

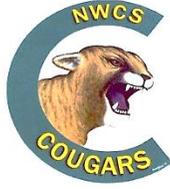


North Warren Central School

Course Descriptions

Academic Offerings

Clubs & Activities



Dear Students and Families,

It is the role of the school counselors at North Warren to be a vital resource to enable our students to become college and career ready. Each academic year has its own opportunities and significant milestones. Your school counselor, along with parents, teachers and community leaders will all share a role in guiding students through career exploration and academic planning to help enable them to achieve their personal and academic goals. This Course Descriptions guide is intended to provide you with an updated list of courses and opportunities that are available academically, as well as in the form of athletics and extracurricular activities.

It is important to emphasize the importance of community involvement and extra-curricular activities, in addition to seeking appropriate academic challenge. Not only will these become a permanent part of your application record for college or career, but they can also help to develop a well-rounded individual and community member. Your school counselor will provide information and updates on these activities as they become available.

It is our hope that you will find the information in this guide helpful in your future planning. We are greatly looking forward to having the opportunity to work with you during the exciting process of discovering your talents, strengths and how they will contribute to your future goals!

Sincerely,

Your North Warren School Counseling Team

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COURSE DESCRIPTIONS

ENGLISH

ENGLISH 9

This course is designed to strengthen student's skills in reading, writing, speaking and listening in order to be successful in school, work and life. Included in the course work will be directed readings in various literary genres including Shakespeare's Romeo and Juliet. There will also be required optional reading for enrichment and acceleration.

ENGLISH 10

English 10 is a preparatory Regents English course with concentration on getting ready for the new English Regents which all students must pass to acquire a high school diploma. Several full length works, units in short stories and poetry, as well as ninety literary terms and their applications to literature are covered. Students are expected to read several Accelerated Reader novels during the course of the year. Emphasis is on developing reading and writing.

ENGLISH 11- American Literature

English 11 is a course that offers academic opportunities for students to develop skills in analyzing complex literary and informational texts by delving deeply into works by acclaimed American authors and historical figures. Through the study of a variety of text types and media, students will build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. Every lesson is linked explicitly to the Common Core Learning Standards, and provides rigorous coursework in reading, writing, and language skills to fully prepare students for passing/mastering the Common Core Regents Exam in English that is required for graduation.

SENIOR ENGLISH

As the final English course in high school, this course is designed to put the finishing touches on the reading, writing, speaking, listening and language skills needed to be successful in college and a career. The course will take students deeply into the world of communications through an examination of the mass media and how they have shaped our world. The course textbook, which is often used in introductory college journalism courses, is titled Media Impact: An Introduction to Mass Media. Each of the units contains a project that will fine-tune researching skills. A college-level research paper, using correct MLA format, will be completed by the end of the year. In cooperation with the guidance department, much attention will be paid to preparing for life after high school. College and career exploration will be the focus of the first semester. Success in this class depends on a willingness to give 110% to all assignments, as they provide the opportunity to demonstrate learning.

ENGLISH (Cont.)

AP ENGLISH LITERATURE

Pre-Requisite: must be in Grade 12

Advanced Placement Literature and Composition fosters the ability to read closely and analyze insightfully what the College Board calls "imaginative literature." Most of the content of the course is designed to provide a college level English experience: the reading, writing, and thinking require considerable abilities in literary studies, concerted effort, and the dedication necessary to flourish in a demanding academic environment.

DRAMA (An Introduction to Theater)

An Introduction to Theater is a half-year, P/F course that will take students through the history of theater, from the earliest Greek and Roman times to the present. Additionally, students will learn about creating, performing and participating in productions. Four units running consecutively are the basis for learning: The Evolution of Theater, Building Your Acting Skills, Producing and Appreciating Plays, and Analyzing and Critiquing Performances. This course is a participation class and every class period students are up and moving, acting and directing, writing and researching, presenting and viewing. Advantages to taking a class like this: increased creativity, building of confidence, understanding of teamwork, becoming aware of personal resources, and a love of all aspects of theater.

FILM STUDIES

Film Studies is a year-long course that covers the history of film as an art form and teaches how film is used to communicate cultural ideas and emotions. Students will view, discuss and write about both classic and contemporary films throughout the year. Besides studying the basics of film making, students will understand how a film provides a social dialogue for various cultural issues and critically analyze how several specific films may have an impact on both past and present generations.

Film Studies may be substituted for senior English credit when taken during senior year.

SOCIAL STUDIES

GRADE 9 - GLOBAL STUDIES I

This course begins with the development of early civilization in Africa, Asia, India, China and South America. Through this unit the students examine the development of agriculture, trade and growth of cities.

The second unit encompasses the growth of central government, the spread of empires and the development of world religions in the same regions, with the addition of Greek and Roman civilizations.

The third unit continues to discuss the growth of European civilization from the fall of Rome to the Age of Absolutism.

The fourth unit discusses the Rise of Islam and its influence on the Middle East, Asia, and Africa as a religious, political and social force.

GRADE 10 - GLOBAL STUDIES II

This course will introduce the following:

The students will be introduced to the study of Early Modern Europe, the Period of Enlightenment in Western Europe, the French Revolution and its after affects on the political development of 19th century Europe. Topics will include the Industrial Revolution and its economic and social effects on the working population in Europe and Asia.

The impact of Imperialism on Africa and Asia in the 19th century will be examined. The rise of Nationalism will be discussed, in detail, in Europe and elsewhere in the world.

The two World Wars and their economic, social, and political impact on the world, and the post World War II developments in Europe, Asia, Africa and South America will bring this course to its conclusion. Students must pass a Regents exam at the end of this course.

GRADE 11 – U. S. HISTORY

A study of the political, economic and social factors that helped form our nation, combined with the principles of U.S. government. Students can gain perspective and guidance for this task through an understanding of our past and our national heritage. It is a study of U.S. Foreign Policy of the 20th century. A Regents examination will be the final exam in this course.

GRADE 12 - ECONOMICS

This ½ unit graduation required course includes information about economic theory, economic systems, business, entrepreneurship, personal finance, money and banking, and globalization. Economics fulfills the New York State Board of Regents mandate that all students complete a half-unit course in economics.

SOCIAL STUDIES (Cont.)

GRADE 12 – PARTICIPATION IN GOVERNMENT

This ½ unit graduation required course fulfills half of the state-mandated senior social studies requirement. Emphasis is placed on the interaction between citizens and their government on every level: local, state and national. Students will be required to complete citizenship projects aimed at analyzing the role of the individual in the governmental process.

GRADE 10-12 DEBATE; INTRO INTO CONTEMPORARY HISORTY

Debate is a one-semester introductory course that covers a variety of styles of public speaking and formal debate. Through research and practice students will become familiar with these styles through instruction, research, and practice.

This class emphasizes “Public Forum” and traditional “Lincoln-Douglas” debate events as well as individual speaking events. Intro to Debate is a beginning level course offered for students who are high performing sophomores, juniors and seniors who have never debated before. After completing this course, students will have a set of portable argumentation and advocacy skills that they can use in a variety of experiences throughout the curriculum at North Warren. The course is designed to improve students verbal and nonverbal delivery skills (organization, projection, inflection, eye-contact, hand gestures, and more).

GRADE 11-12 MODEL ORGANIZATION OF AMERICAN STATES

This college-level course is offered through Plattsburgh State and it is worth three credit hours. The objective of this course is to engage students in policy issues pertaining to the Americas in the 21st Century. Subjects to be addressed include: immigration, law enforcement, education, human rights, trade integration, and the environment. As a result of the broad spectrum of subject matter, students will be able to pursue specific areas of interest within their respective committee assignments. The curriculum model is multi-disciplinary, and multi-skilled with an emphasis on extemporaneous learning.

AP UNITED STATES HISTORY

Prerequisite: Grade 11 or 12 only, and must have earned an 85% on the Global Studies or U.S. History Regents or received a teacher recommendation. Summer reading assignment must be completed on the first day of class. This class has a mandatory lab period that meets every other day.

Advanced Placement United States History is a rigorous and intensive course that is meant to be the equivalent of an introductory freshman college course in American History. The course begins with Native Civilizations and the emergence of Colonial America (1400s), and continues through contemporary America. Students are expected to do a considerable amount of reading from both the textbook (covering approximately one-two chapters each week) and from supplementary sources. There will be reading assignments on a weekly basis, done outside of class that are expected to be done prior to class

SOCIAL STUDIES (Cont.)

INTRO TO PHILOSOPHY

Course Description:

This course is centered on the question of subjectivity as it has unfolded within the philosophical tradition. What defines me—my soul, mind, emotions, relationships, or culture? Is there even such thing as an “I”? Do I create who I am, or does something or someone else determine my subjectivity?

How have thinkers in the philosophical tradition answered these questions? What is philosophy, and how does it help answer the question “Who am I?”

Course Objectives:

Our objective is to reflect upon Socrates, Plato, Descartes, Hume, Hegel, Stroll and Freud as we question subjectivity and apply philosophical theories to film, art, music and everyday experience. A continuing focus of the course will be how these various theories of self and others evoke an understanding of our own identities. Building bridges from the world of theory and academia into the real world of careers, new experiences, and self-discovery is the constant goal of education, and will be emphasized in this core class.

WWII: STUFF YOU MISSED IN HISTORY CLASS

Most history classes barely touch the surface of the history of WWII. This half year course will go into great detail of the events that shaped our history. Topics include the rise of militant regimes in Germany and Japan; German and Japanese aggression in the 1930s; the attack on Pearl Harbor; famous battles of the war; the Holocaust; German and Japanese occupation practices; civilian life in the Allied and Axis countries; and the later memory of the war. The course will also address moral controversies raised by the war, including the Anglo-American firebombing of Germany and the decision to drop the atomic bomb. Texts for the course will include film, memoirs, government documents, graphic and other novels, and secondary accounts of the war.

HISTORY THROUGH FILM

The purpose of this course is to examine World and United States History through the lens of film and movies. Along with watching these films, you will also be examining primary and secondary sources in order to critically analyze the accuracy of the film, as well as the purpose and direction of the film. Throughout the year we may be examining films including but not limited to the following time periods: The Ancient World, Age of Revolutions, Age of Imperialism, World War II, Cold War, and the Modern Era. We will be watching short clips from selected films and as well as films in its entirety.

Students will also examine sources related to the era, including but not limited to works of art, literature, primary sources, artifacts, and photographs to further create an understanding of the historical era presented. Students will then use the films as “historical evidence” in determining accuracy of the film, the point of view of the directors/producers of the film, their target audience, and their reasons for producing this film. Students will ask themselves: what motive did these individuals have when they decided to make this film? Does this present an accurate and unbiased portrayal of the event studied? If not, which

perspective is being presented here and why? How can the experiences of the fictional (or non-fictional) characters help us to create a complete understanding of what life was like during this era?

SCIENCE

REGENTS LIVING ENVIRONMENT (Biology)

This *course* in biology is designed to provide specific understanding of the fundamental principles of biology and to provide an extension of understanding in selected areas. These areas are human physiology, reproduction and development, modern genetics, modern evolutionary theory and ecology. The classes meet for seven periods a week, with two of those periods concerned with laboratory work.

Satisfactory completion of at least thirty laboratory periods of laboratory experiments is prerequisite for the state Regents examination in June.

REGENTS EARTH SCIENCE

This is a lab-oriented subject, which may be used in conjunction with Chemistry, Biology, or Physics to earn a Regents sequence in science.

This course may fulfill the science requirement and be chosen by those who are aiming at a Regents diploma with a science background for college. The course covers topics such as geology, astronomy, energy and earth systems (weather, plate tectonics, fossil history, landscape development, etc.)

REGENTS CHEMISTRY

Science Prerequisites: Students must have taken at least two of these three courses and passed the State Regents Exam for the courses: Living Environment, Earth Science, Physics

Math Prerequisites: Students must have taken and passed the State Regents Exam for: Algebra I and Geometry. Student must also be taking or have taken Algebra II Trig

If a student does not meet these requirements, they will need Teacher permission to enroll in Regents Chemistry.

This program will teach students the fundamental of chemistry through the use of laboratories, demonstrations, activities and lectures. The topics covered will go from atoms and bonding to the periodic table and on to such topics as Acids, Electrochemistry, Organic Chemistry and Nuclear Chemistry. Prerequisites: Familiarity with exponential notation, significant figures, metric system, heat units and graphing skills.

SCIENCE (Cont.)

AP CHEMISTRY

Science Prerequisite: Students must have taken Regents Chemistry with the prerequisites, and passed the State Regents Exam with a minimum score of 85, or student must have Teacher permission.

Math Prerequisite: Students must have passed the State Regents Exams in: Algebra I, Geometry and Algebra II.

The AP Chemistry Course will further develop the fundamentals of chemistry as referenced in the Regents Chemistry section, as well as mass relations in chemistry and physical behavior of gases. A score of 4 or 5 earned on the AP Examination will result in college credit for this course.

REGENTS PHYSICS

Prerequisite: Student must have passed Geometry Regents exam as well as course. Have taken Algebra II either prior to *or* at the same time as Physics. Have taken *and* passed the Regents exams in *both* Living Environment and Earth Science. Chemistry is strongly recommended but not required.

This is a Regents course that presents a modern view of physics with major emphasis placed on fundamental concepts that underlay this science. The objectives of this course extend beyond the basic standards outlined by New York Board of Regents. Major topics of study are mechanics, energy, waves, electricity, and modern physics.

This is a rigorous course that requires the use of algebra, geometry, and trigonometry throughout the whole year. Students who take Regents Physics must be proficient and fluent in the basics of these areas of mathematics.

ENVIRONMENTAL SCIENCE

This ½ credit course may be taken to meet the requirement of a third unit of science or as an elective course.

Environmental Issues is an inquiry based, cooperative learning course using a team based approach to investigate and attempt to solve environmental problems. Issues such as global warming, acid rain, invasive species, pcb cleanup in the Hudson River, alternative energy sources, and waste management would be addressed by the class.

CRIMINOLOGY

This ½ credit course may be taken to meet the requirement of a third unit of science or as an elective course.

The Criminology course will focus on the application of science to the law. Students will identify various types of evidence, perform various forensic analyses and learn what information may be found in the processing of a crime scene.

SCIENCE (Cont.)

ANATOMY AND PHYSIOLOGY

This ½ credit course may be taken to meet the requirement of a third unit of science or as an elective course.

Anatomy and Physiology course will focus on the various systems in the human body. Students will identify the basic structures and their functions in the various systems of the body. Dissection is a required component to this class.

EMERGING FIELDS IN STEM

This ½ unit course will involve hands on experience as well as visitations to local technical facilities. Students will experience science and technical careers available in our area. The main areas of study will include: Engineering, Medicine/Biotechnology, Energy, Environmental Studies and Chemistry.

ASTRONOMY

A ½ year science elective which will introduce the science of modern astronomy with a concentration on the solar system. Emphasis will be placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets, and meteors. Upon completion, students should be able to demonstrate a general understanding of the solar system. Also offered for full year.

CONCEPTUAL SCIENCE AND ENGINEERING

In this ½ credit course we will look at the world through the eyes of scientists and engineers. This is an inquiry / project based course. In some projects, students will be guided to investigate a phenomena and to find out how things work. In other projects, students will be designing engineering solutions. The course will focus on learning skills and concepts that apply universally to all sciences rather than learning the content of specific disciplines.

MATHEMATICS

GEOMETRY R

Prerequisite: A grade of > 70% on CC Algebra Regents or a Regents grade of > 65% and a class grade of > 75%; plus an Algebra teacher recommendation.

The curriculum will cover the NYS Common Core Geometry curriculum. Topics include: congruent and similar triangles, transformations, equations of lines, quadrilaterals, ratios/proportions, geometry of the circle, locus, geometry proofs, coordinate geometry, right triangle trigonometry, geometric figures, area, surface area, and volumes. The NYS CC Geometry Regents is taken in June.

ALGEBRA R

A Regents level course that will cover the NYS Common Core Algebra curriculum. Topics include: signed numbers, algebraic expressions, first degree equations/ inequalities, ratios/proportions, quadratic relations/ functions, statistics, includes sequences, exponential functions, and absolute value functions. The NYS CC Algebra Regents is taken in June.

ALGEBRA II

Prerequisite: Geometry R and a grade of > 65% on the Geometry Regents.

The curriculum will cover the NYS Common Core Algebra II curriculum. The curriculum includes polynomials, complex numbers, trigonometry, exponentials, logarithms, probability and statistics. The NYS CC Algebra II Regents will be taken in June. *TI-83 Plus or TI-84 Plus calculator is required.*

ALGEBRA YR 1

A Regents level course that will cover approximately half of the the NYS Common Core Algebra curriculum. Topics include: signed numbers, algebraic expressions, first degree equations/ inequalities, ratios/proportions, geometric figures, probability, statistics, and absolute value functions. A school final exam is taken in June.

ALGEBRA YR 2

A Regents level course that will cover the remaining half of the NYS Common Core Algebra curriculum. Topics include: signed numbers, algebraic expressions, first degree equations/ inequalities, ratios/proportions, quadratic relations/ functions, probability, and statistics, includes sequences, exponential functions. The NYS CC Algebra Regents is taken in June.

PRE-CALCULUS

Prerequisite: Successful completion of Integrated Algebra, Geometry & Algebra II

This course reviews topics in Algebra II, and takes an in-depth look at functions, limits, differentiation, and its' applications. Students will be prepared for AP Calculus during their senior year or for College Calculus I.

MATHEMATICS (Cont.)

AP CALCULUS

Prerequisite: Pre-calculus with teacher recommendation

This AP Calculus course will consist of the AB class topics of elementary functions, differentials and integrals. An AP exam will be administered in May for possible college credit, and a school final exam will be administered to all students in June.

MATH OF FINANCE

Recommended Grade Level: 11 or 12

This full year course is designed for students who have successfully completed Algebra I Regents and serves as a 3rd year in Math. This class emphasizes economic decisions related to financial management. Students will study a range of financial alternatives and explore basic financial decisions such as; credit card use, payroll, loans and banking, interest, purchasing, and budgeting, to become informed consumers, employees and citizens.

FOREIGN LANGUAGE

FRENCH I

Grammar, vocabulary and oral practice of basic grammatical structures. Oral drills in class for pronunciation and sound structure of the language. Pattern drills and question-answer drills to teach conversational phrases. Oral recitation by whole class, small groups and individually. Reading skills introduced gradually. Cultural material is integrated with course material and student interests, with special attention to explaining cross-cultural differences. Special unit on French culture and geography. Games for oral and vocabulary practice. Homework every day; an average of one quiz per week. Chapter test every 2 weeks.

FRENCH II

Practice of continued grammatical structures and vocabulary building through conversation, comprehensions and readings. Introduction of more complex reading and writing material. Medium length written assignments each day. Continued use of poems, games and cultural material including a unit on Paris. An average of one test every two weeks.

FRENCH III

Advanced level of grammatical structures, verb tenses, vocabulary, reading and culture. Written assignments each day as well as compositions in preparation for the New York State Regents Exam in French given in June. Videos and filmstrips to supplement oral activities. An average of one test every two weeks.

FRENCH IV / SUNY

This is an intensive course in advanced grammar equal to the first level of college. Continued study of French culture including units on cuisine and cheese, French history, art and commercials as well as viewing classic French films.

This class is conducted mostly in French. Intense conversation.

HS FRENCH I (General Foreign Language Remediation)

This course is offered as a safety net for those students who fail to pass the course and Proficiency at the end of 8th grade. This course will help students to fulfill the Foreign Language requirement that is necessary to graduate from high school in New York State. Upon completion of this course, if a student wishes to continue on to French II or Spanish II, he or she must fulfill the requirements of French I or Spanish I. In this class, both French and

Spanish students will be combined in one class that focuses on teaching the necessary requirements to fulfill the State curriculum. The class will focus on all aspects of language; speaking, listening, reading, and writing.

FOREIGN LANGUAGE (Cont.)

SPANISH I

Grammar, vocabulary and oral practice of basic grammatical structures. Oral drills in class for pronunciation and sound structure of the language. Pattern drills and question-answer drills to teach conversational phrases. Oral recitation by whole class, small groups and individually. Reading skills introduced gradually. Cultural material is integrated with course material and student interests, with special attention to explaining cross-cultural differences. Special unit on culture and geography. Games for oral and vocabulary practice.

SPANISH II

Practice of continued grammatical structures and vocabulary building through conversation, comprehensions and readings. Introduction of more complex reading and writing material. Medium length written assignments given on a weekly basis. Continued use of poems, games and cultural material including a unit on Spanish-speaking countries. An average of one test every two weeks.

SPANISH III

Advanced level of grammatical structures, verb tenses, vocabulary, reading and culture. Written assignments given on a weekly basis in preparation for the New York State Regents Exam in Spanish. Videos to supplement oral activities. An average of one test every two weeks.

SPANISH IV

This course focuses on many cultural aspects of Hispanic culture while using advanced grammar and communication in Spanish. Students will read, write, listen, and speak in Spanish.

BUSINESS

ACCOUNTING I / ACCOUNTING II

Recommended Grade Level: 10 - 12

This is an introduction to the keeping of business and financial records. It is the first course for those interested in accounting as a career. It is an excellent elective for business majors in the field. Academic students majoring in accounting and/or business administration in college will find this course extremely beneficial.

BUSINESS LAW

Recommended Grade Level: 10 - 12

A ½ or full year course offered in the three-unit, non-vocational Business/Marketing Sequence. This course is also recommended as an elective for all students. From the study of Business Law, students will gain a genuine respect and understanding of the segments of the law that affects them both at home and at work.

MATH OF FINANCE

Recommended Grade Level: 11 or 12

This full year course is designed for students who have successfully completed Algebra I Regents and serves as a 3rd year in Math. This class emphasizes economic decisions related to financial management. Students will study a range of financial alternatives and explore basic financial decisions such as; credit card use, payroll, loans and banking, interest, purchasing, and budgeting, to become informed consumers, employees and citizens.

MATH OF FINANCE I

This ½ unit course is designed to include daily math functions such as time cards, salaries, calculating income tax, social security, preparing budgets, writing checks, keeping a check book, calculating simple and complex interest and finance charges.

MATH OF FINANCE II

This ½ unit course will concentrate on the development of a financial plan including case flows, investments, debt management, risk management, and retirement planning. This course can be taken for college level (3 college credits through SUNY Adirondack), as well as ½ high school math credit.

BUSINESS (Cont.)

SPORTS & ENTERTAINMENT MARKETING

This ½ unit course will increase students marketing knowledge with respect to the sports and entertainment industries. The “4P’s” of marketing will be examined as well as specialized areas concerning advertising, sales, market research, television and professional sports. Students will be using knowledge learned in class to complete many projects and assignments based on marketing concepts and creativity.

ENTREPRENEURSHIP

This ½ unit course will offer students the essential elements of creating, starting and operating your own business. Students will examine and analyze successful entrepreneurs, examine the impact of global economy on business and gain insight into the legal aspects of business ownership. Students will explore international business concerning culture, protocol, etiquette and behavior styles of countries around the world.

INTRODUCTION TO DIGITAL MEDIA PRODUCTION

Students will be introduced to a variety of Digital Media creation tools, (i.e. Digital Imagery, Audio, Video, Broadcasting, 3D Design, Game Design, Web Design, GIS, Animation). The course, available to 9-12 grade students, can be taken as a 1/2 or full unit course. It is an introductory course and pre-requisite for the Digital Video Editing course.

DIGITAL VIDEO EDITING

Prerequisite: Successful completion of Introduction to Digital Media Production or equivalent

This course is intended to provide an introduction to video production, including storyboarding, directing, lighting, shooting, and editing. The course, available to 9-12 grade students, can be taken as a 1/2 or full unit course. It is designed to give students hands-on practical learning and experience using state-of-the-art software and hardware to produce various video projects that may be shown internally throughout the school and/or on the local access cable channel. Success in the course rests in a student’s ability to attend school regularly and work independently to meet deadlines.

Digital Video Editing can be a multi-year program with students earning credit for each semester completed.

BUSINESS (Cont.)

DIGITAL AUDIO PRODUCTION

Course Objectives: To develop the skills to operate recording equipment, involving acoustic recording and manipulation, digital recording and manipulation, and MIDI sequencing programs. The course is designed to be introductory and so this knowledge will serve students to move into the next phase of digital media production. Each student will leave this course with a basic understanding on how to operate MAC specific programs, multiple platform programs and recording equipment including:

- Garageband
- Audacity (free internet download)
- Finale
- imovie and iphoto
- Adobe Suite
- Pro-Tools

Students will also gain basic knowledge in operating specific hardware designed to interface between acoustic music and digital manipulation of those sounds including:

- M-Audio Keystudio 49i (MIDI interface, Audio interface combination)
- Rode condenser microphones (vocal cardioid and area cardioid microphones)
- Multichannel mixing board

Course Procedures: The course will provide a place for students to experiment, with guidance, in using these multiple software and hardware options in order to better manipulate the acoustic and digital audio components of music performance. In order for students to better understand how all of this works, they will be working individually and with partners on a number of projects that explore most possibilities available with all of the programs available to them including:

- Composing music using only digital sounds
- Composing music using digital AND acoustic sounds
- Recreating written musical scores
- Basic film scoring
- Recording live musical performances

ART

STUDIO IN ART - Grades 9 - 12

This is a full year comprehensive art course designed to meet the graduation requirement for students in grades 9 through 12. (One-year course in Art or Music.) It can be taken at any grade level, 9 - 12. This course also serves as a foundation for those students who want to pursue advanced studio courses and is a prerequisite course for three and five year art sequences.

The goal of Studio in Art is to help students appreciate Art and enjoy the creative processes it encompasses. Drawing, painting, sculpture, calligraphy, ceramics and art history are some of the areas of art that students will experience in this course. There is an emphasis on developing creative thinking and personal expression as well as skills, techniques and understanding needed to create quality work. Students are required to do sketchbook drawings each week.

STUDIO IN DRAWING & PAINTING I - Grades 10 - 12

Prerequisite: Studio in Art

This will be a year-long experience with emphasis on line, form, mass and perspective in a variety of wet and dry materials with the communication of ideas and critical analysis as its focal points.

Students will be acquainted with art history as well as a variety of artistic styles and techniques through brief studies in the major schools of art.

In order to develop background for possible further research, during the second semester of this course, there will be an opportunity for the individual student to concentrate his or her efforts in a specific area of selected study. Students are required to do sketchbook drawings each week.

ADVANCED DRAWING AND PAINTING - Grades 11 - 12

Prerequisite: Studio in Art and Drawing & Painting I

Students will expand skills acquired in Drawing and Painting I with strong emphasis on observational skills. Students will explore new mediums and techniques while focusing on compositional elements of design and strengthening problem solving skills. Opportunities will be given to students for experimentation of specific mediums as well as subject matter more in depth as development of personal style evolves throughout the course. Contemporary trends in Art will be integrated within the course to enrich student knowledge and awareness. Sketchbook assignments are due biweekly and account for 1/4 of marking period grades. This class is HIGHLY recommended for students who are planning to attend college to major or minor in art. Portfolio development will be emphasized.

ART (Cont.)

STUDIO SCULPTURE

Prerequisite: Studio in Art

Students will explore different materials in sculpture from clay to cardboard and paris craft. They will learn about sculpting techniques in each medium. Students are required to do sketchbook drawings each week.

POTTERY - Grades 9 – 12

Prerequisite: Pottery I is a prerequisite for Pottery II.

In Pottery I, students will learn basic terminology, skills and technical knowledge of traditional hand building methods: pinched forms, coil, slab construction and wheel throwing. Students will use a range of surface decoration and firing techniques. Students must successfully complete Ceramics I before continuing in Ceramics II.

In Pottery II, students will apply the knowledge and skills gained in Ceramics I. Students are expected to demonstrate growth in problem solving, controlling the properties of clay to develop complex forms, strengthening artistic expression and critical thinking. In Both I & II, historical and contemporary trends in ceramics are studied through research and in-class presentations. Students are expected to express themselves through visual, verbal and written formats.

PORTFOLIO IN ART

This course is designed for advanced students that have completed the offered art courses specifically Studio in Art, Drawing and Painting I, and Advanced Drawing and Painting. This is a course in which the student and the teacher will agree (contract) their art study on preparing for an art portfolio. Students will produce a body of work within specific guidelines to prepare them for admission into an art college.

ART (Cont.)

PHOTOGRAPHY I & II

Prerequisites: Photography I is a prerequisite for Photography II

The photography course is geared to provide students with opportunities to work with digital photography equipment and techniques in capturing a variety of every day images. This is a great opportunity to develop skills in capturing meaningful and significant moments in life. Landscape, still-life, and human portrait images will be included in this semester long course.

Photography II provides students with advanced knowledge of techniques and skills in the application of electronic and digital/computer technologies gained in Photography I. The integration of technical skills and aesthetic expression are emphasized. Projects require exploration and experimentation. Students develop skills necessary to create their own unique body of work using digital photographic technologies.

GRAPHIC DESIGN

Graphic designers create visual concepts by hand or using computer software to communicate ideas that inspire, inform or captivate consumers. They develop the overall layout and production design for advertisements, brochures, magazines, and corporate reports. This ½ unit course in Graphic Design offers a study in varied graphic processes including printmaking, illustration, logo design and design theory. The underlying skills required for success in Graphic Design include a good sense of design and drawing skills. An understanding of color theory coupled with design theory and graphic practices will provide a successful experience in this course.

MUSIC

SENIOR CHORUS

Senior Chorus is open to any 9 - 12 graders interested in musical performance. Chorus rehearses 2 - 3 days per week. All members are required to attend all concerts to receive a satisfactory grade.

SENIOR BAND

Senior Band is an elective performing group open to any student in grades 9 - 12 with 2 years performing experience on a band instrument. Senior Band rehearses 2 - 3 days per week. All members are required to attend all concerts and parades to receive a satisfactory grade.

MUSIC THEORY

This is a full-year course dealing with the basic elements of melody and harmony. Students develop their aural skills, study applied harmony, arranging and composition. The final project for the course is an original composition written in traditional notation, performed and recorded. Students must be able to read music and have performing experience prior to enrolling in the class. For 11th and 12th grade students.

AP MUSIC THEORY

Prerequisite: Music Theory 1 and 2

Advanced Music Theory course is for very serious music students. This course is intended to be comparable to a first year college course in music theory. Students must be able to read music and have basic fluency in one performance medium (instrument or voice). Students study: Aural skills, sight singing, musical composition and music analysis. This one year course culminates in a 3 hour national exam in May.

GUITAR

This ½ unit elective course is designed to help you understand the instrument, how it works and to introduce a number of different playing styles and techniques. Throughout the course, you will be introduced to basic music reading using notes, chord symbols and navigating a popular song form. This course will feature a many songs from a wide variety of eras and genres.

MUSIC (Cont.)

GUITAR II

Prerequisite: Guitar

The goal of this ½ unit course is to ultimately learn to play guitar. Through a combination of classical guitar technique, pop song chording, and guitar ensemble pieces, you will start to master the instrument. Students will also work on reading music with the instruments using tablature and actual music notation. This course will be a half year elective.

PIANO

This is a one semester ½ unit course:

1. The group piano course is designed to help the older beginner (high school student) become comfortable with the basic playing techniques associated with the piano
2. Individuals will become comfortable reading piano music and playing expressively
 - By using a combination of the Lesson and Theory book, students will navigate through increasing challenges by ways of exercises and homework.
 - Students will then apply the Lessons and Theory to Artistry and Performance materials.
 - Students will then perform selected pieces and self-evaluate as well as have a teacher evaluation.

SOUND RECORDING TECHNOLOGY

This semester long ½ unit course is designed to take an immersive look at sound, its physical components, and what audio engineers do to manipulate that sound in recording programs and studios. This course will build on prior media knowledge and focus in on the specific world of audio engineers, audio editors, recording technicians, and live sound manipulation. In this course you will be hands-on recording projects, editing them, and producing them to show to a real, live audience either in the community locally or globally via the internet.

PHYSICAL EDUCATION

PHYSICAL EDUCATION

The high school curriculum is the culmination of all that the students have previously learned. The major emphasis at this level is developing a positive attitude toward health, fitness and wellness so that students will continue these practices throughout their lives.

At the 9th grade level, students evaluate their own health/fitness level based upon a curriculum of fitness foundations and concepts. Students learn about short and long range goals and they develop a plan based upon their own personal needs.

In the 10-12 elective program, students carry out and revise as necessary the health/fitness plan they developed. The electives include a wide variety of fitness units, lifetime sports, social activities and team sports. The social and thinking skills are a part of every unit that is taught.

MULTIMEDIA, TECHNOLOGY, MUSIC, & ART

1. EXPLORE, DESIGN, CREATE

Create and Edit a variety of Digital Media including Digital Images, Audio, Video, Broadcasting, 3D Design, Game Design, Web Design, and Animation.

INTRODUCTION TO DIGITAL MEDIA



2. FOCUS ON ONE OR MORE AREAS OF INTEREST



GRAPHIC DESIGN

Graphic Design
A study in varied graphic processes including printmaking, illustration, logo design and design theory.



DIGITAL PHOTO

Digital Photography
An introduction to camera settings, design composition, lighting and editing



SOUND RECORDING TECH

Sound Recording Technology
A study in sound and how to record and manipulate it as part of radio broadcasts, podcasts or multimedia projects.



DIGITAL VIDEO EDITING

Digital Video Editing
Learn storyboarding, directing, lighting, shooting and editing.



COMPUTER PROGRAMMING

Introduction to Coding & Game Design
Basic Coding including Programming Languages, and Game Design

3. PLAN AND PRODUCE MULTIMEDIA PROJECTS

MULTIMEDIA PRODUCTION



Work collaboratively to create in-depth multimedia projects.

Example 1. A student who has taken Video Editing collaborates with classmates who have taken Graphic Design and Audio Editing to produce a short film;

Example 2. A student who has taken Computer Programming collaborates with a classmate who has taken Graphic Design to produce an original video game.

For students who have taken Intro to Digital Media plus any additional 1/2 credit Media Class

TECHNOLOGY

TECHNOLOGY EDUCATION HIGH SCHOOL SEQUENCES

Students seeking a sequence in technology in lieu of a 3 unit sequence in foreign language must earn five units of credit in order to earn an advanced regents diploma. The program requirements are as follows:

CAREER AND FINANCIAL MANAGEMENT

Recommended Grade Level: 9 - 10

A one-half year course designed to complete the basic requirement for any student enrolled in any occupational education program. It consists of two modules: The Working Citizen and Career and Financial Management.

TECHNICAL DRAWING

Technical Drawing is a 20 week course that includes blue print reading, sketching multi-view drawings, dimensioning, auxiliary views, section views, isometrics and perspectives. Drafting is an occupational field with strong demand for skilled workers.

ADVANCED TECHNICAL DRAWING

This course will be for students who are interested in becoming an engineer when they finish college. This course will resemble a course taken during the beginning years of an Engineering program. We will review Orthographic and Isometric drawing, and then dive right into Intersection Viewpoints and Auxiliary Viewpoints. The final project will be a Capstone of the Technical Drawing program. Students will pick a final project topic and complete multiple drawings to complete.

ARCHITECTURAL DRAWING

This course is designed to give students an overarching view on architectural drawing. We will discuss architecture throughout history and how those aspects have impacted the architecture we see today. Students will also work on designing and modeling a final project for the course after the students learn the necessary skills needed. This course will be a mix between regular lecture/activities, drawing and hands on projects.

DESIGN AND DRAWING FOR PRODUCTION (DDP)

This is a beginning drawing course that introduces students to aspects of Technical Drawing, which offers an introduction to orthographic and isometric drawings. The course culminates in a final project which involves everything you will learn throughout this year long course. This course can be used to satisfy your required Art credit if taken for the entire year.

TECHNOLOGY (Cont.)

COMPUTER AIDED DRAFTING (Part 1)

Recommended Prerequisite: Design and Drawing for Production (DDP)

This course will be a continuation of the CAD work completed in DDP, thus having taken this course previously as a prerequisite is preferred, but not mandatory. In this class we will work extensively with a CAD software called Creo Parametric, which is used by numerous mechanical engineering professions. Part 1 will consist of getting to know the program and how to use it, along with learning the necessary skills needed for participation in Part 2.

COMPUTER AIDED DRAFTING (Part 2)

Prerequisite: Computer Aided Drafting (CAD Part 1)

CAD part 2 will encompass a large project where students will model something in separate pieces and assemble them in the program and print them out and assemble and maneuver them as a “hands on” activity. This is a great course for those types of students, who enjoy working with computers, going into the engineering field, or for students who are looking for a class to take that is out of the box and uses multiple pieces of technology equipment.

INTRODUCTION TO ENGINEERING & DESIGN (IED)

Recommended Grade Level: 9 – 10

The major focus of this IED ½ unit course is the design and process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community.

INTRO TO CODING AND GAME DESIGN

Prerequisite: An interest in learning how games are developed and engineered

Students will learn the fundamentals of programming in JavaScript with an emphasis on problem solving and logical thinking. Topics covered include: graphics, animation and games, data structures, and more.

INTRO TO PHYSICAL COMPUTING

Prerequisite: Some basic coding experience

The Introduction to Physical Computing course guides students to explore fundamental CS concepts while considering computer-human interaction design. Students will learn how computers operate and use simple programmable computing devices such as arduino and raspberry pi to create projects designed to solve identified problems. Students will need to think creatively, work cooperatively and communicate effectively to complete the final project.

TECHNOLOGY (Cont.)

EMERGING FIELDS IN STEM

This ½ unit course will involve hands on experience as well as visitations to local technical facilities. Students will experience science and technical careers available in our area. The main areas of study will include: Engineering, Medicine/Biotechnology, Energy, Environmental Studies and Chemistry.

ELECTRICITY AND ELECTRONICS I & II

The Electricity and Electronics courses are available for ½ year as a standalone course, or for a full year if Part I and Part II are both taken. The course will take students from a basic understanding of AC/DC circuits and continue into how theory and concepts apply to microprocessors and electronics. A good share of the class work is hands-on circuitry and wiring.

INTRODUCTION TO NANOTECHNOLOGY

Introduction to Nanotechnology is a student research driven class. Grades will be determined by ten short current events research writings, field trip reports, quizzes and group presentations.

Students will be required to evaluate one another's work. Research, inquiry and group discussion are necessary components to your success in this class.

- This class will examine how materials are being engineered on the atomic scale.
- Students will explore applications of Nano materials and process in both industrial and consumer applications.
- Students will research and present findings of how nanotech is impacting economies on the local, national and world stages.
- Students will research processes used in Nano manufacturing and present their findings.
- Students will experience first-hand research and manufacturing facilities in the local area that employ Nano scale processes.

INTRODUCTION TO DIGITAL MEDIA PRODUCTION

Students will be introduced to a variety of Digital Media creation tools, (i.e. Digital Imagery, Audio, Video, Broadcasting, 3D Design, Game Design, Web Design, GIS, and Animation). The course, available to 9-12 grade students, can be taken as a 1/2 or full unit course. It is an introductory course and pre-requisite for the Digital Video Editing course.

TECHNOLOGY (Cont.)

DIGITAL VIDEO EDITING

Prerequisite: Successful completion of Introduction to Digital Media Production or equivalent

This course is intended to provide an introduction to video production, including storyboarding, directing, lighting, shooting, and editing. The course, available to 9-12 grade students, can be taken as a 1/2 or full unit course. It is designed to give students hands-on practical learning and experience using state-of-the-art software and hardware to produce various video projects that may be shown internally throughout the school and/or on the local access cable channel. Success in the course rests in a student's ability to attend school regularly and work independently to meet deadlines.

Digital Video Editing can be a multi-year program with students earning credit for each semester completed.

DIGITAL AUDIO PRODUCTION

Course Objectives: To develop the skills to operate recording equipment, involving acoustic recording and manipulation, digital recording and manipulation, and MIDI sequencing programs. The course is designed to be introductory and so this knowledge will serve students to move into the next phase of digital media production. Each student will leave this course with a basic understanding on how to operate MAC specific programs, multiple platform programs and recording equipment including:

- Garageband
- Audacity (free internet download)
- Finale
- imovie and iphoto
- Adobe Suite
- Pro-Tools

Students will also gain basic knowledge in operating specific hardware designed to interface between acoustic music and digital manipulation of those sounds including:

- M-Audio Keystudio 49i (MIDI interface, Audio interface combination)
- Rode condenser microphones (vocal cardioid and area cardioid microphones)
- Multichannel mixing board

Course Procedures: The course will provide a place for students to experiment, with guidance, in using these multiple software and hardware options in order to better manipulate the acoustic and digital audio components of music performance. In order for students to better understand how all of this works, they will be working individually and with partners on a number of projects that explore most possibilities available with all of the programs available to them including:

- Composing music using only digital sounds
- Composing music using digital AND acoustic sounds
- Recreating written musical scores

- Basic film scoring
- Recording live musical performances

TECHNOLOGY (Cont.)

PRODUCTION

The Production course is made up of two modules called Manufacturing and Construction. These modules include tool safety, design, and mass production. Students will learn basic construction, tool safety and design. They will construct several small projects. This is the old “Wood Shop” course.

MANUFACTURING I & II

Manufacturing uses a universal Systems Model to produce goods and materials. Students will use the tools and equipment in the laboratory to manufacture a product. Academic work will focus on the world of manufacturing processes. This class is similar to Production in that students will learn proper and safe tool use. Manufacturing is Manufacturing will focus on production of products beyond applications in wood manufacture methods.

AUTOMOTIVE TECHNOLOGY

This one-half year and full-year course is designed to familiarize the student with the basics of auto mechanics in both theory and operation. Students will learn how automotive systems operate as well as how to perform basic preventive maintenance and repairs.

ENERGY AND POWER

Students will learn about how things were powered throughout history and today. We will look delve into the energy crisis we are currently experiencing and how we can move forward into the future. This class will begin to look at the development of Wind and Solar power, looking at the advantages and disadvantages of both and constructing working models of both alternatives to fossil fuels. This is a great course for those students who are interested in possible engineering or science futures, but also for those who want to know more about how are world is powered and will be powered in the future.

SMALL GASOLINE ENGINES

Millions of small gas engines are hard at work every day in agriculture, emergency responder, lawn and garden and leisure equipment applications. This course will focus on the operating principles, diagnosis and repair of single and sometimes twin or triple cylinder gasoline engines.

Unlike Automotive Technology, this course will give much more of its focus to trouble shooting and repair of carbureted engines. Machines powered by small gasoline engines also have

unique applications like pumps, saw chains and centrifugal clutches not found in automotive applications. Students will have to opportunity to bring in their own equipment for service and repair. Be ready to get your hands dirty!

POWER SPORTS

This class is an extension of the Small Gasoline Engines class with the opportunity to explore operating systems of ATV's, snowmobiles, motorcycles and marine applications. This class focuses more on two cycle engine operation, repair and tuning for performance in motorsports.

FAMILY CONSUMER SCIENCES

FOOD AND NUTRITION I

This 1/2 unit course includes nutrition awareness, meal management, food purchasing, food preparation, meal service and related career exploration.

FOOD PREPARATION

This 1/2 unit course will lead to a greater understanding of safe and sanitary food preparation practices. Presentation and evaluation of completed food preparation is a critical component of this course. Introduction to culinary programs and opportunities available are included.

INTERNATIONAL FOODS

This 1/2 unit course leads to greater understanding of meal patterns of various countries and regions. Content of this course includes preparing and evaluating foods and career exploration.

SEWING

This is a beginning sewing class for Grades 9 – 12. Students learn hand-sewing techniques as well as use and care of a sewing machine.

By learning sewing construction skills you will be able to increase your own wardrobe, evaluate the quality of ready made garments and be a better consumer. Projects are determined according to interests and abilities. Some expense is involved: pattern and fabric.

HEALTH – Choosing Wellness

This course is a graduation requirement.

Students are encouraged to assess their attitudes and behavior patterns, to understand the impact that their life-style choices many have on their well-being and to incorporate new attitudes and behaviors. With good choices, there is help in ensuring continued health in future years. This course incorporates a section on parenting.

INTRODUCTION TO SPORTS MEDICINE I

This course is designed to give students in grades 9-12 a brief overview of what sports medicine and athletic training are all about. It will also engage students who may be interested in other health related careers such as physical therapy, physiology of exercise, and kinesiology. The students will learn the basics of prevention, evaluation, treatment and rehabilitation of sports related injuries. Lab sessions will cover training room operations, taping and wrapping, athletic injury assessment

The semester course (1/2 year) is for a .5 elective credit in the health department.

SPORTS MEDICINE II

Prerequisite: Introduction to sports medicine

This course is designed to give students in grades 9-12 a continuation of information from Introduction of Sports Medicine. The students will learn names of bones, tendons and muscles from the upper leg to the fingers. They will learn how to take a history, observe, palpate and evaluate injuries to the upper leg, pelvis, abdominal area, shoulders, and arms along with learning to tape, prevent and rehabilitate injuries to these sites.

The semester course (1/2 year) is for .5 elective credits in the health department.

SPORTS & FITNESS

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. This course is also used to develop positive behaviors in fitness, wellness and movement activities for a lifetime.

OTHER COURSE OFFERINGS

DRIVER EDUCATION (May be offered as summer program) ½ unit

Driver Education trains pupils in safe driving, knowledge of traffic laws, care of the car and provides actual practice with a dual-control vehicle. Students are selected according to grade and age, the oldest seniors receiving top priority. A New York State Learner's Permit must be obtained immediately after the start of the course.

The program meets the requirements of the Motor Vehicle Bureau including the required certificate for completion of the 5-hour course. The students receive a half unit of credit. Upon successful completion of the course, the student receives a certificate, which entitles him/her to the right of a senior operator's license at the age of seventeen, provided he/she has passed the New York State Driving Test.

GENERAL PSYCHOLOGY (PSYC 100) ½ unit H.S. - 3 transferrable college credits

The General Psychology course is offered through Hudson Valley Community College as a 1 semester high school course worth 3 college credit hours. This course consists of a systematic, empirical study of human behavior, and covers the following: 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.

GENERAL SOCIOLOGY (SOCL 100) ½ unit H.S. - 3 transferrable college credits

The General Sociology course is offered through Hudson Valley Community College as a 1 semester high school course worth 3 college credit hours. Introduction to Sociology covers the following: sociology as science, origins and development of the field, and social theory. Sociological Methodologies covers the following: the scientific method, the natural sciences and the social sciences, research ethics and social research.

Work Based Learning Internship Programs (CEIP) ½ unit

A typical Career Exploration and Internship Program (CEIP) consists of an individualized curriculum developed in collaboration with the student, mentor/employer, and Work-Based Learning Coordinator. Internships may take place during the school day, weekends, or vacation and students are responsible for all classroom work. Quarterly evaluations are performed by the mentor/employer and Work-Based Learning Coordinator. Each student will receive 1/2 credit for every 54 hours at the CEIP site.

SENIOR SEMINAR

Prerequisite: Offered to North Warren High School Seniors / .5 credit P/F

This course is intended to prepare seniors for their entry into their post-secondary pursuit of College and / or Career. As part of this course, seniors will participate in Reviewing Self Exploration (ensuring that their post-secondary plans are in alignment with their own interests, skills, and values), College and Career Exploration, Community Service, Completion of Common Applications, SUNY Portal Applications (as applicable), Resume building, Requesting letters of recommendation, Interviewing (college or job), College Representative Visits, Campus Life presentation (safety, stress and time management), Applying for scholarships, Applying for Finance Aid, Interpreting Student Aid Reports, Comparing Student Aid Letters and choosing best option and other life preparation skills. This Class was designed with SENIORS in mind and is intended to provide resources for future success.

Virtual High School Courses

North Warren is pleased to be a Virtual High School consortium member and we are able to offer a wide spectrum of enrichment courses available online. This provides an excellent opportunity for our students to select enrichment courses that include:

Unique Electives – The VHS program offers a wide range of elective courses that are a big draw for students year after year. With Language Arts classes including [Ghoulies, Ghosties and Long-Legged Beasties](#) and [101 Ways to Write a Short Story](#), Social Studies supplements such as [Modern Middle East](#), and Science courses that range from [Earth and Space Systems Science](#) to [Nuclear Physics](#), They offer interesting subjects seldom found in a school's curriculum

Gifted and Talented – VHS also offers a number of Gifted and Talented courses for accelerated students. Honors courses provide enrichment for students grades 8-12, and high school courses for middle school students can give motivated learners the opportunity to get ahead and continue their studies on a higher level.

Advanced Placement Courses - VHS has one of the largest online Advanced Placement® catalogs in the nation. With over 20 AP® courses to choose from, students can earn college credit, or delve deeper into subjects of interest with unique offerings such as AP® Computer Science, AP® World History, AP® Music Theory and AP® Human Geography.

For information on all the exciting VHS courses available to North Warren students, please go to <https://my.vhslearning.org/PublicStudentCourseList.aspx>. Please see your Guidance Counselor if you are interested in participating in any of the VHS course offerings.

**Technical and Career Education
Vo-Tec Course Offerings
At the Southern Adirondack Education Center
(unless otherwise noted)**

Students must meet the necessary requirements by their junior year to participate in these programs:

ARTS & HUMANITIES

Graphic & Visual Communications

BUSINESS & INFORMATION SYSTEMS

Information Technologies/CISCO Certification (Saratoga)
Office & Computer Technology

ENGINEERING & TECHNOLOGIES

Auto Body Repair (Saratoga)
Automotive Technology
Construction Trades
Heating, Ventilation, A/C & Refrigeration (Saratoga)
Machine Tool Technology
Mechanical Technology
Outdoor Power Equipment Technician
Welding

HEALTH SERVICES

Health Occupations
Nurse Assisting
Practical Nursing

HUMAN & PUBLIC SERVICES

Cosmetology
Criminal Justice Studies
Culinary Arts
Early Childhood Education

NATURAL & HORTICULTURE SCIENCES

Conservation
Heavy Equipment Operation & Maintenance
Horse Care (Saratoga)

PREVOCATIONAL EXPLORATORY

Business Technology & Communication
Construction & Repair
Pre-Voc Culinary Arts
Groundskeeping & Equipment Maintenance
Health & Human Services
Manufacturing & Benchwork

NEW VISIONS

Health Explorations
Engineering

Early College Career Academy

The **Early College Career Academy**: An Early College High School Program, is a partnership between SUNY Adirondack and the Washington-Saratoga-Warren-Hamilton-Essex BOCES.

Students are eligible to earn up to 32 college credits, tuition-free, while earning marketable industry credentials and participating in work-based learning experiences.

These two-year programs begin in your junior year:

Students must meet the necessary requirements by their junior year to participate in these programs:

- Business and Entrepreneurship
- Electrical Technology/Advanced Manufacturing
- Information Technology/Computer Networking
- New Media

The Early College Career Academy is designed to:

- Connect high school academics to the higher expectations of college academics
- Link academic coursework with careers
- Develop career pathways from high school through college to jobs in in-demand industries
- Increase exposure to math and science through areas of student interest
- Assist students who may not otherwise attend college in obtaining college credits
- Challenge students to be College and Career Ready

Students in the programs are exposed to the latest technologies used in these industries, earn industry recognized certifications, and participate in work-based learning activities that include job shadowing, being mentored by an industry expert and real-world industry challenge projects. In addition to acquiring job skills and industry knowledge, students also earn college credits toward an Associate Degree in Applied Science, an Associate Degree in Science, or a SUNY Adirondack Certificate.

North Warren Jr./Sr. High School

Clubs and Student Organizations

Foreign Language Club

Interact Club

Jazz Ensemble

National Honor Society

Natural Helpers

Newspaper Club

Outing Club

S.A.D.D.

Select Choir

Student Council

Yearbook

National Honor Society News

Selection Criteria for Induction

Membership in the National Honor Society is both an honor and a responsibility. Students selected for membership are expected to continue to demonstrate the qualities of scholarship, service, leadership, and character. This honor, recognized throughout the nation, is the pinnacle of their achievements in school for many students. Selection to National Honor Society is a privilege, not a right. Students do not apply for membership in the National Honor Society; instead they provide information to be used by the high school faculty in determining their candidacy for membership. The inductees are asked to write an essay and collect several written references. Membership is granted only to those students selected by 75% (or more) of the faculty. The high school faculty is given a week to look over each candidates supporting papers and to vote. The advisor does not vote, but does oversee the entire voting process. This is not an election, nor is membership automatically conveyed simply because a student has achieved a specified level of academic performance. National Honor Society is more than just an honor roll. The other components (leadership, service, and character) are emphasized as well during the selection process.

No freshman can be considered for induction to National Honor Society, a candidate must be a member of the sophomore, junior, or senior class. For a student to be considered for induction academically they must have an average of 90 (or higher) for each of five consecutive quarters. Grades achieved in the ninth grade can be counted towards the 90+ average. Students and their parent/guardian will be notified by mail as to the results of the faculty vote.

Once inducted, the student must maintain an 85 overall average to stay a member. A student may be dismissed from national Honor Society for a low average or some act contrary to the Cougar Code of Conduct.

Honor Roll

Criteria for Merit Roll, Honor Roll and Principal's List

Honor Roll is determined at the end of each quarter as follows:

- Students obtaining a report card average of 85 through 89.99 have reached merit roll status.
- Students obtaining a report card average of 90.00 through 94.99 have reached honor roll status.
- Students obtaining a report card average of 95.00 through 100 have reached principal's list status.
- In order to achieve Merit, Honor, or Principal's List status, no subject grade in the quarter can be below a 65.

North Warren Jr./Sr. High School Athletic Department

Lynn Lewis, Athletic Director

FALL SPORTS TEAMS

Varsity Golf

JV / Varsity Boys Soccer

Junior Varsity Girls Soccer

Varsity / Modified Football (w/ Warrensburg)

Varsity Girls and Boys Cross Country (w/ Johnsburg)

WINTER SPORTS TEAMS

JV/Varsity Girls and Boys Basketball

Varsity Bowling

JV/Varsity Cheerleading

XC Skiing (@ Johnsburg School)

SPRING SPORTS TEAMS

JV/Varsity Baseball

JV/Varsity Softball

Varsity Tennis

****All sports/levels are offered based on numbers of participants****

North Warren Graduation Requirements
 (Subject to change based on New York State Board of Regents Approval)
 Class of 2016 and beyond

REGENTS DIPLOMA		ADVANCED REGENTS DIPLOMA	
<i>Required Courses</i>		<i>Required Courses</i>	
	Credits		Credits
English	4	English	4
Social Studies	4	Social Studies	4
Math	3	Math	3
Science	3	Science	3
Foreign Language	1	Foreign Language	3 *
Art/Music	1	Art/Music	1
Health	.5	Health	.5
Physical Education	2	Physical Education	2
Electives	3.5	Electives	1.5
<i>Total Required Credits</i>	<i>22</i>	<i>Total Required Credits</i>	<i>22</i>
(*) Students who earn a 5 unit sequence in Art, Music, Business, Technology, or a Vo-Tec Program may be exempt from this requirement.			

Required Regents Exams Regents Diploma ** (grade of 65 or better required)	Required Regents Exams Advanced Regents Diploma * (grade of 65 or better required)
ELA (<i>Common Core</i>) (grade 11)	ELA (<i>Common Core</i>) (grade 11)
Algebra I (<i>Common Core</i>)	Algebra I (<i>Common Core</i>) Geometry (<i>Common Core</i>) Algebra II (<i>Common Core</i>)
Global Studies (grade 10)	Global Studies (grade 10)
U.S. History (grade 11)	U.S. History (grade 11)
Science	2 Science Exams

() Regents Diploma with Honors** requires an average of 90 for these 5 exams

(*) Advanced Regents Diploma with Honors requires an average of 90 for these 8 exams

Mastery in Science and/or Math requires a score of 85 or greater for each of the 3 exams in each discipline.

SE/Skills: Students with Disabilities seeking alternative diploma requirements take courses involving basic skill instruction in the areas of English, Social Studies, Mathematics and Science. Career Pathways and other practical skills classes are available. Students may now be seeking a NYS Local Diploma or a Career Development and Occupational Studies (CDOS)/Skills and Achievement (SACC) Commencement Credential.

COMMUNITY SERVICE

Giving back to our community builds better relationships, higher self-esteem and an improved culture overall. As a job preparation and self-discovery skill, community service opportunities can benefit our students greatly. In April of 2016, the North Warren BOE enacted a Community Service Graduation requirement, which requires a total of 20 service hours over a period of four years, starting with the Class of 2020.

Each year, students in grades 9-12 will be provided with:

1. A list of opportunities available each year during grades 9-12
2. Community Service Verification Sheets
 - Sheets will be signed by the supervisor of the activity with their contact information
 - Sheets will be turned in as they are completed, and added to the student file
 - Sheets will be used to track the community service accomplished and used during Senior Seminar course.
3. Student transcript addendums will be updated to include community service experiences.
4. Student academic transcript will reflect cumulative community service hours that were performed during grades 9-12.

Promoting Community Service has been proven to aid in building stronger individuals, providing access to personal and career opportunities, creating community and ensuring sustained engagement.

(Community Service Opportunities & Verification Form on next 2 pages)

Community Service Opportunities and Organizations

7th Grade Orientation Guide
 Adirondack Community Outreach Center (North Creek)
 Adirondack Marathon Volunteer
 American Legion (coin drop, cemetery maint, veteran's fundraising)
 Animal Rescue / Shelter Volunteer
 Beautification Programs - Flower or School Garden
 Boy Scouts (approved events / projects)
 Cemetery Cleanup
 Cheerleading at Coaches vs. Cancer games
 Chestertown Rotary Volunteer (events)
 Chestertown Share Center
 Community Benefit Fundraisers for families in need
 Crossroads Ice Cream Mural (NWCS SADD)
 Eucharistic Minister / Lay Person
 Friends of the Library - Book Sale, Reading to younger students
 Girl Scouts (approved events / projects)
 Health Careers Exploration Day
 Health Center Art Project (Mural)
 Helpers Fund SK and 10K volunteer
 Historical Society Museum (Chestertown & Horicon)
 Library Assistant (Chestertown & Horicon Library)
 Lifeguarding (certified, volunteer events)
 Meals on Wheels
 North Country Ministries (Warrensburg)
 North Creek Mosaic Project

And... any activity that serves as a benefit to others in our community.

North Warren Backpack Program
 North Warren Highway Cleanup (Natural Helpers and volunteers)
 North Warren Natural Helpers Team (presentations / open houses)
 North Warren Olweus BPC member / volunteer
 North Warren Open House Volunteer
 North Warren Parent Teacher Organization (babysitting, support)
 North Warren Recycling Program
 Peer Mentoring
 Red Cross Blood Drive Volunteer
 SADD Sticker Shock Campaign
 School Dance Instructor (volunteer)
 School Library Worker
 Soup Kitchen Volunteer (Open Door)
 Spinal Cord Benefit
 Thanksgiving Community Dinner
 Tri-County Nursing Home (outreach, support)
 Tri-Lakes Business Alliance (events volunteer)
 Tutoring (volunteer) for other students
 VBS Volunteer
 VFW (Flag Day, Veteran's Remembrance)
 Volunteer EMS Member
 Volunteer Fire Fighter
 Warren County Youth Bureau Volunteer
 Warren County Youth Court
 Word of Life - High Ropes Training, Counselor (volunteer)
 YMCA Outreach Center - Brant Lake
 Youth Commission Sports (coach, referee)

<p style="text-align: center;">North Warren Jr./Sr. High School Counseling Staff</p>

Please feel free to contact the Counseling Office with any additional questions you may have.

8-12 School Counselor
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Jodi McAvey
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