and graphs. A lab will accompany this class in which a certain number of labs must be completed to be able to sit for the Regents exam.

Prerequisites – Successful completion of Living Environment

Regents Chemistry

1 Credit

This full year course prepares students to succeed on the NYS Regents Exam in Chemistry. Topics explored include: Atomic Structure, Bonding, the Mole, the Periodic Table, States of Matter, Chemical Reactions, Kinetics, Equilibrium, Thermodynamics, Acid/Base Chemistry, Redox, Organic Chemistry, and Nuclear Chemistry.

Prerequisites – Successful completion of Living Environment and Earth Science, Teacher Recommendation

Advanced Chemistry

1 Credit

This full year course is an excellent preparation for college-level chemistry, the SAT II Chemistry Exam, and, the NYS Regents Exam in Chemistry. Topics are pursued at greater depth than in the Regents level course. The topics include: Atomic Structure, Bonding, the Mole, the Periodic Table, States of Matter, Chemical Reactions, Kinetics, Equilibrium, Thermodynamics, Acid/Base Chemistry, Redox, Organic Chemistry, and Nuclear Chemistry. Honors Chemistry is a very demanding course and, as such, is intended only for very dedicated and qualified students.

Prerequisites– Successful completion of Living Environment, Earth Science and Teacher Recommendation

General Physics

1 Credit

Based on the Physical Setting; Physics State Standards, topics will be developed at a more relaxed pace than the mainstream Regents Physics course.

Prerequisites – Teacher Recommendation

Regents Physics

1 Credit

This course is similar to General Physics, however the math is much more demanding. The first semester deals with mechanics. Mechanics consists of several sections including Kinematics, which consists of velocity and acceleration problems; Newton's Laws of motion; and impulse and momentum. The second semester deals more with waves, electricity and magnetism. The final for this course is the NYS Regents Examination in Physics, offered in June.

Prerequisites– 75 on Chemistry Regents, 75 on Math B exam, and Teacher Recommendation

Ecology I

½ Credit

This course explores basic ecological concepts through the study of terrestrial ecosystems. Topics covered include evolution, botany, soils, energy flow, cycles of matter, community interactions, population dynamics, climate and biodiversity. Students will gain an understanding of species interdependence and learn how species interact with their environment.

Prerequisites – Successful completion of Living Environment and Earth Science

Ecology II

½ Credit, 1 semester, every day

This course explores the marine biomes of the world including the world's oceans, lakes, ponds, wetlands, rivers and estuaries. Students will explore the physical and biological processes of aquatic ecosystems and gain an understanding of basic ecological concepts as they pertain to marine environments. The human impact on water resources will also be discussed.

Prerequisites – Ecology I

UHS Physics - Physics 111 General Physics

SHS Credit: .5 ACC Credit: 3 Fall Semester

A general non-calculus based course in physics. Includes measurement, straight line and vector kinematics, dynamics, static's, rotational motion, work and energy, momentum, heat and temperature, simple harmonic motion, wave motion and sound.

Prerequisites – Regents Physics, Teacher Recommendations

UHS Physics - Physics 112 General Physics II

SHS Credit: .5 ACC Credit: 3 Spring Semester

A continuation of Physics 111. Includes light, geometric and physical optics, electrostatics, current electricity, magnetism and electromagnetic induction, atomic and nuclear physics.

Prerequisites – Physics 111 General Physics

Advanced Placement Chemistry

1 Year 1 Unit

AP Chemistry is designed to be a college course that integrates introductory Regents level work with college level requirements. It is intended for the student who has gone beyond the memorization of facts and has developed the skills of logic and persistence needed to understand the mathematics and models of chemistry. In addition to the topics listed under Chemistry Regents, the course includes such topics as crystal lattices, rate laws, solubility equilibria, and titration of buffered solutions. Students will simultaneously complete Regents and college level assignments in order to be adequately prepared for the AP exam given in early May. Students will collect, organize, and analyze data using a computer, the Internet and other laboratory equipment. Classes meet seven periods per week. The AP Exam must be taken. The accompanying Regents exam will function as a final exam for this course, representing 20% of the student's final average.

Minimum Math Recommendation: Successful Completion of Algebra/Trigonometry 2

Minimum Science Recommendation: A final course average of 90% in Advanced Chemistry

Advanced Placement Biology

1 Year 1 Unit

AP Biology is a senior elective which is designed to be a college level course. It is intended for students who plan to continue their study of science beyond the first year of College Biology. The goals of this course include helping students to develop a conceptual framework for modern biology, gain an appreciation of science as a process, and prepare students to take the AP Exam in Biology. Topics of study include molecules, cells, heredity, evolution, organisms, and populations. Students may be required to do independent research study or project work. Students will collect, organize, and analyze data using a computer, the Internet and other laboratory equipment. Classes meet seven periods per week. The AP Exam must be taken.

*Minimum Science Recommendation: A final course average of 90% in previous Science courses (Must include Earth Science, Biology, and Advanced Chemistry) or a final course average of 85% in AP Chemistry. Students who are accelerated in science are expected to complete Earth Science, Biology, Chemistry, before enrolling in AP Biology.**

Social Studies



Global History and Geography 9

1 Credit

This is the first half of a two-year course that prepares students to succeed on the NYS Regents Exam in Global History and Geography. The Regents exam is taken after completing both Global 9 and Global 10. First year topics include: geography, early and classical civilizations around the world, comparative culture studies, and the emergence of the modern world. A second area of focus includes the development of study skills, such as organization, document analysis, map and data interpretation, reading in the social studies, and the application of critical thinking skills to modern problems rooted in ancient history.

Global History and Geography 10

1 Credit

This is the second year of Global Studies material for the Global Studies Regents exam. The course introduces students to various cultures and regions within the world. Through this course they will gain a greater understanding of history, geography, economics, religion and political science. The Global Studies Regents exam in June is the final exam for this course.

Prerequisite – Global History and Geography 9

Global Studies Regents Lab

½ Credit

This course is designed to help students succeed on the Global Studies Regents Exam. The lab is intended to assist students in organizing and manage the vast amount of information assimilated in 9th and 10th grade.

U.S. History and Government

1 Credit

This course, usually taken in 11th grade, is designed to enhance student knowledge of our great nation as well as better their understanding of our great work in progress, the constitution. Special emphasis will be paid to major events in our history. The final for this course is the NYS US History and Government Regents exam in June.

Prerequisite – Global Studies 10

Participation in Government

½ Credit

This is a one-semester course required for all seniors as half of their social studies curriculum. Topics that will be covered include current events, our constitution, the types of government, and politics. Students will have the opportunity to debate several relevant contemporary issues such as gun control and the death penalty.

Prerequisite – None (Required for graduation)

Economics

½ Credit

This is a one-semester course required for all seniors as half of their social studies curriculum. Topics that will be covered include an introduction to Economics, Microeconomics and Macroeconomics; students will learn about supply and demand, and our monetary system, among other things.

Prerequisite – None (Required for graduation)

Advanced Placement World History

1 Credit

The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts, perceived through the lenses of different societies. The course highlights the nature of changes in international frameworks coupled with their causes and consequences, as well as, comparisons among major societies. The course presents a broad survey of the history of the world between 8000 B.C.E. to the present in order to understand whence we've come and to better predict where we are going. Tenth grade students taking this course will be prepared for the Global History Regents.

Prerequisites: Teacher Recommendation



Career and Technical Education (CTE) Courses



For the latest information concerning course outlines and requirements, please visit www.wsweboces.org.

Advanced Manufacturing Systems

This two-year program introduces students to the wide range of advanced mechanical and manufacturing technologies that are used in modern manufacturing facilities. Students learn about delivering a product in the global community with an emphasis on safety, maintenance awareness, quality practices and measurement, and the manufacturing process and production. The program covers the fundamental systems that enable equipment and machines to function, such as electronics, pneumatics, computer aided design (CAD), and programmable controls – systems that are used in automated systems as well as robotics.

Auto Body Repair

This is a two-year program based on Automotive Service Excellence (ASE) task lists for painting and refinishing and non-structural analysis and damage repair. Includes safety, use of computer/ tools/technology, body alignment, dent removal, welding, painting, refinishing, trim, glass work, and shop operations. This program also offers live work on vehicles owned by real customers and hands-on experience in the state-of-the-art paint booth and mixing room.

Automotive Technology

This is a two-year program based on the General Service Technician Program of the National Institute for Automotive Service Excellence (ASE) and the National Automotive Technician Education Foundation (NATEF). This program includes the latest technologies to build diagnostic and repair skills for working on modern vehicles. The program also offers live work on vehicles owned by real customers. A wide variety of internships are available.

Construction Trades

This is a two-year program based on the National Center for Construction Education and Research (NCCER) Contren™ Learning Series. Competency-based modules are and include residential construction modules such as safety, tools and equipment, blueprints, building materials, floors, walls, ceilings, stairs, roofing, windows and doors, site layout, foundations, interior and exterior finishing, and project management.

Cosmetology

This is a two-year, 1,000-hour program dedicated to preparing students for current and emerging careers in the professions of natural hair styling, esthetics, nail specialty and cosmetology. Students are expected to participate, under supervision, in the actual operation of a full service salon on each campus, catering to real customers, in order to gain management skills and customer service experience.

Criminal Justice Studies

A two-year program based in part on the education and training objectives set forth by the International Foundation for Protection Officers (IFPO), this program promotes a philosophy of prevention rather than apprehension and covers topics such as terrorism, VIP protection, disaster control, homeland security, emergency planning, crowd control, law, crisis intervention, public relations, and professional ethics.

Culinary Arts & Hospitality

A two-year program that implements ProStart™, an industry-based program that prepares students for careers in the restaurant and food service industries. Curriculum ranges in topics from basic food preparation and sanitation to culinary techniques and menu planning and development. Students also work to complete 250 hours of culinary-related work toward their national business and industry certification.

Early Childhood Education

A two-year program based on Child Development Associate (CSA) competencies and requirements that focus on developing skills in early childcare and the education profession. Students learn to establish and maintain a safe, healthy learning environment, while nurturing the physical, intellectual, social and emotional development of young children. Students also have the opportunity to work with children 3 and 4 years old, under supervision, in an on-site preschool.

Environmental Conservation and Forestry

A two-year program aligned with the Society of American Foresters programs in Forest Technology that emphasizes forest ecology and silviculture, forest management, woods safety, forest land usage and protection, fish and wildlife management, forest recreation, trends in urban forestry, and current and emerging environmental conservation issues. Students spend over 75% of their time outdoors in “land labs” that enable students to participate in projects that put theory into practice.

Graphic & Visual Communication

This is a two-year program based on current and future trends and practices in the industry. Students use state-of-the-art Apple computers and digital equipment to create multimedia projects, and receive comprehensive instruction in desktop publishing applications. The curriculum ranges from basic layout and design to digital photography and animation. Students work with the Adobe Creative Suite, including, PhotoShop, InDesign and Illustrator.

Heating, Ventilating, Air Conditioning, and Refrigeration

This is a two-year program aligned with the most current Heating, Ventilation and Air Conditioning (HVAC) Excellence modules relevant for this geographic area and industry needs/trends. It includes skills required for installation, service and repair of heating, air conditioning, and refrigeration equipment and systems in both residential and commercial applications. The program integrates shop operations, job planning and estimating, customer service, professionalism and ethics.

Heavy Equipment Maintenance & Operation

This is a two year program based on the National Center for Construction Education & Research (NCCER) Contren™ Learning Series for Heavy Equipment and Repair. Students learn to operate, maintain, diagnose, and repair construction-related equipment such as bulldozers, excavators, and more. The curriculum covers, but is not limited to, safety, hydraulics, and diesel engines.

Horse Care

This is a two-year program aligned with the USTA requirements for basic licensing as a trainer/driver. The course of study includes equine physiology, nutrition, health-related topics, and emergency medical care. The program integrates daily care of horses, the role of the caretaker, safety, professionalism, handling of horses, and breaking a yearling. It includes training of Standardbreds for racing, using all related tack and equipment.

Horticulture & Landscaping

This is a two-year program that incorporates contemporary knowledge, skills, and trends found in the horticulture, florals and landscaping industries. It integrates horticulture principles, landscape design, greenhouse production, floral design, retail sales, merchandising, and shop management. It covers botany, soil, science, plant propagation, and integrated pest management (IPM). Students design landscaping for some of the area's finest gardens and see their vision grow from start to finish. Each educational center operates a student-run greenhouse and floral shop on-site.

Information Technology/Networking

This is a one- or two-year program designed to teach the skills necessary to design, install and maintain networks. The curriculum is specific to, and crosses over, Information Technology careers. This includes basic electricity and electronics, network and telecom installation, computer operation and repair, operating systems, Local Area Network (LAN) management, hardware, wiring, and computer security.

New Visions Health Careers Exploration

Students learn and observe in a hospital setting from physicians and physicians assistants, physical and occupational therapist, registered nurses, and a wide range of other health-care professionals. The academic curriculum is combined with clinical experience to provide students with a rich and rewarding learning opportunity,

Nurse Assisting/Health Occupation

This is a two-year program that offers the Nurse Assisting curriculum in the first year and Health Occupations (including Medical Assisting) in the second year. Nurse Assisting teaches skills in basic nurse assisting, medical terminology, safety, body mechanics, and communication. Students participate in a clinical setting, under supervision, during both year one and two. The environments may be nursing homes, hospitals, physician's offices, clinics, insurance companies and community agencies.

Practical Nursing

A 1,200-hour program for high school seniors that prepare students for the NCLEX-PN examination – a national test administered at the state level – required for those seeking professional licensure in the field of nursing. The program stresses professional standards, integrity, academic and clinical excellence with a holistic approach. The curriculum is vast and includes, but is not limited to, fundamentals of nursing care, anatomy and physiology, and emergency care.

Welding

A two-year program based on the American Welding Society (AWS) SENSE Program that includes industrial welding; oxygen/acetylene welding; oxy-fuel cutting, mig and tig welding; basic rod identification and use; and layout and design. The program integrates safety, blueprint reading, electrode selection, joint design, rigging, metallurgy, quality, symbols, welding detail drawings and technology.

Stillwater Clubs



National Honor Society

High School members of the National Honor Society maintain high standards in society, including scholarship, service, character, and leadership. Members are expected to maintain an active membership status. The National Honor Society also performs individual as well as group service projects for the school and community. The National Honor Society consists of members from grades 11 and 12, but there is a process involved in becoming a member.

Senior Class

Anyone in the Senior class can participate in the Senior class organization. Students that are involved work to organize and plan the homecoming dance and the decorations, they plan a minimum of two senior activities such as the Halloween party and the winter party, they are responsible for planning and facilitating the Senior Prom activities, and they plan and organize the Senior Class trip. The students also have a minimum of two community service projects that they plan and complete. All Seniors are responsible for electing the class officers that make most of the final decisions for the class.

French Club

The French Club has been holding monthly meetings since its inception in 2004. With an average participation level of 15-20 students, the French Club is pleased to offer a positive after school activity for our French speaking students. Students who have a special interest in speaking French and learning more about French culture are able to participate in various activities, in a welcoming environment. Some activities have included: watching French films, playing games, making and eating French foods, making culturally related crafts, and a field trip to a French restaurant. The French Club typically tries to organize a day trip to Montreal.

Junior Class

Anyone in the junior class can participate in the junior class organization. The junior class is responsible for many things including a community service project, the Class Day dance and class day planning, and participation in the Fall Homecoming. Each class also works to raise money for their Senior Prom. All Juniors are responsible for electing the class officers that make most of the final decisions for the class.

Sophomore Class

The Stillwater Sophomore Class participates in various fundraising and service activities throughout the school year. These activities both benefit the sophomores, providing them with the funds necessary to plan a Senior Prom, a Senior trip and other events, as well as the community, since the students plan various events that service the community. As sophomores, the students are responsible for planning a ring ceremony where each sophomore is presented with a class ring. The Sophomore Class is led by six officers who, along with the advisor, make the final decisions on fundraisers and activities. All sophomores are responsible for electing the class officers that make most of the final decisions for the class.

Freshman Class

All freshmen are welcome to participate in the Freshman Class organization. The group meets an average of twice per month, and plans potential fundraisers and community service projects. The club raises money over the course of four years to pay for the Senior Prom, as well as the Senior trip. The club also participates in various community service projects, and participates in the Fall Homecoming preparations. All Freshmen are responsible for electing the class officers that make most of the final decisions for the class.

Youth Court

What is Youth Court? Youth Court is a program designed to hold youth accountable and to build competencies. Youth Court is a voluntary alternative to traditional disciplinary procedures for students who have committed an offense or violated the school code of conduct. The goal of youth court is to intervene in early anti-social, delinquent and criminal behavior. Youth Court also offers a law related education program for members. All members must swear to an oath of confidentiality.

What happens in Youth Court? A student who has admitted guilt to violating the school code of conduct appears for a sentencing hearing before a jury of his/her peers. The jury is presented with information relevant to sentencing, deliberates and passes sentence. Sentences typically include community service, letters of apology, and competency classes.

Who participates? Youth Court proceedings involve an offender, jurors, and members in the roles of judge, prosecutor, defender, clerk/bailiff and jury foreperson. Members of the youth court consist of students who have successfully completed a multi-week training program. Areas of instruction include an overview of the juvenile/criminal justice system from arrest to incarceration. The training program concludes with mock hearings to prepare members for participation in youth court proceedings. Youth court members will assume the following roles on a rotating basis: Judge/Prosecutor/Defender/Clerk/Bailiff/Jury Foreperson/Jurors.

Chess Club

Grades 9-12, all are welcome. Participants learn fundamentals of chess and have the opportunity to compete at local competitions. This club meets usually once a week.

Yearbook

Anyone in grades 9-12 can become involved in the Yearbook club. Together these participants will establish a timeline for the yearbook, plan and implement necessary fundraising activities, coordinate appropriate activities to meet timeline deadlines, and coordinate the distribution process.

Students Against Destructive Decisions (SADD)

SADD is a peer leadership organization dedicated to preventing underage drinking and drug use by focusing attention on the potentially life threatening consequences of various destructive decisions. Students take part in developing ways to provide information regarding positive decision making to the general student body. Students also learn about current trends, issues, and strategies by attending a conference "Safe Spring". Students additionally participate in various community service activities. New members are welcome to join at any time.

Web Club

Anyone in grades 9-12 can become involved in the Web Club. Participants in the club have the opportunity to assist in updating and working on the school's webpage, and also in the development of teacher web pages. More members are always needed; anyone interested can see Ms. Salmon for more details.

MasterMinds

MasterMinds, the varsity sport of the mind, provides students with an opportunity to represent Stillwater in an interscholastic setting. MasterMinds is a trivia based competition that covers a broad range: art, biology, chemistry, current events, geography, history, literature, music, political science, pop culture, religion and sports. Competitions are typically held once per month with teams having two matches per competition. Practice is held once per week, usually on Tuesdays. If there is sufficient interest, Stillwater will field a JV team. Interested students should see Mr. McCoy in room 460 for more information.

Key Club

Key Club provides its members with opportunities to provide service, build character, and develop leadership. Objectives of the group include serving the school and community, fostering an attitude in all human relationships based upon the Golden Rule, developing a more intelligent, aggressive, and serviceable citizenship, and providing a practical means to form enduring friendships, rendering unselfish service, and building better communities.

Chamber Singers

The Chamber Singers is a select singing group consisting of highly motivated and serious singers. Students are eligible to audition and become a member of this small singing group through participation in Mixed Choir. The maximum group size is approximately 20 students. We rehearse once a week, after school at a time that is most convenient for the group members. Weekly attendance is mandatory. We sing a wide variety of music from the Baroque to the present and perform at both the Winter and Spring Concerts. Extra community performances are also opportunities that we will take advantage of as they become available. Participation in NYSSMA and other choral competitions, as well as trips to see other choral groups and shows are also possibilities in the future.

Math League

Stillwater Math League is a “team” of students who compete in mathematical problem solving. We participate in five math meets. These math meets occur once per month from November through March. The first and last math meets are held in Glens Falls in the evening and “mathletes” take a bus to these meets. Meets 2,3, and 4 are held after school. There are usually five to eight practices held during the year. All students in grades 9-12 who enjoy math problem solving are eligible to participate in this Math League.

Art Club

The Art Club is open to any students in grades 9-12 who are interested in the making and promotion of the visual arts in our school. Our primary goal is to make our school and home community aware of the vast talent that our students possess. We pursue this through club projects, fundraisers, art displays and shows, as well as community involvement projects. The Art club meets once per week during 9th period. All students are welcome to join. You do not need to be currently enrolled in an art class to join. Please see Mrs. Connolly if you are interested.

Student Government

Anyone in grades 9-12 can participate in Student Government. The Student Government serves the school and its purpose is to improve the school environment and address the needs of the student body. A president, vice president, secretary and treasurer are elected to oversee meetings and students government activities. The activities that the High School Student Government organizes are as follows but are not limited to those tasks: Community Service Projects (a minimum of 2 per year), the annual Snow Ball (usually held each February), the election of class officers and representatives (usually held in June), the selection of Student Government officers, monthly meetings, and participation in Board of Education meetings. Anyone interested in becoming involved in the Student Government can see Mrs. McBride for more information.

Chemistry Club

The Chemistry club is available to students who are in chemistry or who have taken chemistry in the past. Participants in the Chemistry club will learn concepts and lab skills that improve their performance on the SAT II Chemistry Exam and in local competitions such as the Chemistry Olympiad and the living Langmuir Lab Competition.

Drama

The drama club is open to all students grades 6-12 who express an interest in performing in the annual school drama/musical production. In addition, skills such as projection, stage presence, diction, and character development will be focused on through various workshops and rehearsals, which are set-up at the discretion of the director. The club also presents several dramatic readings at the annual budget vote, held in May, and plans field trips to view theatrical productions around the area. Collaborative efforts with local theatre groups are also possible, as several students are able to perform in venues outside of school. Attendance at rehearsals is mandatory for those participating in scheduled performances.

Jazz/Stage Band

The Jazz program at Stillwater MS/HS has been in existence since 2002 and has grown to include students in grades 7-12. Through performing in school bands, interested students are eligible to join the ensembles, providing their musical readiness is at or above the level of the majority of the group. At the present time (06/07) the Stage Band is a group of approximately 20 members, grades 7-12. We perform a wide range of musical styles that fall under the umbrella term of Jazz. Styles may include: Swing, BeBop, Rock, Funk, Latin, and so on. This group performs at all school concerts, as well as several community events throughout the school year. Participation in jazz festivals, NYSSMA competitions/adjudications and other venues will be explored, as well as field trips to hear other ensembles perform throughout the Capital District area.

Writing Center

The Writing Center is available for students to use computers for research, typing papers, class projects, PowerPoint lessons. Open Tuesday, Wednesday, and Thursday after school, the Writing Center is an excellent resource for technology unavailable to students at home.

Link Crew

Selected members of the senior and junior class will enjoy this opportunity to link with freshman to provide insight and guidance to the many challenges found in the first year of high school. Throughout the school year, freshmen will have the opportunity to link to other members of their class through monthly activities in and out of school.

Regents Programming

	9th Grade	10th Grade	11th Grade	12th Grade
English	English 9	English 10	English 11	English 12
Mathematics	Integrated Algebra	Geometry	Algebra2/ Trigonometry	Pre-Calc
Science	Living Environment Living Environment Lab	Earth Science Earth Science Lab	Physics Chemistry Physics Chemistry Lab	
Social Studies	Global History 9	Global History 10	US History	Participation in Gov- ernment/Economics
Foreign Lan- guage	Spanish 2	Spanish 3	Spanish 4*	Spanish 5*
Required Courses	Physical Education Studio Art 1A Career Pathways	Physical Education Health	Physical Education	Physical Education

*Check with your college choice to determine whether four years of foreign language are required for admission.

Accelerated Programming*

	9th Grade	10th Grade	11th Grade	12th Grade
English	English 9	Advanced English	AP Literature and Composition	AP Language and Composition
Mathematics	Geometry	Algebra 2/ Trigonometry	Pre-Calculus	Calculus 1 & 2
Science	Earth Science	Advanced Chemistry or Regents Physics	→ AP Chemistry → UHS Physics	→ Regents Physics → Regents Chemistry
Social Studies	Global 9	Global 10 or AP World History	US History & Government or UHS American History	Regents Econom- ics/ HVCC Macro Eco- nomics
Foreign Language	Level 2	Level 3	Level 4	Level 5 (HVCC)
Required Courses	Physical Education DDP	Physical Education Health Principles of Engineering**	Physical Education Digital Electronics	Physical Education

*Students may take AP, UHS, or HVCC courses at different grade levels due to scheduling conflicts.

** Students seeking admission into the New Visions Engineering program are provided first choice.

Athletic Programming



Fall Sports

Boys Varsity Soccer
Girls Varsity Soccer
Boys JV Soccer
Girls JV Soccer
Boys Modified Soccer
Girls Modified Soccer
Varsity Golf
JV/Varsity Volleyball
Modified Volleyball
Varsity Football
JV Football
Modified Football
Varsity Cross Country
Varsity Cheerleading

Winter Sports

Alpine Skiing
Boys Varsity Basketball
Girls Varsity Basketball
Boys JV Basketball
Girls JV Basketball
Boys Modified Basketball
Girls Modified Basketball
Varsity Bowling
Varsity Indoor Track
Junior Varsity Cheerleading
Varsity Cheerleading

Spring Sports

Varsity Track and Field
Modified Track and Field
Varsity Baseball
JV Baseball
Modified Baseball
Varsity Softball
JV Softball
Modified Softball



Stillwater *High School*

Program of Studies *2010-2011*

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Central Administration

Superintendent
Dr. Stanley W. Maziejka, Ext. 30022

High School

Principal 9-12
Mario Fernandez, Ext. 30001

Assistant Principal 5-12
John Powell, Ext. 30041

School Counselors
Teresa Guiry, Ext. 30003
Jodi Marvin, Ext. 30003
Lisa Miller, Ext. 30003

District Programs & Services

Director of Special Education
Lisa Campbell, Ext. 31180

Athletic Director
Michael Kardash, Ext. 30510

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www.scsd.org

