



Berlin Middle High School

CURRICULUM GUIDE 2018-2019

Counseling Office
BERLIN CENTRAL SCHOOL DISTRICT

BERLIN MIDDLE HIGH SCHOOL 2018-2019 CURRICULUM GUIDE

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Graduation Requirements

REQUIREMENTS FOR GRADUATION FOR STUDENTS GRADUATING IN 2019

Designation Regents Diploma

22 .5 credits must include
English – 4 credits
Social Studies –4 credits
Math – 3 credits
Science – 3 credits (INCLUDES 1 LAB SCIENCES)
Health Education – .5 credit
Art or Music 1 credit
Foreign Language – 1 credit (2 years)
Physical Education – 2 credits

Advanced Regents Diploma

22 .5 credits must include
English – 4 credits
Social Studies – 4 credits
Math – 3 credits
Science – 3 credits (2 LAB SCIENCE)
Health Education – .5 credit
Art or Music 1 credit
Foreign Language – 3 credits
Physical Education – 2 credits

TESTING REQUIRED FOR GRADUATION

Students must demonstrate competency in reading, writing, math, science, U.S. history and global studies by passing the examinations listed below:

Regents Diploma	Advanced Regents Diploma
Comprehensive English Regents Exam	Comprehensive English Regents Exam
Algebra Regents Exam	Algebra, Geometry, Trigonometry/Algebra
Global History & Geography Regents Exam	Global History & Geography Regents Exam
U.S. History & Government Regents Exam	U.S. History & Government Regents Exam
One Science Regents exam	Two Science Regents exams
	Regents Exam in Foreign Language

Earning Credit

SELECTING COURSE OF STUDY

Prior to entering Grade 9, each student and a student's parents are afforded an opportunity to meet with a guidance counselor to choose a course of study. This session will allow all parties to review academic potential, staff recommendations and student/parent educational goals. Hopefully, this provides a sound basis for course selection decisions and for subsequent student/parent and counselor meetings. Parents are encouraged to discuss courses and programs with their son or daughter.

CREDITS REQUIRED TO ENTER GRADE 10

Five and one-half (5 ½) credits are required for promotion to grade 10. Two of these credits must come from the four academic constants of English, social studies, mathematics and science. Students who do not meet the requirements for promotion to grade 10 may enroll in a summer school. Successful completion of a summer school program may be used to meet the requirement for promotion.

CREDITS REQUIRED TO ENTER GRADE 11

Eleven (11) credits are required to enter Grade 11.

CREDITS REQUIRED TO ENTER GRADE 12

Sixteen and one-half (16 ½) credits are required to enter Grade 12. Where failure has occurred in English or social studies, students are not allowed to select double classes in English or social studies until the 12th grade.

EDUCATIONAL SUPPORT SERVICE

Some students may need support services as they progress toward the attainment of a diploma. At the Berlin Middle High School, these services include: special education services for students who are approved by the Committee on Special Education and Academic Intervention Service (AIS) in English, social studies, math and science.

Art

Satisfactory completion of one credit in Studio in Art may be used to meet the one credit of art or music required of ALL students to meet graduation requirements as prescribed by the New York State Education Department.

We believe the most common misconception students have about taking art classes is that you have to already be talented in the arts in order to take them. This is simply not true! Our philosophy is that...EFFORT, PARTICIPATION, ATTENDANCE and a GOOD ATTITUDE are more important than being a skilled artist at this age. That's what we are here for: To teach our students the skills and techniques they need to express themselves creatively within their individual abilities. We develop projects/courses that can cater to the more advanced students, as well as the children that need more guidance and practice.

College preparation is our biggest concern for those students interested in pursuing the arts as a career. Gaining basic knowledge, skills and appreciation for the arts is the goal for our students less interested in making the arts their career.

FOUNDATIONAL COURSE:

Studio in Art

Grades 9 & 10 (Full Year Course – 1 credit)

Prerequisite: None

Course Description

Studio in Art is the foundation for all other high school art courses. You need to take this before taking any other art electives. Students are taught the skills and techniques of how to use and investigate many art media, such as drawing, painting, printmaking, sculpture and photography.

ELECTIVE COURSES

Studio in Art 2

(1/2 Year Course - .5 credit)

Prerequisite: Studio in Art

Course Description

Do you like art class, but do not want to choose a specific art elective just yet? *Studio in Art 2* is for students who are interested in continuing in art in all Medias. Think of it as another Studio in Art without all those basics!

Introduction to Photography

Grades 10 – 12 (Full Year Course – 1 credit)

Prerequisite: Studio in Art

Course Description

Do you love taking photographs and want to learn more? Digital Photography is explored in this course. Students will learn how to use a Digital SLR camera and proper framing of compositions, as well as digital manipulation and editing techniques using Adobe Photoshop.

Introduction to Drawing & Painting

Grades 10 – 12 (Full Year Course – 1 credit)

Prerequisite: Studio in Art

Course Description

In this course, you are taught the basic techniques of drawing and painting in depth. If you do not already know how to draw and paint before taking this class, don't worry! We build upon the drawing and painting skills you learned in *Studio in Art* by going step-by-step.

Introduction to Graphic Design

Grades 10 – 12 (Full Year Course – 1 credit)

Prerequisite: Studio in Art

Course Description

Ever wonder who designs advertisements, logos, t-shirts and websites? A graphic designer! In this course, the focus will be on two-dimensional (2D) design. Students will be taught techniques in digital photography, printmaking and Adobe Photoshop as the triad of tools for graphic designers.

Introduction to Sculpture & Ceramics

Grades 10 – 12 (Full Year Course – 1 credit)

Prerequisite: Studio in Art

Course Description

Do you love working with your hands and building with different types of materials? This course explores three-dimensional (3D) art. We learn space through exploring found object sculpture, ceramic pots/vases with wheel work and free form, abstract, figurative, wood and wire sculptures, among others!

Advanced Studio

(1/2 Year Course - .5 credit)

Prerequisite: Introduction to Drawing & Painting, Introduction to Sculpture and Ceramics or Teacher Recommendation

Course Description

Have you taken *Drawing & Painting* or *Sculpture* and are wondering “What’s next?” *Advanced Studio* is the next level art course to allow students to explore their own fine art-making, through the guidance of Ms. Noles. Students may choose projects in Drawing OR Painting OR Sculpture (or a mixture!). Students will also have the opportunity to learn about and prepare a portfolio for college admission (if needed/desired). You may take this course multiple times as *you* choose the artwork you develop!

COLLEGE CREDIT ART COURSES

HVCC Survey of Art History I & II

Grades 10 – 12 (Full Year Course – 6 HVCC college credits)

Prerequisite: None Grades 10 – 12 with Teacher Recommendation

Course Description

Most college programs require at least one Art or Art History Course to get your degree. Why not earn those credits while still in High School? We will be exploring the Art and culture from the ancient civilizations to the mid-gothic period in Survey I, and the late gothic period to modern art in Survey II, both through projects, reading, writing analyzing and, most importantly, discussion!

AP Studio Art: 2-D Design (Advanced Placement Studio Art in Two-Dimensional Design)

(Full Year Course) **NEW!**

Prerequisite: Introduction to Photography or Teacher Recommendation

Course Description

This college-level course develops a well-rounded portfolio demonstrating understanding of 2D Design through Photography and the Art Elements & Principles of Design via various photographic projects and pieces.

Career and Technical Education in Engineering and Technology

Design and Drawing for Production (fulfills H.S. art credit requirement)

Grades 9 – 12 (Full year-1 high school credit)

Course Description

DDP provides students with opportunities to be creative and to apply your decision-making and problem-solving skills to various design problems. Each student will use powerful computer hardware and software (Inventor) to develop 3-D models of objects. Using this computer aided design system you will learn the design process by creating, analyzing, drawing, and producing a model.

HVCC CADD 100 Topics in 2D AutoCAD

Grades: 11 &12 (Full year - 1 high school credit)

Prerequisite: None

Course Description

Utilizing current computer aided drafting (CAD) software students will apply standard drafting theory to a diverse set of two-dimensional computer aided drafting applications. Topics included in this comprehensive, introductory level course are: preliminary CAD software techniques, basic computer skills, creation and editing of geometry, plotting, single and multiple views of drawings, coordinate systems, dimensioning and basic block use.

HVCC Digital Electronics

Grades 11 & 12 (Full year class – 1 high school credit)
4 undergraduate credit hours, School of Engineering.

Course Description

An introductory course in digital systems. The topics covered include: number systems, Boolean algebra, logic gates, logic simplification, implementation and analysis of digital system, flip-flops, counters. Students will explore topics through lecture reinforced by hands-on circuitry labs.

Materials Processing

Grades 10, 11 & 12 (Half year class – 1/2 high school credit)

Prerequisite: None

Course Description

The Material Processing course is designed to give the learner a wide overview of materials and processes used to transform them. This course focuses on the classifying, properties, and processes of materials and the selection of those materials to be used in applications. Topics explored in processes and materials used in metals, woods, plastics, ceramics, and composites. This course demonstrates unchanging processes used on different materials, as well as specific processes used on certain materials. This course also offers selection process of the use of materials in different applications. Special attention is given to safety in the work shop environment. Major activities include reports, analysis of materials, hands on projects, minor hands on projects, and safe techniques used to process materials.

English

All students must pass four credits of English and the New York State Comprehensive English Regents Examination to meet requirements for graduation.

English 9

Grade 9 1 credit

Course Description

This is the first of the 3 years' preparation for the English Regents Examination, administered at the end of the third year of high school English. Emphasis is upon the reading and interpretation of various types of texts, including classical literature, short stories, poetry, investigative journalism, visual texts, and more. Writing skills in a variety of rhetorical contexts are developed and strengthened, in particular in the genre of argument. Students will engage in a variety of conversations and debates in high-interest topics for which they must study a variety of positions and perspectives, determine their own position, and use the "moves" of argument writing. Other genres of writing students will study include expository, letter-writing, and free writing. Vocabulary, spelling, and grammar conventions are studied. Students are expected to work collaboratively, consistently, and conscientiously.

English 9 Honors

Grade 9 1 credit

Course Description

This course takes the English 9 requirements and some of the texts and adds additional rigor and enrichment to the classroom experiences. Students will use more complex texts, delve deeper into topics and discussions, and be expected to read and write at higher levels while exhibiting greater stamina.

English 10

Grade 10 1 credit

Course Description

The primary goal of English 10 is to integrate learning with engaging activities that promote fun ways to strengthen student's depth of knowledge regarding worldly themes. Many interesting units serve as supplements to personal exploration and interaction with literature—both classic and modern. From the shortest stories to the longest novels, with plenty of pit stops in between; we have a full load of reading and analyzing ahead of us. Lectures and notes will be taken regularly, but they are not the best way for everyone to learn. Students can be ready to get up and move around as they weave their own ideas and their own learning strategies into the dynamic curriculum. Writing is a central focus in this course and students will be encouraged to explore creative writing outlets as well as practice more formal and analytical styles of writing. Through analysis of songs, poems, short stories, novels, videos, movies, and TED Talks, students will exit English 10 with a broader mindset that is ready to engage with the modern world. Important themes discussed throughout the year are Personal Narrative, Self-Discovery, The American Dream, Perception vs. Reality, Morality, Ambition, Corruption, Young Adult Life, School Society, Acceptance, Violence, and Bullying. Key novels we will focus on are: *Jellicoe Road* by Melina Marchetta, *Monster* by Walter Dean Myers, *Of Mice and Men* by John Steinbeck, *Macbeth* by William Shakespeare, and *Speak* by Laurie Halse Anderson.

English 10 Honors

Grade 10 1 credit

Course Description

The grade 10 honors course will be designed to challenge those students coming from ninth grade who demonstrate a desire for a superior skill level in reading and writing.

Objectives: There will be less time reviewing basic skills and more time on analytical and critical discussions of literature. There will be a broader range of literary works covered, which will enable the students to make comparisons between different writers' perspectives on common themes. Because of this broader range of literary examples studied, the student will be able to "see" how these relate to other fields of study such as global studies, science, etc. There will be four major writing assignments. These will relate to the themes covered in each quarter. The major literary forms covered will include: biographies, fiction, critical essays, non-fiction works, and drama.

English 11

Grade 11 1 credit

Course Description

"The New York State grade 11 curriculum...continue[s] to develop students' skills in analyzing complex literary and informational texts as students delve deeply into works by acclaimed authors and historical figures.... Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills.... Students read, discuss, and analyze literary and nonfiction texts focusing on how authors relate textual elements, such as plot, character, and central ideas, within a text.... Key protocols and routines for reading, writing, and discussion will continue throughout the year.... Students read, discuss, and analyze literary and informational texts, focusing on how authors use word choice and rhetoric to develop ideas and advance their points of view and purposes.... Students engage in an inquiry-based, iterative process for research. Building on [earlier] work with evidence-based analysis..., students explore topics that lend themselves to multiple positions and perspectives. Students gather and analyze research based on vetted sources to establish a position of their own.... Students read, discuss, and analyze literary texts, focusing on the authors' choices in developing and relating textual elements such as character development, point of view, and central ideas, while also considering how a text's structure conveys meaning and creates aesthetic impact. Additionally, students learn and practice narrative writing techniques as they examine the techniques of the authors whose stories students analyze." Students' self-select independent books based on interests and reading levels; they are expected to read independent texts several times a week. Vocabulary and grammar are also studied. Regents practice is incorporated, and the Common Core ELA Regents examination is administered.

English 11 Honors

Grade 11 1 credit

Course Description

English 11 Honors is the third-year course in the required English sequence. Study focuses on the American experience as expressed through American literature. Students actively read a variety of short stories, essays, and poetry from the anthology of American literature. In addition, longer works are read every marking period. Students' self-select texts based on

interests and reading levels; they are expected to read at least ten pages every day. Vocabulary and grammar are studied in the context of the students' reading and writing. Students must complete a variety of writing this year, focusing on expository and persuasive pieces of different genres such as letters, articles, and essays and including some narrative pieces, with room for descriptive and creative. Students will write an extensive critical paper about literature. Topics are self-selected. They will complete about 3000 words of writing each quarter. Some of the writing projects must employ specific evidence from outside sources, aim at a specific audience, and/or be published in a real-world forum. The Literacy Portfolio will be part of the final exam grade. Regents practice is incorporated every quarter, the midterm is Regents-based, and the Regents examination is administered at the completion of the course.

Senior Seminar

Grade 12 .5 credit

Course Description

For many, Senior Seminar is one of the final English classes before college, the military, the workforce, and everywhere else in between. Therefore, Senior Seminar is the course that aims to prepare students for what comes next. Unlike a standard English course focusing mostly on novels, poetry, short stories, and creative writing, Senior Seminar applies basic English skills to real-world applications. In this class students will be encouraged to push boundaries and explore beyond traditional conventions of the classroom. Thinking of modern issues, seniors will have the opportunity to interact with their learning and tailor certain elements to their own personal interests. Using English and literary conventions as background tools, seniors will construct a unique learning experience that readies them for the next step in their young adult lives. Central themes to be focused on are Personal Narrative, Self-Discovery, Modern Young Adult Issues, Perseverance, Nature vs. Nurture, Products of Expectations vs. Environments, Poverty, Race, and various links to The Modern World. The key novel of the course is *The Other Wes Moore* by Wes Moore, a novel that encompasses the notion of life's journey and finding meaning and purpose. The novel will allow students an opportunity to debate and explore both sides of life's coin— opening their eyes and minds to some of the harsh realities the world offers while illustrating how one decision and healthy choices can shape potential and opportunity to grow. While opening the eyes, hearts, and minds of seniors, this course will bring all critical issues and themes back to one individual: the student. All seniors will be asked to reflect and ponder their own existence and purpose, digging deep to take a step towards discovering who they are and what lies ahead in their futures.

Creative Writing

Grades 11 and 12 .5 credit

Course Description

This is a half-year course to be offered to seniors as half of an English 12 credit. The course requires students to explore and complete writing in a variety of genres, including poetry, creative nonfiction, short fiction, and drama. The writing process involves peer response. Reading from a variety of contemporary literature is also required. At the end of the course, the class may publish a compilation of student work.

Media Matters

Grades 11 and 12 .5 credit

Course Description

Media Matters is an inquiry into the role of the news media in our country. Using a wide-range of texts, including news articles, interviews, and film, students will study the ten central tenets of journalism and how they are demonstrated or distorted by a wide range of press. Students will learn how to guard against echo chambers, assess a site's credibility, and search for shards of truth in the abundance of information that inundates us by the minute. Students will learn how they can use the foundations of journalism to be more aware, informed, and empowered citizens.

Foreign Language

Spanish Culture

Grades 9-10 1 credit

Course Description

Students will learn about the culture and geography of Spanish speaking countries through the use of readings, movies, and documentaries. They will do weekly current events about a Spanish speaking country. This course is only offered to students that did not successfully complete Spanish 1A and 1B or have never taken a second language.

Spanish IA

Grades 7

Course Description

This course is an introduction to the basics of the Spanish language and cultures. The four primary language skills of hearing, speaking, reading and writing will be covered. Students will learn grammar and vocabulary through reading short stories. They will develop speaking skills through conversation and working with partners and in groups. Students will explore Hispanic cultures.

Spanish IB

Grades 8

Course Description

This course is a continuation of Spanish 1A. The completion of both 1A and 1B give students their first HS credit of Spanish. The four primary language skills of hearing, speaking, reading and writing will be covered. Students are expected to learn vocabulary. They are also expected to speak conversationally with partners and in groups. Students will explore Hispanic geography and cultures. **The completion of Spanish 1A and 1B results in 1 high school credit of a foreign language.**

Spanish II

Grades 9-12 1 credit

Prerequisite: Spanish I

Course Description

Spanish II focuses on the development of communication and comprehension skills. Learning activities are similar to Spanish I. Knowledge of vocabulary and commonly used idioms is expanded. Emphasis is placed on grammar. Conversational proficiency is developed through the use of dialogues. Students will increase their language skills through reading chapter books in Spanish.

Spanish III

Grades 10-12 1 credit

Prerequisite: Spanish II

Course Description

In Spanish III all four skills (understanding, speaking, reading and writing) are integrated. Students will read and use authentic sources from the target language. They will

learn about the geography, history, and culture of Spanish speaking countries. Students will focus on speaking skills through oral readings, conversation and presentations.

HVCC Spanish 200 – Language and Culture IV

Grades 11 & 12

Prerequisite: Spanish III

Course Description

This class offers a review and extension of grammar and concentrates on improving the student's vocabulary, conversational fluency and reading skills through the discussion of selected readings in Spanish. Classroom discussions, conducted primarily in Spanish, are supplemented with exercises from the textbook. As part of the HVCC College in the High School program students wanting to receive college credit for the course will be required to complete the HVCC application and pay for the credits.

HVCC Spanish 201 – Language and Culture V

Grades 12

Prerequisite: Spanish IV

Course Description

A continuation of Spanish IV/HVCC Span200, this course completes the review of Spanish grammar and provides more reading of Spanish works. Classroom discussions, conducted primarily in Spanish, concern classroom readings and Spanish customs and culture. This course is primarily designed for students who have completed Spanish III or no more than three or four years in high school. As part of the HVCC College in the High School program students wanting to receive college credit for the course will be required to complete the HVCC application and pay for the credits.

Mathematics

All students must earn three credits in mathematics to meet requirements for graduation with a Regents diploma. All students who wish to receive an Advanced Regents diploma must successfully complete Algebra, Geometry and Advanced Algebra and Trigonometry and pass the state regents exams.

MATH REGENTS PREPARATION PROGRAM

The college bound students should recognize that a regents program in mathematics might not fulfill the requirements for admission into scientific and technical programs at many local colleges.

Algebra I Common Core

Grades 9-12 1 credit

Course Description

This course covers the following topics: the language and properties of algebra; basic operations with real numbers; solving and graphing linear equations and inequalities; basic operations with polynomials; factoring polynomials; solving and graphing quadratic equations; basic operations with radical expressions; basic probability and statistics. This course is offered over one or two years. In order to receive a high school diploma, a student must pass both the course and the required Regents exam.

Algebra Year 1 Common Core

Grades 9 - 12

Course Description

This course covers the first half of the topics covered in Common Core Algebra I. This is the first year of a two-year course that ends with a Regents exam in the second year.

Algebra Year 2 Common Core

Grades 9-12 1 credit

Course Description

This course covers the second half of the topics covered in Common Core Algebra I. This is the second year of a two-year course that ends with a Regents exam in June.

Algebra II Common Core

Grades 9-12 1 credit

Course Description

This course covers the following topics: Review of Algebraic Essentials; Functions as the cornerstones of Algebra II; Linear Functions, equations, and their Algebra; Exponential and logarithmic functions; Sequences and Series; Quadratic functions and their algebra; Radicals and the quadratic formula; Complex numbers; Polynomial and rational functions; Circular Functions; Probability and Statistics. This is a one-year course that ends with a Regents exam.

Geometry - Regents

Grades 9-12 1 credit

Course Description

This course covers the following topics: Points, lines, planes, and angles; inductive and deductive reasoning and proofs; parallel and perpendicular lines; Congruent Triangles; triangle parts and relationships; similar triangles and polygons; right triangle trigonometry; properties of quadrilaterals; transformations; circle parts and relationships; area of polygons and circles; surface area and volume of three dimensional figures. This course is a one-year course with a Regents exam at the end.

Geometry – Non-regents

Grades 9 – 12 1 credit

Course Description

This course covers all of the topics covered in Regents Geometry except for two column proofs. This is a one year course that ends with a final exam in June.

Consumer Math

1 credit

Course Description

This full year, one credit Math course allows students to gain knowledge and application of basic financial principles in order to make sound financial life choices. The *Consumer Math* curriculum will help students to learn life skills through technology, discussions, writing, and real working examples to create a more interactive curriculum that will be beneficial to students.

College Prep College Prep Math I – (HVCC Math 110 Intermediate Algebra)

Grade 12

Prerequisite: Two math credits and a 12th grade student.

(may be taken without college credit)

Course Description

This course is a review of the principles of algebra and introductory trigonometry. Topics include operations with polynomials, first degree equations, special products, factoring, algebraic fractions, exponents, radicals, quadratic equations, right angle trigonometry, and graphing linear equations. A scientific calculator is required. This course may not be transferable to a four-year institution.

College Prep Math II – (HVCC Math 150 College Algebra with Trigonometry)

Grade 12

Prerequisite: Two math credits and a 12th grade student.

(may be taken without college credit)

The course includes a review of algebra and numerical trigonometry. Topics include factoring, rational expressions, solving linear and quadratic equations, solving simultaneous linear equations, functions, lines, exponentials, logarithms, numerical trigonometry and solving triangles. This course requires the use of a scientific calculator.

Pre-Calculus

Grade 11 and 12 1 credit

Prerequisites: Successful completion of Algebra II

Course Description

Precalculus is a course designed for the math/science oriented college-bound student. Topics of study include but are not limited to trigonometry, probability, matrices and determinants, polynomial functions, and conic sections. This course would be followed by HVCC Precalculus and Calculus.

HVCC Math 170 - PreCalculus

Grade 11 and 12

(may be taken without college credit)

Course Descriptions

Math 170 - PreCalculus

This course explores the study of algebraic and transcendental functions and their graphs, complex numbers, DeMoivre's Theorem, and applications of these concepts. **NOTE:** A graphing calculator may be required and will be discussed at the first class.

HVCC Math 180 - Calculus I

Grade 11 and 12

Pre-requisite: MATH 170, Precalculus or the equivalent.

Topics covered include but are not limited to: limits, continuity, differentiation and integration of elementary functions (including transcendentals), with applications to curve sketching, optimization problems, related rates, area under a curve problems, and solutions to elementary differential equations. **NOTE:** A graphing calculator may be required and will be discussed at the first class.

Music Department Offerings

Satisfactory completion of Music Theory, Music in Our Lives, or one credit of Band, Chorus or Guitar meets the one credit of art or music required of all students to meet graduation requirements as prescribed by the NYS Education Department.

Band

Grades 9-12 .5 credit

Prerequisites: Students must have successfully completed band the previous year, or have the director's permission.

Course Description

Students will develop skills in ensemble playing and sight reading through the preparation of quality music. Students will continue to develop skills specific to their instrument during group lessons and are expected to attend lessons every other week – 5 lesson minimum per quarter. Members of the band will be given opportunities to participate in NYSSMA and All-County Festivals, as well as seasonal concerts. Each concert features music from a variety of musical styles. Required lesson groups meet once every five days.

Percussion Ensemble

Band members in Grades 9 – 12 .5 credit

Course Description

This course involves the study and performance of percussion literature for a variable ensemble (from duos, trios, and quartets to the large ensemble). The percussion ensemble allows students to experience literature from contemporary marching battery and pit, to jazz and world music. The design of the course and ensemble will be subject to performance abilities of available personnel. The goal of the ensemble is to perform at the winter and spring concerts.

Music Appreciation

1 credit

Course Description

Students in the music appreciation class will be exposed to a wide variety of music and music topics through research, discussion, listening and performing on piano and/or guitar. Students will gain general knowledge of music theory and history as well as have the opportunity to further their understanding of their favorite music genres. Although there is no prerequisite students should be made aware that they will be learning or furthering their music reading skills.

Chorus

Grades 9-12 .5 credit

Course Description

Prerequisites: Successful completion of one year of chorus preferred, but not required. Students will develop skills in 4-part choral singing, sight-singing, and individual vocal development. Members of the Chorus perform in winter and spring concerts, with additional opportunities to participate in NYSSMA and All-County festivals, cabarets, National Anthem performances and seasonal concerts. Each concert features selections from a wide variety of musical styles and composers. The class meets every other day. A required group lesson meets once every two weeks.

Intro to Musical Theatre

Grades 9-12 .5 credit

Course Description

No Prerequisites for this course.

Students will explore the genre of musical theatre through: singing, analysis, writing, directing, acting, history, projects, dance and experience. Students in the musical theatre class will have the opportunity to participate in Berlin Dramateers and the Cabaret/Art Auction Fundraiser.

Advanced Musical Theatre: Ms. Leslie Eliashuk

- Demographic-10-12
- Prerequisites-Successful completion of Intro to Musical Theatre
- Meeting Time-Period 9 (1:25-2:05PM)
- Frequency-Every Other Day
- Length of Time-One Year
- Unit- .5
- Program Goals:
 - Use knowledge learned in Intro to Theatre to produce a well-conceived musical production.
 - Develop time management skills through creating a rehearsal calendar & coordinating performance dates
 - Develop budgetary skills through ordering materials, supplies and creating a budget
 - Develop production staff skills through successful completion of production job title

Physical Education

Physical Education

This physical education program focuses on the study, practice and appreciation of the art and science of human movement. The goal of this course is to engage, challenge, and motivate the student in a variety of sports, recreational skills, and fitness activities in a safe environment that encourages character building and lifelong fitness.

NYS Learning Standards

Standard 1: Personal Health and Fitness; Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment; Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management; Students will understand and be able to manage their personal and community resources.

Character Education

Through our physical education program, the students will be given the opportunity to demonstrate various character education traits. These traits will be displayed through various activities such as, skill development, knowledge of rules, and team play. These character education traits are identified as the following: *Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship, Honesty, Courage, Diligence, and Integrity.*

Objectives:

- Possess a lifelong desire to maintain a healthy level of physical fitness and wellness.
- Practice safety and risk reduction.
- Demonstrate good character in all activities.
- Develop respect, compassion, and tolerance for other students.
- Take responsibility for his/her own actions.
- Appreciate teamwork and the group process.

Physical Education Activities

Upon commencement students will be exposed to, but not necessarily limited to, the following activities: Aerobics, Archery, Badminton, Basketball, Conditioning, Cross Country Running, Skiing, Dance/Movement, Fitness Foundation, Football, Golf, Lacrosse, Orienteering, Project Adventure (Introductory), Project Adventure (Low Elements), Racquetball, Soccer, Softball, Speedball, Step Aerobics, Team Handball, Weight Training, Yoga.

All students are required to earn two credits in physical education to meet requirements for graduation.

Traditional Model

Grades 9-12 .5 credit

Course Description

This course description emphasizes participation at a recreational level in team and individual sports as well as fitness and recreational activities. The goal of this class is to expose students to a variety of activities in a fun and challenging manner.

Sports Model

Grades 9-12 .5 credit

Course Description

This course selection is an in-depth and intensive physical education class that emphasizes team sports and vigorous participation. Each unit will be 6-8 weeks in length. Students will be expected to learn and understand the rules, skills, etiquette and strategies necessary to be proficient in a variety of activities. Students will participate in a team setting. A student's grade will be based on his/her ability to demonstrate the skill, knowledge and strategy of the activity. Students will be expected to be prepared to play. Teamwork, cooperation and good sportsmanship will be required.

Fitness Model

Grades 9-12 .5 credit

Course Description

This course selection emphasizes fitness related activities, individual and lifetime sports. Each unit will be 4-6 weeks in length and will include the four components of physical fitness (strength, flexibility, muscle endurance and cardiovascular endurance). Students will be engaged in 30-40 minutes of moderate activity. A student's grade will be based on his/her participation and activity level as it relates to his/her ability. Students will be expected to keep a journal and track progress.

High School Health

Health

Grade 10 & 11

.5 credit

Course Description

- The purpose of this course is to provide students with information to make healthy choices, understand the benefits of a healthy lifestyle, identify risky behavior, and manage personal physical, mental and social health.
- Offer the necessary skill to access valid safe and reliable resources to obtain accurate health products and services.
- Understand the connection of one's physical, emotional and social health in regard to one's overall well- being and quality of life

Required Material

Folder with pockets and tabs

Journal

Access to the school's computer via computer use form

USB

Grading policy

Project and Assessment-20%

Daily Participation-50%

Current Events-10%

Notebook & Journal-20%

Class requirements

Preparedness

Participation

Reflection

Self-evaluation

Class discussion

Demonstration of understanding of the material

Functional Knowledge

Physical activity and nutrition

HIV/AIDS

Sexual risk

Tobacco, alcohol and other drugs

Family life/relationships/ sexual health

Unintentional injury

Violence prevention

Stress, anger, depression and suicide

Family and Consumer Science

Home Management

Grades 10 - 12

.5 credit

Course Description

In this course we will review the basic elements of financial literacy, food preparation and safety, clothing maintenance and consumerism. Putting all of these components together anyone should be able to conduct themselves in society and manage themselves and a home successfully. Financial literacy will include reading and understanding a pay stub, budgeting, writing checks, and reading/understanding bank and billing statements. Food preparation and safety will include the safety precautions to be taken in the kitchen and in other areas of the home as well as preparing/cooking foods in various styles (baking, boiling, sautéing, blending). Clothing maintenance will include how to take care of the clothing you already have by reading laundry tags and conducting some basic hand sewing skills (mending rips and holes). Consumerism will make the students more aware of the products available to them and how to make smart consumer decisions in various areas (groceries, clothing, and other areas of retail). This course is designed to provide students with the tools necessary to be successful members of society.

Science

Pursuant to Section 207 of the NYS Education Law, Section 8.2(c) of the rules of the Board of Regents states, “only those persons who have satisfactorily met the laboratory requirements as stated in the State Syllabus for a science shall be admitted to the Regents examination in such science.”

Successful completion of the State mandated laboratory requirement will be satisfied when the student has completed 1200 minutes of hands-on laboratory experience.

All students must earn three units of credit in science to meet requirements for graduation with a Regents diploma. Of the three units, one must be from the Living Environment curriculum and one from the Physical Setting.

Students who desire an Advanced Regents diploma must earn three units of credit in any of the four Regents Science courses including the passing of two New York State Regents examinations in respective Science courses (One Physical Setting and Living Environment).

Earth Science

Grades 10-12 1 credit (1 Physical Setting Credit)

Course Description

This course provides students with a better understanding of the constant changes occurring on their home planet and studies the relationship between Earth and other objects in our solar system and universe. This course follows the New York Curriculum. There is a heavy emphasis on laboratory work and reports. A Regents examination is required and there is a mandatory lab requirement in order to qualify for the Regents exam in Earth Science. Areas of study include: Physical geology, historical geology, astronomy, climatology, meteorology, and oceanography. Success in this course requires that the student write extensively and do homework regularly. Final examination: NYS Regents Examination

Living Environment

Grades 9-12 1 credit (1 Living Environment credit)

Course Description

This is a laboratory course, which also includes lectures and class discussions. Topics covered include: cells, biochemistry, plants, and animals, reproduction, genetics, evolution, and ecology. The final examination is the New York State Regents Examination in Living Environment. The student is also required to complete a specific number of laboratory experiments. A Regents examination is required.

Great emphasis is placed on language usage, reading comprehension, and writing. Regular outside – of – class preparation is essential.

Final examination: NYS Regents Examination

Chemistry

Grades 10-12 1 credit (1 Physical Science credit)

Prerequisite: *Satisfactory completion of the Regents exam in Earth Science, Algebra and Geometry, Living Environment*

Recommendation: Successful completion of algebra and geometry, including a passing grade on the algebra regent's exam and an average of 70 or better in a regent's science class. Students wishing to take chemistry concurrently with geometry should have achieved a final average of 85 or better in a regent's science course. A student who has achieved less than 85 in Algebra may expect considerable difficulty.

Course Description

The chemistry curriculum focuses on matter, its composition, properties and changes, and the energy relationships in chemical change. This is a comprehensive chemistry course dealing with the substances of the physical world and their interactions at the particle level.

Topics include: atomic structure, chemical bonding, periodic properties, acid-base chemistry, electrochemistry, and organic chemistry. Chemistry classes are scheduled to meet the state laboratory requirements. A Regents examination is required. Considerable outside-of-class preparation is required.

Final examination: NYS Regents Examination

Physics

Grades 11-12 1 credit (1 Physical Science credit)

Prerequisite: Algebra 2/Trigonometry, Chemistry or 2 credits in science and teacher recommendation.

Recommendation: Algebra including a passing grade on Geometry regents examination OR have passed Algebra2/Trigonometry. All physics students must be enrolled in a math course.

Course Description

Physics represents a comprehensive curriculum including the principals of mechanics, sound, light, electricity, magnetism, and atomic physics. Students planning to take this course should be well grounded in the mathematical skills of Algebra and the Trigonometry of right triangles. The content and methods of this course are indispensable components of all four year college programs in engineering and the physical sciences and many two-year technical programs.

Physics classes are scheduled to meet the laboratory requirements. A Regents examination is required.

Final examination: NYS Regents Examination.

Forensics

Grades 10-12 .5 credit (.5 Living Environment Credit)

Prerequisite: Two science credits, one must be Regents Biology/Living Environment and a passing grade on a Regents science examination OR successful completion of BOTH the Living Environment and Earth Science or General Science.

Course Description

This course is designed to fulfill the ½ credit of the 3 credit science requirement. Learn about the world of criminal investigations by studying forensics. This class will be heavily oriented toward hands on activities. Students will use standard scientific procedures and current techniques to analyze collected evidence. Topics will include but are not limited to collecting evidence, analyzing the crime scene, fingerprinting, and careers in forensic science.

Final Examination: Final crime scene investigation.

Siena Physics

Grade 12 4 college credits each semester

Prerequisite: Successful completion of Regents Chemistry with 80% or better, final student average, teacher recommendation, and successful completion of Geometry. Must take Regents Physics.

College Physics Credit – Students who are interested in earning college credit at Berlin can register for the Siena College Physics in the HS Program. Students will be required to complete class and lab activities to meet the college level curriculum requirements and will take the Siena College final exams for Physics 110 and 120.

PHYS—110. General Physics IA (Lecture and Laboratory) 4 credits Fall Semester

This is an introductory course in physics for students of the life sciences emphasizing kinematics, Newtonian dynamics and energy. Also includes rotational motion, fluids, heat and thermodynamics. Applications to biological systems are discussed.

PHYS—120. General Physics IIA (Lecture and Laboratory) 4 credits Spring Semester

120 is a continuation of PHYS—110 for life science students, treating electricity and magnetism, electric circuits, waves, and optics, and elementary topics in atomic and nuclear physics. The course includes applications to biological systems.

Chemistry in the Community

Grades 10-12 1 credit (1 Physical Science credit)

Prerequisite: Successful completion of Algebra 1, two science credits, one must be Regents Biology/Living Environment and a passing grade on a Regents science examination OR successful completion of BOTH the Living Environment and Earth Science or General Science.

Course Description

This course is designed to increase awareness of chemistry in the real world.

Criteria for placement: This course is recommended for students who feel that they will benefit from a course that does not involve a high stakes exam. This course covers some of the material outlined in the New York State Core curriculum for the Physical Setting/Chemistry. Lab work is an important part of this course and will be scheduled within the confines of meeting five periods per week. Lab work will concentrate on laboratory, inquiry, and study skills that will be necessary for success in this field of study. Topics such as atomic structure, nuclear chemistry, formulas and equations, solutions, acid- base, and electrochemistry will be introduced as means of exercising those skills mentioned above.

Final examination: Written exam.

Marine Biology

Grades 10-12 .5 credit (1/2 Living Environment credit)

Prerequisite: Two science credits, one must be Regents Biology/Living Environment and a passing grade on a Regents science examination OR successful completion of BOTH the Living Environment and Earth Science or General Science.

Course Description

The theme of this course will be meeting the challenges presented to organisms by the marine environment. The course will provide an overview of the physical marine environment including geography, physics, and chemistry of the ocean. Students will be introduced to the taxonomy and

anatomy of the organisms with an emphasis on those that appear in the marine environment. Students will conduct lab activities, study and maintain a marine habitat, and learn about careers in this field of science whose subject covers over 70% of our planet. This course is designed to fulfill the .5 credit of the 3 credit science requirement.

Final examination: Portfolio of student work and observations of marine environment, in addition to a written exam.

AP Chemistry

Grade 12 1 credit

Prerequisite: Successful completion of Regents Chemistry with 80% or better, final student average, teacher recommendation, and successful completion of Geometry.

Course Description

AP Chemistry is a college level course designed as a second chemistry course for high school students. Many topics in the course will be extensions of those studied in Regents chemistry. Such topics as stoichiometry, chemical kinetics and chemical thermodynamics will be studied in depth with a strong emphasis on mathematical models and problem solving. Students must take the AP exam as part of this course (approximate test fee \$86.) Financial help is available to students with special needs. A strong math background is necessary for success in this course.

AP Environmental Science

Grade 12 1 credit

Course Description

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course. Students must take the AP exam as part of this course (approximate test fee \$86.) Financial help is available to students with special needs.

Social Studies

All students must earn four credits by passing Global History I, II, U.S. History and Government, Economics and Participation in Government. In addition, all students must pass a New York State Regents examination in U.S. History and Government in grade 11 and a New York State Regents examination in Global History at the end of grade 10.

Global History I and Global History II are a requirement for all high school students. The New York State Regents examination is administered at the completion of Global History II.

Global History I

Grades 9 1 credit

Course Description

The Global History curriculum is covered in two grade levels: 9 and 10. Global History I will provide 9th grade students an understanding of social studies standards according to history, geography, economics and civics. Global History I topics include introduction and examination of ancient world civilizations and belief systems; expansion, exchange and encounters among world civilizations; global interactions and the first Global Age.

Global History II

Grade 10 1 credit

Prerequisite: Global History I

Course Description

In the second year of the curriculum, students enrolled in Global History II study the following topics: An Age of Revolutions, A Half-Century of Crisis and Achievement, The 20th Century since 1945 and Global Connections and Interaction.

U.S. History & Government

Grade 11 1 credit

Prerequisite: Global Studies II

Course Description

This course is designed to provide a solid background in American History in order to prepare the student for citizenship in the 21st Century. The focus is on the thirteen enduring constitutional issues: National Power, Federalism, Judicial Power and Policy, The Constitution, Civil Liberties, Equality, Presidential Power, Separation of Powers, Property Rights, Rights of Women, and Constitutional change. Research projects and term papers are assigned for greater in-depth study in American History. A student must pass the Regents Examination in U. S. History and Government in order to receive a *high* school diploma. A review book will be offered for purchase in the fall.

Participation in Government

Grade 12 .5 credit

Prerequisite: *U. S. History – Government*

Course Description

This course is required for all high school students getting a regents diploma. The student will respond to local, state, national, and international issues and participate in representative public policy issues from a decision-making perspective. As a culmination of the social studies

program, the goals for this course include the development of individuals who have the characteristics that define a citizen: civic-mindedness, civic intelligence, and civic literacy.

Economics

Grade 12 .5 credit

Prerequisite: U. S. History—Government

Course Description

This course will provide students with an understanding of the fundamental concepts and principles of economics those that are a basic part of the American economic system. Students will gain the knowledge and skills necessary to function as informed and economically literate citizens in our society and in the world.

Cold War

Grade 10-12 .5 credit

Course Description

This course analyzes the Cold War from 1945 to 1991 through the conflicts like the Korean War, Cuban Missile Crisis, Vietnam, the Arms Race (SALT I and SALT II) to the aftermath of each as we determine what happened and why it is significant. It is taught in a project based learning environment in which students will need to depend on one another, however their success depends in no way on others.

Students will be able to answer these essential questions when we are finished.

1. How did the end of WWII create a situation that would cause tension in the post war societies- particularly the United States and the Soviet Union?
2. What was the impact of nationalism and militarism on the increased tension of the time period?
3. How did patriotism and differing ideologies encourage protest and outrage?
4. What was the impact of the Cold War on the society we live in today?

These essential questions are the core of the course, as well as immediate short and long term causes.

World War II

Grade 10-12 .5 credit

Course Description

This course analyzes WWII from pre-war through the conflict, to the aftermath as we determine what happened and why it is significant. It is taught in a project based learning environment in which students will need to depend on one another, however their success depends in no way on others.

Students will be able to answer these essential questions when we are finished.

1. How did the decisions made by a few nations while negotiating the Treaty of Versailles impact world relationships?
2. What was the impact of radical governments in Soviet Union, Italy, Japan, and Germany?
3. How does WWII begin and what is the role of the World Powers?
4. How does the aftermath of WWII set up Europe for another major conflict?

These essential questions are the core of the course, as well as immediate short and long term causes.

AP Psychology

Grade 12 1 credit

Course Description

The purpose of this course is to provide an introduction to the field of psychology. Students will learn and examine the behavior and mental processes of human beings through numerous educational opportunities. The course is designed to be equivalent to the first year Introductory Psychology course taught in college.

Students who take this course should have a strong commitment to academics, and a strong desire to achieve mastery level scores. Students will prepare throughout the year to take the AP Psychology exam in May – (cost approximately \$86.00 to take the exam).

Distance Learning Classes

Accounting

Full Year - 1 credit

Course Description

Accounting, First-Year Course is a comprehensive, two-semester, one-year course designed to bring the real world of accounting into the classroom. Students will have the opportunity to use accounting software, source documents, financial statements, and multimedia. Proposed software for computer access is Excel, Peachtree, and Quickbooks.

American History Through Film

Fall Semester - .5 credit

Course Description

Using motion picture films to determine what is valid in history. The course will also explore what these films say about the people who create them and the politics behind their creation. Also, analysis on how these films reflect the values, ideas, and larger historical issues of the times in which they were created. Quizzes on films will be given routinely. A brief paper analyzing the film may be assigned at the end of each quarter.

Recommended to juniors and seniors who have completed U.S. History and Government. Advanced sophomores may be allowed to enroll.

This course runs first semester opposite of Vietnam War.

Business Law

Grades 10-12 Spring Semester - .5 credit

Course Description

This course is designed to introduce you to the world of law practice. You will learn why laws are created, how they are created and what happens when they are not followed. Studying law is about learning concepts and rules. It is also about understanding how rules apply in real life-not only will you get a better understanding of the law, but you will also be able to practice analyzing fact and situations in order to make ethical decisions.

Course will run second semester, opposite of Personal Finance.

Personal Finance

Grades 10-12 Fall Semester - .5 credit

Course Description

The main objective of the course is to make students more financially literate before they graduate high school and begin making their own financial decisions that will impact the rest of their lives. We will talk about budgeting, saving, investing, credit/borrowing and insurance.

Course will run first semester opposite of Business Law.

Vietnam War

Spring Semester - .5 credit

Course Description

This course will trace the early history of French colonial Vietnam, followed by a brief overview of the Cold War. The course will then examine the conflict between the U.S. and North Vietnam in the region during the 1960's and early 1970's. Questions to readings and films will be given

periodically. Tests will be given at the end of each unit. Recommended to juniors and seniors who have completed U.S. history and government. Advanced sophomores may be allowed to enroll. This course runs second semester opposite of American History Through Film.

Honors Criteria

The honors courses for social studies 9-12 will provide students who demonstrate a desire to excel academically a more in-depth inquiry of various social studies themes. These themes will include areas in geography, world history, U.S. History and U.S. Government-Economics.

Parents will receive letters notifying them that their child has been selected to participate in the enrichment program. Please see the attached sheets for the criteria that will determine eligibility for these students.

The high school Social Studies Department will meet with middle school Social Studies teachers and guidance to evaluate candidates for the enrichment program.

Students selected for the program will be evaluated every 5 weeks on the above-mentioned criteria.

- Poor performance in any of the areas will be noted and students and parents will be informed.
- If after ten weeks improvement has not been shown, the student will be removed from the enrichment course.

Teacher Rating

Student Name _____

- 4 Consistently displays the ability
- 3 Frequently displays the ability
- 2 Occasionally displays the ability
- 1 Seldom displays the ability

CRITERIA	4	3	2	1	0
1. Homework assignments are completed on time and are of excellent quality.					
2. Projects/extended tasks are above and beyond expectations.					
3. Exhibits excellent writing skills.					
4. Demonstrates ability to use primary source documents as applied to Social Studies.					
5. Demonstrates ability to work cooperatively within the classroom.					
6. Demonstrates ability to work cooperatively within the classroom.					
7. Regular Attendance.					

TOTAL SCORE _____

Honors Criteria

• Social Studies cumulative average for three quarters.	95-100	90-94	85-89	80-84	75-79
• Overall report card cumulative average for three quarters.	95-100	90-94	85-89	80-84	75-79
• Teacher rating	26-28	23-25	20-22	17-19	14-16
• Teacher rating	26-28	23-25	20-25	17-19	14-16

Maximum Total 20

Honors Score 15

Career and Technical Education Course Offerings (Questar III CTE Program)

Courses are offered at the Questar III Rensselaer Ed Center in Troy. Credits earned are counted toward diploma requirements at Berlin Junior Senior High School.

CTE courses are scheduled for one-half of the school day (2 ½ hours), Monday through Friday. Students will spend half of the day at the Rensselaer Ed Center and half of the day at the high school.

To be eligible to attend the Rensselaer Ed Center, the student must have successfully completed the following:

English	2 credits
Social Studies	2 credits
Science	2 credits
Mathematics	2 credits
Art/Music	1 credit
Physical Education	1 credit

Courses include: Academy for Information Technology I & II (AIT), Automotive Technology I & II, Aviation Technology I & II, Construction I & II, Cosmetology, Criminal Justice, Culinary Arts I, HVAC, CNA-Nursing (senior year only).

Career Studies: Auto Services I & II; Hospitality & Lodging, Intro to Food Services

New Visions

New Visions programs are offered through Questar to highly motivated, academically capable and mature high school seniors who are serious about learning more about careers in a specific field. Students will spend their entire day at the New Visions Program.

STEM – Science, Technology, Engineering and Mathematics at RPI.

Visual & Performing Arts – Arts Center of the Capital Region

Science Research & World Health – SUNY East Campus

Detailed descriptions of all Career and Technical Education Courses and the New Visions Program are available in the Questar III Course Catalog
<http://www.questar.org/education/career-tech-ed>

Middle School

Sixth Grade

6th Grade ELA

Course Description

Sixth Grade ELA is unit/theme based and aligns with NYS Common Core Standards. The four themes students are introduced to: *Overcoming Adversity* with the book, Number the Stars, *Choices* with Tuck Everlasting, *Heroes and mythology* with The Lightning Thief, *Author's Craft*, a research project on an author of the student's choice. In addition to the classroom books, each quarter students will be expected to choose a book to read throughout that quarter that connects to the theme we are working on. Students will be completing several different types of writing pieces and one project throughout each quarter. Some of the additional writing pieces students will complete are: a narrative essay "What makes a Hero," construct a news story, compose a persuasive essay on a debatable topic, formulate a conflict essay that discusses the different conflicts among book characters, and develop a narrator hero's journey story (cross curricular w/Social Studies). Through the reading and writing pieces, students will challenge themselves as readers and writers. They will expand their knowledge by answering questions that connect to the themes such as, "How do people overcome obstacles and challenges?" "Does living mean always changing?" "How do the choices we make affect others?" and "Why is it important for an author to know the audience they are writing for?" The goal of ELA 6 is for students to gain many reading, writing, listening and speaking skills along with becoming life-long learners.

6th Grade Math

Course Description

Math 6 is a stepping stone on the road to high school, college, and career readiness. The concepts and skills learned at each grade level in middle school are expanded upon in each high school math course. Strong mathematical understanding is necessary for independence and success in our ever changing technological world.

Students in Math 6 will continue to develop their mathematical understanding by increasing their ability to justify why a particular mathematical statement is true or where a mathematical rule comes from. Students will progress by explaining mathematic rules and improving procedural skills. Students will develop problem solving skills by moving from using concrete objects, pictures, and diagrams to solve problems; to using abstract reasoning. Students will learn to represent problems symbolically. Students will explain the meaning of the problem, analyze the meaning, and form inferences about the form and meaning of the solution. Students will plan a route to the solution and persevere in solving the problem. Students will learn to check to make sure their answer makes sense and understand the different approaches that other students utilize to solve the same complex problem. Students will construct practical arguments by analyzing situations and justifying conclusions by distinguishing correct logic from that which is flawed. Students will apply mathematics to solve problems in everyday life: i.e. students may apply proportional reasoning to increase the number of servings a recipe can make.

The Math 6 curriculum will align with the Common Core State Standards in Mathematics. The scope of what is taught will narrow, allowing students to reach strong foundational knowledge and deep conceptual understanding. Students will build new understanding onto foundations built in the elementary years. Students are expected to reach fluency with multi-digit decimal operations and multi-digit division. Students will gain fluency with simple calculations so they are more able to understand more complex concepts. Progress will be made in applying appropriate mathematical concepts to new situations. Students will gain an understanding of how to apply math concepts to “real world” situations: i.e. how many gallons of paint does it take to paint the walls of a room measured in square feet? A common mathematical vocabulary will be developed to use when speaking and explaining mathematical understanding.

Math 6 students will spend the year focusing on ratios and rates; division of fractions; fluently adding, subtracting, multiplying and dividing multi-digit decimals; understanding, ordering, comparing, and graphing positive and negative rational numbers; writing, interpreting, graphing, and using expressions and equations; developing an understanding of statistical thinking, i.e. summarize and describe distributions. Finally, another focus of Math 6 will be to build student knowledge of shapes, as well as develop reasoning about shapes. Students will determine the area, surface area, and volume of shapes. Students will develop and justify formulas for areas of triangles and parallelograms and by decompose irregular polygons and prisms into regular polygons to find the respective area and surface area.

6th Grade Social Studies

Course Description

Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere. This includes the development of cultures, civilizations, and empires. Students examine interactions between societies and the comparison of trends in governments and economics around the world. It also incorporates some elements of other social sciences, especially in terms of anthropology, archaeology, and geography. The course begins with an examination of the Eastern Hemisphere today, using geographic skills. This provides the foundation for making connections between the past and the present throughout the course. Students cover a tremendous time span from pre-history into the 1300s. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy as well. Curriculum follows the NYS Social Studies Framework, created to provide students with the tools to become social scientists.

6th Grade Science

Course Description

Middle school science focuses on 15 main areas of study. These areas are divided up among sixth, seventh, and eighth grades.

Currently, the sixth grade in our school focuses on **Earth’s Waters** (oceans, lakes, & rivers), **Weather & Climate**, **Astronomy** (sun, moon, stars, planets, galaxies, solar systems), **Inside Earth** (plate tectonics, volcanoes, earthquakes), and **Sound & Light**.

Schools have the option of teaching the fifteen middle school units in any order they choose, so a student transferring from a different district may end up either missing a topic or covering it twice.

Units may be added to or deleted from a grade level at the discretion of the science department.

6th Grade Technology

Course Description

6th Grade Library Skills

Course Description

The 6th grade library course teaches independent use of the library's print and non-print resources. Students learn to access, evaluate, interpret, and apply information in an accurate and efficient manner. Students learn to identify whether information is true or misleading. They learn about plagiarism, paraphrasing, note taking and citations. They learn about the difference between research databases and the World Wide Web and find efficient ways to search both. Students will also seek books to read for enjoyment and will explore genres and authors whose works they find interesting. Students will have the opportunity to use the maker space where they learn to create, collaborate and follow instructions using various educational kits and games.

6th Grade Middle School Essential: Work Habits & Organizational Skills

Course Description

This course is designed to continue to build students' executive functioning skills like note-taking, studying, group-project work, binder organization, and managing homework to name a few!

6th Grade Health

Course Description

The New York State Learning Standards on Health Education

Encourages students to understand the seven skills necessary for a healthy lifestyle. These skills include; communication, decision making, self- management, relationship management, stress-management, planning and goal setting and advocacy.

The purpose of this class is to teach students the skills needed to understand the importance of health and well- being as well as reduce the risk of disease, decrease the risk of injury, create and maintain healthy relationships, and manage stress.

Students will learn how to set realistic goals, communicate effectively, make responsible decisions and build good character in an environment that is promotes the practice of these skills, inclusion, collaboration and respect.

Grading policy

Participation 25%

Notebook/ Journal 25%

Projects/Assessment 25%

Homework 25%

Topics of discussion

communication

nutrition

physical fitness

friendship/relationships

Bullying

Class Requirements

Preparedness

Respect for self and others

Demonstrate understanding

Identify healthy behaviors

Create healthy solutions to potential problems

refusal skills

Peer pressure

disease prevention and hygiene

puberty and development

emotions

stress and anger management

Seventh Grade

7th Grade English

Course Description

The 7th grade ELA curriculum strives to nourish students to become life-long learners and responsible and productive citizens. Through a variety of relevant and meaningful reading, writing, and speaking experiences in individual, group and class-community settings, students will meet and exceed the Common Core State Standards by grappling with essential questions such as “How can I use my writing to take a stand?” and universal themes such as *cultural clashes* and *personal growth*. They will hone their analytical and evaluative skills with full-length works such as Roll of Thunder, Hear My Cry, The Light in the Forest, The Killer’s Tears, and The Giver, and a variety of other texts, including poems, articles, and film clips. Students will learn to make important rhetorical choices as writers, depending on purpose and audience. Finally students will engage in constant, careful and honest reflection of their learning and growth.

7th Grade Math

Course Description

Seventh Grade Math includes the following units of study: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability. In Ratios and Proportional Relationships, the focus is on computing and comparing unit rates, recognizing and representing proportional relationships, and using proportions to solve multi-step problems involving ratio and percent. In the Number System unit, the focus is on mastering the operations of addition, subtraction, multiplication, and division with rational numbers and solving real-world problems involving rational numbers. Representing real-life situations with algebraic expressions and simplifying these expressions is part of the Expression and Equation unit. Another main focus of this unit is representing real-life situations with equations and inequalities and then using inverse operations to solve them. The Geometry unit consists of solving real-world problems using similar figures, the formulas for area and circumference of circles, and the formulas for area, volume, and surface area of two and three dimensional objects. It also focuses on understanding the relationships of complementary, supplementary, and vertical angles and the angles within a triangle. Finally the Statistics and Probability unit focuses on using data from a random sample to draw inferences about a population and using measures of central tendency and variability to make comparisons between populations. It also focuses on finding the theoretical and experimental probability of events using lists, tables, tree diagrams, and simulation.

CCSS Accelerated Math 7

Course Description

This course covers the following topics from both 7th and 8th grade math: Integers and Rational numbers, Ratios and Proportional Relationships, Expressions, Equations and Inequalities, Percent and Proportional relationships, Statistics and Probability, Plane and solid geometry, Powers, Roots, and Scientific Notation, Graphing Linear Functions, Solving Systems of Linear Equations, Congruence, Similarity, and Transformations of Geometric Figures, Volume and Surface Area of Three Dimensional Figures. Students who complete CCSS Accelerated Math 7 will be enrolled in CCSS Accelerated Algebra in their 8th grade year.

7th Grade Social Studies

Course Description

Grade 7 Social Studies

Seventh Grade Social Studies is the first year of a two-year course in United States and New York History. Grade 7 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight Key Ideas, tracing the human experience in the United States from pre-Columbian times until the Civil War, with a focus on the people, events, and places in New York State.

Key Ideas

1. Native Americans
2. Colonial Developments
3. American Independence
4. Historical Development of the Constitution
5. The Constitution in Practice
6. Westward Expansion
7. Reform Movements
8. A Nation Divide

7th Grade Science

The Science program for middle school introduces students to a variety of science-related disciplines that will prepare them for the New York State Grade 8 Science Assessment.

Course Description

The Science 7 program is designed to allow students to apply their science understandings and measurement skills to a variety of life science topics. Areas of study include: classification and taxonomy of living things, cellular biology, plants, environmental science, human body systems, and genetics. Since investigative activities are central to the program, students are placed in situations in which they can manipulate objects, pose questions, and compare results from one activity to another. The students' learning occurs through concrete activities dealing with key concepts and processes of the life sciences. Students are provided opportunities that develop higher-level thinking skills, as well as science process and inquiry skills.

Students in grades 7 and 8 are also given the opportunity and support to participate in Future City, where a team research project and model of the future is presented.

7th Grade Spanish IA

Course Description

This course is an introduction to the basics of the Spanish language and cultures. The four primary language skills of hearing, speaking, reading and writing will be covered. Students will learn grammar and vocabulary through reading short stories. They will develop speaking skills through conversation and working with partners and in groups. Students will explore Hispanic cultures.

7th Grade Technology

Course Length: 20 Weeks

Grading: Numerical

Pre-Requisite: None

Course Description

This course meets NYSED Technology 5 Learning Standards.

This course is the first part of a comprehensive broad-based introduction to the study of technology. The course will include studies in the following areas: Resources, Systems, Problem Solving, Technological Processes, Societal/Environmental Impacts, and a perspective on its History and Future. All this will be presented in the engineering study, designing, building, and testing of model bridges. The student will also be introduced to basic Micro-Computer Drafting techniques.

Eighth Grade

8th Grade English

Course Description

8th grade English follows the NYS standards. A variety of topics are covered including, but not limited to, reading comprehension, writing, listening and speaking skills, story elements, literary devices, dialogue, and argument. Multiple genres are explored, and there are multiple tie-ins with the Social Studies curriculum. Students are challenged to read, think, analyze, synthesize, question, cite evidence, debate, and write. Forty Acres and Maybe a Mule by Harriette Gillem Robinet and The Boy in the Striped Pajamas by John Boyne are two of the books studied during the year. Students will also need to read independently to build their reading stamina. Students should have a book with them at all times. For writing, some of the pieces they will work on are essays analyzing characters and story elements, argument essays, and research investigations. One overarching goal is to foster more academic independence and teach real world skills so that students are successful in high school and beyond.

8th Grade Math

CCSS Math 8

Course Description

Eighth Grade Math follows the NYS Math standards for 8th grade mathematics. Some of the topics covered are: equations, factors and fractions, ratios, proportions and percents, inequalities functions and graph and statistics and probability. Also, the basic math skills such as multiplication tables and opposite operations are reinforced.

CCSS Accelerated Algebra

Course Description

This course covers the following topics from both 8th grade math and CCSS Algebra: Expressions, Equations, Functions, Linear Equations, Linear Functions, Equations of Linear Functions, Linear Inequalities, Systems of Linear Equations and Inequalities, Exponents and Exponential Functions, Quadratic Expressions and Equations, Quadratic Functions and Equations, Radical Functions and Geometry, Rational Functions and Equations, Statistics and Probability. This is a one-year course that ends with a Regents exam. Students who have completed the accelerated program at the middle school level will be enrolled in Geometry CCSS in their 9th grade year.

8th Grade Social Studies

Course Description

Grade 8 Social Studies is arranged chronologically, beginning with Reconstruction and ending at the present. Grade 8 Social Studies incorporates geography as well as economic, social and political trends. The course content is focused on the human experience in the United States from Reconstruction to the end of World War II. Students will also examine different themes in United States and New York State history from the post-War period up to the present day, which provides the opportunity to explore more contemporary issues. The curriculum follows the NYS Social Studies Framework, created to provide students with the tools to become successful students of history and social sciences.

8th Grade Science

Course Description

Eighth Grade Science follows the NYS Science standards. There is a NYS standardized Performance test and a written test. Topics studied throughout the year include energy, motion, simple machines, properties of matter, electricity and magnetism.

8th Grade Spanish - Spanish IB

Course Description

This course is an introduction to the basics of the Spanish language and cultures. The four primary language skills of hearing, speaking, reading and writing will be covered. Students are expected to learn vocabulary. They are also expected to speak conversationally with partners and in groups. Students will explore Hispanic cultures. **The completion of Spanish 1A and 1B results in 1 high school credit of a foreign language.**

8th Grade Family and Consumer Sciences

8th Grade - Full Year

Course Description

This course meets NYSED Family and Consumer Sciences 3 learning standards. This course allows the students to develop their life skills in various areas of studies including: College and career exploration and research, Cooking, Home maintenance, Financial management, Consumer knowledge, Entrepreneurial opportunities, Sewing, Clothing maintenance, Safety (in various areas) and Problem solving. The students will demonstrate their skills through various projects throughout the year including a career research project, an entrepreneurial project, cooking labs and sewing project.

8th Grade Health

Mrs. Honsinger/Mrs. Berschwinger

Course Description

The objective of eighth grade health is to provide students with the content and skills necessary to assess, predict, identify, select and enjoy a healthy lifestyle and avoid choices that lead to obesity, addiction, heart disease, stress and toxic relationships in an environment that is safe and respectful

Educational skills: In accordance with the New York State Learning Standards for Health Education, students will develop the 7 skills of health (self- management, relationship- management, stress management, communication, decision making. Planning and goal setting and advocacy

Functional knowledge: In accordance with the New York State Learning Standards for Health Education , students will be introduced to intermediate functional knowledge, which includes; physical activity, nutrition, HIV/AIDS awareness, tobacco, alcohol and other drugs, sexual health and risk, family life, injury and violence prevention.

Required material

Loose leaf paper

Folder with pockets and tabs with additional paper placed in the tabs

Small notebook or journal

Grading policy

Participation 50%

Tests/Presentations 30%

Notebook/ Journal 20%

Class requirements

Preparedness

Daily participation

Respect for other opinion

Organization

Demonstration of understanding of the material

Middle School Art and Music

Middle School Visual Art (Art 6, Art 7 and Art 8)

Mrs. Colbert (Noles)/Mrs. Wallace

Course Descriptions

New York State requires a structured visual arts curriculum that will create a strong foundation of skills and knowledge needed for the (1) unit of art/music credit required for a high school diploma. Students will explore various 2D/3D media (*drawing, painting, collage, printmaking, sculpture, ceramics and media arts*) via Art Production, Art History, Art Criticism and Aesthetics. The 6th, 7th and 8th grade cumulative coursework addresses *National and State Learning Standards for the Visual Arts*, which include:

Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Presenting

4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

6th Grade Art

In 6th Grade Art, students explore Modern Art, Color Theory (watercolor), Ceramics (coil pots), printmaking, and continue building their drawing skills (with a focus on pressure control). They will look briefly at the invention of the camera and how it influenced Modern Art.

7th Grade Art

In 7th Grade Art, students create collages in the style of Surrealism, abstract human figures in clay, and Cubist still life prints. The areas of illustration and the career of architecture is also explored through designing an architectural watercolor piece.

8th Grade Art

In 8th Grade Art, students are preparing for high school level coursework in art by honing various drawing skills and techniques, including perspective drawing, contour drawing, and value drawing, as well as learning about color theory and proper mixing of pigments through a composition painting.

MUSIC

6th Grade General Music - Ms. Leslie Eliashuk

Course Description

- Experience music from other cultures and history through reading music, performance, composition, performance evaluation and lessons.
- Develop music literacy and theory.
- Expand on knowledge of recorders by performing and composing music.
- Develop habits that encourage success and professionalism within and outside the music classroom.

6th Grade Chorus – Ms. Leslie Eliashuk

Course Description

- Study and perform music of diverse time eras, cultures, religions, and styles.
- Develop music literacy, knowledge of music history, theory and aural skills.
- Demonstrate proper singing technique and vocal care including breath support, good tone and diction, independent singing and proper voice placement.
- Develop habits that encourage success and professionalism within and outside the choral classroom.

General Music 7

Course Description

Students will compose their own music using percussion instruments and recorders. They will also learn a very brief history of music, including Rock-n-Roll and radio. Student will do listening logs every week that are geared toward music they bring in, and answer questions about what they hear about the performance and groups.

General Music 8 – Ms. Leslie Eliashuk

Course Description

- Analyze music in American history through research based projects, performance, classroom discussion, performance evaluation.
- Develop music literacy and expand on theoretical knowledge
- Expand knowledge of guitars by reading, notating and performing.
- Develop habits that encourage success and professionalism within and outside the music classroom.

7/8 Grade Chorus – Ms. Leslie Eliashuk

Course Description

- Study and perform music of diverse time eras, cultures, religions, and styles.
- Develop music literacy, knowledge of music history, theory and aural skills.
- Demonstrate proper singing technique and vocal care including breath support, good tone and diction, independent singing and proper voice placement.
- Develop habits that encourage success and professionalism within and outside the choral classroom.

Middle School Band Grades 6-8

Course Description

Pre-requisite: Students must have at least 6 months of teacher instruction on the instrument they wish to play.

Students will learn to play more difficult band literature by a variety of composers. This will include more difficult fingerings and rhythms such as cut time and six-eight time signatures. Students will be required to play major scales and write more difficult key signatures. There will be a playing and written midterm and final exam for this course.

Students are required to attend one lesson a week as well as band in order to receive a passing grade. Practice at home is required in order to learn new material.

Add/Drop Procedure

Add/Drop Procedure: Students will be expected to remain enrolled in the courses that they have selected. The add/drop procedure will begin with the school counselors and ONLY the school counselors will make changes in student schedules. If a schedule change needs to be made, students will have up to 7 school days after the beginning of the school year to drop or add any course. After this date a Student Course Change Request form must be used and signed by the student, teacher, parent, administrator and finally the school counselor. After 10 weeks have passed for a 1 credit course (3 weeks for a .5 credit course), along with the signed Course Change Request form a parent meeting must be scheduled.