

GUIDE TO PROGRAM PLANNING 2008 - 2009



ICHABOD CRANE HIGH SCHOOL

Mission Statement

In our quest for excellence, the Ichabod Crane Central School District is dedicated to preparing all students to meet the challenges of our future and to appreciate the value of their own lives by nurturing each individual's unique talents, instilling a desire for lifelong learning and fostering a strong spirit of community.

**GUIDE TO PROGRAM PLANNING
2008 - 2009**

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Public Notification

The Ichabod Crane Central School District hereby advises students, parents, employees and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to sex, race, color, national origin or handicap. A complete copy of grievance procedures regarding discrimination may be obtained in any of the school offices.

In compliance with Section 504 of the Rehabilitation Act of 1973, Ichabod Crane offers assistance to students, parents (in relation to school activities for their child) and staff qualifying as having a handicapping condition as defined under Section 504. For further information or to make a referral for such assistance, contact the Title IX coordinator in the Central Office at 758-7575.

Introduction

Ichabod Crane High School Provides a program of diverse academic and elective offerings that challenge students of all abilities. This guide provides course descriptions and explanations to help student develop their annual academic plan.

Planning a meaningful high school program of study is an important task that must be done by every student with his/her parent(s). The choices of which courses to take each year must fit together into an overall plan. This plan should include all the courses required for a New York State Advanced Regents diploma, Regents diploma or Local diploma. The plan also should include courses of study that will prepare the student to enter college, to enter the job market or to pursue some other career path.

Before entering grade 9, students meet in small groups and individually with their counselor and parents to discuss high school graduation requirements and options for grade 9 courses. During grades 9, 10, and 11, students meet in groups and individually with their counselor to review and select courses for the next year.

Department chairpersons and/or teacher recommendations also are used in determining the student's

requested schedule. Parents are encouraged to discuss the student's program and will be provided with a written copy of the student's tentative program for the next academic year in sufficient time to request changes prior to the end of the school year. If a conflict in scheduling develops, students will be notified of this fact and will be provided with an opportunity to make alternative choices.

Changes in New York State Requirements

New Standards for Curriculum and Assessment

During the past decade, a new vision of curriculum, instruction and assessment has emerged in the state of New York. This vision is based on six key principles:

- All children can learn
- Focus on results
- Aim for mastery
- Provide the means
- Provide authority with accountability
- Reward success and remedy failure

This calls for children's educational entitlement to be defined in terms of content and performance standards (what students should come to know and be able to do), rather than processes (lists of prescribed

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activities or texts). Focusing on learning goals and standards has profound implications for the design of curriculum and assessment. These desired learning goals and standards have guided the development of more rigorous curriculum across seven curricular areas: Fine and Performing Arts; English Language Arts; Health/Family and Consumer Science/Physical Education;

Mathematics/Science/Technology; Social Studies; Languages Other Than English; and Career Development and Occupational Studies. Higher standards for students in New York have been developed and will be phased in over the next few years. Currently, the requirements for achieving an Ichabod Crane High School diploma are defined below.

Ichabod Crane Graduation Requirements

Course Requirements:

The **22** units required for graduation must include:

	Regents Diploma	Advanced Regents Diploma
English	4 units	4 units
Social Studies	4 units	4 units
Mathematics	3 units	3 units
Science	3 units	3 units
Music/Art*	1 unit	1 unit
Health Education	½ unit	½ unit
Physical Education	2 units	2 units
Second Language	2 units	3 units**
Computers***	½ unit	½ unit

*Music/Art requirement may be met through: Band, Chorale, Music Theory, Studio in Art, Clothing - Fashion and Design/Housing - Interior Design or Elements of Theatre/Theatrical Production/Theatre II.

**Students acquiring 5 units in Occupational Education or the Arts may be exempt from the 3-unit requirement in a second language. Those students must have completed 2 units of study in a second language.

***The computer requirement applies to the Class of 2009 only.

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Testing Requirements:

Students who plan to receive an **ADVANCED REGENTS DIPLOMA** must pass the following Regents exams with a 65 or above:

English Regents
Global History Regents
U.S. History Regents
Math A Regents
**Algebra Regents
**Geometry Regents
Math B Regents / **Trigonometry Regents
Living Environment Regents
Earth Science Regents OR Chemistry Regents OR Physics Regents
Foreign Language Regents*

* Except for students earning a 5-unit sequence in Occupational Education or the Arts.

**Applies the class of 2011(except accelerated students) and beyond.

Students who plan to receive a **REGENTS DIPLOMA** must pass the following Regents exams with a 65 or above:

English Regents
Global History Regents
U.S. History Regents
Math A Regents
*Algebra Regents
Science Regents

*Applies the class of 2011 and beyond.

Students in the **Class of 2009**: Students must pass at least 2 of the 5 required Regents with a 65 in order to graduate with a local diploma. A score of 55 or better is necessary for the remaining 3 required exams.

Students in the **Class of 2010** must pass at least 3 of the 5 required Regents exams with a 65, and the remaining 2 with a 55 or better.

Students in the **Class of 2011** must pass at least 4 of the 5 required Regents exams with a 65, and the remaining 1 exam with a 55 or better.

Students in the **Class of 2012** and beyond must pass all 5 required Regents exams with a 65 or better. Other options for students with disabilities will be explored if necessary.

Scheduling Timetable

The scheduling process for high school students begins in early February and runs through early April. Course selection meetings are held for each student, either in individual meetings or in some cases groups. During the course selection meeting, students choose appropriate courses for their four-year academic plan. The master schedule is completed in May, and schedules are sent to students thereafter. It is extremely important for the development of the Master Schedule that any changes in student course requests are given to the Guidance and Counseling Office in writing no later than May 1.

Withdrawing from a Course

While it is expected that students will complete courses in which they choose to enroll, occasionally an instance arises where a course is dropped from a student's schedule. Courses will be listed on the student's permanent record/transcript as Drop Fail or Drop Pass after the teacher has closed their grade book for the first marking period of the course.

Standardized Tests

The following tests are available to Ichabod Crane High School Students:

Armed Service Vocational Aptitude Battery, Grades 10,11,12

National Merit Scholarship Qualifying Test/Preliminary Scholastic Aptitude Test (PSAT), Grade 11

Preliminary-American College Testing Program (PLAN), Grade 10

American College Testing Program (ACT)*, Grades 11, 12

Scholastic Aptitude Test (SAT I)*, Grades 11, 12

Scholastic Aptitude Test - Subject Tests (SAT II)*, Grades 11, 12

Interest Inventories (administered as requested), Grades 9 - 12

Advanced Placement Tests (for students enrolled in appropriate courses)

**Testing locations available in Columbia County*

Student Average and Class Rank

Student Average

A student's average is calculated based upon all subjects he/she has taken during high school. Honors courses, advanced placement and college-level courses are weighted with a factor of 5 and Regents classes are weighted with a factor of 2 in computing student's *overall* average.

Student Class Rank

The rank is computed on a 0 – 100 basis over seven semesters; three

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year graduates on a five semester basis. Five points are added to AP, honors and college level courses. Two points are added to Regents level courses. School level courses and optional electives are not weighted. All course final averages are unweighted. Only the overall average and rank are based on the weight system. The rank sent to colleges is cumulative for grades 9, 10 and 11, and final cumulative re-averaging and re-ranking is calculated following the first semester of grade 12.

Summer School

General Guidelines

To be eligible for a remedial summer school program, generally a student should have achieved a minimum grade point average of 50% in the elected course. A student who has not earned this average but who attended 50% of the course classes may be considered for summer school at the discretion of the High School administration.

Due to New York State regulations regarding summer school credit, the summer school final average will be calculated using a combination of the academic year average and the summer school average. The high school academic year average will count for 25% of the final summer school grade. The summer school average will count for 75% of the final summer school grade. It is very important that the student keep this in mind when considering the

summer school option.

If a course is not offered at Ichabod Crane during the summer, a student may attend any New York State accredited summer school program. Permission of the Ichabod Crane High School principal is required to attend summer school elsewhere.

Special Education

Students who have been identified by the Committee on Special Education (CSE) have the opportunity to enroll in any classes offered at the high school level. A full compendium of services are available to assist these students as specified on their Individual Education Plans (IEP). Modified collaborative classes taught by a content area teacher and a special education teacher are usually offered in English 9, 10, 11, with consultant at grade 12; Global Studies 9, 10; U.S. History; Earth Science and Biology; Pre-Algebra, Algebra and Geometry and other classes as needed. Resource room, Curriculum support, related services, consultant teachers and aide support are also available. Reading and Writing Resource is now a credit bearing class. Special Education students have the opportunity to earn Advanced, Regents, Local or IEP diplomas. Each student is encouraged to meet his or her highest potential.

Questions concerning the special education process in the district should be directed to the Office of

Special Education (758-7576).

Alternative Methods for Earning Credits

Correspondence Courses

It is the responsibility of the student to make all applications necessary for correspondence courses and to pay any required fees. The student should consult with the Guidance and Counseling Office before completing applications in order to insure that the school offering the correspondence course has been approved by the State Education Department. The student's application and rationale must then be approved by the administration and appropriate department chair. All final exams for correspondence courses must be administered by either the Guidance and Counseling staff or a staff member designated by the High School.

Independent Study

If a student is interested in independent study, it is the responsibility of the student to secure an instructor on staff in the High School or a community mentor approved by the administration who will volunteer to supervise the independent study. The teacher/mentor must submit a detailed description of the content of the independent study along with a statement regarding evaluation procedures to be employed. Approval must be given by the administration and appropriate department chair before the course

work begins unless extenuating circumstances can be demonstrated by the student/applicant.

NOTE: Only one (1) credit of either an independent study or a correspondence course will be allowed during a school year. A maximum of four (4) alternate courses may be applied toward the total required for graduation. Extenuating circumstances may be appealed to the administration.

Challenging a Course for Regents Credit

A student may challenge a course for credit if the student achieves a score of at least 85% or its equivalent as determined by the Commissioner of Education on a state-developed or state-approved examination and the student passes an oral examination

or

the student successfully completes a special project(s) which demonstrates proficiency in the subject matter areas as determined by the principal and the student attends school

or

the student received substantially equivalent instruction elsewhere, until the age of 16, in accordance with Section 3204(2) of the Education Law and pursuant to Sections 3204 and 3205 of the Education Law.

NOTE: A maximum of 6.5 units of credit may be applied toward the total required for graduation.

Advanced Placement

These credits may be earned for courses as described in the Course Description section of this booklet.

as set forth by the superintendent in conjunction with the High School administration and the sponsoring college.

Occupational Credit

Occupational credit is available to juniors and seniors. Exceptions may be granted at the discretion of the principal. Up to one (1) credit of "work experience" may be earned per year. Students may apply through the Guidance and Counseling Office. Students must work a minimum of 10 hours each week to receive credit.

Students who choose and successfully complete this option may earn an Ichabod Crane diploma. Students participating in early admit programs must provide the high school with information concerning their academic progress in their college courses.

A student's attendance in school shall not be less than 85%.

Enrichment Courses

Auditing Courses

Auditing courses is allowable under specified circumstances, which can vary by department and is subject to prior approval by the department chair and administration. Please note that auditing consideration for courses given under the auspices of a college or university is subject to the rules of those institutions.

Upon request and proof of satisfactory completion, enrichment courses taken through other programs may be included as information on transcripts.

Early College Admission

The provisions governing high school credit for college courses taken under dual enrollment are stated in Board of Education Policy 4334.1. Students who wish to participate in college-level courses must meet specific academic, grade level and course work requirements

Home Instruction

Homebound instruction is provided upon the request of a parent or guardian to Ichabod Crane High School students who are unable to participate in the regular school program due to illness or disciplinary suspension. If approved, tutoring is provided 10 hours each week. For students in grades 9 through 12 who are unable to participate in physical education due to a physical disability, packets of work have been developed by the department for these students to complete. Tutors should request packets from physical education teachers. Packets should be returned to the teachers on a weekly basis for correction and credit.

The responsibilities of the student and his or her parent or guardian are as follows:

1. Parents must cooperate with the home tutor regarding the establishment of a mutually agreeable home tutoring schedule. It is the responsibility of the parent and student to assure the home tutor that the student will be present and ready to begin instruction according to the scheduled session. A distraction-free area conducive to instruction should be provided.

2. Students must take an active role in the home tutoring instructional program. This means paying attention to the tutor, taking notes when requested and completing all work assigned.

3. The attitude and behavior of the student will be evaluated by the home tutor. The student is responsible for his/her actions and efforts at all times during the instructional process.

4. Students are reminded that school policy necessitates daily attendance in the regular school day program as a prerequisite to attendance at extracurricular activities.

5. Any problems occurring with the home tutoring process should first be discussed with the guidance counselor. If problems continue to arise, appropriate school administration involvement would occur.

January/June/August RCT and Regents Examinations

Ichabod Crane offers January, June and August Regents, Regents Competency Tests (RCT) and Proficiency examinations. If not being taken as part of a class, students are encouraged to register for examinations in the Guidance and Counseling Office well in advance of the testing period to ensure availability.

Qualifications for Promotion

It is important to understand that a student in the High School simply does not pass from grade 9 to 10, rather on a course-to-course basis. A student's homeroom assignment is determined by the number of credits achieved each year. Credits required for promotion are as follows:

To advance to Grade 10 - 5 credits
To advance to Grade 11 -10 credits
To advance to Grade 12 -15 credits

CTE/Career and Technical Education

Ichabod Crane students may opt to participate in vocational education programs through the Questar III Educational Center in Hudson.

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These two-year programs are offered primarily to juniors and seniors in good academic standing and are able to meet graduation requirements in four years. In some cases students may earn CTE credits toward academic requirements for graduation. Please see your guidance counselor for details. Programs are as follows:

Automotive Technologies
Aviation
Business Information Systems
Certified Nurse Assistant
Construction Technology
Cosmetology
Criminal Justice
Culinary Arts
Early Childhood Education
HVAC/R - Heating, Ventilation, Air Conditioning, Refrigeration & Plumbing
Licensed Practical Nurse
Welding

New Visions

Students may apply for a one-year New Visions career exploration program for their senior year through Questar. Please see your guidance counselor for details. Programs are as follows:

Scientific Research and World Health
Math, Engineering, Science and Tech
Medicine and Allied Health
Performing and Visual Arts

Library Resource Center

During each school year, students are required to use the library to

complete course requirements. This provides students with the opportunity to learn how to use ideas and information effectively, thus gaining the tools for life-long learning. The first priority of the library program is to support teachers in meeting their teaching objectives by providing curriculum materials and opportunity for student library use and library instruction.

Information is vast in both print and nonprint form with information technology continually changing and ever expanding. Library technology expedites finding information, but students are encouraged to learn correct search strategies and how to interpret and report information in an effective manner.

Every effort is made to keep up to date materials, especially in the school curriculum areas. In addition, the library subscribes to four periodical indexes that offer many full text articles. The library also has CD-ROMS in numerous subject areas, media equipment, and media production software available for student research or personal use.

Library Council is available to students who wish to volunteer in the service of the school. Library Council members learn a great deal about using the library and find their experience is very helpful in college or a chosen career. Library Council participation enables students to earn Honor Society credit, and the information is included in the student's recommendations for college

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or employment. Details about Library Council membership are available in the guidance office or in the library.

In addition to regular school hours, the library is open for student use on some late-bus days until 3:30 p.m.

Course Descriptions

Key to denote course designation:

AP = Advanced Placement

H = Honors

R = Regents;

RS = Regents Skills

ART

Studio A and Studio B

(½ credit each)

These two courses both offer the student a wide variety of art experiences centered around the actual production of works of art. Projects explore the elements and principles of design using a wide variety of art materials, both two and three-dimensional. Vocabulary and art history related to each project is stressed. Both Studio A and Studio B need to be completed as a prerequisite for all upper level art classes. Projects from both classes are specifically designed to give students an experience in each area offered: Painting and Drawing, Sculpture, Illustration, Ceramics, Mixed Media and Photography.

Studio A and Studio B are not sequential, and either can be taken independently for ½ credit, but students will need to complete both courses in order to receive the full credit in art required for high school graduation.

Photography as Art

(½ credit)

Prerequisite: Studio A & Studio B

Photography becomes a tool for creative expression in this ½ year course, focusing on artistic form and attention to light. Understanding composition and concept will be emphasized. This course is primarily an art class, using photography as part of the art making process along with drawing and sculpture. Students will experiment with different types of cameras and processes, including color, black & white and digital. Alternative process photography will be explored and students will be encouraged to create artworks incorporating both fine art and technology. The sky is the limit! Technical proficiency of the camera and darkroom processes will be stressed, as well as the importance of fine craftsmanship. This course will introduce students to new approaches to photography as an art medium and aid in developing skills for working independently.

Ceramics I

(1 credit)

Prerequisite: Studio A & Studio B

This course is an introduction to clay and glaze through various building

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and decoration techniques. The sculptural quality of clay is explored through lessons inspired by ceramics from around the world. Projects are organized around the use of handbuilding techniques such as pinch, coil, slab, and drape molding to create both decorative and functional ceramics. The potter's wheel may also be used during class after initial instruction after school to learn the basic skills.

Sculpture I

(1 credit)

Prerequisite: Studio A and Studio B

This course explores three-dimensional design using a variety of media and techniques and offers a multilevel experience in each sculpture category: relief, in-the-round, and mobile. Art history pertaining to each project is discussed as students experiment with a variety of sculptural styles, including both representational and non-objective work. Sculpture building methods include addition, subtraction, casting, and modeling. Media explored will include paper, cardboard, foam-core, plaster, plexi-glass, clay, sculptamold, winterstone, metal foil, wire, reed, wood, found objects, and natural objects.

Advanced Ceramics and Sculpture

(1 credit)

Prerequisite: Either Ceramics I or Sculpture I

This course builds further on the experiences offered in Ceramics I and Sculpture I. A variety of media and technique choices will be available to

students as they explore the application of more complex design problems in both relief and sculpture in-the-round. Focus will be placed on individual idea and technical development using the expressive potential of sculptural forms and media. Students may also use class time to develop their skills on the potter's wheel. All artwork created in this class can be used for your art portfolio.

Mixed Media I

(1 credit)

Prerequisite: Studio A and Studio B

Creating...experimenting... risk-taking...Mixed Media is a full year advanced level course for the serious art student. Projects are stimulating and challenging using a variety of traditional and non-traditional materials. Assignments encourage independent thinking in an art studio atmosphere. New techniques for traditional materials will be encouraged. This course will cover new topics in painting, drawing, printmaking, sculpture, jewelry, computer and/or digital art, ceramics, wood, metals, plaster and fibers. You are only limited by your imagination!

Mixed Media II

(1 credit)

Prerequisite: Studio A and B, Mixed Media I

An advanced level full year class for serious Art students who understood and enjoyed the philosophy of Mixed Media I and are interested in risk taking and non-traditional approaches

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to creating art. This class will allow students to become familiar with and experiment with a variety of media including metal, textiles, and recycled non-traditional Art Media. There will also be attention paid to developing better visual communication with the 2D and 3D experimental assignments. The creative thought process and experimental media will be the focus. This course is offered if the required student enrollment is met.

Drawing & Painting I

(1 credit)

Prerequisite: Studio in Art

The elements and principles of design and color theory are explored using a variety of media and techniques. An historical approach is used to explore the painting component of the course beginning with the color theories of Impressionism, through the realization of volume with Cezanne, and ending with the abstraction of form inherent in Cubism.

Illustration I

(1 credit)

Prerequisite: Studio A and Studio B

Illustration is the art of communicating the written or spoken word in visual form. Different styles and techniques of illustration and illustrators are explored to give students a wide range of possibilities for expressing their ideas. Improving drawing skills is emphasized. Students also will work with a wide range of media from pencil to computer graphics and be exposed to the career opportunities in the field of illustration as a

commercial art form. Students will also learn to assess their own work as well as the work of others in a positive way.

Advanced Drawing, Painting & Illustration

(1 credit)

Prerequisite: Illustration I or Drawing and Painting I

If you are a highly motivated Art student who wants to advance their skills in drawing, painting and illustration, this class is for you. Assignments will offer higher level challenges and exposure to traditions in Art History. Students who are preparing portfolios for College will find assignments in this class as appropriate pieces for including in the portfolio.

Photography as Art

(½ credit)

Prerequisite: Studio A & Studio B

Photography becomes a tool for creative expression in this ½ year course, focusing on artistic form and attention to light. Understanding composition and concept will be emphasized. This course is primarily an art class, using photography as part of the art making process along with drawing and sculpture. Students will experiment with different types of cameras and processes, including color, black & white and digital. Alternative process photography will be explored and students will be encouraged to create artworks incorporating both fine art and technology. Technical proficiency of

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the camera and darkroom processes will be stressed, as well as the importance of fine craftsmanship. This course will introduce students to new approaches to photography as an art medium and aid in developing skills for working independently.

5 Unit Sequence in Art

- Studio A and Studio B (required)
- 4 additional units – choose from:
Drawing and Painting 1
Illustration I
Adv. Drawing and Painting
Sculpture I
Ceramics I
Adv. Ceramics & Sculpture
Independent Study in 3-D
Mixed Media I and II
Photography as Art (1/2 unit)

ENGLISH

All students are required to pass the Regents Exam in English which is usually taken during the junior year. All courses will accentuate the skills necessary to succeed in academics and in the workplace.

English 9H

(1 credit)

An English enrichment program geared to students with above-average reading and writing abilities and with strong motivation for independent study and creative thinking. An average of 85% and/or a recommendation from the previous year's teacher is suggested. A selection of literature from different genres is included with Romeo and

Juliet as the choice of Shakespearean play.

English 9R

(1 credit)

An English program designed for the average student who plans to continue his/her education past high school. Emphasis is on strengthening reading, writing and vocabulary skills. A selection of literature from different genres is included with Romeo and Juliet as the choice of Shakespearean play.

English 9RS

(1 credit)

This course is for students who require skill reinforcement, especially in reading and writing. Novels, short stories, poetry, and plays, including Romeo and Juliet, will be read in class. Students will be expected to strengthen research skills. In addition to reinforcing reading and writing skills, students will receive vocabulary enrichment.

English 10H

(1 credit)

Students will be challenged to develop their writing, reading and speaking skills. A fully-developed, literature-based research paper, as well as numerous personal journals and longer analytical essays, will be written in addition to personally-generated poetry. Oral presentations will include book reports on drama, novels and nonfiction. A Tale of Two Cities and either Julius Caesar or The Merchant of Venice are important

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examples of literature which will be read and discussed. Vocabulary, spelling and grammar are integral parts of the course. An average of 85% is recommended.

English 10R

(1 credit)

In this course, students increase proficiency in reading and writing of expository paragraphs, essays, and creative writing pieces. Several novels and full-length plays will be read, along with either Julius Caesar, The Merchant of Venice or Much Ado About Nothing. Vocabulary, spelling and grammar are integral parts of the course.

English 10RS

(1 credit)

English 10RS is a course designed to aid students who require skill reinforcement. Novels, short stories, plays and poetry will be read in class. Students will continue to develop vocabulary, reading and writing skills.

English 11APH

(1 credit)

This Honors class is designed for the advanced student to meet the AP English Literature and Composition course requirements. Students will engage in intensive analytical reading of a wide variety of noteworthy literature, including a broad spectrum of poetry, short stories, novels, essays, and Shakespeare's Macbeth. Students will develop college level essay and composition skills. An average of 85% or a recommendation

from the previous year's teacher is suggested.

English 11R

(1 credit)

This course is geared primarily toward the average student. It will focus mainly on American literature, such as To Kill a Mockingbird and Of Mice and Men, and also will include the reading of Macbeth as the primary Shakespearean play. Students will write personal journals, and they will do an extended research project. Continued instruction in vocabulary, spelling and usage also will be included. Students will be expected to take the English Regents this year.

English 11RS

(1 credit)

This course is designed for students who are working on continuing development of basic English skills. Special attention is given to preparing reports, business letters and short essays. Short stories, novels, drama and poetry will also be studied. Students will be expected to pass the English Regents exam in the junior year. Special attention will be given to developing the skills necessary to pass the Regents exam in English.

GRADE 12 COURSES

All seniors are required to complete one full credit of the following:

1. Humanities I & Humanities II **or**
2. English 12R I and English 12R II
3. EN101 and English 12RI

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Humanities I (Fall)

(½ credit)

Humanities II (Spring)

(½ credit)

This course requires maintenance of 85% in English 11 and department recommendation prior to election by the student. Taught by a team of art, music and English teachers, this is an honors course for superior students that draws on the imaginative literature of the Western World and involves critical study of the different literature genres expressing the recurrent concerns of mankind. High levels of verbal competence, writing skill and sustained, independent inquiry are required. Students may choose to take the AP test in Literature and Composition in May.

English 12R I

(½ credit)

This half-year course takes a thematic approach to literature. Themes such as personal responsibility, self-deception, fate and free will, and good and evil will be covered. The study of Hamlet will be part of this course.

English 12R II

(½ credit)

English 12R II will cover the thematic units of human dignity, choice and consequence, social responsibility, and man and his environment. A literary research paper must be completed successfully by each student.

EN101 Composition (CGCC)

(Fall)

(1/2 credit)

An introductory course emphasizing the process and patterns of writing college-level expository prose. Included are reading assignments, extensive practice in writing clear, well-developed grammatically correct essays, a research paper and an oral presentation. This course is taught in conjunction with Columbia Greene Community College and can be taken in lieu of English 12R II. (3 semester hours)

ENGLISH ELECTIVES

English electives are open to all students in grades 10 – 12. Underclassmen will be considered with department and/or administrative approval. These courses may be used to build a sequence, but may not be used to build a four-credit requirement in English.

Oral Interpretation

(½ credit)

This course focuses on English as the spoken word. Speaking and listening skills will be sharpened through interpretive readings, expository and persuasive speaking, and impromptu drama. Interpersonal communication skills are stressed.

Creative Writing

(½ credit)

This course is built upon the premise that we write best about that which we have experienced. Most writing

assignments are given with the intention of exploring the self through journal writing, prose and poetry. Final assessment will be based on the compilation of a student portfolio.

Journalism

(½ credit)

This course will cover basic theories of communication and journalism. Students will be taught how to cover, write and edit stories. Productions will include exercises in still storyboards, video commercials, and news team mockups.

LOTE - Languages Other Than English

Regents Level I: French/Spanish

(1 credit)

Level I Regents, open to students just beginning in the language, is an introductory course in speaking, listening, reading and writing. Some of the topics covered in this level are biographical information, the home, family, community, meals, health, leisure activities and shopping. Emphasis will be on speaking and listening skills and the acquisition of enough basic grammar to progress to Level II Regents. New York State mandates a State Proficiency Examination be administered at the end of Level 1 in the eighth grade.

Regents Level II: French/Spanish

(1 credit)

Prerequisite: Level I

Level II Regents is a continuation of the program begun in Level I Regents. At this level, students will further develop speaking and listening skills, and increase their reading and writing in the specified language. Topics covered will be those of Level I, but a more advanced proficiency will be required. This course is open to students who have completed Regents Level I either at the Middle School or High School.

Regents Level III: French/Spanish

(1 credit)

Prerequisite: Level II

Emphasis will be on preparation for the New York State Comprehensive Regents Examination. Students will read edited authentic selections and improve their listening, speaking and writing skills. Students must pass a LOTE regents in order to earn an Advanced Regents diploma.

Regents Level IV: French/Spanish

(1 credit)

Prerequisite: Level III and 85% of the Comprehensive Regents Exam

Level IV is a college course offered through the University at Albany. Upon successful completion of this course, students may receive four university credits transferable to many colleges and universities in the United States. Emphasis will be on

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communication - listening, speaking and writing, and the reading of authentic materials in the language studied.

Regents Level V: French/Spanish

(1 credit)- Prerequisite: Level IV

If there is student enrollment, Level V, sequel to Level IV, will be offered. Upon successful completion of this course, offered through the University at Albany, students may receive an additional four university credits. Emphasis in this course will be on listening, speaking and writing communication and the study of authentic literature.

HEALTH

Health

(½ Credit)

Health is a semester course required for graduation and is offered to students in grades 9,10,11 and 12. The main units covered during the course are: health insurance, nutrition, drug education, disease (with an emphasis on AIDS awareness) and sexuality. Mini-units on stress, family issues and current event topics will also be included.

MATHEMATICS

Our sequential mathematics program provides a solid core of courses. Our diverse course offerings provide opportunities for all our students. The Mathematics Department strongly

recommends that students planning to attend college complete a program which includes Algebra, Geometry and Trigonometry plus an elective. All students are encouraged to plan a thorough mathematics program to maximize their options for the future. While planning, students should keep in mind that they need three credits of mathematics to graduate as well as a passing grade on one mathematics regents exam.

Algebra I

(1 credit)

This algebra-based course is designed to assist students in mastering many topics in algebra and to introduce problem solving strategies to students to help them prepare for Algebra and the Algebra regents. A strong math foundation is important for success in Algebra and upper-level math courses, as well as in specific topics in science and technology. A departmental exam is given in June. (Students would take Algebra for their second unit of mathematics).

Algebra H

(1 credit)

Prerequisite: An average of A or higher in Math 8 is recommended.

Algebra Honors is designed for students with strong skills in mathematics who plan to enroll in upper level math courses later in their high school career. This class will provide more challenging and in depth study of the topics covered in Algebra R; it will also provide a solid base in preparation for the required

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state assessments. Students will take the Algebra regents in June. (Students would take Geometry H for their next mathematics credit).

Algebra R

(1 credit)

This course meets every other school day for a block. In addition to algebra topics, students will study problem solving, probability, statistics, trigonometry and graphing. Students will take the Algebra regents in June. (Students would take Geometry R for their next mathematics credit).

Algebra B

(1 credit)

This course is designed for students needing more time on task to reinforce, practice, and master concepts. This course meets every school day...one day for a block (84 minutes) and the next day for a period (42 minutes). The extended time for this class provides increased student-teacher contact. In addition to algebra topics, students will study problem solving, probability, statistics, trigonometry and graphing. Students will take the Algebra regents in June. Students would take Geometry B or Geometry R for their next mathematics credit).

Geometry H

(1 credit)

This course provides a more challenging and in depth study of the topics covered in Geometry R. The emphasis in the course is on proof.

The three types of proofs to be studied in depth are geometric, analytical, and transformational. The course is rigorous and vocabulary will be very important. Students will take the Geometry regents in June.

Geometry R

(1 credit)

Prerequisite: Algebra

Recommended: a minimum average of 78 in Algebra R.

The emphasis in the course is on proof. The three types of proofs to be studied in depth are geometric, analytical, and transformational. The course is rigorous and vocabulary will be very important. Students will take the Geometry regents in June.

Geometry B

(1 credit)

Prerequisite: Algebra

This course is designed for students needing more time on task to reinforce, practice, and master concepts. This course meets every school day...one day for a block (84 minutes) and the next day for a period (42 minutes). The extended time for this class provides increased student-teacher contact. The emphasis in the course is on proof. The three types of proofs to be studied in depth are geometric, analytical, and transformational. The course is rigorous and vocabulary will be very important. Students will take the Geometry regents in June.

Applied Math

(1 credit)

Prerequisite: 2 credits of mathematics and a passing score on the Math A Regents exam

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In this course situational problems are solved on a regular basis. This program involves the use of videos, hands-on lab activities and in-depth problem-solving exercises that invite discovery of mathematical concepts. This course encourages student participation and cooperative learning. A departmental exam is given in June.

Intermediate Algebra

(1 credit)

Prerequisite: Geometry

This course is designed to meet the needs of students desiring to improve, to maintain, and to extend their math background, especially in algebra. If you struggled in Algebra and/or Geometry or if you attended summer school for math, consider this course. Trigonometric functions and graphing are studied as well as problems emphasizing number sense and number systems. Time is available to review topics in arithmetic, elementary algebra, and geometry as needed. The course should be helpful to students planning a future in technology or science, as well as preparation for college math. A departmental exam is given in June.

NOTE: After this course, students may take Trigonometry R, College Algebra, or Applied Math.

Trigonometry H

(1 credit)

Prerequisite: Geometry

Recommended: a minimum average of 85 in Geometry H or a minimum average of 90 in Geometry R; a minimum score of 90 on the Math A regents exam

This course provides a more challenging and in depth study of the topics covered in Trigonometry R. Students take the Math B regents exam in June. After this course students may take Statistics or Pre-Calculus H.

Trigonometry R

(1 credit)

Prerequisite: Geometry or Intermediate Algebra and a passing score on the Math A Regents exam

Recommended: a minimum average of 75 in Geometry R or a minimum average of 80 in Geometry B

The areas of algebra, geometry, probability, statistics, trigonometry, logarithms, functions and transformational geometry are covered. Students take the Math B regents exam in June. After this course students may take Statistics or Pre-Calculus.

College Algebra MA110-31 @ CGCC

Prerequisite: 3 credits of high school math and teacher recommendation

This course is designed for students who are seeking a 4th credit in Math. The course is designed to challenge the student while providing the student an opportunity to earn college credit while at Ichabod Crane. Topics to be covered include linear, quadratic, rational, exponential and logarithmic functions. Topics will be covered through both an algebraic and graphical approach. A TI 83+ or TI 84+ calculator will be used regularly; it is highly recommended that each student have a graphing calculator of their own. Students

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interested in earning college credit must apply and be accepted by CGCC. The fee for the course is paid directly to CGCC, and after successful completion of the course, students can earn 4 semester hours of college credit. Students who do not wish to take the course for college credit are still required to meet the same standards of the course. This is a full year course at Ichabod Crane.

Math 12X/Y Honors MA111-31 @ CGCC

In the fall semester, the course will be an in depth study of functions. Topics will include linear, exponential, logarithmic, trigonometric, polynomial, and rational functions, and additional topics in trigonometry and analytic geometry, including conic sections.

In the spring semester, more advanced topics will be studied. Topics will be analytic trigonometry, sequences and series, parametric equations, polar coordinates, analytic geometry in three dimensions, linear systems and matrices, and an introduction to calculus and limits.

Those students that have registered at Columbia Green Community College for college credit will be awarded 4 college credits upon successful completion of the fall semester.

Math 12X & Math 12Y (Pre-Calculus)

Prerequisite: Trigonometry and a passing score on the Math B Regents is required.

In the fall semester, the course will begin with a review unit on advanced algebra and will continue with an in depth study of functions. Topics will include linear, exponential, logarithmic, polynomial, and rational functions.

In the spring semester, more advanced topics will be studied. Topics will be trigonometry functions, sequences and series, parametric equations, analytic geometry in three dimensions, parametric equations, and additional topics in trigonometry and conic sections.

Statistics MA102-36 @ CGCC

(1 credit)

Prerequisite: Students must have a minimum average of 80% in Trigonometry H or Trigonometry R and a passing grade on the Math B exam.

This full year course focuses on the following topics: introduction to probability, probability distributions, descriptive statistics, random variables including the binomial and normal, sampling estimation, hypotheses testing, chi-square distribution, regression and correlation. The use of technology is essential to studying the topics listed above. The TI83+ calculator, statdisk, and Active Stats are used extensively to complete problems and class activities. This class is a college-level course taught through Columbia-Greene Community

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College. Tuition is paid to CGCC and, upon successful completion, three college credits are earned.

AP Calculus AB

MA122-32 I (Fall) MA123-32 II (Spring) @ CGCC

Prerequisite: Math 12X Honors and Math 12Y Honors

AP Calculus consists of a full academic year of work that is comparable to Calculus courses in colleges and universities. It is expected that students who take the course will seek college credit, college placement, or both, from institutions of higher learning. Appropriate credit and placement are granted by each institution in accordance with local policy. The course will include some work on elementary functions. The majority of the time will be spent on the AB Calculus curriculum which covers topics in differential and integral calculus.

Music/Theatre

Band/Instrumental Lesson

(1 credit)

Students will have the opportunity to develop an advanced level of musical interpretation, performance and appreciation through the study of compositions by major composers of music for the wind band and transcriptions of works by major orchestral composers. Development of tone quality and technique, ensemble skills (including balance, blend, and intonation), music reading, listening skills, stage presence skills,

and marching band techniques are emphasized in this course.

Requirements of this class include: a 40-minute group instrumental lesson on a rotating period basis, participation in all band rehearsals, and performances in all scheduled concerts and parades.

Band and Chorale meet the New York state requirements for one year of art/music in high school and allows students to be considered for membership in New York State School Music Association (NYSSMA)-sanctioned events.

Chorale/Vocal Lesson

(1 credit)

This course acquaints students with various types of choral literature while providing continual development of vocal quality, range, solo and choral technique, music reading, sight singing, and stage presence skills. Requirements of this class include: a 40-minute group vocal lesson on a rotating period basis, participation in all choral rehearsals and performances in all scheduled concerts.

Jazz Ensemble

(no credit)

Instrumental and Vocal Jazz Ensembles (Spectrum) are designed to fulfill the needs of students who are interested in exploring different styles of jazz music and its performance. Spectrum rehearses SATB music and the Instrumental Jazz Ensemble uses standard instrumentation (saxophones, trumpets, trombones, and a rhythm section - piano, guitar, bass guitar, drum set). *Membership*

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is by successful audition only.

Offered every other year

5 Unit Sequence in Music

- Music Theory I and II
- 3 Years of Band or Chorus

Music Theory I

(1 credit)

Offered every other year

Students will study the elements of music (construction of scales, intervals, triads), develop aural music skills (sight-singing and dictation), learn the fundamentals of voice leading, and write/perform musical compositions based on the principals of harmony. Students entering this class should already have strong music reading skills.

The recommendation of the music teacher is suggested.

Music Theory II

(1 credit)

Prerequisite: Successful completion of Music Theory I.

Offered every other year

Students will continue to study skills of harmonic principals by analyzing, arranging, composing, conducting and sight-singing music. Harmonic study includes: voice leading of triads in all positions, analysis of phrase structure and cadences, harmonic progression and retrogression, non-harmonic tones, seventh chords, modulation, borrowed chords, augmented sixth chords, and Neapolitan sixth chords.

Music Theory III

(1 credit)

Prerequisite: Successful completion of Music Theory II.

This class is based on the form and analysis of musical composition in all of the historical music periods. Students will study Western Music from the Medieval to the Twentieth Century by researching factual knowledge, analyzing major compositional works of each period, and creating musical compositions based upon historical analysis. Conducting, performing, sight-singing and written research papers are required as part of this class.

Performance Based Instrumental Music Alternatives

(no credit)

The following three **non-credit** options are offered as alternatives to the High School instrumental program. Prep/rehearsal time to be scheduled; may be after school.

OPTION I

- A. One in-school instrumental lesson per week.
- B. Informal recital (end of the school year). Minimum 30-minute actual playing time.

Preparation: one hour per week.

OPTION II

- A. One in-school instrumental lesson per week.
- B. Performance in a small ensemble. Minimum requirement: one hour rehearsal per week.

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OPTION III

- A. One in-school instrumental lesson per week.
- B. Performance in a chamber group (i.e., duet, trio, quartet). Minimum requirement: one hour rehearsal per week.

Each option enables students to qualify for participation at NYSSMA-sponsored Solo/Ensemble adjudication. These options also allow those students desiring to re-enter the core instrumental program to do so without having to fulfill requirements outlined in the Band Manual. These three options will not allow students to participate in NYSSMA-sanctioned honor performing organization.

Theatrical Production

(½ credit)
Grades 9-12

Students will learn the components of “putting together a production.” All phases of a production will be learned and experienced by class members. Students will then become the production staff of their own project. The student production will be the basis for the final grade.

Elements of Theatre

(½ credit)
Grades 9-12

Students will study physical and historical aspects of the theatre. Some stage craft and backstage tech. will be included. The role of the actor and his impact will be incorporated through introductory exercises and

techniques. An understanding of the theatre space and its impact on the actor and vice versa is the goal of this class.

Theatre II

(½ credit)

This class will focus on character creation and scene study. Basic concepts of dramatic action will be applied. Students will examine other people both in real life and their representation in plays. The class will discover and explore acting possibilities. This is a course designed for theatre students who have previously completed Elements of Theatre and Theatrical Production or have the permission of the instructor.

BUSINESS COURSES

These courses fulfill the H.S. Computer Requirement. Courses are open to all high school students as noted

Business Computer Applications/Microsoft Office

(½ credit)
Grades 9-12

Students will become acquainted with applications in word processing, data base management, spreadsheets, and graphic presentation software using Microsoft Word, Excel, Access and Power Point.

Desktop Publishing

(½ credit)
Prerequisite: BCA

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Grades 10 – 12

This is a comprehensive publishing course using text frames, table frames, word art, working with images, graphic accents, background pages and special features to create applications including brochures, advertisements, flyers, letterheads, and other common business forms.

Introduction to Programming

(½ credit)

Grades 10 – 12 (Visual Basic 6)

This course will work with the fundamental elements of programming using Microsoft Visual Basic 6 programming language. This course builds to intermediate levels of programming with students writing their own code.

Web Design using HTML

(½ credit)

Grades 10 – 12

This course will provide essential preparation for using HTML to create web pages. Students will learn all tags needed to create links, images, ordered and unordered lists, tables, forms, marquees, background and link colors, frames and image maps.

Web Design Applications

(½ credit)

Prerequisite: Minimum grade of 80 in Web Design using HTML is suggested.

Grades 10-12

Students will be using their skills to create web pages according to specifications of district personnel and periodically updating their web pages. Also, students will be able to

insert animation into their web pages, using cascading style sheets, insert mouse over effects, and integrate digital video and photography in their web pages.

Accounting I

(½ credit)

Grades 10 – 12

Designed to help students develop occupational competencies in bookkeeping, this course is strongly recommended for students pursuing post-secondary study in accounting. Course content encompasses the accounting cycle and includes hands-on computer applications using Excel spreadsheets.

Accounting II

(½ credit) Prerequisite: Accounting I

Grades 10 – 12

This course is a continuation of Accounting I and focuses on Accounting for a merchandising business organized as a partnership. Topics covered include: journalizing purchases and cash payments; journalizing sales and cash receipts; posting to general and subsidiary ledgers; payroll; and will be sued for hands-on computer applications.

Sequence in Business

Required:

- Career and Financial Mgmt
- Business Computer Applications
- Web Design
- Intro to Programming
- Accounting I
- Accounting II
- Web Page Applications
- Desktop Publishing

FAMILY AND CONSUMER SCIENCE

Family and Consumer Science courses are open to any student wishing to take an occupational sequence or for students who wish to take the courses as independent electives.

**These courses are subject to teacher availability and may not be offered in 2008-2009.*

Food and Nutrition

*(½ credit)
Grades 9 – 12*

This introductory foods course focuses on nutrition awareness and food preparation skills. Students will learn basic cooking techniques as they prepare foods from all levels of the food pyramid. Foods such as quick breads, yeast breads, vegetables, pasta and cheese dishes are prepared and sampled in class. Other topics covered are kitchen safety and sanitation, understanding food labels, meal planning and other food-related careers.

Gourmet Foods

*(½ credit)
Prerequisite: Food and Nutrition
Grades 10 – 12*

Students will learn advanced food preparation and presentation techniques in this course. Topics covered are cooking with herbs and spices, egg and poultry cooking,

soups and salads and specialty baking.

Cultural Foods

*(Not offered in 08-09)
(½ credit) Grades 10 - 12*

In this course, students will explore a variety of cultural specific foods and preparation techniques. Both regional and international foods will be prepared.

Human Development *(½ credit)* *Grades 9 – 12 (Not offered in 08-09)*

This course focuses on the adolescence stage of development. Students will investigate and practice communication styles among peers and family members. Also discussed are contemporary issues related to adolescent development, as well as the study of young children and adults. Career exploration also is covered. *This course is required for all home economic sequences.*

Child Development I

*(½ credit)
Grades 9-12*

In this course, students will have the opportunity to interact with kindergarten or first grade children when they visit the Primary School each week. Students will be responsible for planning activities with the children that relate to art, science or food, as well as story telling and games. Course topics include children's intellectual, social, physical and emotional development. This course prepares students to

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understand and better deal with children at home and in the workplace.

Child Development II

(½ credit)

Prerequisite: Child Development I
Grades 11 – 12

This course, which is a continuation of Child Development I, provides students with hands-on activities in the study of child development through the ages of preschool to second grade. Topics covered include children's stories, science and math for all children, including those with special needs. Students will have the opportunity to work with children at the grade level of their choice in the Primary School.

Independent Living

(½ credit)

Grades 11 – 12

This practical course prepares students for life skills such as survival cooking, care of clothing, selecting housing, and managing financial resources. This is an excellent course for students who will be living on their own or attending college.

Clothing - Fashion and Design

(½ credit)

Grades 9 – 12

This course introduces students to the world of clothing design. Fashions of the past, planning a wardrobe and personal clothing styles will be discussed. Students also will learn clothing construction techniques

through a simple clothing project.

This course, if combined with Housing and Environment, may be used to fulfill the art/music requirement for a student pursuing a sequence in occupational education.

Housing - Interior Design

(½ credit)

Grades 9 – 12

In this course, students will study environmental and historic factors that influence architectural styles, including past, present and future housing designs. Students will accomplish hands-on activities such as manipulating floor plans, furniture arrangements and color schemes.

This course, if combined with Clothing Fashion and Design, may be used to fulfill the art/music requirement for a student pursuing a sequence in occupational education.

TECHNOLOGY

Some courses have prerequisites.

Aerospace

(½ credit)

Grades 9 – 12

This course studies the importance of air and space flight in our society. Topics include aerospace careers, propulsion systems, navigation, fundamentals of flight, history and space technology. Gliders and rockets are built to study their respective systems.

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Basic Photography

(½ credit)

Grades 10 – 12

This class is part of the Technology Department's electives. An elective course for upperclass students who are interested in learning the basic aspects of the 35mm camera and black and white darkroom techniques. Some digital photography and video will be explored, as well as Microsoft Power Point. Assignments will be project based and will focus on proficiency in the technical aspects of the photographic process. This class requires independent work outside of class time. A 35mm camera is strongly recommended.

Basic Electronics

(½ credit)

Grades 9 - 12

This course covers ohms law, direct current, alternating current, electrical measurement, semiconductors, transformers, power supplies and an introduction to robotics. Projects include constructing a 300 ma power supply and basic sound activated robot (rover).

Audio Electronics

(½ credit)

Prerequisite: Basic Electronics

Grades 10 – 12

Students will learn the theory behind radio operations, radio and television broadcasting, as well as the functions of electronic components and circuitry. Students will build an FM radio.

Residential Structures

(½ credit)

Grades 9 – 12

This course covers all aspects of building a home. Studies include foundations, framing exterior, interior framing, roofing and insulation. Students will construct a scale model home.

Construction Systems

(½ credit)

Grades 9 – 12

This course uses a hands-on approach to teaching the use of all tools of construction, hand and power tools, estimating construction costs and cabinet making. Students may complete a community project (i.e., constructing sleds, picnic tables).

Wood Manufacturing Systems

(½ credit)

Grades 9 – 12

This technology systems course studies the elements of a manufacturing system and enables students to better understand manufacturing in industry. The students will develop skills in the use of wood working machinery, wood products and finishes, adhesives, raw materials and mass productions. Related career options will also be explored. Students will complete a mass production project and several individual projects.

COMPUTER AIDED DRAFTING

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CAD/Design & Drawing for Production A*

(½ credit)

Grades 9 – 12

This course is an introduction to simple technical drawing methods and standards. Students will learn to letter, sketch and draft with tools and instruments before starting computer-aided drawing using Auto Cad 2000 LT.

Architectural Drawing/Design & Drawing for Production B*

(½ credit)

Prerequisite: Computer Aided Design

Grades 10 – 12

This is an introductory course to the basic procedures, practices and standards used in residential architectural drawing. Drawings using Auto Cad 2000 LT include site plans, elevations, floor plans sections, details and schedules. Students will design working drawings for a shed.

Architectural Design

(½ credit)

Prerequisite: CAD and Architectural Drawing

Grades 10 – 12

This course builds on skills learned in CAD and Architectural Drawing. Students will use Auto CAD to design exterior walls, roofing, plot plans and site orientation. A 3-dimensional model will be built to match students' designs.

Career & Financial Management

(½ credit)

Grades 10 – 12

This course is required for all students pursuing a sequence in Business, Home Economics, Technology or Vo-Tec. Students will be introduced to the world of work and guided through their roles within the work place and home. Personal resources, economic systems, insurance, banking, budgets, money management and careers are topics of discussion. This course may be taught collaboratively with a special education teacher.

5 Unit Sequence in Technology

Required 2.5 credits:

- Basic Electronics
- CAD/Technical Drawing I
- Career and Financial Management
- Home Construction
- Wood Manufacturing*

Choose 2.5 additional electives:

- Aerospace*
- Residential Structures*
- Audio Electronics
- Architectural Drawing
- Architectural Design
- Basic Photography

**These courses may not be offered every year*

Interdisciplinary sequences in occupational education are also available to students. See your counselor for more information.

PHYSICAL EDUCATION

Physical Education is an instructional program contributing to the physical, mental and social development of all students. The broad instructional phase of the program provides for a wholesome, vigorous experience in the development of skills, techniques, knowledge and the appreciation of individual, team and lifetime athletic activities. Most activities are offered on a co-educational basis.

Physical Education is required for graduation. Students must successfully pass Physical Education each year of their four years in high school. Success is based on active participation, performance, and written exams. Students who fail Physical Education for a semester must take two Physical Education classes the following semester to meet the State requirements.

NOTE: Students receive one-quarter credit per semester for successful completion of Physical Education. Two full credits are required by NYS for graduation.

Students are required to change clothes for Physical Education class. Such clothing includes shirt, shorts and sneakers. A sweatshirt and sweatpants would be advisable on cool days. For safety reasons, the following dress code has been approved:

Tops: No pockets

Bottoms: No zippers or belt loops

Socks and sneakers must be worn.

Earrings, rings, or other ornaments or jewelry through any pierced parts of the body must be removed.

Grading System

Physical Education classes are graded on a numerical system. A student's grade is based on written unit tests, participation, effort and performance levels. Grades are included in Honor Roll. Excessive, unexcused absences may result in failure to achieve a passing grade in Physical Education.

Alternative Methods of Credit

Students participating in physical activities that are not offered through the Ichabod Crane Physical Education Program may receive credit in lieu of Physical Education classes (maximum 10 weeks per year). Examples include, but are not limited to, karate and horseback riding. Students are required to apply to the Physical Education Department chairperson and adhere to guidelines set forth by the school board. Only Juniors and Seniors are eligible for this option.

Excuses

Students unable to participate in Physical Education require a parental excuse and signature. Excuses lasting more than one week need to be issued by a physician. For any student out on a medical excuse, class work in the form of medical packets, outside readings, or adaptive activities will be required each week.

SCIENCE

In addition to providing a solid core of scientific content, the Science Department offers diverse programming to meet the needs of most levels of interest and ability. The Science Department strongly recommends that students planning to attend college complete the core program which includes all four levels - Earth Science, Biology, Chemistry and Physics.

Regents-level and Regents skills level sciences are based on State core guides and are designed for students pursuing a Regents diploma, either with or without a Regents sequence in science. Laboratory experiences are required for all Regents sciences. Students taking a Regents science course must complete twelve hundred minutes of hands-on laboratory work with successfully written lab reports and pass a Regents examination to receive Regents credit for the course.

Note: Students are required to pass one Physical Setting Science and Living Environment as well as the Regents exam in one of these sciences in order to meet State mandates for graduation.

Level I:

PS – Earth Science (1 credit)

This course is designed to give students a new understanding of the world around them, and the processes of change. The curriculum is based on the Core Curriculum Guide offered by New York State. A

hands-on, problem-solving approach will be used to investigate topics in meteorology, astronomy and geology. The Regents exam is the final exam. All students must be enrolled in Regents Earth Science lab.

Honors PS – Earth Science

(1 credit)

This course provides a more in depth study of the topics in the Core Curriculum guide offered by New York State. A college text is used and the pace is much faster. Students should be enrolled in either Algebra or Geometry.

Regents PS – Earth Science

(1 credit)

This course is designed for the average science student who plans to continue his/her education past high school. Students should be enrolled in Algebra.

Regents Skills PS – Earth Science

(1 credit)

This course is designed for students who require skill reinforcement and a slower pace. The curriculum is based on the core curriculum guide offered by New York State. Students should be enrolled in either Algebra I or Algebra.

LEVEL II

LE- Biology

(1 credit)

Biology provides students with a basic understanding of biological processes and generalizations. The curriculum is based on the Core Curriculum Guide offered by New York State. Topics include unity and diversity in living things, homeostasis in organisms, reproduction and development, genetics, evolution and ecology. The Regents exam is the final exam. All students must be enrolled in Biology lab.

Honors LE- Biology

(1 credit)

This course provides a more in depth study of the topics in the Core Curriculum Guide offered by New York State. The course includes additional topics needed for the SAT II exam in Biology.

Regents LE- Biology

(1 credit)

This course is designed for the average science student who plans to continue his/her education past high school.

Regents Skills – LE Biology

(1 credit)

This course is designed for students who require skill reinforcement and a slower pace. It provides a structured learning environment designed to assist students with both core content and lab work.

LEVEL III:

PS – Chemistry (1 credit)

This course provides students with a modern view of the fundamental concepts of chemistry. This course includes the following topics: matter and energy, atomic structure, bonding, the periodic table, the mathematics of chemistry, kinetics and equilibrium, acids and bases, redox and electrochemistry, organic chemistry, applications of chemical principles and nuclear chemistry. A strong background in math is required. Students entering Regents must be enrolled in Trigonometry. All students must be enrolled in Chemistry lab.

Honors PS - Chemistry

(1 credit)

This course provides a more in depth study of the topics in the Core Curriculum offered by New York State. The course includes additional topics needed for the SAT II exam in Chemistry. Students should have passed both the course and the Regents exam in Geometry and be enrolled in Trigonometry.

Regents PS – Chemistry

(1 credit)

This course is designed for the average science student who plans to continue his/her education past high school. Students should have passed both the course and the Regents exam in Geometry and be enrolled in Trigonometry.

NON-REGENTS THIRD YEAR SCIENCE COURSES

*NOTE: Either of the two Science courses listed below may be used to complete the third year of Science required for graduation.

Applied Chemistry

(1 credit)

Applied Chemistry provides students with a foundation in chemistry and how it relates to day-to-day living. Laboratory experiences provide the basis for problem-solving techniques used to investigate the properties of matter, environmental pollution, household chemistry, organic compounds and chemical analysis. Projects in the areas of nuclear chemistry and water pollution encourage students to utilize a variety of creative, problem-solving approaches.

Technical Physics

(1 credit)

This course covers selected topics from general physics for students pursuing a technical program with emphasis on matter, force, power, basic mechanics, torque, power transmissions and certain topics from heat, sound and light. This class is a college-level course taught through Columbia-Greene Community College. Tuition is paid to CGCC and upon successful completion, three college credits are earned.

LEVEL III: PS- Physics

(1 credit)

This course provides students with a modern view of the fundamental concepts of physics. The areas studied include mechanics, energy and work, wave phenomena and electricity, and magnetism. A strong background in algebra and trigonometry is required. Students entering Honors should be enrolled in Calculus or Math 12 X/Y. Students entering Regents should be enrolled or have passed Trigonometry. The Regents exam is the final exam for the course. All students must be enrolled in Physics lab.

Honors PS – Physics

(1 credit)

This course provides a more in depth study of the topics in the Core Curriculum Guide offered by New York State. The course includes additional topics needed for the SAT II exam in Physics. Students should have passed both the course and the Regents exam in Trigonometry and be enrolled in Pre-Calculus or Calculus.

Regents PS – Physics

(1 credit)

This course is designed for the average science student to plans to continue his/her education past high school. Students should have successfully completed Trigonometry.

SCIENCE ELECTIVE COURSES

Advanced Biology

(1 credit)

***NOTE:** Prerequisite for this course: 85% or better in Regents Biology; must also be enrolled in Regents Chemistry, Physics or have completed the core science program. Due to the demands of the college level courses, which often involve evening hours at school, this course is open to juniors and seniors. This is a full-year course that is offered every other year.

This is a course that is recommended for those students interested in pursuing a career in biological sciences. It is designed to expose students to a variety of topics and techniques used in various careers in science. The topics covered include microbiology, histology, immunity and molecular genetics. Students may opt to take the AP exam in Biology and if successful on the exam may receive college credit.

***(PREREQUISITE REQUIRED)**

Anatomy/Physiology

(1 credit)

***Note:** Prerequisite for this course: 85% or better in Regents Biology; must also be enrolled in Regents Chemistry, Physics or have completed the core science program. Due to the demands of the college level courses, which often involve evening hours at school, these courses are open to juniors and

seniors.

This is a full-year course that is offered every other year.

This is a course designed to give those students interested in the sciences, physical education or the medical field some background in anatomy and physiology. Major body systems are studied in terms of part and function. Dissection is a major component of this course. Outside reading, a mentor experience and a major project or term paper are required. The course is taught at a college level and parallels the Regents College Examination syllabus. Students may sign up to take the Proficiency Exam offered in June to receive six college credits at the completion of this course.

***(PREREQUISITE REQUIRED)**

Environmental Studies

(1 credit)

***NOTE:** This course is open to students that have completed the three-year science requirement. (Accelerated science students may take this course in their senior year). It is recommended that students have a 75% or better average in both Earth Science and Biology.

This course provides an in-depth study of important environmental issues, including pollution, energy resources and conservation, natural resources, land use, climate change, soils, popular ecology, and environmental policies. Students will monitor current events, perform labs, conduct fieldwork, and participate in field trips.

RECOMMENDED GUIDELINES FOR SCIENCE

LEVEL I: EARTH SCIENCE

HONORS 'A' average range in Science (7 and 8); enrolled in Algebra
REGENTS 'C' average range or higher in Science (7 and 8); Algebra
REG SKILLS Below C range in Science (7 and 8); Algebra / Algebra I

LEVEL II: BIOLOGY

HONORS

From Honors Earth Science - 85% average in Science
From Regents Earth Science - 90% average in Science; enrolled in Geometry

REGENTS

From Regents Earth Science – 70% average in Science; passing Regents grade recommended; enrolled in Geometry
From RS Earth Science - 80% average in Science; enrolled in Geometry

REG SKILLS

From RS Earth Science - 65% average in Science

LEVEL III:

HONORS CHEMISTRY

From Honors LE Biology - 85% average in Science; enrolled in Trigonometry
From Regents LE Biology - 90% average in Science; enrolled in Trigonometry

REGENTS CHEMISTRY

From Regents LE Biology - 70% average in Science; passing Regents grade recommended; enrolled in Trigonometry
From RS Biology - 80% average in Science; enrolled in Trigonometry.

NON-REGENTS

Applied Chemistry or Technical Physics

ELECTIVE

Anatomy/Physiology – see pre-requisite included with course description
Advanced Biology – see pre-requisites included with course description

LEVEL IV:

HONORS PHYSICS

From Honors Chemistry - 85% average in Science; enrolled in Calculus or Pre-Calculus
From Regents Chemistry - 90% average in Science; enrolled in Calculus or Pre-Calculus

REGENTS PHYSICS

From Regents Chemistry - 70% in Science; passing Regents grade recommended; passed or enrolled in Trig.

NON-REGENTS

Applied Chemistry or Applied Physics

ELECTIVE

Anatomy/Physiology – see pre-requisite included with course description
Advanced Biology – see pre-requisites included with course description
Environmental Studies – see pre-requisite included in course description

SOCIAL STUDIES

GRADE 9

The "scope and sequence" to be followed is based on the New York state Social Studies standards and utilizes a chronological format organized around themes and concepts, rather than by world regions. The curriculum begins in grade 9 with the "Ancient World: Civilizations and Religions," and ends in grade 10 with a unit entitled, "Global Connections and Interactions of Today." Geography skills are now a significant element in both years.

Global History & Geography 9H

(1 credit)

A minimum final average of 85% in grade 8 Social Studies is recommended for students enrolling in this course.

A summer project includes REQUIRED activities to prepare students for the thematic approach to culture. Students are expected to maintain awareness of current events relevant to the course.

Global History & Geography 9R

(1 credit)

The Regents-level Global History IR class will focus on review and reinforcement of content. Reading and writing skills are emphasized, including information gathering, expression of information and ideas, and development of interpersonal and group-relation skills. Students should

be reading at grade level. Reading and written homework are regularly assigned, as well as outside readings, short research papers and outside projects. Students take a departmental final exam. The state Regents exam in Global History is required at the end of the second year of study.

Global History & Geography 9RS

(1 credit)

This course emphasizes basic knowledge objectives and basic social studies skills. The course may be taught in the collaborative model, with a social studies teacher and a special education teacher working together to assist in meeting the students' needs. Particular attention is given to individual needs of each student as they progress through the course. Respect, tolerance, understanding and appreciation of other people and cultures underlie the basic goals of the course. The course is designed for students who require reinforcement and support in reading and comprehension. A departmental final exam is given at the end of this course. The state Regents exam in Global History is administered at the end of the second year of study.

GRADE 10

AP/H World History

(1 credit)

Prerequisite: Global History 9

The Advanced Placement course in world history is designed to provide students with the analytical skills and factual knowledge necessary to deal

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critically with the issues and materials in world history. Content specifications will generally conform to areas provided in both the AP World History and New York State Global History and Geography Curricula. Instructional emphasis will be focused to prepare students for both the AP World history exam in May and the Global Studies Regents exam in June. While an open enrollment policy exists, an 85% average in Global History 9 is recommended.

Global History & Geography 10R

(1 credit)

This course is geared to students who read at grade level. Reading and writing skills will be developed through short reports, essays, and outside projects. Students must pass the state Regents exam in Global History.

Global History & Geography 10RS

(1 credit)

The same general course objective and goals are continued from the ninth grade program. The course may be taught in the collaborative model, utilizing the social studies teacher and the special education teacher to meet the needs of the individual student. Much emphasis is placed on improvement of reading skills and comprehension of course material. Writing skills are stressed and improved through regularly assigned homework and brief reports. Individual

needs are a high priority. This course is designed for students who require reinforcement and support in reading and comprehension. Students must pass the Regents or Regents Competency Exam in Global History and Geography.

GRADE 11

As part of the Social Studies program, students in grade 11 take United States History and Government, which is divided into six major units: origins and development of the U.S. Constitution; impact of immigration and technology on the pluralistic culture; the progressive movement; territorial expansion both within and outside the continent; prosperity and depression; global crisis; and present-day United States. A strong emphasis is placed on current events in the United States. In addition, geography of significant events and changes is emphasized.

Advanced Placement (AP) American History

(1 credit)

This college level course explores the fundamental concepts of the development of United States history. Emphasis on primary reading sources and U.S. historical documents hone analytical and critical thinking skills, which prepares students for the Advanced Placement (AP) exam in American History to earn college credit and for the SAT II Achievement Test in American History for college acceptance and placement. A minimum 90% average in the previous year's social studies class

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and/or teacher recommendation is suggested for students enrolling in this course.

U.S. History and Government-R

(1 credit)

The same units are studied as in the Honors-level course. Reading assignments are given daily, and written homework is assigned on a regular basis to develop reading and writing skills. Some outside readings and brief reports are assigned, in addition to student discussion of current events. Students take the U.S. History and Government Regents exam in June as a final examination.

U.S. History and Government-RS

(1 credit)

This course is designed for students who need assistance with reading and comprehension. More time is spent on each major area of study, so basic understandings can be developed. The course may be taught in the collaborative model, utilizing the social studies teacher and the special education teacher to meet the needs of individual students. Respect, toleration and understanding of others are stressed, and current events also are discussed. Students must pass the Regents or Regents Competency Examination in U.S. History and Government.

GRADE 12

All students in grade 12 must take

two required courses, Economics and Participatory Government, to be eligible for high school graduation. The possibility of alternative credit for the two required courses is available IF APPLIED FOR AND GRANTED BEFORE THE BEGINNING OF THE SENIOR YEAR. Other courses are available as electives for one or two semesters in addition to the required courses.

Economics-R

(½ credit)

This course concentrates on three areas: economic theory, entrepreneurship and financial planning. Also studied are the basic concepts of economics: types of economic systems, supply and demand, financial and monetary policies, governmental regulation of the economy and global interdependence as studied through the stock market and international trade. Consumer skills and business management skills are also stressed. Some group and/or individual projects may be required, in addition to regular homework assignments. A school-generated examination is given at the end of the course.

Participatory Government-R

(½ credit)

The purpose of this course is to prepare students for effective citizenship. The course emphasizes development of public policy decision-making skills. Students will examine through library and field research the ways in which local, state and national governments interact with the public to form and implement policies.

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A required study of the AIDS issue is included in the curriculum.

ELECTIVE COURSES

Psychology

(½ credit)

(College credit may be earned from Columbia Green Community College)

Curriculum concentration is on human personality development, personality theory development and abnormal behavior. Students take a teacher-generated test at the end of the course.

Western Civilization

(1/2 credit each semester)

2 semesters

This course offers a chance to get a head start on college credits and pursue your own special interests! Whether it is art history or military battles, power strategies or battles between kings and queens, this course will let you explore the history of Europe from a student-centered perspective. Special areas of study include the study of Germany, France, and England as developing world powers, the naval power of the Dutch, and conflicts between the Catholic and Protestant nations. Social history is a key part of the course including women's history, social diversity, the role of technology, and life during the Renaissance. This is an excellent foundation course for liberal arts students including communication majors. College credit may be earned from Columbia Greene Community College. The course is

also accredited in all schools in the SUNY system. In addition, students may elect to take the AP European History exam for additional credit.

Latin America I

(½ credit)

This critical thinking, reading intensive history course will examine the social, political, and economic development of post-colonial South America. A case study approach will be utilized with an emphasis on Argentina, Chile, Brazil, and Peru. An understanding of both Global and U.S. History is suggested for success in this elective. A minimum average of 85 in Global or U.S. History and/or teacher recommendation is suggested for students enrolling in this course.

Latin America II

(½ credit)

This critical thinking, reading intensive history course will examine the social, political, and economic development of post-colonial Mexico, Central America, and key Caribbean nations including Cuba, Haiti, and Jamaica. An understanding of both Global and U.S. History is suggested for success in this elective. A minimum average of 85 in Global is recommended.

SEMINAR COURSES

Freshman Seminar

(not for credit)

Freshman Seminar encompasses activities and learning experiences that fall outside the bounds of a traditional academic course. Students learn to understand the culture of a new environment, identify and seek help from available resources both inside and outside of the high school, identify and develop positive relationships with peer groups, interpret information about their own academic performance and to set realistic goals for high school and beyond. Freshman Seminar is required for all in-coming first-time freshmen. Students meet for 40 minutes every other day through the first semester in this interactive classroom setting.

Senior Seminar

(not for credit)

In an interactive seminar format, seniors in Senior Seminar are provided with the background and tools necessary to make informed decisions as they relate to post-secondary life. Topics include career and college plan development, personal financial planning, and emotional and social issues that relate to life in and out of the high school walls. This one-semester course is required for all seniors who have space in their schedule in the fall.