

MESSAGE FROM COUNSELORS

Parents and Students:

The education of a student is a responsibility shared by parents, their child and the school. It is important for students and their parents to be fully informed about requirements for graduation and the courses available to high school students at Owego Free Academy.

We expect that this publication will be helpful as we work together to develop an appropriate academic program for each student.

Teacher recommendations, standardized test scores, past performance, interest and future plans are considered in the course selection process. Upon completion of the student-counselor programming conference, *it is the student's responsibility* to take home a copy of the Four Year Plan. This sheet will indicate the student's progress toward meeting graduation requirements, courses recommended by teachers, counselors, and a *tentative* program selection.

Please review all the information provided through the Course Description Guide and the Four Year Plan.

Your counselor is available to answer questions about the programming process as well as what might be required to achieve your educational and career goals.

Thank you for taking an active part in your child's education.

Mrs. Kim Hahne

Mrs. Heather Kotula

Mr. Thomas Westcott

MESSAGE FROM THE PRINCIPAL

This curriculum guide provides a starting point for high school planning. It lists the requirements for graduation and gives a brief description of each course offered. It is our purpose to offer a sufficient number and variety of courses so that your needs, interests and abilities can be fulfilled.

Read the guide carefully. Think about and discuss course information with your parents, counselors and teachers. Make your choices and be responsible for your decision.

With determination and effort you will place yourself in a position to take full advantage of the many opportunities that will be available to you. Owego Free academy will offer you every opportunity to develop to the maximum of your potential.

Mr. Ronald M. Pierce

Mr. Ronald M. Pierce
Principal

OUR GOAL

“All students will meet State Education Department minimum performance standards, and within the next four (4) years, the Owego Apalachin Central School District will be the best performing school district in Tioga County and the best performing school district among similar Broome-Tioga BOCES schools as measured by both percentage passing and percentage master scores.”

OWEGO FREE ACADEMY COURSE GUIDE 2005 – 2006

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TABLE OF CONTENTS

CLASS PROFILE 2004	5, 6
GUIDANCE CALENDAR	7
CLASS STATUS	8
REQUIREMENT'S FOR GRADUATION	9
SCHEDULE PLANNING	10
4-YEAR EDUCATIONAL PLAN WORKSHEET.....	11
COURSE SELECTION CHECKLIST.....	12
HONOR ROLL	13
ART	14
BUSINESS	16
ENGLISH	18
FOREIGN LANGUAGE/LOTE.....	19
MATHEMATICS	21
MUSIC	23
PHYSICAL EDUCATION & HEALTH	25
SCIENCE.....	26
SOCIAL STUDIES/HUMANITIES	27
TECHNOLOGY	30
BOCES – OCCUPATIONAL EDUCATION.....	34
SPECIAL PROGRAMS.....	35
LIBRARY – MEDIA SERVICES	36
HONOR SOCIETY	38
OFA EXTRA-CURRICULAR ACTIVITIES/CLUBS	40

NOTE:

Your teachers, counselors, and administrators are very willing to assist you in the process of choosing courses for next year and planning a program which will meet diploma requirements.

It is our hope to offer all the classes listed and described in this booklet. In the event that enrollment does not meet minimum class size requirements, the course will not be taught and students will be encouraged to enroll in another course. **Students are required to be scheduled for a minimum of 5.5 units each year.**

OWEGO APALACHIN SCHOOL DISTRICT

Owego Free Academy

2004-2005

CEEB CODE 334375

1 Sheldon Guile Blvd.
www.oacsd.org

Owego, NY13732
(607) 687- 6233

THE SCHOOL

Owego Free Academy is a comprehensive public high school of 800 students encompassing grades 9-12. It is accredited by the New York State Department of Education and the Middle States Association. Class periods are forty-two (42) minutes in length with classes meeting five times per week, 40 weeks per year.

PHILOSOPHY

The Owego Apalachin Central School District is committed to a mission that is to challenge students, within a caring environment, to become confident, competent, contributing citizens with a lifetime thirst for learning. To this end, the district has embraced a vision that calls for success for all students. The district has a comprehensive high school (Owego Free Academy) program, supported by the Owego Apalachin Middle School and Apalachin and Owego Elementary Schools. A staff of over 400 individuals supports the district's mission and vision.

THE COMMUNITY

Owego is located in eastern Tioga county on the banks of the Susquehanna River. It is a rural-urban area where agriculture and high technology make up the economic composite of the school district. It is an area that is rich in tradition and history. The village of Owego serves as the county seat and has a wide range of cultural, musical and artist opportunities available. Owego is located within thirty miles of six colleges and universities, thus providing students with excellent opportunities for concurrent programs of study.

GRADING SYSTEM

Owego Free Academy uses a numeric grading system with 65 as passing average in all subjects.

SPECIAL PROGRAMS

Honors courses are offered in English and Social Studies. Advanced Placement (AP) courses are offered in English, US History, Calculus, Biology, Chemistry, French, Studio in Art, and Music Theory. College courses are offered in English, Social Studies, Math, Foreign Language and Technology. The colleges offering the dual-credits are Tompkins-Cortland Community College, Broome Community College, Binghamton University, and Syracuse University. Project Lead the Way is a sequence of Technology courses which can earn students college credits through the Rochester Institute of Technology.

OFA CLASS PROFILE

CLASS OF 2004

STATISTICS AT A GLANCE

Graduating Students.....183
Students Pursuing Further Education
Four-Year Colleges.....40%
Two-Year Colleges.....55%

Additional Statistical Information

8 Seniors entered the U.S. Military
32 Seniors were awarded New York State Regents Diplomas with Honor
113 Seniors were awarded New York State Regents Diplomas

GRADUATION REQUIREMENTS

New York State offers two accredited diplomas, Regents and Advanced designation of Regents. For both, requirements include demonstrations of competencies in Reading, Writing, Mathematics, Science, Global Studies, United States History and Government, and Language other than English.

In addition, students must earn 22.0 academic units. These are broken down into the following areas:

English-----4 units
Social Studies----4 units
Mathematics-----3 units
Science-----3 units
LOTE----- 1 unit
Art/Music -----1 unit
Health-----5 unit
Phys. Ed ----- 2 units
Elective----- 1.5 to 3.5 units

REPORT CARDS

Report cards are issued four times during the year. The grade shown on the card at the end of each report period is the student's grade for that marking period only and is a reflection of both class work and tests. OFA uses a numeric grading system with 65 as the passing average in all subjects. The final course average is the combination of the class average for the year (4/5) and the final exam (1/5). The report card shows the final examination mark and final course average in each course.

SCHOLASTIC APTITUDE TEST

SCORES 2003-2004

Verbal Mean:		Math Mean:	
OFA	514	OFA	531
New York State	496	New York State	510
National	508	National	518

**NATIONAL MERIT
SCHOLARSHIP PROGRAM**
Letters of Commendation.....0

COURSE OF STUDY

College Courses AP Courses Honors Courses

College English	English	English 9,10,11
Psychology	US History	Social St. 9,10,11
Sociology	Calculus	
Women in History	Chemistry	
Calculus	Biology	
Spanish	Studio in Art	
US History	French	
Project Lead the Way		
Intro to Eng. Design		
Digital Electronics		
Computer Integrated Manufacturing		
Civil Engineering & Architecture		

GRADING SYSTEM

A numeric system is used with a range from 0 to 100. The minimum passing grade is 65%.

A= 90-100
B= 80-89
C= 70-79
D= 65-69
F= below 65

GUIDANCE Events

CAREER EXPLORATION OPPORTUNITIES (Grades 9-12)

Students are offered several opportunities to investigate a variety of careers.

- **CHOICES** (Grades 9-12)– A computer software program designed primarily to assist students in learning about themselves and the world of work. With the help of CHOICES students work with assessment, researching careers, reviewing post secondary options, and building a portfolio.
- **BOCES ORIENTATION VISITS** (Grade 10) - During March, 10th grade students who have indicated an interest in BOCES Occupational Education are given the opportunity to visit the area occupational center. The students spend time observing classes in their area of interest.
- **CAREER EXPO '06** (Grade 10) - Career Expo is a career exploration program jointly sponsored by the Broome Tioga Counselors Association and the School to Careers Partnership. Sophomore students meet with experts from over forty occupational fields in a classroom setting on the Binghamton University campus. The students have an opportunity to ask questions and to gather information about future career areas.
- **COLLEGE INFORMATION DAY** (Grade 12) - The mission of College Day is to provide college information and guidance to students and their families as they make plans for post-secondary education. Students can talk first hand to college admissions personnel from over 225 different institutions of higher and specialized learning. This senior event scheduled in October at the Arena is a joint effort of the Broome Tioga Counselors Association and the Binghamton City School District.

COLLEGE ENTRANCE EXAMS

- **PSAT/NMSQT** (Grade 11) - The Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test is a multiple choice test that measures developed critical reading, mathematical reasoning abilities and writing skills important for academic performance in college. It assesses ability to reason with facts and concepts rather than the ability to recall and recite them. The PSAT/NMSQT aids high schools in the early guidance of student planning for college and serves as the qualifying test for scholarships awarded by the National Merit Scholarship Corporation. The PSAT/NMSQT is scheduled on a Saturday in October of the Junior year.
- **ACT / SAT / SAT II** (Grade 11 – 12) - Juniors planning on furthering their education are encouraged to take these exams during the spring of their Junior year. Students should check in the guidance office for information and applications for ACT/SAT/SAT II exams. Note the registration deadlines to avoid late fees. Both ACT & SAT registration is encouraged to be done online at the respective websites. Testing sites are listed in the application booklets. OFA is a testing site for November, January, May and June SATs. OFA is a testing site for the December and April ACT exam.

EVENING PROGRAMS

- **FRESHMAN PLANNING NIGHT** – An evening program is held at the middle school to assist 8th grade students and parents with the transition from middle school to high school. This program is presented by the 7-12 Counseling Department. (Scheduled in January)
- **SOPHOMORE/PARENT PLANNING NIGHT** – This evening session is the first of several informational programs. The focus of this meeting is to provide the foundation for post secondary planning. (Scheduled in April)
- **JUNIOR/PARENT COLLEGE INFORMATION NIGHT** (Grade 11) - A program designed for juniors and their parents regarding all aspects of the college admissions process. Admission directors from local colleges and universities will be available to answer any questions. (Scheduled in March)
- **SENIOR “SURVIVAL” NIGHT** - The purpose of this program is to review the timeline and processes of the Senior year. (Scheduled in September)
- **FINANCIAL AID NIGHT** (Grade 12) - A program for parents and seniors regarding the process used for filing the Financial Aid Form is usually scheduled for early January. All parents and students seeking financial aid for college are encouraged to attend.

CLASS STATUS

1. **A Freshman** must have completed a program of education through 8th grade and be enrolled at Owego Free Academy.
2. **A Sophomore** is a student who has earned 4½ units of credit, including 1 unit of English and 1 unit of Social Studies, plus ½ unit of Physical Education.
3. **A Junior** is a student who has earned 10 units of credit, including 2 units of English and 2 units of Social Studies, 3 units of Math & Science, plus 1 unit of Physical Education.
4. **A Senior** is a student who has earned 15½ units of credit, including 3 units of English and 3 units of Social Studies, plus 1½ units of Physical Education, or plans to graduate after three years of high school enrollment and has followed district guidelines for early graduation. Students who could complete high school graduation requirements by August may petition the principal to be granted senior status (deadline October 1st of that year)

Graduation Requirements for the Class of 2005 and thereafter

LOCAL DIPLOMA		REGENTS DIPLOMA		ADV. DESIGNATION	
Content Area	Credits	Content Area	Credits	Content Area	Credits
English	4	English	4	English	4
Social Studies	4	Social Studies	4	Social Studies	4
Math	3	Math	3	Math	3
Science	3	Science	3	Science	3
LOTE	1*	LOTE	1*	LOTE	3 **
Art/Music	1	Art/Music	1	Art/Music	1
Health	0.5	Health	0.5	Health	0.5
Physical Education	2	Physical Education	2	Physical Education	2
Electives	3.5	Electives	3.5	Electives	1.5 to 4.5
Total:	22.0	Total:	22.0	Total:	22.0

Note:

*Students are required to complete 2-units of study and will earn 1 credit by the end of the Freshmen year. One unit of credit is earned by passing the state LOTE proficiency exam or earning a unit of high school level credit in LOTE.

**Students acquiring 5 units in Art, Music, Business, Technology or Vocational Education may be exempt

Required Exams

LOCAL DIPLOMA
(PASSING SCORE OF 55-64)

REGENTS DIPLOMA
(PASSING SCORE OF 65 AND ABOVE))

ADV. DESIGNATION
(PASSING SCORE OF 65 AND ABOVE)

English Language Arts	English Language Arts	English Language Arts
Math A Exam	Math A Exam	Math A Exam and Math B Exam
Regents Global History Exam	Regents Global History Exam	Regents Global History Exam
Regents US History Exam	Regents US History Exam	Regents US History Exam
Regents Science Exam	Regents Science Exam	2 Regents Science Exams (1 Life Science & 1 from Physical Science)
		Regents Foreign Language Exam

Note: The extension of the safety net for students with disabilities applies to students who enter grade 9 through 2009. The safety net allows students with disabilities who do not pass a required Regents exam to pass the corresponding Regents Competency Test to meet the local diploma requirements.

SCHEDULE PLANNING

PLANNING YOUR SCHEDULE

Each student is expected to schedule a minimum of five academic classes per semester plus physical education. Schedules calling for fewer than five subjects can be approved only if special circumstances make the normal five subject load inadvisable.

PLANNING CHECKLIST

As you plan your schedule for this school year, it will be helpful if you will follow this checklist when completing the tentative program worksheet in this course guide.

1. You must take an English course each year of high school.
2. You must take a Social Studies each year of high school.
3. Have you met the mathematics and science requirements?
4. Have you met the health requirement? If not, determine how and when you plan to meet it.
5. Have you met the art/music requirements? If not determine how and when you plan to meet them.
6. You will be automatically scheduled into the required physical education class unless a physical condition makes it necessary for you to be excused from physical education. If such a condition exists, a doctor's certification is required. Secure from the Health Office the necessary form to be completed by your doctor.
7. If you are seeking Advanced Regents Diploma, have you taken the necessary subjects? If not, what subjects & regents exams are still needed? Please consult with your counselor if you have any questions regarding your requirements.
8. If you are seeking a Regents Diploma, have you taken or are you planning to take the courses which offer the required Regents Examination and have you signed up for the required second language course?
9. If there is room in your schedule, you should consider additional electives. Using your Student Selection Form, list the electives by priority: i.e., Your first choice, Number 1, your second choice, Number 2.

DEFINITIONS

Constant – Constants are subjects required of all students before graduation.

Elective – An elective is a subject that you may choose to take because you are particularly interested in its content. It may or may not be related to your major sequence.

Prerequisite – A prerequisite subject is one that is required before a more advanced course can be taken in the same field. (For example, French I is a prerequisite to French II.) Prerequisites are shown as part of the course description for all courses.

Regents – A Regents program follows the course of study developed by the New York State Education Department. Certain final examinations are state-wide and are prepared by the State Education Department for administration at prescribed times.

Sequence – A sequence consists of 3-5 units in one field of knowledge: e.g., Math, Science, Occupational Education, Art, Music, Second Language.

Unit – One unit of credit is earned for a passing grade in each subject taken for a full year. If a subject is taken for only half the school year, one-half of a unit is earned. A unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent.

Owego Free Academy

4 – YEAR EDUCATIONAL PLAN WORKSHEET

Name _____ Class of _____

TENTATIVE TYPE OF DIPLOMA _____

- ? NYS ADVANCED REGENTS DIPLOMA
- ? NYS REGENTS DIPLOMA
- ? OWEGO FREE ACADEMY DIPLOMA

TENTATIVE SEQUENCES(S)

GRADE 9	Credit
ENGLISH	1
GLOBAL HISTORY & GEOGRAPHY I	1
MATH	1
SCIENCE	1
FOREIGN LANGUAGE or	1
ART / MUSIC / PERF. ARTS	1
PHYSICAL EDUCATION	½
Elective: _____	
Total Credits	_____

GRADE 11	Credit
ENGLISH	1
US HISTORY & GOVERNMENT	1
MATH	1
SCIENCE	1
PHYSICAL EDUCATION	½
Elective: _____	
Elective: _____	
Elective: _____	
Total Credits	_____

GRADE 10	Credit
ENGLISH	1
GLOBAL HISTORY & GEOGRAPHY II	1
MATH	1
SCIENCE	1
HEALTH	½
PHYSICAL EDUCATION	½
Elective: _____	
Elective: _____	
Total Credits	_____

GRADE 12	Credit
ENGLISH	1
ECONOMICS	½
PARTICIPATION IN GOVERNMENT	½
PHYSICAL EDUCATION	½
Elective: _____	
Elective: _____	
Elective: _____	
Total Credits	_____

Students are required to be scheduled for 5.5.units each year.

COURSE SELECTION CHECKLIST

English

- _____ English 9
- _____ English 9A
- _____ English 10
- _____ English 10A
- _____ English 11
- _____ English 11A
- _____ English 12
- _____ College English
- _____ AP English Lit. & Comp.

Social Studies

- _____ Global Hist. & Geo. I
- _____ Global Hist. & Geo. II
- _____ US Hist. & Gov.
- _____ AP US History
- _____ AP Human Geography
- _____ Economics 12
- _____ Participation in Gov.(PIG) 12
- _____ Psychology 11-12
- _____ Sociology 11-12
- _____ Women in US History

Mathematics

- _____ Intro. To Integ. Algebra
- _____ Math 9A
- _____ Math 10A
- _____ Math 10B
- _____ Math 11B
- _____ Adv. Algebra/Trig.
- _____ Math 12
- _____ College Calculus
- _____ AP Calculus AB

Science

- _____ Earth Science
- _____ Living Environment
- _____ Environmental Sci. 11-12
- _____ Chemistry 11-12
- _____ Physics 11-12
- _____ AP Biology 11-12
- _____ AP Chemistry 10-11-12

Foreign Language/LOTE

- _____ French I
- _____ French II
- _____ French III
- _____ AP French Language

LOTE cont'd

- _____ Spanish I
- _____ Spanish II
- _____ Spanish III
- _____ Spanish IV
- _____ Spanish V

Technology

- _____ Intro. To Eng. Design
- _____ Digital Computer Elec.
- _____ Principles of Eng. 11
- _____ Computer Inte. Mfg. (CIM) 11
- _____ Communications Sys/Comp. Appl.
- _____ Production Systems
- _____ Transportation Systems
- _____ Wood Technology
- _____ Technical Drawing
- _____ Architectural Drawing
- _____ Computer Aided Draw. (CAD)10
- _____ Civil Eng. & Arch. (CEA)

Business & Career

- _____ Career & Financial Mgmt
- _____ Communication Sys/Comp. Appl.
- _____ Keyboarding
- _____ Bus. Analysis/Business
- _____ Computer Applications BA/BCA
- _____ Marketing/Advertising
- _____ Business Law

Physical Education

- _____ Health/Wellness
- _____ Physical Education

Art

- _____ Contemporary Art
- _____ Creative Crafts
- _____ Studio in Art
- _____ Drawing & Painting 10-12
- _____ Advertising Design 11-12
- _____ 3D Design
- _____ Ceramics & Sculpture
- _____ Printmaking 11-12
- _____ AP Studio in Art 12
- _____ Photography 12

Music

- _____ Concert Band
- _____ Jazz Band
- _____ Jazz Band II
- _____ Women's Chorus
- _____ Concert Chorus
- _____ Select Choir
- _____ Music Theory I
- _____ AP Music Theory II
- _____ Music In Our Lives
- _____ American Musical Theater*
*(Pending Board Approval)

BOCES Occupational Ed. (Grade 11-12)

- _____ Animal Science I / II
- _____ Conservation I / II
- _____ Auto Body Repair I / II
- _____ Auto Mechanic I / II
- _____ Heavy Equip. Repair &
Operation I / II (HERO)
- _____ Outdoor Power Equip.
- _____ Motorcycles
- _____ Masonry I / II
- _____ Carpentry I / II
- _____ Plumbing/Heating I / II
- _____ Electricity I / II
- _____ Office Technology I / II
- _____ Retail Skills I / II
- _____ Video Production I / II
- _____ Health Occupations I / II
- _____ Computer Aided Design I/II
- _____ Computer Repair Tech. I/II
- _____ Industrial Welding I / II
- _____ Culinary Arts I / II
- _____ Cosmetology I / SS / II
- _____ Early Childhood Ed. I / II
- _____ Criminal Justice/Security I / II

New Visions Speciality Programs:

- _____ Health Careers Academy
- _____ Ed. & Human Devel.
- _____ Law & Government
- _____ Communications

School to Careers:

- _____ Youth Apprenticeship Program
- _____ Co-op Program

HONOR ROLL

**Program Coordinator
OFA Guidance Office**

HONOR ROLL REQUIREMENTS

The Honor Roll is a computer-generated list based on the quarterly average of all numerically graded courses.

- A. Those courses which report grades once a semester are included in the average in the quarters they are reported.
- B. The Honor Roll is divided into Honors and High Honors levels.
The Honors level includes averages equal to or greater than 85.00 but less than 92.00
The High Honors category includes averages equal to or greater than 92.00.
- C. In computing averages and establishing the Honor Roll:
There is no discrimination between advanced, regents, and local level courses.
Band and Choir courses are weighted at .5.
Physical Education courses are weighted at .5.
Any incomplete or failing grade causes disqualification.

Only full-time students are eligible.

For purposes of Honor Roll, a full-time student is defined as any student enrolled in 5.5 units,

(or)

Enrolled in a school supervised cooperative program and 2 units,

(or)

An Honors Panel appointed by the Principal deals with any appeals or exceptions.

The Honor Roll is posted and published quarterly as an alphabetical listing by class of those students who qualify at each level.

RANKING/GRADE POINT AVERAGE (GPA)

GPA and Ranking shall be computed at the following times for juniors and seniors:

Juniors: at mid-year and end of the junior year

Seniors: at mid-year and, for the final rank, at the end of the 3rd marking period of the senior year.

All courses a student takes shall be included in determining the student's grade point average and rank.

Courses offered at Owego Free Academy are listed with a brief synopsis of the curriculum. The unit credit is one unless indicated by (1½), (½) or (no credit). The courses are intended for the year (grade) indicated. Special permission must be obtained if the course is to be taken another year.

ART

Department Chairperson
Mrs. Kathy Lawrence
687-6230

CONTEMPORARY ART

½ credit

In this course the students will explore a variety of two and three-dimensional art experiences. Emphasis is placed on art movements and styles of the 20th century and the principles of design: movement, balance, emphasis, repetition, harmony, and unity. This course is ideal for students who do not wish to study art further.

CREATIVE CRAFTS

½ credit

Creative Crafts introduces the student to three-dimensional art and crafts. Students will study historical use of craft for utilitarian purposes, such as bookbinding and macramé, and create functional artwork in a variety of media. This course is ideal for students who do not wish to study art further.

STUDIO IN ART

1 credit

This is the first course for Art Majors, and the prerequisite course for a sequence in art. Only serious art students should take this intensive basic course. Instruction includes a minimum of 20 weeks of basic drawing skills and the fundamentals of art. Students will explore principles of design, elements of art, and color theory. Sketchbooks will be developed and homework will be assigned.

DRAWING AND PAINTING

1 credit (Grade 10-12)

This full year course exposes the student to a variety of drawing materials and techniques. Skills are developed in drawing objects, portraits, figures, architecture, landscapes, and still lives. Instruction continues with application of drawing techniques relating to painting skills and the use of color. Painting media on a variety of surfaces includes pastels, opaque and translucent watercolor, and acrylics. Historical sequence of various painting movements and artists are studied. Sketchbook is required for homework assignments. (*Prerequisite – Studio in Art*)

ADVERTISING DESIGN

½ credit (Grade 11-12)

This course applies the principles of Studio in Art to advertising, fashion, typography, illustration and display arts. Emphasis is placed on lettering, drawing for reproduction, idea development, package design, poster design, and advertising layout. (*Prerequisite – Studio in Art*)

3-D DESIGN

Ceramics and Sculpture

1 credit (Grade 11-12)

This full year class will explore two areas of concentration. Ceramics will explore a wide variety of experiences in hand building techniques. Emphasis will be placed on functional as well as nonfunctional pottery. Glazing, surface treatment and kiln firing will be covered.

Sculpture will continue the adventure as you learn and work in 3-dimensional space. Techniques include carving, modeling, assemblage and bas-relief. Art history and Synectics (creative thinking skills) will be used throughout the course. Materials used include clay, plaster, found objects, wire, wood, and sometimes stone. Sketchbook is required and any additional supplies you may need that are not available in the classroom. (*Prerequisite – Studio in Art*)

ADVANCED PLACEMENT STUDIO ART

1 credit (Grade 12)

AP Studio Art is a college level course and is intended to offer the student a college level art curriculum in the high school environment. It is an intensive, rigorous program and requires more time than traditional offerings. A variety of art classes successfully completed will be an advantage.

Students in AP Studio Art create a minimum of 25 pieces of art. They are allowed to submit in 1 of 3 categories: Drawing, 2-Dimensional or 3-Dimensional Design. Much of the work will be personal interpretation of assignments. About one hour's worth of homework a day will be expected in order to complete the portfolio requirements needed for the AP exam (submission of the portfolio).

Emphasis is placed on: drawing from observation, the application of design elements and principles, the development of a body of work of the student's choosing, recognition of the history of art and its role in the development of visual ideas, and the application of oral and written critique processes. Sketchbook is required.

PRINTMAKING

½ credit (Grade 11-12)

Printmaking explores a variety of experiences in producing multiple images involving linoleum, wood blocks, monoprints, silk screen, etching, embossing, lithography, and photography. Drawing and color knowledge as well as the elements and principles of design will be an integral part of the course. Sketchbook is required. (*Prerequisite – Studio in Art*)

PHOTOGRAPHY

½ credit (Grade 12)

This senior elective course is offered for the Art major interested in learning how to create visual images on films with a camera. Composition, developing and enlarging will comprise most of the course. (*Prerequisite: 4 ½ units in art electives*)

BUSINESS EDUCATION

Department Chairperson

Mr. Mark Kmetz

687-6283

CAREER AND FINANCIAL MANAGEMENT

½ credit

RECOMMENDED FOR ALL STUDENTS. Choices!? Choices!? We all have to make choices. Afraid to make decisions regarding your career, personal finances and living? Join this class and learn about personal banking, credit and budgeting, income tax, insurance, buying vs. leasing, and much more. This course can be used for Intro to Occupations credit.

COMMUNICATION SYSTEMS/COMPUTER APPLICATIONS

½ credit

Offers a broad investigation of modern communication systems available to the consumer, client, publisher, advertiser, and author. Visual communication information is introduced along with a study of electronic media, video, radio and television – in the context of mass media. Use of the computers and video equipment are employed in the course. Students will become familiar with Microsoft Word, Excel, Power Point and CAD.

KEYBOARDING

1 credit

Students develop and refine keyboarding technique, accuracy and proficiency. Major emphasis is on developing effective communication using word processing skills. They will learn proper formatting for business letters, memos, reports, tables, and desktop publishing. English Language skills are also reinforced and practiced.

BUSINESS ANALYSIS/BUSINESS COMPUTER APPLICATIONS (BA/BCA)

1 credit

RECOMMENDED FOR STUDENTS PLANNING ON MAJORING IN BUSINESS ADMINISTRATION IN COLLEGE.

Are you planning on owning or managing a business? Do you plan on going to college as a business major? This could be the course that starts you on your business career. You will learn about the factors that affect business operations and decisions facing business managers. The key to making business decisions is information. You will become familiar with some of the major software programs currently being used in businesses: Microsoft Word, Excel, Access, and PowerPoint. You will also be using the internet to further develop entrepreneurship skills.

MARKETING/ADVERTISING

1 credit

Marketing is one of the most interesting business subjects. We see examples of marketing all around us every day of our lives. Marketing comes alive through in-class projects, group activities, field trips, and guest speakers. Come join the fun.

BUSINESS LAW

1 credit

Introduces the student to the basic principles of business law and law enforcement as they affect family and personal pursuits. Aims are to give the student knowledge of his rights and obligations in common business documents, contracts, law of sales, bailments, insurance and negotiable instruments.

CO-OP

1 credit

A work experience that allows the student to apply classroom techniques to an actual business setting. Students work from two to four hours a day and receive minimum wage as well as 1 unit of credit. In order to participate, each student must be enrolled in an occupational-related course.

YOUTH APPRENTICESHIP PROGRAM

(School to Careers Partnership of Broome and Tioga Counties)

The Youth Apprenticeship Program is designed to offer high school **juniors** and **seniors** the opportunity to see direct connections between school learning and employment while working in their occupational field of interest. Students apply and interview for paid positions in local companies.

Youth apprentices leave school for part of the day (if their schedule allows) and usually work 10-20 hours per week, rotating through a series of placements at the work site. In each rotation, apprentices work under the direction of a coach or mentor. Summer employment is at the discretion of the employer. Students must provide their own transportation.

The New York State Education Department has approved youth apprenticeship as a Career and Technical Education (CTE) program where students earn regents credit for their successful participation in the program. Students in the two-year program receive a total of 5 credits (2 each year for the work experience/1 for the senior project). Students in the one-year option for seniors receive a total of 3 credits (2 for the work experience/1 for the senior project).

Students learn marketable job skills such as: communications skills, time management, responsibility, teamwork, professional ethics, and computer competencies. They also learn a host of technical competencies that are aligned with the NYS Learning Standards for Career Development and Occupational Studies (CDOS). The following companies have previously offered positions.

Business and Information Systems

GHS Federal Credit Union
Broome County Clerk's Office**
Broome County Information Technology
Columbian Life Insurance Company**
Good Shepherd-Fairview Home
HealthNow NY

Lockheed Martin Systems Integration
Maines Paper & Food Service, Inc.
Owego-Apalachin Central School District
The Raymond Corporation*
Willow Run Foods, Inc.

Hospitality Management

Endwell Greens

Human and Public Service

Coughlin & Gerhart, LLP
Levene, Gouldin, & Thompson, LLP**
IBM Corporation

Natural and Agricultural Sciences

Chenango Animal Hospital**

Manufacturing and Engineering

Endicott Interconnect Technologies
IBM Corporation
Lockheed Martin Systems Integration

Health Care

Good Shepard-Fairview Home
Lourdes Hospital*
Progressive Dental
Willow Point Nursing Home*

*One-Year Option **Two-Year Option All others may offer both types.

ENGLISH

Department Chairperson

Mr. James Connor

687- 6239

ENGLISH 9

1 credit

This course reflects the New York State English Language Art Standards and, therefore, is designed to develop success and mastery on the Comprehensive English Regents Exam given in Grade 11. Units are organized thematically, provide for a variety of interests, and cover all literary genres. Additionally, students are required to read independently a full-length novel with each unit.

ENGLISH 10

1 credit

This course offers opportunities for improvement in reading, writing, speaking, and listening, based on the New York State Language Arts Standards, as well as continued preparation for success and mastery on the Comprehensive English Regents Exam. Literature is explored through thematic units and units based on individual genres.

ENGLISH 11

1 credit

This course develops reading, writing, speaking and listening skills as outlined in the New York State English Language Arts Standards. Units and assessments are designed to produce success and mastery on the Comprehensive English Regents Exam. The curriculum emphasizes American literature, thus providing the student with perspective on its historical development. In general, units are organized around longer works of literature.

ENGLISH 9A, 10A, & 11A

1 credit

These courses are designed for students who have excelled in English Language Arts and who would profit from a more in-depth and challenging level of study. Students are expected to maintain a minimum average of 85 to remain in advanced English.

ENGLISH 12

1 credit

English 12 is a full year course required of all seniors, unless they are enrolled in College English or AP English. It encompasses expository writing, public speaking, and literature. The course is designed to prepare students for the challenges they will face upon graduation.

AP ENGLISH LITERATURE & COMPOSITION

1 credit

Advanced Placement English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through close readings of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's structure, style, and themes, as well as such smaller scale elements as the use of figurative language, imagery,

symbolism, and tone. Students are expected to take the AP test in May. Colleges offer varying rewards for scores of 3 or higher on the exam. The cost of the exam is set by the College Board (\$75 in 2004).

COLLEGE ENGLISH

1 credit

College English prepares students for the analytical academic reading, writing, and thinking expected of college students as they pursue various undergraduate majors. First semester focuses on analytical writing, including a research paper. Second semester focuses on reading and on theories about how meaning is created. The readings include a variety of imaginative and informative texts, including plays, short stories, and novels.

Tuition-paying students earn six semester hour credits from Syracuse University for successful completion of the course. Tuition is set by Syracuse University (\$99 per credit for 2004-2005).

FOREIGN LANGUAGE/ LOTE – (Language Other Than English)

Department Chairperson

Mr. Timothy Finnessey

687-6287

NOTE: As admissions criteria for college entrance continues to become more competitive, it is strongly advised that students take at least 3 credits of foreign language. Many two and four year colleges now have specific language requirements. It is highly recommended that a student research the admissions requirements for his/her prospective colleges.

FRENCH I

1 credit

This course introduces the student to the French language and culture. The five skills of listening, speaking, reading, writing, and culture in the target language are developed. Students will be presented with functional vocabulary and expressions found in the New York State Syllabus. Upon successful completion of this course, students will have met the requirements for Checkpoint A, as stated in the State Syllabus. This is a pre-requisite for French II. This course will also be appropriate for entering 9th-graders who need more contact time with the language to ensure success at the higher levels.

FRENCH II

1 credit

This course continues with the development of the five basic language skills: speaking, listening, reading, writing and culture. Continued emphasis will be placed on functional communication. The first half of the high school Regents sequence is accomplished, Checkpoint B in the New York Syllabus.

FRENCH III

1 credit

This course serves as the second half of the Regents sequence in French. New York Syllabus Checkpoint B is attained as students successfully complete the Comprehensive Regents Exam in June. Stress is placed on accuracy and mastery of all materials presented in Checkpoints A and B.

AP FRENCH LANGUAGE

1 credit (TC3 College Credit)

This course is open to students who have successfully completed French III with an appropriate degree of mastery. The AP course helps students develop:

- A. the ability to understand spoken French in various contexts;
- B. a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary; and
- C. the ability to express themselves coherently, resourcefully, along with reasonable fluency and accuracy in both written and spoken French.

SPANISH I

1 credit

This course introduces the student to the Spanish language and culture. The five skills of listening, speaking, reading, writing, and culture in the target language are developed. Students will be presented with functional vocabulary and expressions found in the New York State Syllabus. Upon successful completion of this course, students will have met the requirements for Checkpoint A, as stated in the State Syllabus.

SPANISH II

1 credit

Students will continue to develop their Spanish language skills: listening, speaking, reading, writing and also work towards developing greater cultural understandings. The emphasis of the course is on communication in Spanish. The first half of Checkpoint B in the New York State Syllabus defines the learning goals of this course.

SPANISH III

1 credit

As the third sequence in the Spanish program, this course enables the student to improve listening and reading comprehension, refine speaking skills and increase the vocabulary learned during the first two years of language study. Students will take the New York State Regents examination at the conclusion of this course and upon passing the exam, will receive three units of Regents credit.

SPANISH IV

1 credit

Students enrolled in this course will improve their Spanish language skills through further study of Spanish grammar, literature, and culture. Composition and conversation as well as the study of advanced grammatical structures are required to achieve fluency and accuracy in the Spanish language. The course is conducted entirely in Spanish and communicative competence is stressed.

SPANISH V

1 credit (TC3 college credit)

This course will enable students to refine their Spanish language communication skills as they work with a variety of Hispanic learning sources. The course will help students to develop cross-cultural insights into Hispanic cultures, values, and traditions. The academic and cultural topics of the course will come from sources such as Hispanic literature and art, popular music, radio and television media, the Internet, and current events. The students will develop greater proficiency in Spanish through class discussions, individual and group presentations, reading/textual analysis, and composition writing. They will also develop greater accuracy in grammar as they practice and analyze it in context.

MATHEMATICS

Department Chairperson

Mr. Christopher Corlett

687-6285

INTRODUCTION TO INTEGRATED ALGEBRA

1 credit

This course serves as an introduction to the new state curriculum and is intended for ninth grade students only. Students should be recommended into this course by math teachers or guidance counselors upon consideration of the student's grade in 8th grade math as well as performance on state tests. Topics will include the basics of algebra including polynomials, equations, systems of equations, fractions and graphing. (*Prerequisite – A first year ninth grade student with recommendation*)

MATH 9A (Integrated Algebra)

1 credit

This course introduces topics in algebra, geometry, logic, probability and statistics based on the seven (7) key ideas outlined in the New York State Standards. It is our initial high school math offering and it is geared toward sitting for the Math A Regents exam the following year.

MATH 10A

½ credit

This course continues to integrate the seven (7) key ideas outlined in the New York State Standards. Students will sit for the Math A Regents exam in January of this year. (*Prerequisite – Successful completion of Math 9A*)

MATH 10B

½ credits

This course begins the study of course work in transformational geometry, probability, statistics, circles and real and complex numbers which will be included on the Math B exam to be taken the following year. (*Prerequisite – Successful completion of Math 10A*)

ADVANCED ALGEBRA & TRIGONOMETRY

1 credit

This course continues to integrate algebra, geometry, logic and probability as in Math 10A & 10B, covers selected topics from Math 11B, and includes trigonometry in a less rigorous manner. It is especially recommended for students who have passed Math 9A and Math 10A & 10B but still need to pass the Math A Regents exam. (*Prerequisite – Successful completion of Math 10B or Math A-2*)

MATH 11B

1 credit

This course is the final year of the three year integrated math sequence. Topics include polynomials, geometry and formal proofs, functions - exponential, logarithmic and trigonometric. The graphing calculator will be incorporated extensively into the course material. Students will sit for the Math B Regents exam at the conclusion of this course. (*Prerequisite – Successful Completion of Math 10B and a passing grade on the Math A Regents exam or Successful Completion of Advanced Algebra and Trigonometry*)

MATHEMATICS 12

1 credit

Continuation of the work in algebra from Math 11B, and additional topics of rational integral functions of the n^{th} degree, graphing polynomial functions, conic sections, polar coordinates, sequences, and an introduction to limits, derivatives and integrals. (*Prerequisite – Successful completion Math 11B*)

COLLEGE CALCULUS

1 credit

This is a college level course offered through TC3 which allows students to earn 1 credit of high school math and 4 credits at TC3. Topics include functions and limits/continuity, the derivative and its applications, the integral and its applications and transcendental functions. (*Prerequisite – Successful completion of Math 12 or Department Chair Approval*)

ADVANCED PLACEMENT CALCULUS AB

1 credit

This is the “Calculus AB” advanced placement course that is equivalent to a one semester college calculus course. The Advanced Placement exam, given in May, is the deciding factor in the granting of college credit. (*Prerequisite – Successful completion of Math 12 or Department Chair Approval*)

MUSIC

OFA Music Department
687-6311

MUSIC THEORY I

1 credit

Music Theory I is designed for students wishing to learn more about the basic skills and understanding of music theory and composition. While not exclusive to student musicians, it is highly encouraged that the student taking music theory already have a background in music literacy (reading music). Students will study the elements of music notation and understanding, with an emphasis on ear-training and composition. This is a required course for students wishing to pursue a three credit Music sequence for graduation.

AP MUSIC THEORY II

1 credit

AP Music Theory builds on the knowledge and skills learned in Music Theory I. Students concentrate on the harmonic aspects of composition, as well as dictation and aural skills. Completion of this class is required to complete the five-credit Music sequence for graduation. In addition, students may receive up to six additional college credits through the College Board's Advanced Placement program, based on each student's results on the annual AP Exam. (*Prerequisite – Music Theory I*)

MUSIC IN OUR LIVES

½ credit

Music in our Lives presents the students with an overview of music in many styles and cultures. Through a variety of activities, students will cover such topics as: Music in America, Music in Other Cultures, The Function of Music in Society, Music of Our Generation, and Music of Diverse Styles. Students will have the opportunity to explore their own musical preferences, as well as be exposed to new and unfamiliar musical genres.

AMERICAN MUSICAL THEATER

½ credit

This course presents students with an overview of the development of American Musical Theater. Aspects of theater production that will be covered include acting, voice and music, dance, costuming, makeup, set design and backstage technical support. Students will understand how music, art, dance and theater come together to create a successful performance. Students will have the opportunity to be involved in a musical production. (*PENDING Board Approval*)

CHORUS

Choral Instructor
Ms. Kristen Zaryski
687-6311

WOMEN'S CHORUS

½ credit

Women's Chorus is a music performance class in which students will sing a variety of literature written for women's voices. Students will learn the techniques of singing, the skills of sight-reading and musicianship, and a greater appreciation for music. Weekly attendance at voice lessons is a requirement of this course. Attendance at all regularly scheduled performances is a requirement for this course. Women's Chorus is open to any female student at OFA.

CONCERT CHORUS

½ credit

Concert Choir is a music performance class in which students will sing a variety of choral literature. Students will learn the techniques of singing, the skills of sight-reading and musicianship, and a greater appreciation for music. Weekly attendance at voice lessons is a requirement of this course. Attendance at all regularly scheduled performances is a requirement for this course. Concert Choir is open to any male student at OFA and to females by recommendation of the director.

SELECT CHOIR

½ credit

Select Choir is a music performance class in which students will sing a variety of intermediate to advanced choral literature. Select Choir performs at many school and community events. Students in Select Choir are also expected to be members of Concert Choir, thus making weekly attendance at all voice lessons a requirement of this course. Attendance at all scheduled performances is a requirement for this course. Membership is through audition only - Auditions for Select Choir will take place in May/June of the previous academic year.

BAND

Band Instructor
Mr. Dan Fabricius
687-6311

CONCERT BAND

½ credit

Concert Band is a music performance class in which students will study standard concert band literature at the Intermediate through Advanced Level. Weekly attendance at class music lessons is a requirement of the course. Students are expected to perform at any concert appearances given by the group. Spring Parade Band performances are also a requirement of the class.

JAZZ BAND

½ credit

Jazz Band is a music performance class in which students will study Advanced Level “Big Band” jazz literature. Section rehearsals, which are scheduled as music lessons, are a class requirement. Students are also encouraged to study jazz improvisation as a part of this class. Students are expected to perform at any concert appearances given by the group. Membership is through audition and/or by recommendation of the instructor.

JAZZ BAND II

½ credit

Jazz Band II is a music performance class in which students will study Intermediate Level “Big Band” jazz literature. This class is suggested for students who hope to eventually enroll in the Jazz Band class. Section rehearsals, which are scheduled as music lessons, are a class requirement. Students are also encouraged to study jazz improvisation as a part of this class. Students are expected to perform at any concert appearances given by the group. Membership is through audition and/or by recommendation of the instructor.

PHYSICAL EDUCATION

Department Chairperson

Mr. Steve Virkler

687- 6241

PHYSICAL EDUCATION DEPARTMENT

The New York State Education Department requires each student to participate in the physical education program. NYS graduates will have to show a level of proficiency and/or competency in a number of physical activities. Students graduating from Owego Free Academy must complete four years of this requirement. All students are expected to attend 80% of the classes and be appropriately dressed for the scheduled activities. All students are tested and encouraged to reach a personal level of health related fitness.

PHYSICAL EDUCATION

½ credit

PE is a co-educational selection curriculum. Emphasis is placed on lifetime sports activities, personal fitness, specialized health related topics and variations of other sports. Students will be able to select one sport every five weeks from a list of offerings. Concentrated instruction will enable the student to develop proficiency in the activity of their choice. We provide instruction in the fundamentals, rules and strategies of: football, field hockey, soccer, basketball, volleyball, weight training, swimming, softball, table tennis, badminton, track and field and personal fitness. Activities also include golf, jogging, ultimate Frisbee, racquetball, archery, kayaking, diving, water polo, team handball, pickle ball, and fitness walking.

HEALTH EDUCATION

½ credit

Health at the High School level is the culmination of a comprehensive K–12 Health Education Program. The desired results are students who will demonstrate knowledge, skills and attitudes necessary for choosing a healthy lifestyle. Using the basic core of information developed at the elementary and intermediate levels, the student is offered the opportunity to investigate and formulate his or her own personal philosophy concerning health issues facing adolescents today. The course is student oriented with discussions, cooperative group activities, performance assessments and other formal and informal opportunities for individual expression. Topics covered include Wellness, Mental Health, Personal Development and Decision Making, Parenting, Nutrition, Exercise for Fitness, and Substance Use and Abuse.

SCIENCE

Department Chairperson

Ms. Annamaria Gasbarra

687-6256

EARTH SCIENCE

1 credit

This course is designed to develop problem solving skills while investigating earth processes. Concentrates study in the areas of: earth measurement, rocks and minerals, the dynamic crust, landscape development, geologic history, meteorology, astronomy, and environmental awareness. A minimum of thirty hours in the laboratory is required.

LIVING ENVIRONMENT (BIOLOGY)

1 credit

Designed to provide broad general understanding in the areas of biochemistry, human physiology, reproduction and development modern genetics, modern evolution theory, and ecology. A minimum of thirty hours in the laboratory is required.

ENVIRONMENTAL SCIENCE

1 credit (Grade 11-12)

This is a full year course for average to above average Senior High students. The environment consists of two components – the physical (air, water, soil, etc.) and the biological (plants, animals, bacteria, fungi, etc.) Environmental Science deals with the human impact upon that environment. It will also attempt to discuss possible solutions to our environmental problems. (*Prerequisite – Earth Science and Biology*)

CHEMISTRY

1 credit (Grade 11-12)

Investigates the areas of: energy and matter, atomic structure and radioactivity, bonding, the Periodic Table, mathematics of chemistry, kinetics and equilibrium, acid-base theories, redox and electrochemistry, and organic chemistry. A minimum of thirty hours in the laboratory is required.

(*Prerequisite – 2 Units of Math*)

PHYSICS

1 credit (Grade 11-12)

Concentrates study in the areas of mechanics, energy, electricity and magnetism, wave motion and atomic physics. A minimum of thirty hours in the laboratory is required.

(Prerequisite – 2 Units of Math)

AP BIOLOGY

1 credit (Grade 11-12)

Advance Placement Biology is the equivalent of an introductory level college course for biology majors. It is designed to be taken by high school students after the completion of a first course in biology and one course in chemistry. AP Biology is divided into three major areas, including organisms and populations, molecules and cells, and heredity and evolution. This class also includes a lab period that meets every other day. In May, at the conclusion of the course, students are expected to take the AP exam, and depending upon how successful they are, they may earn credit towards or exemption from one or more courses in college.

AP CHEMISTRY

1 credit (Grades 10-12)

Advanced Placement Chemistry is a college level introductory chemistry course. The units in AP Chemistry cover the same topics as the units in NYS Regents Chemistry. However, the AP Chemistry units go into much more depth. AP Chemistry is a lab oriented program as one goal of the course is to put chemistry into practice. AP Chemistry is recommended as a first year chemistry course for accelerated sophomores and juniors that are comfortable with math or for any seniors that would like the opportunity to earn college credits in chemistry through a second chemistry course. Students that take AP chemistry will develop study skills that will be a tremendous help for all college courses, earn up to 8 college credits for the cost of the AP exam and have the opportunity to participate in advanced level chemistry labs (i.e. – fun stuff!)

SOCIAL STUDIES

Department Chairperson

Mrs. Karen Purtell

687-6286

GLOBAL HISTORY & GEOGRAPHY I

1 credit

Global History & Geography I is the first year of a two-year course that will end with a Global History & Geography Regents exam. Students will study the history of the world in chronological order, beginning with the Neolithic Age and ending with the Congress of Vienna (1815). Teaching and learning will focus on the development and interaction of social, cultural, political, economic, and religious systems in different regions of the world at different times.

GLOBAL HISTORY & GEOGRAPHY II

1 credit

This course ends with the Global History & Geography Regents examination based on curriculum presented in both Global History & Geography I and Global History & Geography II. This chronological survey will begin with the Industrial Revolution and will end with students studying the connections and interactions between various groups in the world today. Industrialization, imperialism, colonialism, nationalism, independence, collective security and interdependence will link this study of the global community.

US HISTORY & GOVERNMENT

1 credit

This course begins with a concentrated study of the US Constitution, set in the context of its origins in the early years of the nation. The remainder of the course will be a chronological study of the history of the United States since the founding of the Nation. Constitutional and legal issues will be explored in depth, as will the problems of a dynamic and industrial society in the world setting. The course ends with the US History & Government Regents examination. Available for 3 hours of college credit through Tompkins Cortland Community College.

AP US HISTORY

1 credit

This course handles US History at a college level depth and pace. Students will be required to take both the NYS Regents and the AP Exam.

ECONOMICS

½ credit

The study of economics will develop an understanding of major economic concepts and systems. Students will explore the principles of economic decision making and the interdependence of economics and economic systems throughout the world. This course will emphasize the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

PARTICIPATION IN GOVERNMENT

½ credit

To be part of decision-making processes in local, state, national and international communities, students will acquire the skills necessary for analyzing and judging actual and proposed policies. Students will learn how to participate effectively in government.

PSYCHOLOGY

½ credit (Grade 11-12)

This introductory course will present the student with the challenge of increasing their knowledge and understanding of themselves. The students will learn about those factors that influence human behavior so that they will be able to cope with and accept themselves and others. Some of the topics to be studied are: Research and Behavior Perception, Learning, Personality, and Therapy. Available for 3 hours of college credit through Tompkins Cortland Community College.

SOCIOLOGY

½ credit (Grade 11-12)

This introductory course will be a contemporary study of people living in groups. A brief account of the relationship of sociology to the other social sciences will lead students to the main topics of: Values and Social Control, Deviance, Socialization, Social Problems, Culture, Group Interaction, Social Stratification and Institutions. Current issues such as: Crime, the Elderly, Racism, Violence, Crime & Punishments and the Changing Role of Women are topics that are investigated. The writing of a thesis paper on one of the topics covered in class is a course requirement. Available for 3 hours of college credit through Tompkins Cortland Community College.

WOMEN in US HISTORY

½ credit (Grade 11-12)

This course will emphasize the experiences of women in the United States from colonial times to the present. Among the topics to be discussed are: Women's Familial Roles, the Changing Nature of Household Work, Racial and Ethnic Differences in Women's Experiences, the Women's Rights Movement, Employment of Women Outside the Home, and Contemporary Feminism. Available for 3 hours of college credit through Tompkins Cortland Community College.

AP HUMAN GEOGRAPHY

1 credit (Grade 10-12)

The purpose of the course is to introduce students to the study of geography as a social science by emphasizing the relevance of geographic concepts to human problems. Two guiding questions will focus our study: Where are people and activities located across the Earth's surface? Why are they located in particular places? In addition to tradition classroom study, the course will utilize computer software applications and internet sources. Students will take the AP Human Geography exam in May which could lead to college credit.

TECHNOLOGY EDUCATION

Mr. Mark Kmetz
Department Chairperson
687-6283

DEPARTMENT NOTE:

Students enrolled in a Technology sequence must elect two of the three Systems courses and two of the three Foundation courses. A five-unit Technology sequence does not require three years of a foreign language. Only those students completing a sequence of not less than 5 units of credit in Career and Technical Education may substitute another 3-unit or 5-unit sequence in place of the three units of a language other than English (100.5d). When considering this option, please discuss with your school counselor.

College credit is available as an option for some courses through Rochester Institute of Technology (RIT) and/or through Broome Community College (BCC). BCC requires the completion of an HS-1 form while enrolled in the high school course to be eligible for credit. RIT college credit contingent upon class average of 85 or better and passing an RIT final exam.

Project Lead the Way Pre-Engineering Course Sequence

Introduction to Engineering Design (IED)
Digital Computer Electronics
Principles of Engineering
Computer Integrated Manufacturing (CIM)
Civil Engineering and Architecture (CEA)



Portfolio Requirement: Each *Project Lead the Way* course requires the completion and saving of a portfolio. In the final course, CEA, the student will compile in a portfolio his/her best work from all PLTW courses.

INTRODUCTION TO ENGINEERING DESIGN – IED

RIT College 4 Credit Course
BCC College 2 Credit Course (EGR 150)
Grade 9-10 (Foundation Course)

1 credit

IED provides the student with the opportunity to be creative and to apply their decision-making and problem-solving skills to design problems. Each student will use powerful hardware and Autodesk Inventor software to develop 3-D models and solid renderings of objects. Using a Computer Aided Design System, you will learn the product design process through creating, analyzing, rendering and producing a model. The course follows the syllabus for Design and Drawing for Production. This course is a Technology Education course and can be used as a substitute for the Visual Arts/Music requirement for graduation. IED is the first course in the Project Lead the Way Pre-Engineering sequence. Students are required to complete and save a portfolio.

DIGITAL COMPUTER ELECTRONICS

RIT College 4 Credit Course

Grade 10 (Elective Course)

1 credit

Digital Electronics is a full year lab and lecture course in what engineers call digital logic. The use of digital circuits is increasing so rapidly that it is hard to imagine the limits. You'll be introduced to the digital circuits found in computers, watches, calculators, microwave ovens, musical instruments, video games, and thousands of other devices. You'll look at how digital devices control automated equipment. Investigate some real world application of the math and science learned in your high school classes. Students will use the electronic design package called Circuit Maker as well as the actual component parts of electronic devices in the course. Digital Electronics enhances college acceptance into engineering and technical programs. Students are required to complete and save a portfolio. (*Prerequisite-Math 9A*)

PRINCIPLES OF ENGINEERING - POE

RIT College 4 Credit

BCC College 2 Credit Course (EGR 151)

Grade 11 (Systems Course)

1 credit

POE is designed to help you understand the field and the career possibilities of engineering and engineering technology. You'll work on the problem-solving skills that are used at the college level and in the work place. You'll explore engineering systems and manufacturing processes. You will learn how engineers address concerns about the social and political consequences of technological change. As a student you'll see the use of math, science and physics in real applications such as hydraulics, pneumatics, mechanisms, automation control and manufacturing. Students are required to complete and save a portfolio. (*Prerequisite-Math 9A, Digital Computer Electronics, and IED*)

COMPUTER INTEGRATED MANUFACTURING - CIM

Grade 11(Technology Elective)

RIT College 4 Credit Course

1 credit

A course that applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design and Drawing for Production. Students use CNC equipment to produce actual models of their three-dimensional design. Fundamental concepts of robotics used in automated manufacturing and design analysis are included. Students are required to complete and save a portfolio. (*Prerequisite – Math 9A, Digital Computer Electronics, IED, and POE*)

Civil Engineering and Architecture - CEA

RIT College 4 Credit Course

Grade 12(Technology Elective)

1 credit

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as: The Roles of Civil Engineers and Architects; Project Planning; Site Planning; Building Design; Project Documentation and Presentation. (*Prerequisite – IED and either CIM or CAD*)

COMMUNICATIONS SYSTEMS/COMPUTER APPLICATIONS

½ credit

Offers a broad investigation of modern communication systems available to the consumer, client, publisher, advertiser, and author. Visual communication information is introduced along with a study of electronic media, video, radio and television – in the context of mass media. Use of the computers and video equipment are employed in the course. Students will become familiar with Microsoft Word, Excel, Power Point and CAD.

PRODUCTION SYSTEMS

½ credit

A course which investigates the areas of manufacturing and construction. Students will create their own manufacturing/construction company. This company will produce at least one type of mass produced product, and one structure model using modern construction techniques.

TRANSPORTATION SYSTEMS

½ credit

An investigative course which exposes the students to the modern areas of air, space, land and marine transportation. Students will upon successful completion of the course and related exam are eligible to receive their NYS Safe Boating Certificate (Required for all operators of (PWC) Personal Water Craft, Jet Skis and Wave Runners). Students will participate in these areas through individual and group activities, e.g. model rockets, small engines etc.

WOOD TECHNOLOGY

½ credit (Elective Course)

An introductory class in basic woodworking. Students will use modern hand tools and machines to construct required and individually designed projects. The techniques utilized in today's modern woodworking industry will be examined. This project-based course is designed to give students an opportunity to become familiar with wood classifications and methods.

TECHNICAL DRAWING

(Foundation Course)

½ credit

Technical Drawing is an introduction to the concepts involved in the drafting field as it is related to industry. Students will develop real world skills by working with drawing tools and computers to prepare both two and three-dimensional drawings. The drawing problems required have been selected to provide realistic experiences. This course will require students to use Cadvance 6.0 and CAD Standard software.

ARCHITECTURAL DRAWING

(Foundation Course)

½ credit

Architectural drawing is a ½ year course designed to introduce the students to the various methods used to illustrate acceptable home designs and concepts along with converting architectural and understanding to computer-aided drafting applications. Emphasis will be placed on residential floor plan designs, exterior designs, construction methods, kitchen and bathroom designs, detail drawings, and plot plans. This course is recommended for students who want to develop an interest, knowledge and understanding in house design, planning and methods of residential construction. This course is also recommended to students who plan to pursue a career in the fields of real estate, building, or construction.

COMPUTER AIDED DRAWING - CAD

BCC College 2 Credit Course (MET 113)

Grade 10 (Technology Elective)

1 credit

A course designed to develop an understanding of the problem solving skills and graphic language used by today's engineering professional. Students will use the newest release of Autodesk Inventor to produce detail drawings and graphic representations as done in today's high tech industries. The course meets the requirement for BCC's MET 113 Engineering Drawing I. (*Prerequisites - IED or Technical & Architectural Drawing*)

BOCES CAREER/TECHNICAL EDUCATION

CAREER SERVICES CENTER

6 credits

The programs offered at the occupational and technical center on Glenwood Road in Binghamton are an integral part of the high school curriculum. A two year program at BOCES not only serves as a foundation for developing a lifelong trade or vocation but also meets 6 units (3 units per year) of high school credit. Students wishing to enter occupational program should declare their interest early by consulting their guidance counselor. A detailed course description of any occupational course may be obtained in the Guidance office.

Agriculture Cluster

Animal Science I
Animal Science II
Conservation I
Conservation II

Automotive Cluster

Auto Body Repair I
Auto Body Repair II
Auto Mechanic I
Auto Mechanic II
Heavy Equipment Repair & Operation I
Heavy Equipment Repair & Operation II
Outdoor Power Equipment
Motorcycles

Building Trades Cluster

Carpentry I
Carpentry II
Masonry I
Masonry II
Plumbing & Heating I
Plumbing & Heating II
Electricity I
Electricity II

Business Cluster

Office Tech I
Office Tech II
Retail Skills I
Retail Skills II

Communications Cluster

Video Production I
Video Production II

Health Cluster

Health Occupations I
Health Occupations II

Manufacturing Cluster

Computer Aided Design I
Computer Aided Design II
Computer Repair Technician I
Computer Repair Technician II (PM Only)
(CISCO Networking)
Industrial Welding I
Industrial Welding II
CNC Machining I
CNC Machining II

Personal Services Cluster

Culinary Arts I (PM Only)
Culinary Arts II (AM Only)
Cosmetology I
Cosmetology SS (Summer Only)
Cosmetology II
Early Childhood Education I
Early Childhood Education II
Criminal Justice/Security I
Criminal Justice/Security II

New Visions (AM Only)

Health Careers Academy
Education & Human Development
Law and Government
Communications

Career & Technical High School

All day High School program combines Academic & Occupational Education Courses. Selective Application process.

SPECIAL PROGRAMS

OFA Guidance Office - See your Counselor

In addition to the academic course offerings, there are many special programs available to the students during their high school years. These programs are not for everyone. Recognizing the fact that some students can benefit from a less traditional education approach, we offer brief descriptions for your consideration.

EARLY GRADUATION POLICY

A socially and intellectually mature student may enter an accelerated program to complete high school requirements within three years. This request must be made no later than grade 10 and is subject to specific eligibility requirements.

SPECIAL GRANTING OF AN O.F.A. DIPLOMA

Intellectually mature students may elect to leave high school and enter college at the end of their 11th (junior) year. Providing that they meet all other graduation requirements, they may submit up to one college credit in order to fulfill all diploma requirements for an O.F.A. diploma. This program in effect allows a student to spend the “senior year” as a college freshman.

INDEPENDENT STUDY PROGRAMS

Members of the 11th and 12th grades who meet the required standards have the opportunity to engage in an Independent Study Program. The independent study is designed for eligible students who wish to pursue a special area of study beyond the scope of the regular curriculum and who are willing to accept responsibility for their own learning.

WORK STUDY PROGRAMS

Work-Study opportunities are available for highly qualified seniors in certain vocational subjects. These work-study opportunities provide valuable on-the-job work experience which will add to the student’s employability and aid in their understanding of business and industrial work requirements.

COMMUNITY SERVICE - ½ credit

A program designed to give students the opportunity to learn and serve their community by volunteering their time and talents. Students may earn ½ unit of credit for a minimum of 70 hours of service. Students should see their counselor for program details.

LIBRARY – MEDIA

Mrs. Sue Baur - Librarian

Mrs. Tina Dueber– Library/AV Aide

Mrs. Marilyn Randesi – Clerk Typist

687–6247

Library Hours: 7:15 am – 3:30 pm

INTRODUCTION

The mission of our library program is to make students and staff effective users of information. This is accomplished via direct instruction with subject area classes, as well as with individual tutoring.

THE LIBRARY PROVIDES:

1. Unified access to AV, print and electronic resources.
2. Promotion of literacy and enjoyment of reading.
3. Instruction in the use of a broad spectrum of information technologies, including Internet.
4. Assistance to teachers and students in selection and use of appropriate resources to meet their curricular needs.

LIBRARY USE POLICY

The high school library has an atmosphere that is friendly as well as conducive to work. There is a positive rapport with the students and our combination arrangement of open access times and a pre-signed pass requirement (from study halls) has made the library a good place to work and study.

We do ask that students coming to the library from study hall have a reason to request library access. It may be a class project, personal research or recreational reading. Students may obtain pre-signed library passes from the teacher assigning the project or the librarian. If they forget to get a pass earlier in the day, they may ask their study hall teacher to call the library and get an OK to send the student to library.

We feel that our library/media center, through the library staff, facility design, materials, collection, and services supports our changing curriculum and provides for successful group and individual experiences.

RESOURCES

All print and AV materials purchased in the school are centrally ordered, processed, cataloged, stored and distributed by the library staff. All resources are accessible via our online computer catalog.

All books and software circulate. The print collection has over 15,000 books and there are 1500 items of software. Books may be retained for three weeks, and renewed if necessary. Reference titles, identified with a blue card, may be borrowed over night.

Thirteen computer workstations in the library allow access to Internet as well as networked and stand-alone computer programs. Many subscription databases are accessible from any place in the building and from home.

STUDENT TUTORS

Peer tutoring Honor Society members use the library to run their program.

MEDIA

DVDs, videos, laserdiscs and other AV materials are provided to support the curriculum. Although used primarily by the professional staff, students are encouraged to use materials for information content and class presentations.

INTERLIBRARY LOAN

Materials not found in the OFA library may be borrowed for use through our BOCES interlibrary loan program. The library also offers FAX retrieval service for magazine articles not available locally or online.

WORK CITED AND DOCUMENTATION

All OFA students learn and use the MLA style of documenting research. A standard bibliographic style sheet is available at all times in the library and posted on the Library Blackboard site. Students may request help with this process as needed.

ELECTRONIC INFORMATION RETRIEVAL

Using the computer technology available in the building and library, students have access to a wide variety of information resources. The Internet, Magazine and Newspaper full-text databases such as Proquest, EBSCO, Electric Library and other subject specific databases are purchased for staff and student use. Many of these subscriptions are available for remote access via our Library Blackboard page.

AUTOMATED CATALOG

The on-line catalog provides access to print and AV resources available in the library and on interlibrary loan from area school districts. Searching can be done by author, title, subject or keyword.

NATIONAL HONOR SOCIETY

Honor Society Advisor
Mrs. Tonya Alexander – English Dept.
687-6239

HONOR SOCIETY RULES OF PROCEDURE

ELECTIONS

One election and induction a year will be held during the Spring.
Election for candidates from the junior and senior class will be conducted after the second marking period.

SCHOLASTIC ELIGIBILITY

Juniors must have a cumulative 2 ½ year average of 88.00 to be considered.
Seniors must have a cumulative 3 ½ year average of 88.00 to be considered.

SELECTION PROCESS

Eligible candidates must complete a form indicating their desire to be considered for membership and give supportive evidence of their contributions to school and community. If a candidate indicates that they do not wish to be considered for membership or if they fail to return the form on the due date indicated, the candidate's name will be removed from the eligibility list.

An eligibility list along with a rating scale of 1-5 will be provided to every member of the faculty for a preliminary rating. Each faculty rater will have to state in what capacity he has known the student.

Each student will be rated on Leadership, Character, and Service according to definitions of these criteria as given to us by the National Honor Society Headquarters, Washington, D.C.

The Honor Society Advisor will then collect the preliminary teacher rating forms and tally all ratings for each student on a composite sheet. Next each student's ratings will be computed by dividing the total by the number of teacher rating them.

A report, giving each candidate's average score, is presented at a Faculty Council meeting. If a candidate receives an average score of less than 3.0 and has been rated by a minimum of 10 teachers, his/her name will be removed from the eligibility list.

Activity rating forms and an eligibility list will be sent to all activity advisors. Each activity advisor will rate those students who are participating in the activity of which they are the advisor on a 1 (poor) – 5 (Excellent) Scale. In addition, the advisor will make some brief and specific comments on the student's contributions to the particular activity. The rating forms are to be returned to the Honor Society

Advisor who will make them available to the Faculty Council Members to assist them in preparing their reports on the individual candidates.

The guidance counselors shall check the list of candidates to see that they have spent at least one semester or its equivalent of their junior or senior year at the OFA and shall be a member of the junior or senior class.

The list of final candidates shall then be forwarded to the faculty advisor of the Honor Society. The advisor shall then appoint a faculty member to review character, leadership, and service of the student concerned. The sponsor shall use as data: the candidate's letter of intent; the ratings and comments of the activity advisors; the student's extracurricular activities form which is included in his permanent folder; teachers recommendations; the results of conferences (when necessary) which activity advisors.

TAPPING NEW MEMBERS

The "Tapping" of new members shall take place no later than one week after the Honor Society Council meetings.

INDUCTION & RECEPTION

Within five to seven days after the tapping, there will be an evening induction & reception for members of the Honor Society, their parents and guests.

SUPERVISION

A supervisory subcommittee of the Faculty Council will check the marks of Honor Society members, receive written complaints by teachers, carry on investigations, give warnings, and if necessary, propose the suspension or removal of an Honor Society member for failure to maintain the standards by which they were elected to the society.

Annual Induction Ceremony - May

Omega Phi Alpha Chapter of National Honor Society

EXTRA-CURRICULAR CLUBS at OFA

(This is not an all inclusive listing – and clubs vary from year to year)

Alcohol and Drug Student Information Program (ADSIP)

Mrs. Christen Baumbach and Mrs. Heather Kotula, Co-Advisors

ADSIP prepares high school students to make presentations to younger groups and trains them to serve as positive role models. ADSIP peer leaders adhere to a no-use policy regarding alcohol and other drugs. They attend a two-day training held in the fall that provides them the skills to give presentations to elementary and/or middle school students. ADSIP is open to all students at OFA.

French Club – Mr. Finnessey, Advisor

French Club meets periodically throughout the school year to do French activities that depends upon the members interest. It is open to students currently taking French at OFA.

Gaming Club – Mrs. Barbara Melby, Advisor

Want time out from schoolwork? Gaming club welcomes all students in need of a break! There are video games, board games, and card games. Members meet after school once a week from September to June. Gaming Club is open to all students at OFA.

Interact Club – Mr. Tom Westcott, Advisor

The Interact Club is a service-based club, sponsored by Rotary International and supported locally by the Owego Rotary Club. This club provides students with the opportunity to volunteer in initiatives that benefit the local and the international community. Interact meets weekly and is always looking for new members. If you are interested in learning more about this club, please see Mr. Westcott in the Guidance Office.

Key Club – Mrs. Barbara Melby, Advisor

Key Club is a volunteer organization. The “parent” group is the Owego Kiwanis. Together, members donate time to people within the community. A membership drive is held in September and all students are welcome to apply. Yearly dues are approximately \$12.00 and members are asked to perform a minimum of 15 community service hours each year of membership.

Literary Club – Mrs. Judith Hawkins, Advisor

Literary Club is a group of literary enthusiasts who are interested in producing a quality magazine to recognize and honor the voices and visions of Owego Free Academy students. The primary objective is to promote the reading and writing of literature in the school. While the main focus is a publication of students’ writing,

artwork, and conceptual photographs, the club is also interested in other aspects of literature. Literary Club is open to all students at OFA.

OES Student Tutors – Mrs. Karen Purtell, Advisor

Any junior or senior students at OFA, who are in satisfactory academic standing, are eligible to sign up to tutor at Owego Elementary School (OES). Students give up a study hall every day or every other day to walk over to OES, where they are linked up with an OES teacher. The OES teacher has the student work one on one with an elementary student or in a small group of students for 30 minutes.

Parade Band – Mr. Dan Fabricius, Advisor

Parade Band is a band activity offered only in the spring of the academic year. The group provides community service by performing for the residents of our area. This group is made up of all concert band students and performs in local parades in May and June. Rehearsals are held during Concert Band class period and on the day of performance.

Pep Band – Mr. Dan Fabricius, Advisor

Pep Band is a band activity offered only in the fall of the academic year. The group begins meeting in August, usually two weeks before school starts. Performances are at OFA home football games, where the band plays during the games and is featured during half-time entertainment. This is a great opportunity for students to play up-beat music and also display school spirit.

Scholarship Challenge – Mrs. Stephanie Mills, Advisor

Scholarship Challenge is open to any student at OFA who has an interest in general academic trivia on a variety of topics. There is an annual competition where teams from area schools challenge each other.

Ski Club – Mrs. Jane Turshman, Advisor

Ski Club has six organized bus trips to Greek Peak on consecutive Saturdays beginning in early January. This club is a learn to ski program that provides lessons for the beginner, although members ski, skiboard, or snowboard at various skill levels. Students can purchase several different program packages or a season pass through the club in fall.

Smoke Signals – OFA School Newspaper

Ms. Theresa Heimbuecher and Mrs. Stephanie Mills, Co-Advisors

This club is open to any student at OFA who has an interest in writing and creativity. Members meet weekly to discuss & plan articles.

Students Against Drunk Driving (SADD) – Ms. Joan Beck, Advisor

SADD is an open club to all students at OFA. The mission is to keep 'Not Drinking & Driving' at the forefront of our students minds. The club sponsors a variety of activities each year to accomplish the goal such as Grim Reaper Day, Holiday candy

giveaways, the SADD Art & Literature Contest as well as supporting the Senior Class Chem Free After Prom Party. Any student who will help SADD achieve the mission is welcome!

Yearbook – Mrs. Holly Stefanski, Advisor

Yearbook has many opportunities for student participation from design to photography. Club members create a 176-page book, which chronicles events throughout the school year. Yearbook is open to all students at OFA.

Yorkers – Ms. Holly Stefanski, Advisor

Yorkers give students opportunities to explore New York State history and participate in hands-on history activities. Students create projects that they enter for competition at the state convention that annually during May in a different city each year. There is a dues fee that members must pay each year to the state organization. Yorkers is open to all students at OFA.

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