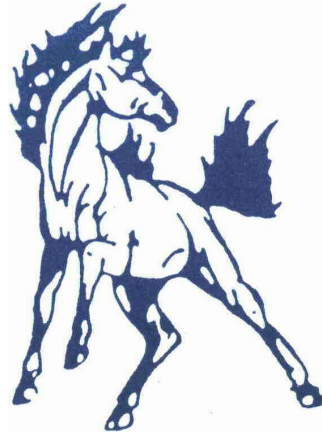


# *Cairo-Durham Central School District*

## **High School Curriculum Guide**



**Cairo-Durham High School**

Student Name \_\_\_\_\_  
 Parent Signature \_\_\_\_\_

*Course Selection Sheet 2018-19  
 Grades 9-12*

<p><b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>- English 9 ENG8100</li> <li>- English 9 Honors ENG8110</li> <li>- English 10 ENG8200</li> <li>- English 10 Honors ENG8210</li> <li>- English 11 ENG8300</li> <li>- English 12 Fall ½ ENG8400</li> <li>- English 12 Spring ½ ENG8401</li> </ul>	<ul style="list-style-type: none"> <li>- *College English 101 ½ ENG8420</li> <li>- *College English 102 ½ ENG8421</li> <li>- *AP English Literature ENG8430</li> <li>- *AP English Language ENG8431</li> <li>- *American Literature ½ ENG8422</li> <li>- *British Literature ½ ENG8423</li> </ul>	<ul style="list-style-type: none"> <li>- *Public Communications ½ ENG8402</li> <li>- *Interpersonal Communications ½ ENG8403</li> <li>- Creative Writing ½ ENG8006</li> <li>- Creative Writing II ½ ENG8007</li> <li>- Young Adult Literature ½ ENG8010</li> <li>- Young Adult Literature II ½ ENG8011</li> </ul>
<p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>- Environmental Science SCI8101</li> <li>- Earth Science/Lab SCI8100</li> <li>- Living Environment/Lab SCI8200</li> <li>- Living Environment Honors/Lab SCI8210</li> <li>- Chemistry/Lab SCI8300</li> <li>- Chemistry Honors/Lab SCI8210</li> <li>- Physics/Lab SCI8400</li> </ul>	<ul style="list-style-type: none"> <li>- General Chemistry SCI8304</li> <li>- Food Science SCI8002</li> <li>- Meteorology ½ SCI8001</li> <li>- Astronomy ½ SCI8000</li> <li>- DL Vet Science AGR8000</li> <li>- Health ½ HED8300</li> </ul>	<ul style="list-style-type: none"> <li>- *DL College Biology ½ SCISCI8420</li> <li>- *DL The Brain ½ SCI8424</li> <li>- *College Physics/Lab SCI8421</li> <li>- *AP Biology/Lab SCI8431</li> <li>- Science for Allied Health Studies A ½ SCI8402</li> <li>- Science for Allied Health Studies B ½ SCI8403</li> </ul>
<p><b>SOCIAL STUDIES</b></p> <ul style="list-style-type: none"> <li>- Global 9 SOC8100</li> <li>- Global 9 Honors SOC8110</li> <li>- AP World History I SOC8130</li> <li>- Global 10 SOC8200</li> <li>- Global 10 Honors SOC8210</li> <li>- *AP World History II SOC8230</li> <li>- US History SOC8300</li> <li>- *College US History SOC8320</li> <li>- *AP US History SOC8330</li> <li>- Part. in Government ½ SOC8400</li> <li>- Economics ½ SOC8401</li> </ul>	<ul style="list-style-type: none"> <li>- *College Government ½ SOC8420</li> <li>- *College Economics ½ SOC8421</li> <li>- *AP Government SOC8430</li> <li>- *Psychology I ½ SOC8321</li> <li>- *Psychology II ½ SOC8322</li> <li>- History/Film ½ SOC8007</li> <li>- Vietnam War ½ SOC8006</li> </ul>	<ul style="list-style-type: none"> <li>- Holocaust ½ SOC8003</li> <li>- World War II ½ SOC8001</li> <li>- Peer Group Connection SOC8402</li> <li>- DL Criminal Justice ½ SOC8013</li> <li>- DL Philosophy ½ SOC8014</li> <li>- DL History of Rock Music ½ SOC8016</li> <li>- Edible History ½ SOC8004</li> <li>- World Issues ½ SOC8015</li> </ul>

<p>— — — — —</p>	<p><b>MATH</b></p> <p>Algebra MAT8100 Algebra IA MAT8101 Algebra Concepts ½ MAT8150 Geometry Honors MAT8110</p>	<p>— — — — — — —</p> <p>Geometry/Trig MAT8301 Geometry MAT8200 Algebra II Honors MAT8211 College Math Prep MAT8302 Algebra II MAT8303 Topics in Math MAT 8400</p>	<p>— — — —</p> <p>*Pre Calculus MAT8320 *AP Calculus MAT8430 *College Statistics MAT8421 *AP Statistics MAT8431</p>
<p>— — — — — — —</p>	<p><b>MODERN LANGUAGE</b></p> <p>World Cultures LAN8000 French IB LAN8102 French II LAN8103 French III LAN8201 *DL French IV LAN8323 *DL French V LAN8421</p>	<p>— — — — —</p> <p>Spanish IB LAN8100 Spanish II LAN8101 *Spanish II Honors LAN8110 Spanish III LAN8200 *Spanish IIIH LAN8210</p>	<p>— — — — —</p> <p>*Spanish 3H/4 LAN8320 *Spanish IV LAN8321 *Spanish IV Honors LAN8322 *Spanish V LAN8420 DL Sign Language LAN8003</p>
<p>— — — —</p>	<p><b>OCCUPATIONAL EDUCATION</b></p> <p>Career/Financial Mgt. A ½ BUS8102 Career Research Seminar ½ BUS8302 Computer Essentials ½ BUS8100</p>	<p>— — —</p> <p>Life Skills ½ BUS8200 Sports Ent. Marketing ½ BUS8302 *Accounting BUS8420</p>	
<p>—</p>	<p><b>FAMILY &amp; CONSUMER SCIENCE</b></p>	<p>—</p> <p>Food Prep &amp; Nutrition ½ FCS8001 Food &amp; Nutrition ½ FCS8000</p>	<p>—</p> <p>Child Studies ½ FCS8002 Adolescent Psychology ½ FCS8003</p>
<p>— — — — — —</p>	<p><b>ART</b></p> <p>Studio Art ART8100 Drawing Painting ART8000 *Drawing and Painting II ART8006 Ceramics ART8002 Industrial Design ART8005</p>	<p>— — — — —</p> <p>Sculpture ART8004 *Graphic Design ART8001 *Graphic Design II ART8008 *Digital Photography ART8003 Digital Photography II ART8007</p>	<p>— — — —</p> <p>*AP Art History ART8430 *AP Studio Art 2D ART8431 Fashion Design ½ ART8010 Interior Design ½ ART8009</p>
<p>— — —</p>	<p><b>MUSIC</b></p> <p>H.S. Concert Band ½ MUS8000 H.S. Jazz Band ½ MUS8002</p>	<p>— — —</p> <p>Hand Bell Choir ½ MUS8004 Music Theory MUS8300 H.S. Chorus ½ MUS8001</p>	<p>— —</p> <p>Women's Choir ½ MUS8003 Digital Music Synthesis MUS8007</p>

<p>— —</p>	<p><b>TECHNOLOGY</b>  Wood Working TEC8000 *Digital Electronics TEC8320</p>	<p>— —</p>	<p>*Intro to Engineering TEC8120 *Civil Engineering &amp; Arch TEC8420</p>	<p>— —</p>	<p>Principles of Engineering TEC8421 Computer Science TEC8422</p>
					<p><u>*Denotes classes where college credit may be earned</u></p>

Cairo-Durham High School Guidance Department

Student's Name \_\_\_\_\_

Grade 9 Entry Date \_\_\_\_\_

Graduation Requirements: 22 credits

Check indicates successful completion.

- English 9
- English 10
- English 11
- English 12
- Global 9
- Global 10
- US History
- PIG
- Economics
- Electives (3.5)

- Math 1 \_\_\_\_\_
- Math 2 \_\_\_\_\_
- Math 3 \_\_\_\_\_
- Science 1 \_\_\_\_\_
- Science 2 \_\_\_\_\_
- Science 3 \_\_\_\_\_
- PE (2) \_\_\_\_\_
- Foreign Language
- Health (.5)
- Art and/or Music

Regents Diploma Requirements: (65 or higher)

- Social Studies 1 Regents \_\_\_\_\_
- Math 1 Regents \_\_\_\_\_
- Science 1 Regents \_\_\_\_\_
- ELA Regents \_\_\_\_\_
- Pathways Regents \_\_\_\_\_

Social Studies                      Math                      Science

Advanced Regents Designation - Add the following:

- Math 2 Regents
- Math 3 Regents
- Science 2 Regents
- 3 units in a Foreign Language

\*\*Students who do not obtain 3 units in a Foreign Language may satisfy this requirement though a 5-unit sequence in Fine Arts, Music, Business, Family and Consumer Science, or Career and Technical Education.

\*\* 90 Average for Regents Examinations = Diploma with Honors

Additional Notes:

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# ENGLISH

## **English 9R**

*Prerequisite: Successful completion of English 8*

Credit: 1

This is a **Regents** level course focusing on the elements of literature and writing. The student will read works such as: *The Pearl*, *Romeo and Juliet*, and teachers' choice. These works as well as a selection of short stories, poems, and non-fiction will be analyzed and discussed throughout the year. Literature essays, creative writing projects and journals will be assigned in conjunction with the literature read. Vocabulary, spelling, grammar, and usage will supplement the reading and writing lessons. Students in English 9 will also be expected to complete a research paper on an approved topic.

## **English 9R Honors**

*Prerequisite: Successful completion of English 8E Honors and the recommendation of the student's English instructor.*

Credit: 1

This Regents level course has been designed as a stepping-stone for those students who will eventually enter the Advanced Placement English: Literature and Composition course in 12th grade. English 9R Honors requires the student to complete a course of study that not only prepares them for the Comprehensive English Regents they will take in 10th grade, but will also advance the student's reading, writing, and oral communication. Students will read *The Good Earth*, *Great Expectations*, *The Pearl*, *Romeo and Juliet* and two additional novels that the teacher will choose.

## **English 10R**

*Prerequisite: Successful completion of English 9R or 9H*

Credit: 1

Emphasis of course work centers on preparation for 11th grade Regents Exam. The literature program includes a unit on each of the following types of literature: short story, novel, nonfiction, drama and poetry. These forms are studied in depth with an emphasis on theme, symbolism, irony and other literary techniques. Writing skills are emphasized in units dealing with paraphrasing and leading to more in-depth compositions and literary essays. Vocabulary and spelling are taught separately but integrated into writing assignments. Listening and speaking skills are developed through informal discussion and two oral reports.

## **English 10 Honors**

*Prerequisite: Successful completion of English 9 Honors or the recommendation of the student's 9 grade teacher.*

Credit: 1

In addition to the material in English 10R, an additional challenging novel is covered. Class discussion focuses primarily on more thought-provoking topics. There is additional emphasis on essay writing, and more creative assignments are done. The ultimate goal of the course is to prepare students for Advanced Placement English.

## **English 11R**

*Prerequisite: Successful completion of 10R or 10H English*

Credit: 1

English 11 is a Regents level course aimed at and beyond the state examination. It involves in depth studies of all forms of literature, stressing symbolic, thematic and philosophical interpretations as well as the works' relationship to each other, to the students, and to the outside world. An acceptable level of writing competence is achieved and maintained by the use of frequent essays and compositions in which grammatical accuracy, organization of thought and clarity of expression are required, an acceptable level of listening and speaking skills is achieved by a variety of assignments.

## **Senior English Courses**

### **Creative Writing, I & II**

*Prerequisite: Successful completion of 10R or 10H English*

Credit: ½ each

This course will cover a variety of creative writing genres. Topics of study in the course will include the four main units of poetry, short story, drama and memoir writing. In each of these areas of study students will gain knowledge and skill in such literary techniques as character development, tone, figurative language, foreshadowing, irony, and symbolism.

Throughout the course students will be engaged in the writing process; from prewriting, to drafting, to revising, to editing, to sharing their writing with others. The course will also touch on the publication process itself, so that students who are serious about their

writing may understand and begin working through the process of submitting their writing pieces to publishing companies and magazines.

### **STUDENT EVALUATION:**

Students will be evaluated through several different formative and summative methods. Students will keep a daily writing journal, as well as be given several quizzes and tests on writing genres and techniques. The main method of evaluation, however, will be students' own creative writing pieces in each of the four main unit areas. These pieces will be compiled together into a professional writing portfolio at the end of the course

## **Young Adult Literature, I & II**

*Prerequisite: Successful completion of 10R or 10H English, Note: YA I is not a prerequisite to YA II*

Credit: ½ each

This YA Literature course is intended for junior and senior students who enjoy reading and would like to study literature published in the twenty-first century. Novels and movie clips will be read/viewed and critically analyzed from the perspectives of genre, theme, author style, communication, and cultural/social issues. Students will be afforded time for “book club” style group discussions, encouraging self-expression/perspectives in order to share and enhance overall depth of understanding in regard to the literary work and real-life experiences. In addition, students will participate in group presentations representative their understanding and learning.

## **Interpersonal Communication**

*Prerequisite: Successful completion of 10R English*

Credit: ½

An introductory course that blends research and theory to help students build effective interpersonal communication skills. The course explores such basic topics as self-concept and self-disclosure, listening, verbal and non-verbal messages, perception, emotions, and conflict management. Other communications topics include sexual harassment, sex and gender roles, cultural differences, power and relationships, assertiveness training, and communication ethics. *This course is offered for CGCC credit.*

## **Public Communication**

*Prerequisite: Successful completion of 10R English*



Credit: ½

A balance of writing and speaking are required for this course through the preparation and presentation of numerous oral reports. Spelling and vocabulary are based on terminology dealing with debate and the various elements of giving a speech. *This course is offered for CGCC credit.*

## **English 12 Fall & English 12 Spring**

*Prerequisite:* Successful completion of English 11R

Credit: ½ each

The focus of English 12 revolves around “real world” communication, and skills required for success in that area. Reading, writing, speaking, and listening are emphasized, all concentrating on situations students will likely encounter following graduation from high school. Students will be involved in education of the self through activities such as interest surveys, independent research, debate, and critiques.

## **College English 101 Composition**

*Prerequisite:* None

Credit: ½

An introductory course emphasizing the process and patterns of writing college-level expository prose. Included are reading assignments; extensive practice in writing clear, well-developed, grammatically correct essays; a research paper and an oral presentation. *This course is offered for CGCC credit.*

## **College English 102 Composition and Literature**

*Prerequisite:* EN101

Credit: ½

This course continues the reading and writing of EN 101. Readings range from short stories and poetry to plays and/or novels. Writing includes both formal and informal criticism or analysis of the texts. *This course is offered for CGCC credit.*

## **American Literature**

*Prerequisite: EN101 or AP English*

Credit: ½

This course familiarizes students with representative authors and intellectual currents from Naturalism up to today. Works will be placed in historical context as well as studied for their portrayal of universal human values and their authors' particular visions. *This course is offered for CGCC credit.*

## **British Literature**

*Prerequisite: EN101 or AP English*

Credit: ½

Study of representative authors and intellectual currents in British literature from Anglo-Saxon times to the present. *This course is offered for CGCC credit.*

## **AP English Literature and Composition**

*Prerequisite: College Prep or Instructor Recommendation*

Credit: 1

This course involves students in careful reading and critical analysis of imaginative reading. Through the close reading of selected texts, student will deepen their understanding of 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 such as the use of figurative language, imagery, symbolism and tone. This class is taught on a *College Freshman* level. A fee is required to participate in the AP College Exam for College Credit.

## **AP English Language**

*Prerequisite: College Prep or Instructor Recommendation*

Credit: 1

As described by the College Board, AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical,

and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports).

Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). The course helps students understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse. This class is taught on a *College Freshman* level. A fee is required to participate in the AP College Exam for College Credit.

## MATHEMATICS

### Algebra 1A

*Prerequisite: Students may enroll in this course only with an IEP requirement, teacher/administrator recommendation, or a low score on the NYS Math 8 Assessment. It is the first of three math courses needed for high school graduation.*

Credit: 1

This is year one of a two-year program for Algebra. Students will work on developing their problem solving skills while exploring relationships involving algebra, geometry, and other topics. Following this class students will be enrolled in Algebra 1 and take the regents at the end of that year.

### Algebra

*Prerequisite: Successful completion of grade 8 Math*

Credit: 1

Major topics covered are algebra, functions, and statistics. A passing grade is needed to satisfy the state requirement. A graphing calculator is allowed for some topics. If you purchase a graphing calculator, the department recommends the Texas Instrument TI-84 plus with flash technology. Students must take the Algebra 1 Regents at the conclusion of this course. Required materials: notebook,

writing implement, and textbook.

## **Algebra Concepts**

*Prerequisite: None, but must be enrolled in Algebra*

Credit:  $\frac{1}{2}$

This is a supplemental course taken in combination with Regents Algebra. The course is meant to support the teachings in Algebra and provide a structured time to practice these skills.

## **Geo/Trig**

*Prerequisite: Successful completion of Algebra*

Credit: 1

This is a non-regents course that allows students to explore geometric and trigonometric relationships. Students that are successful in this course can continue on to College Math Prep or could go on to take regents level Geometry. Topics include: logic, triangle relationships, coordinates geometry, circle, systems of equations, rational expressions and trigonometric functions.

## **Geometry**

*Prerequisite: Successful completion of Integrated Algebra*

Credit: 1

The course is basically broken down into four major topics: Logic, Geometry, Algebra, Probability, Permutations and Combinations  
Logic. Reviews Integrated Algebra material and continues with Geometry concepts including proofs, parallel lines, polygons, circles, congruencies, similarity, graphing and transformations. Algebra is reinforced from extending knowledge of solving equations, factoring and algebraic expressions. Probability includes work with permutations, combinations, and binomial theorem. A scientific calculator is required.

## **Algebra II**

*Prerequisite: Successful completion of Geometry or College Prep. Math*

Credit: 1

This course is broken down into these major topics: Algebra skills, Relations and Functions including Logarithms Transformations- review and extension to composition. Trigonometry-sine, cosine, tangent, and many of their uses and complex number systems. The student should have a scientific calculator. A graphing calculator is recommended (Texas Instruments 83+).

## **College Math Prep**

*Prerequisite: Successful completion of Geometry or Geo/Trig*

Credit: 1

Students will participate in review of Integrated Algebra topics, be introduced to topics studied in Algebra 2 Trig with heavy emphasis on algebra skill development and word problem solving. A scientific calculator is required.

## **Topics in Mathematics**

*Prerequisite: 2 credits of any Math*

Credit: 1

This full year course is broken into two main themes:

- 1) Financial Algebra: an algebra-based, applications oriented course that is a hybrid of Algebra 2, Pre-calculus, and Statistics. Topics that will be covered include: Modeling a Business, Consumer Credit, Investments, Income Taxes, and Retirement.
- 2) Mathematics in Practice: An exploration of mathematics and its application in a variety of fields. Topics to include: game theory, statistical analysis, construction geometry, and nanotechnology.

## **Pre-Calculus**

*Prerequisite: Successful completion of Algebra II*

Credit: 1

This class takes a deeper look at functions to follow up on material started in three sequential mathematics courses. Topics include: Graphing functions and relationships between graphs, methods of solving quadratic equations, using matrices to solve systems of

equations, an in depth look at trigonometric functions and their graphs, a look at inverse trigonometric functions, a study of the exponential and logarithmic functions that were introduced in the three sequential mathematics courses, a careful examination of the equations and graphs of the conic sections, an introduction to limits and derivatives which leads directly into a study of calculus in the next course.

The Texas instruments TI-83, TI-83+, TI-84 or silver editions of these graphing calculators are acceptable. The graphing calculator is used extensively to illustrate the relationships between analytic and graphing approaches to the material presented. *This course is offered for CGCC credit.*

## **AP Calculus**

*Prerequisite: Successful completion of Pre-Calculus*

Credit: 1

This class includes the following topics: Limits and continuity, derivatives - slopes, tangents, normals, velocity, speed, acceleration, methods of differentiation minima and maxima, predicting behavior of functions related rates of change, integration - area, volume, transcendental functions - the natural logarithm, exponential functions

The Texas instruments TI-83, TI-83+, TI-84 or silver editions of these graphing calculators are acceptable. This instrument is used throughout the course, and its use is a requirement for success on the Advanced Placement Mathematics AB exam.

## **Statistics**

*Prerequisite: 3 years of math*

Credit: 1

An introductory course in the study of statistics and probability. A brief discussion of major topics that are covered in a college-level statistics course. It is a non-calculus based statistics course. The major topics include displaying data, linear regression, probability and inference. *This course is offered for CGCC credit.*

## **AP Statistics**

*Prerequisite: 3 years of math*

Credit: 1

A non-calculus based statistics course, which focuses on the major themes of statistics. It will be most useful for students considering majors in science, engineering, mathematics, business, psychology or social sciences. The course is built around four main topics: exploring data, planning a study, probability as it relates to the distribution of data and inferential reasoning.

## HEALTH

### Health 11

*Prerequisite: None.*

Credit: ½

The primary objective of High School Health is to enable students through increased knowledge, improved awareness and self-esteem to achieve a higher level of wellness. Topics covered include mental health, substance abuse prevention, disease prevention and control, nutrition, fitness and human sexuality. Grading will be assessed by, but not limited to class participation, homework & class work, projects, tests, and final examination.

## SCIENCE

All Regents Science Courses require the completion of **1200 minutes of hands-on satisfactory lab experience** in order to take the Regents exams and must be held on file for 1 year.

### **The Living Environment (Regents Biology)**

*Prerequisite: Successful completion of 8th grade Science and 1 credit of HS mathematics is recommended.*

**Class Schedule:** One half block every day for a full year and the lab requirement as determined by the State. Credit: 1

The Living Environment is an introductory biology course that includes a 1200-minute laboratory component. The curriculum follows New York State Living Environment Core Curriculum Standards: <http://www.emsc.nysed.gov/ciai/mst/pub/livingen.pdf>. The course emphasizes an in depth understanding of major concepts rather than memorization of science facts. Key topics covered include: Characteristics of Living Systems, Human Structure and Function, Reproduction and Development, Genetics and Mechanism of Inheritance, Genetic Engineering, Evolution, Energy Pathways, Disease and Homeostasis, Interdependence, Biotic and Abiotic Interactions, and Technology and the Environment. It is hoped that upon completion of this course students will gain not only an understanding of the natural world but also become scientifically literate individuals who have an understanding of the fundamental concepts of life and who are able to make informed decisions regarding their lives and the future health of the world environment.

Grading is assessed by, but not limited to:

- \*Tests/Quizzes
- \*Homework
- \*Research Projects
- \*Laboratory reports.
- \*Regents Exam

## Regents Earth Science

*Prerequisite: Successful completion of 8th grade science and mathematics is recommended.*

**Class Schedule:** One half block every day for a full year and the lab requirement as determined by the State. Credit: 1

Earth Science is a Regents course that concentrates primarily on the study of the history and structure of the Earth; Meteorology, which is the study of the atmosphere; and Astronomy, which is the study of the Universe. There are eight topics covered. These include:

1. Observation and Measurement
2. Earth Models
3. Resources, Rocks and Minerals
4. The Dynamic Crust
5. Surface Processes and Landscapes
6. Earth's History
7. Meteorology
8. The Earth in Space

Some of the concepts covered in these topics include identification of rocks and minerals, Earth's interior, map work, astronomy, plate tectonics, weathering, climates, and seasons. These topics are covered in detail and it is expected that students come away from the course with a greater understanding and appreciation for the planet we live on and the systems that affect it.



Grading will be assessed by, but not limited to:

- \*Homework
- \*Quizzes
- \*Unit tests
- \*Laboratory Work
- \*Midterm Exam
- \*Regents Exam/Final

All students are expected to take the NYS Regents exam in Earth Science held in June. Prior to the exam students' lab skills will be evaluated. This lab practical exam is administered during class time during the week before the Regents exam.

## Regents Chemistry

*Prerequisite: Successful completion of 8th grade Science, Integrated Algebra, and 1 HS Regents Science credit.*

**Class Schedule:** One half block every day for a full year and the lab requirement as determined by the State. Credit: 1

This course presents a modern view of chemistry suitable for students with a wide range of skills and abilities. The course will lead students to understand and appreciate the development of Chemistry as a field of Science and prepare students in scientific inquiry, measurement and the interconnectedness in common scientific themes. An in-depth study of the history and development of basic chemical concepts is emphasized along with practical applications chemistry provides in our everyday lives.

The outline of topics, which follow, provides the unifying principles of chemistry, which are basic to the understanding of our environment. Topics include:

1. Matter and Energy
2. Atomic Structure
3. Bonding
4. Periodic Table
5. Mathematics of Chemistry
6. Kinetics and Equilibrium
7. Acids and Bases
8. Redox and Electrochemistry
9. Organic Chemistry
10. Nuclear Chemistry

Grading will be assessed by, but not limited to:

- \*Homework
- \*Quizzes
- \*Project work
- \*Unit tests
- \*Laboratory Work
- \*Midterm/Regents/Final

## **Environmental Science**

*Prerequisite: Successful completion of 8<sup>th</sup> grade Science*

Credit: 1

Environmental science is the study of patterns and processes in the natural world and their modification by human activity. To understand current environmental problems, we need to consider physical, biological and chemical processes that are often the basis of those problems. This course will give you the skills necessary to address the environmental issues we are facing today by examining scientific principles and the application of those principles to natural systems. This course will survey some of the many environmental science topics at an introductory level, ultimately considering the sustainability of human activities on the planet.

## **General Chemistry**

*Prerequisite: Successful completion of 8th grade Science*

Credit: 1

This course presents a modern view of chemistry suitable for students with a wide range of skills and abilities. The course will lead students to follow the development of Chemistry as a field of Science and prepare students in scientific inquiry and measurement using a hands on approach to lab skill development. A study of the history and development of basic chemical concepts is emphasized along with practical applications chemistry provides in our everyday lives.

The outline of topics, which follow, provides the unifying principles of chemistry, which are basic to the understanding of our environment. Topics include:

1. Matter and Energy
2. Atomic Structure and Bonding
3. Periodic Table
4. Mathematics of Chemistry
5. Kinetics and Equilibrium
6. Acids and Bases
7. Redox and Electrochemistry
8. Organic Chemistry
9. Nuclear Chemistry

## Regents Physics

*Prerequisite: Successful completion of 8th grade Science, Integrated Algebra, and 1 HS Regents Science credit are recommended.*

**Class Schedule:** One full block every other day for a full year and the lab requirement as determined by the State. Credit: 1

This course follows the NYS Regents Physics Syllabus. The course is math intensive and students should have a solid foundation in algebra and trigonometry before taking this course. Topics included are:

1. Mechanics
2. Energy Electricity and Magnetism
3. Wave Phenomena
4. Modern Physics

Grading will be assessed by, but not limited to:

- \*Lab work
- \*Quizzes/Tests
- \*Homework
- \*Regents Exam

## Advanced Placement Biology

*Prerequisite: Successful completion of Regents Biology and **Regents Chemistry are required.***

Credit: 1

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. The course is a challenging and worthwhile endeavor for any student who has taken Regents Biology and Chemistry. It allows students the opportunity to not only experience a college level course but also to gain college credit while still in high school. The major topics studied in this course include molecules and cells, heredity and evolution, and organisms and populations. Additionally, students will participate in numerous lab experiences. Of these experiments a significant emphasis is placed upon genetic engineering. Students will transform wild type bacteria into bacteria that produce a green fluorescent protein. Students will also use restriction enzymes to lyse DNA and electrophoresis to produce DNA fingerprints. Other laboratories include spectroscopy of plant pigments, fetal pig dissections and cell respiration in peas.

Grading will be assessed, but not limited to:

- \*Homework
- \*Quizzes/Test
- \*Lab work
- \*Projects
- \*Midterm Examination

## **Astronomy**

*Prerequisite: Successful completion of Living Environment and Earth Science.*

Credit: ½

This is an introductory course that will introduce students to important concepts in astronomy. Course content will include: the history of astronomy, manned spaceflight, observation, telescopes, gravity, motion, the solar system, galaxy, and structure of the universe.

## **Meteorology**

*Prerequisite: Successful completion of Living Environment and Earth Science.*

Credit: ½

Meteorology is a lecture and laboratory course focusing on the atmosphere and weather forecasting. Course content will include: atmospheric optics, weather based geography, glaciers, storms, and climate.

## **Food Science**

*Prerequisite: Successful completion of Living Environment and Earth Science.*

Credit: 1

The fundamental biological, chemical and physical scientific principles associated with the study of foods; topics include food composition and nutrition, food additives and regulations, food safety and toxicology, food processing, food engineering, food biotechnology, product development and sensory evaluation.

## **Science for Allied Health Studies (A and B)**

*Prerequisite: Two Regents Science Courses 80 or better, three Science courses 65 or better, with consideration for unique student situations.*

Credit: ½

This course is a selected topics course intended to strengthen the underlying Biology and Chemistry skill level of students interested in pursuing post-secondary study at the Community College level in the Allied Health Services such as Nursing, Medical Assisting, Mortuary Science, Phlebotomy and similarly situated professional studies. The competition for entrance into these types of programs is becoming more intense as the Nursing shortage reduces the number of available Nursing instructors; and by extension, the number of available seats for students. Strengthening these specific Science skills for this segment of the student body is intended to improve the ability of students to compete and secure placements in these programs immediately after High School.

# **SOCIAL STUDIES**

## **Global History and Geography I RE**

*Prerequisite: Successful completion of Social Studies 8*

Credit: 1

In accordance with the New York State Department of Education, this curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines. The course of study includes history that spans from the Paleolithic Age to the French Revolution. The course serves as one of two years in preparation for New York State Global History and Geography Regents. Students will take the Global History and Geography Regents at the end of their sophomore year.

## **Global History and Geography I Honors**

*Prerequisite: Successful completion of Social Studies 8*

Credit: 1

In accordance with the New York State Department of Education, this curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines. The course of study includes history that spans from the Paleolithic Age to the French Revolution. The course serves as one of two years in preparation for New York State Global History and Geography Regents. Students will take the Global History and Geography Regents at the end of their sophomore year.

*This course differs from the Regents course in its additional readings, high level of critical thinking, and increased focus on historical research and writing. Students must complete a required summer assignment in order to enroll in this class.*

## **Advanced Placement World History I**

*Prerequisite: Successful completion of Social Studies 8*

Credit: 1

This is the beginning of a two-year sequential course open to ninth graders that serves to fulfill both the regents Global History and Geography I requirement in addition to giving students the opportunity to receive college credit by taking the advance placement world history exam at the end of their tenth grade year. Students may not enroll late or after the first year of the course due to the vigorous course requirements and substantial workload. This first course examines world history by focusing on broad trends that took place in the global context of the world from 8000 B.C.E. until the early 19<sup>th</sup> Century. An analytical look at various cultures, relationships, events, and perspectives will shape the course with focus on “big picture” history within 5 general periods. Students will be expected to complete intensive reading and writing assignments throughout the course in addition to actively participating in class discussions. Students should expect a minimum of 1.5 hours of homework per school night. All students who choose to enroll in the course must complete a required summer assignment.

## **Global History and Geography II RE**

*Prerequisite: Successful completion of Global History and Geography I*

Credit: 1

See description above and topic below.

OVERVIEW/DESCRIPTION: This course is broken down into three units:

- I. Industrialism and a New Global Age
- II. World Wars and Revolutions
- III. The World Since 1945

GRADING: Grades are based on the following:

1. Homework
2. Test
3. Quizzes
4. Class Work
5. Projects

## **Global History and Geography II Honors**

*Prerequisite: Successful completion of Global History and Geography I*

Credit: 1

This course is designed to provide a more challenging curriculum and course of study to those students who have been identified by the Social Studies Department as exceptionally independent learners who wish to be challenged to even higher level and more critical thinking than is presented in the standard course. It should be understood that participation in this course depends upon **total student commitment to scholarship.**

OVERVIEW/DESCRIPTION: This course is broken down into three units:

- I. Modern Patterns of World History: The Era of European Dominance
- II. The Crisis of the Twentieth Century
- III. Toward a Global Civilization: The World Since 1945

GRADING: Grades are based on the following:

1. Homework
2. Test
3. Quizzes
4. Class Work
5. Projects

## **Advanced Placement World History II**

*Prerequisite: Successful completion of Global History and Geography I*

Credit: 1

This is the latter part of a two-year sequential course open to tenth graders who already completed the ninth grade portion of the course. This course fulfills both the regents Global History and Geography II requirement in addition to giving students the opportunity to receive college credit by taking the advance placement world history exam at the end of this year. Students will also prepare for the Global History and Geography Regents Exam. This second course examines world history by focusing on broad trends that took place in the global context of the world from the mid 19th century until present day. An analytical look at various cultures, relationships, events, and perspectives will shape the course with focus on “big picture” history within 5 general periods. Students will be expected to complete intensive reading and writing assignments throughout the course in addition to actively participating in class discussions. Students should expect a minimum of 1.5 hours of homework per school night. All students who choose to enroll in the course must complete a required summer assignment.

## **United States History and Government**

*Prerequisite: Successful completion of Global History and Geography I&II*

Credit: 1

This course is a full-year survey of United States History with a special emphasis on the U.S. Constitution and government of the United States. Students will understand basic civic principles and how different individuals and groups have impacted public policy and constitutional change. In addition, students will explore the rich cultural heritage of the United States. The final exam for this course will be the United States History and Government Regents examination in June which is required for high school graduation.

- I. Geography
- II. Foundations of American Society (to 1754)
- III. Balancing Liberty and Order, 1753-1820
- IV. An Emerging New Nation, 1783-1855
- V. Division and Uneasy Reunion, 1846-1877
- VI. Expansion: Rewards and Costs, 1850-1915
- VII. The US on the Brink of Change, 1890-1920
- VIII. Boom Times to Hard Times, 1920-1941
- IX. 1945-Present



## College U.S. History

*Prerequisite: Successful completion of Global History and Geography I&II*

Credit: 1

A survey course that begins with an overview of United States history from colonial times into the 21st century. The primary emphasis will focus on the development of a constitutional system as well as the social and economic events that helped shape early America. Topics include the Colonial period, American Revolution, the ratification of the Constitution, Jacksonian democracy, the forces that led to the development of the Civil War and the lingering impact of the war on contemporary America. *This course is offered for CGCC credit.*

## Advanced Placement United States History

*Prerequisite: Successful completion of Global History and Geography I&II*

Credit: 1

**Course Thesis:** The understanding of the American experience is an ongoing development of democracy and capitalism, which helps facilitate liberty and equality through the comprehension of the present and the prediction of the future.

**Course Objectives:** In this course, students will have the opportunity to:

1. Develop an appreciation for the study of history;
2. Develop an appreciation for and understanding of the process of historical inquiry;
3. Develop a better understanding of U.S. history in political, economic, social, and cultural terms;
4. Develop a better understanding of the great issues that are at the heart of American history;
5. Improve writing, research, and critical skills;
6. Improve thinking skills-specifically to develop ability to analyze historical documents;
7. Develop an understanding of present-day United States and our relationship as citizens.
8. Take the AP exam in May.

**Course Units:**

1. The Exploration, Discovery and Settlement 1492-1700
2. Colonial and Revolutionary Period to 1783
3. Republicanism, Nationalism, and Democracy, 1776-1830
4. Expansion, War and Reconstruction, 1824-1877

5. The New Nation, 1877-1920
6. Foreign and Domestic Change, 1895-1928
7. Domestic and World Crises, 1929-1945
8. Contemporary America, Since 1945
9. Constitutional Foundations of United States Government

## Participation in Government

*Prerequisite: Successful completion of Global History and Geography I&II and Social Studies 11*

Credit: ½

This course is a one-semester basic introduction to Participation in Government. It is a required course for all seniors in New York State. **You must successfully complete this course in order to graduate.**

### Course Overview:

The study of civics, citizenship, and government involves learning about political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. Central to civics and citizenship is an understanding of the roles of citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities. This course requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

### Course Objectives:

To help students:

1. Make sense out of all the American political events occurring and being discussed around them.
2. Prepare to become engaged in adult political life
3. Prepare to become involved in the political conversations that are central and vital to human communities, especially in democratic societies.
4. Be prepared for American Government/Politics courses in college
5. Develop the kinds of skills necessary for success at the college level.

## Economics

*Prerequisite: Successful completion of Global History and Geography I&II and Social Studies 11*

Credit: ½

This course is a one-semester basic introduction to economics. It is a required course for all seniors in New York State. **You must successfully complete this course in order to graduate.**

**Course Overview:**

This course focuses on a study of the way in which individuals, households, businesses, and the government participate in the operation of the economy. The primary objective of this course is to teach students the basic tool kit of economic concepts that will enable them to make better choices in the marketplace and the voting booth and therefore become better consumers and citizens. The topics covered in Economics may include, but are not limited to: scarcity, supply and demand, markets, business firms, competition, labor, agriculture, monopolies, and government policy. An analysis of contemporary economic problems like social welfare, competition in the market place and profit will be emphasized. This course also scrutinizes how economic decisions are made in the marketplace. Additionally, through the study of international trade, international finance and globalization this course addresses the manner in which national economies compete on a global scale.

**Course Objectives:**

To help students:

1. Make sense out of all the economic things occurring and being discussed around them.
2. Prepare to become engaged in adult economic life
3. Prepare to become involved in the economic conversations that are central and vital to human communities, especially in democratic societies.
4. Be prepared for economic courses in college
5. Develop the kinds of skills necessary for success at the college level.

## **College Participation in Government**

*Prerequisite: Successful completion of Global History and Geography I&II and Social Studies 11*

Credit: ½

This course studies the structure and functions of American governments, the American pattern of local government, relationship of local to state government, and of both to the federal government. Special emphasis will be on the political institutions and legal system of the State of New York and the municipalities of Columbia and Greene Counties. *This course is offered for CGCC credit.*

## **College Economics**

*Prerequisite: Successful completion of Global History and Geography I&II and Social Studies 11*

Credit: ½

An analysis of industry structures: pure competition, monopoly, monopolistic competition (oligopoly), business costs and the determination of optimal production levels. An in-depth examination of important economic issues such as financial insecurity, the environment and energy policies and a discussion of alternative approaches to addressing these issues. Students will analyze information including that which is presented graphically, and use concepts such as externalities and cost-benefit analysis. *This course is offered for CGCC credit.*

## **Criminal Justice**

*Prerequisite: None*

Credit: ½

This course is a one-semester basic introduction to the Criminal Justice System. Criminal Justice is an ever-present phenomenon in the lives of Americans. Newspapers and television are saturated with crime stories that rivet the attention of almost all citizens. The United States spends about \$150 billion annually on police, prisons, and courts, and well over 2 million people work in the criminal justice system. Due to the fact that this nation is steeped in the matters of criminal justice, this course will provide for students a portrayal of how this massive and far-reaching justice system works.

### **Course Objectives:**

1. Provide students with a basic introduction to the criminal justice system within the United States
2. Expose students to some of the criminal justice matters that they will experience as citizens
3. Analyze the enduring conflict between the competing ideals of crime control and due process.
4. Discuss the critical policy debates confronting the American criminal justice system.
5. Meet with and discuss issues concerning the criminal justice system with professionals employed in the criminal justice field.

## **World War II: “The Second World War” 1939-1945**

*Prerequisite: None*

Credit: ½

This course will be the second part of two half-year sessions, with World War I as the first part of the course. The World War II course will cover the underlying causes, conflicts, short term, and long term events will be studied thoroughly. The causes, action, and results of this greater and more deadly war will be covered in further detail. Within thirty years after the First World War, another global conflict will emerge eventually killing over sixty million people. The failure of Germany’s first experiment with democracy and the rise

of fascism in Europe will be identified as both a result of the First World War and a cause of the Second World War. The study of Japanese imperialism and rapid industrialization will be an essential aspect in covering the war in Asia and the Pacific.

## **Holocaust**

*Prerequisite: None*

Credit: ½

This elective offers an in-depth focus on genocide with focus given to the Nazi Holocaust. Students will read accounts of history from this period from a variety of perspectives. The class will largely be discussion and project based.

## **Psychology I**

*Prerequisite: None*

Credit: ½

This elective offers an introduction to Psychology, including topics on the study and history of psychology, experimental design, child development, physiological psychology, and learning and motivation. The course will offer students the opportunity to observe, analyze and understand behavior.

## **Psychology II**

*Prerequisite: None*

Credit: ½

This elective offers a continuation of an introduction to Psychology, including topics on: personality theories, abnormal psychology, and social psychology. The course will offer students the opportunity to study and understand multiple perspectives and theories regarding behavior. *This course is offered for CGCC credit.*

## **AP European History**

*Prerequisite: None*

Credit: 1

**OVERVIEW/DESCRIPTION:** This course is comparable in scope and challenge to a college level introductory course in European History. Its principal aim is to provide students with an opportunity to master and to demonstrate an overall “knowledge of the basic chronology, major events, and trends in European History from 1450 to the Contemporary Period. Furthermore, its aim is to foster, through an intensive study of specific topics, a deeper understanding of the political, social, economic, and intellectual forces in the historical process. Through the use of primary and secondary source material in conjunction with a standard college level textbook, students should learn to read with discrimination and to express ideas coherently, precisely, and clearly. In this connection, it is hoped that the ability to generalize and interpret, to analyze and weigh evidence from conflicting sources of information, to discern broad trends, and to master relevant details will be developed. Students will gain understanding of the nature of history, the role of the historian, the method employed in the reconstruction of the past, the danger of bias, the importance of objectivity and substantiation, and the relationship of history to the other social sciences and the humanities.

**GRADING:** Grades are based on the following:

1. Homework
2. Test
3. Quizzes
4. Class Work
5. Projects

## **AP United States Government and Politics**

*Prerequisite: None*

Credit: 1

AP United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. AP US Government and Politics will acquaint students with the variety of theoretical perspectives and explanations for various behaviors and outcomes. The topics covered in AP US Government and Politics are usually covered in all college courses.

Students successfully completing this course will:

- Know important facts, concepts, and theories pertaining to U.S. government and politics
- Understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures)
- Be able to analyze and interpret basic data relevant to U.S. government and politics

## **Peer Group Connection**

*Prerequisite: Successful completion of 9<sup>th</sup>- 11<sup>th</sup> Grade. A behavior/commitment contract needs to be signed by student and parent.*

Credit: 1

Peer mentoring is designed to help incoming high school students adjust to their new environment. Senior peer leaders are trained through a course for credit to serve as team mentors to individual freshmen. Peer leaders practice communication, facilitation, active listening, problem solving and leadership skills to develop a greater appreciation for individual differences that they can apply to real life situations. Senior Peer Leaders meet one on one and with groups of freshmen to examine peer pressure, relationships, academic concerns and other common issues facing high school students.

This course requires participation in events that occur beyond the school day. As a Peer Leader, a senior is willing to give up their time to support Freshman and the Program. Peer Leaders are seen as role models and are expected to always being following school and community rules.

Grading will be based on the following:

- Journals
- Participation (In and Outside of Class)
- Mentoring Skills
- Role Modeling

## **History Through Film**

*Prerequisite: None*

Credit: ½

This elective offers an introduction to Psychology, including topics on the study and history of psychology, experimental design, child development, physiological psychology, and learning and motivation. The course will offer students the opportunity to observe, analyze and understand behavior.

## **Vietnam War**

*Prerequisite: None*

Credit: ½

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 1960s and early 1970s.

## **Edible History**

*Prerequisite: None*

Credit: ½

This ½ year elective will look at various food and drink and their impacts on the history of specific people, regions, and cultures. Foods that may be explored include: Salt, Potatoes, Chocolate, Coffee, Tea, Sugar and Spices. Students will cook, taste, and study these glorious foods and beverages.

## **World Issues**

*Prerequisite: None*

Credit: ½

This ½ year elective examines the most contemporary issues facing our world today. Students will read, discuss, debate, write position papers, and evaluate a variety of situations and events. Students will also have an opportunity to participate in service based work to combat a particular issue or challenge in their local community.

# **MODERN LANGUAGE**

## **Checkpoint A**

Checkpoint A courses are introductory level courses designed to enable the second language student to communicate with a native speaker who is accustomed to dealing with English-speaking foreigners. (The native speaker anticipates common lexical and structural errors often committed by English-speakers.) Students will develop cross-cultural skills and understandings, which impact upon effective communication for this level. These courses are considered Regents Preparatory components of the foreign language program. Upon successful completion of these sequential courses the student should be able to demonstrate minimal proficiency in the



communication skills of speaking, listening, reading, and writing in the second language. This may be demonstrated by taking the New York State Proficiency Exam in either French or Spanish.

## **French IB**

*Prerequisite: French 8*

Credit: 1

In this course students continue to develop the basic communication skills in French. Students regularly practice speaking, listening, reading and writing in the target language following the New York State Checkpoint A standards for Languages Other Than English (LOTE). Students will learn and actively use the present tense in all communication skills and will be give an introduction to the past and future constructions. Grammar is taught in context along with thematic cultural study. Students will develop cross-cultural awareness through a variety of learning experiences.

Lexical topics covered include:

*Personal Identification, Family, Education, Shopping, Health and Welfare, Community/Neighborhood, Physical Environment, Sports & Leisure, earning a Living, House & Home, Public & Private Services, Meal taking, Food & Drink*

## **Spanish IB**

*Prerequisite: Spanish 8*

Credit: 1

In this course students continue to develop the basic communication skills in Spanish. Students regularly practice speaking, listening, reading and writing in the target language following the New York State Checkpoint A standards for Languages Other Than English (LOTE). Students will learn and actively use the present tense in all communication skills and will be give an introduction to the past and future constructions. Grammar is taught in context along with thematic cultural study. Students will develop cross-cultural awareness through a variety of learning experiences.

Lexical topics covered include:

*Personal Identification, Family, Education, Shopping, Health and Welfare, Community/Neighborhood, Physical Environment, Sports & Leisure, earning a Living, House & Home, Public & Private Services, Meal taking, Food & Drink*

## **World Cultures**

*Prerequisite: None*

Credit: 1

In order to function in today's multicultural world community, it is necessary to develop cross cultural skills and understanding. Attitudes and behaviors are the most important element of interacting with people in our multi-cultural society. The World Cultures Course is an exploration of the following essential questions:

- What is the essence of culture?
- How does culture look in a particular Hispanic or francophone country?
- How do we define our cultural identity?
- What does it mean to be a stranger in a foreign land?

Although this class is open to anyone as an elective, it is specifically designed for students to fulfill the graduation requirement for one unit in LOTE after meeting the two-year seat requirement in French or Spanish.

## **French II**

*Prerequisite: French 8E or French I, French IB*

Credit: 1

In this class, students reinforce their basic skills as well as learn irregular verbs, idioms and structures that will add subtlety and finesse to their communication. Students practice self-expression in the past, present, and future tenses. Students learn how to prepare a typical French meal. Students will learn to tell stories about themselves and others, and travel to other places of interest in France and the French-speaking world.

This is the first of two Checkpoint B courses. Students are expected to complete the Regents sequence of courses including Level II and Level III. Students will review the present tense and expand both passive and active communication skills to include narrating a sequence of events in the past.

## **French III**

*Prerequisite: French II*

Credit: 1

This class is designed to meet the standards of checkpoint B as set forth by NYS. Reinforcement and mastery of basic skills, expansion

of vocabulary, and the use of more complex tenses are the main goals of the class. Students practice expressing themselves more freely and creatively in a variety of situations as part of class requirements.

## **Spanish II**

*Prerequisite: Spanish 8E or Spanish I*

Credit: 1

This course is the first of two Checkpoint B courses. Students are expected to complete the Regents sequence of course including Level II and III. Students will review the present tense and will expand both passive and active communication skills to include narrating a sequence of events in the past, culminating with the telling of a story –complete with background information and description.

Lexical Topics are expanded from Checkpoint A.

## **Spanish IIIH**

*Prerequisite: Spanish 8H*

Credit: 1

This is the first of two Checkpoint B courses. Students are expected to complete the Regents sequence of course including Level II and Level III. Students will review the present tense and will expand both passive and active communication skills to include narrating a sequence of events in the past, and culminating with the telling of a story complete with background information and description.

Lexical Topics are expanded from Checkpoint A courses in great depth.

## **Spanish III**

*Prerequisite: Spanish II*

Credit: 1

This course is the second of two Checkpoint B courses. Students will sharpen their communication skills through extensive practice in speaking, listening, reading and writing activities. Students will further expand their vocabulary and master more complex language structures including the perfect tenses, pronoun usage, and the subjunctive mood. Lexical topics include: Travel, Food, Health and Hygiene, Earning a Living, Public and Private Services

## **Spanish IIIH**

*Prerequisite: Spanish II-H*

Credit: 1

This is the second of two Checkpoint B courses. Students will sharpen their communication skills through extensive practice in speaking, listening, reading and writing activities. Students will further expand their vocabulary and master more complex language structures including the perfect tenses, pronoun usage and the subjunctive mood. Students will write stories in the past along with other expository writing tasks.

## **Checkpoint C**

Checkpoint C courses are post-Regents high school courses designed to enable the continuing student to further develop the communication skills necessary to communicate with a native speaker who is unaccustomed to dealing with foreigners. Students will develop cross-cultural skills and understandings which impact upon effective communication for this level.

## **French IV/V**

*Prerequisite: French III*

Credit: 1

This course offers 3 college credits per year of study through the University in High School Program at S.U.N.Y. at Albany. Students continue to pursue mastery in French from instruction in advanced grammar, literary samples, and creative reading assignments that foster self-expression. At this level, there is a strong focus on speaking skills, culture, and French history. Students are immersed in French and are expected to behave (socially and academically) as college students. Students must bring a notebook, workbook, textbooks and a folder to class every day.

## **Spanish IV/V**

*Prerequisite: Spanish III*

Credit: 1

This two-year college level sequence alternates curricular focus between Spain and Latin America. Students continue to sharpen their communication skills and cultural knowledge through intensive grammar review, and the study of the geography, art history and

literature of the target area. Students do a variety of creative writing assignments both individually and cooperatively. They engage in a variety of communicative activities and are strongly encouraged to assume responsibility for their own learning.

## **BUSINESS**

### **Career/Financial Management A**

*Prerequisite: None*

Credit: ½

This course covers three modules, designed to make students become more aware of business: how and what affects business, both as workers and citizens. A checkbook simulation and creation of a resume will be accomplished. These modules include:

- \*Problem Solving-Decision Making
- \*The Working Citizen: Obligations and Responsibilities
- \*Personal Resource Management

Grading will be assessed by but not limited to:

- \*Homework
- \*Quizzes/Tests
- \*Projects
- \* Class Performance

### **Career Research Seminar**

*Prerequisite: None*

Credit: ½

This half-year business course is designed to prepare students for the career world. Students will learn how important it is to shadow a host employer, as well as importance of being the best employee possible. Students will explore all the possibilities for a successful career in local business, as well as visit these sites and participate in a “normal business day”.

## **Accounting I**

*Prerequisite: None*

Credit: 1

This course covers the accounting cycle and will allow students to accept a position of assistant bookkeeper, payroll clerk, or general clerk. The course also provides a basis for further study at the high school or college level. The course is designed for students who want to learn how to establish a double entry accounting system for a sole ownership, partnership and corporation.

Topics covered include:

- \*Payroll Income Taxes
- \*Financial Statements
- \*Journals
- \*Ledgers
- \*Miscellaneous

Grading will be assessed by but not limited to:

- \*Homework
- \*Quizzes/Tests
- \*Projects
- \* Literature Essays
- \*Vocabulary Notebook
- \*Final Exam

## **Computer Essentials**

*Prerequisite: None*

Credit: ½

This course is designed for any student desiring to become proficient in word processing. Excellent for those going to college or those planning to study computers. Emphasis will be placed on problems, outlines, business letters, and reports.

Grading will be assessed by:

- \*Projects (in class)

\*Tests/Quizzes

## **Life Skills**

*Prerequisite: None*

Credit: ½

This business course prepares students for many of the financial responsibilities they will encounter throughout their life. Students will begin with the importance of making the right career choice, making wise purchases of an automobile, understanding all aspects of purchasing a home, investing for their retirement and creating wills.

## **Sports Entertainment Marketing**

*Prerequisite: None*

Credit: ½

This business elective will focus on real world business perspectives on marketing of the sports world as well as the entertainment industry. Companies of focus include: Nike, NFL, ESPN, Gatorade, and Walt Disney.

# **FAMILY CONSUMER SCIENCE**

## **Food and Nutrition I**

*Prerequisite: None*

Credit: ½

This course provides the opportunity to learn basic food preparation skill, while using nutrition knowledge for everyday living and to develop skills in menu planning. Some of the topics covered include; safety and sanitation, measuring, cooking terms, cooking tools and equipment, nutrition, healthy meal planning, grains, yeast breads, quick breads, fruits, vegetables, milk and dairy, beans, food service and etiquette, and science and technology in food.

## **Food & Nutrition II**

*Prerequisite: Food and Nutrition I (waived for seniors)*

Credit: ½

This course places emphasis on more complex food preparation and planning. Some of the topics covered include: knife skills, clear soups, cream soups, eggs, salads and salad dressings, vegetarian cooking, meat, fish, yeast rolls, coffee cakes, fruit pies and custard pies.

# **TECHNOLOGY**

## **Woodworking**

*Prerequisite: None*

Credit: 1

This class will explore the areas of woodworking to develop the basic skills needed to design and make basic wood products. Students will use a variety of hand tools and power equipment. Areas of study will include wood types, hand and power tool usage, fastening, sanding, and finishing. In all students will make three to four wood projects.

This class is recommended for any technology student or anyone with an interest in woodworking.

## **Introduction to Engineering Design**

*Prerequisite: None*

Credit: 1

This course is a full year drafting class that explores many of the technical drawing areas as well as basic design procedures. Students use a problem-solving model to improve existing products and invent new ones. Using sophisticated three-dimensional modeling software, students communicate the details of the products. Emphasis is placed on analyzing potential solutions and communicating ideas to others. **Students who earn qualifying grades have the opportunity to earn college credit from RIT.** This course can be used by all occupational students to satisfy the Art/Music requirement.



## Civil Engineering and Architecture

*Prerequisite: None*

Credit: 1

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 Architect Project, Planning, Site Planning, Building Design, and Project Documentation and Presentation.

## Digital Electronics

*Prerequisite: None*

Credit: 1

Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. This course is designed for 10th or 11th grade students. **Students who earn qualifying grades have the opportunity to earn college credit from RIT**

## Principles of Engineering

*Prerequisite: None*

Credit: 1

A course that helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. **Students who earn qualifying grades have the opportunity to earn college credit from RIT.**

**ART**

## **Studio Art**

*Prerequisite: NONE*

Credit: 1

Studio Art is a prerequisite art course, which provides an introduction to art through a multi-media experience. Students will learn and apply the elements of art and principles of design to produce creative art projects that reflect their understanding of these concepts.

## **Drawing and Painting**

*Prerequisite: STUDIO ART*

Credit: 1

Drawing and Painting I is a one-credit full year course designed as a skill building exploration into the processes, materials and principles of drawing and painting. Students will develop their observation and accuracy skills as they progress through a variety of classroom assignments. Students will learn to manipulate the elements and principles of art to express their ideas through experiences in pencil, charcoal, pastel, pen and ink, watercolor, acrylic and oil within a context of art appreciation and art history.

## **Digital Photography**

*Prerequisite: NONE*

Credit: 1

This course is an excellent opportunity for students to receive a hands-on introduction to the fundamentals of photography and videography using the digital camera, photo editing software and inkjet printing. Students will experiment with both the technical and expressive aspects of photography and videography as an art form.

## **Graphic Design**

*Prerequisite: STUDIO ART*

Credit: 1

This course is designed for students who have an interest in the field of graphic design and creating artwork on the computer. Throughout the school year, students will be using a variety of art mediums and computer software programs to solve problems and communicate persuasive messages. The elements of art and principles of design are identified and applied to two and three-dimensional projects. ***Students who earn qualifying grades have the opportunity to earn college credit from Columbia-Greene Community College.***

## **Fashion Design**

*Prerequisite: NONE*

Credit: ½

This basic fashion design course encompasses the fashion design process from inspiration through production. Focus is on terminology, design elements and principles, the creative process of inspiration documentation and design experimentation. Students will be required to provide some materials for their projects.

## **Interior Design**

*Prerequisite: NONE*

Credit: ½

This course is an introduction to the field of interior design. Topics of functional and aesthetic elements for residential interiors are covered. Emphasis is placed on: principles and elements of design and the selection and organization of furnishings, floor and wall coverings, window treatments, lighting, and accessories.

## **Ceramics**

*Prerequisite: STUDIO ART*

Credit: 1

Ceramics is a course in which students will explore a broad range of techniques and approaches to three-dimensional art through hand built and wheel thrown clay. Students will learn to approach ceramic artwork as both functional and decorative sculptural objects. Development of technical skills and artistic vocabulary will include scoring, slipping, hand building (slab, coil, and pinch techniques), wheel throwing, bisque firing, painting, and glazing, plus the endless alternative possibilities involved with clay.

## **Sculpture**

*Prerequisite: STUDIO ART*

Credit: 1

This class is designed to expose students to the various techniques and methods related to sculpture. The students will become familiar with the tools and processes needed for individual and collaborative production. Projects stress three dimensional skill development and creative interpretation.

## **Industrial Design**

*Prerequisite: NONE*

Credit: 1

This class will explore the areas of woodworking to develop the basic skills needed to design and make basic wood products. Students will use a variety of hand tools and power equipment. Areas of study will include wood types, hand and power tool usage, fastening, sanding, and finishing. In all students will make three to four wood projects. This class is recommended for any technology student or anyone with an interest in woodworking.

## **AP Studio Art: 2D**

*Prerequisite: DEPARTMENT RECOMMENDATION, 11TH AND 12TH GRADE STUDENTS ONLY*

Credit: 1

This is a portfolio development course in which students are challenged to advance their skills and concepts within a self-directed two-dimensional concentration in preparation for AP Studio Art portfolio submission. The course will emphasize individual investigation though rigorous reflection and critique. *Students who earn qualifying grades have the opportunity to earn college credit from Columbia-Greene Community College or from AP portfolio submission.*

## **AP Art History**

*Prerequisite: Required-GLOBAL 10, Recommended-STUDIO ART, 11TH AND 12TH GRADE STUDENTS ONLY, ENGLISH AND GLOBAL HONORS RECOMMENDED*

Credit: 1

The AP Art History course explores topics such as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to present, the course fosters an in-depth understanding of art from a global perspective. ***Students who earn qualifying grades have the opportunity to earn college credit from Columbia-Greene Community College or from AP EXAM participation.***

## PERFORMING ARTS

### Concert Band

*Prerequisite: Successful completion of 7th/8th Band and/or permission of instructor through audition or successful study through a private teacher.*

**Class schedule:** 1 Half Block every other day for full year.

Credit: ½

Students taking this performance-based class will learn a variety of songs throughout the year, many of which will be performed in a minimum of three concerts a year. Students will learn how to take care of their instrument, become advanced music readers, and learn how to work with other students to bring their separate parts together and create a unified sound. Students will also develop skills needed for sight reading, playing scales, and performing solos. Group lessons are a major component of this course. Students will meet once a week on a rotating basis in small groups to help develop their technical and expressive skills. Students in concert band are also members of the marching band and individual students may be selected to attend NYSSMA Solo Festivals, All-County, Area All-State and All-State Music Festivals.

### Concert Choir

*Prerequisite: Recommendation based on Middle School performance in choir or General Music 7.*

**Class schedule:** 1 Half Block every other day for full year.

Credit: ½

The mixed chorus is a performance-based class that presents a minimum of three concerts per year. During rehearsals there is emphasis on learning proper vocal technique and musicianship skills. The chorus performs music that is representative of different styles and periods in history. Students in the chorus have the opportunity to perform solo, small group and large ensemble repertoire. In addition the class will cover diction, physiology of singing, resonance, registers, and interpretation. Individual students may be selected to attend New York State School of Music Association Solo/Ensemble Festivals, as well as All-County, Area All-State and All-State Music Festivals.

## **Women's Choir**

*Prerequisite: Recommendation based on Middle School or High School performance in choir.*

**Class schedule:** 1 Half Block every other day for full year.

**Credit:** ½

This class provides unique enrichment for girls who elect to be part of a smaller choir, in addition to the larger mixed chorus. The Women's Choir is a performance-based class that presents a minimum of three concerts per year. During rehearsals there is emphasis on learning proper vocal technique and musicianship skills.

## **Jazz Band**

*Prerequisite: Must also be in concert band or have special permission from the teacher.*

**Class schedule:** 1 Half Block every other day for full year.

**Credit:** ½

Students taking this performance-based class will learn a variety of songs throughout the year, many of which will be performed in a minimum of three concerts a year. Students will learn how to take care of their instrument, become advanced music readers, and learn how to work with other students to bring their separate parts together and create a unified sound. Students will also develop skills needed for sight reading, playing scales and solos, and improvising. Students in jazz band are advanced musicians that are selected from members of the concert band. Barring a scheduling conflict, students should already be members of concert band in order to be considered for jazz band.

## **Hand Bell Choir**

*Prerequisite: Must have a thorough knowledge of musical notation or have special permission from the teacher.*

**Class schedule:** 1 Half Block every other day for full year.

**Credit:** ½

Students taking this performance-based class will learn a variety of songs throughout the year, many of which will be performed in a minimum of three concerts a year. Students will learn how to take care of the bells, perform music using multiple hand bell techniques, become proficient music readers, and learn how to work with other students to bring their separate parts together and create a unified sound. Previous knowledge of how to read music is essential to the course. Good attendance is also critical because each student plays a vital role in the ensemble.

## **Music Theory**

*Prerequisite: 8th grade general music*

**Class Schedule:** 1 Full Block every other day for a full year.

**Credit:** 1

Music Theory is a one-year course that is designed to expand upon the skills learned in a previous music course. Students will develop musical skills that will lead to a thorough understanding of music composition and music theory. Through this course of study, students will learn to analyze, synthesize and create music with an understanding of the various techniques used in western music. Some of the included units of study are rhythm, intervals, major and minor scales, key signatures, chords and chord progressions, instrument transpositions, modes, cadences and phrases, and non-chord tones. By the end of the course students will compose their own piece of music.

## **Digital Music Synthesis**

*Prerequisite: 8th grade general music*

**Class Schedule:** 1 Full Block every other day for a full year.

**Credit:** 1

Music Technology This course is an introduction to the fundamentals of using technology to understand, create and record music. Students will be instructed in composition, engineering, editing and recording and will gain exposure to music software, notation programs, sequencing, marketing, and copywriting. Online resources will aid in the students understanding of all basic proficiencies, and completion of projects. Classroom lectures and project demonstrations will be a combination of technical instruction and discussion and analysis of student and professionally recorded materials.

Students will be provided hands-on experience with the technology in order to gain a first hand understanding of the cutting edge innovations that exist in the Music Technology realm. They will be able to demonstrate how technology can be used to aid in the recording and presentation of acoustic instruments as well as how electronic music can be produced or recorded. Such music creation will be explored for the variety of purposes in which it can be heard today: live performance, recorded performance, as a soundtrack to videos footage, along with other creative outlets. Students will use iMacs, MIDI controllers (digital pianos), and GarageBand for creating music and expressing their own ideas. Every student will be working at individual digital audio workstations. The course structure will be a combination of recording and editing sounds and music, presenting projects, and critiquing projects and digital music. Students will produce a portfolio of their creations and critique their music based on the elements of music and digital music synthesis.

# PHYSICAL EDUCATION

*Prerequisite: Successful completion of Middle School Physical Education. This is a **required** course for **all students** every semester, grades 9-12.*

**Class Schedule:** 1/2 Block every other day for 1 full year.

This course is designed to motivate students to become physically active, to develop an attitude that values participation in meaningful physical activity and play while in the pursuit of life-long health and well-being. This will be accomplished by providing a wide range of fitness, team sports and lifetime activities.

## DISTANCE LEARNING OFFERINGS

### **Biology 105 - Topics in Biology - The Human Gene (HVCC)**

SCHOOL DISTRICT: HVCC

**HALF YEAR**

COURSE PREREQUISITES: None

**BRIEF COURSE DESCRIPTION / OUTLINE:** A course designed for an inquiry into the significance of genes and DNA in our everyday life. The personal, biological, political and sociological implications of our ever-expanding understanding of genetics and heredity will be discussed. Topics to be covered include basic biochemical and cellular principles, human organs and their integration into the various body systems, DNA, biotechnology, human development, human genetics and major human diseases.

**OTHER NOTES / MISCELLANEOUS:** 3 HVCC Credits/ 1 high school credit, Required Text: Human Genetics Concepts & Applications, Author(s): Ricki Lewis. Ninth edition Bio 105 Laboratory Manual, Author(s): HVCC Faculty. Third edition Course Fee: Laboratory Fee Final Exam: Yes (No Exemptions)



## American Sign Language I

BRIEF COURSE DESCRIPTION / OUTLINE: American Sign Language (ASL) is a complex visual/spatial language that employs precise hand shapes, movements and positions along with facial expressions and postures of the body to communicate specific meanings. ASL has its own grammar rules and is a natural language that has developed over time by its users. ASL is the native language of many Deaf men and women, as well as some hearing children born to Deaf families, across North America. It is the fourth most common language used in the United States.

Students will learn: Basic historical and cultural perspectives of the Deaf community Sign vocabulary and their components Basic American Sign Language grammar

OTHER NOTES / MISCELLANEOUS: Each student is expected to use American Sign Language skills for a final presentation about themselves as the culminating experience.

## Veterinarian Science

COURSE PREREQUISITES: Grades 10-12. Biology or Ag. Science.

BRIEF COURSE DESCRIPTION / OUTLINE: This course is designed to help students better understand animals. Whether you live in a rural or an urban area, a knowledge of animal diseases, together with health care, is very valuable. Veterinarian science goes far beyond dealing with just the animal. It involves the protection of human health and promotion of human welfare by applying the arts and sciences of medicine to animals. The improvement of animal health safeguards our food supply. Inspection of meat and poultry, along with the care of all food and pet animals, controls the diseases that directly affect mankind. Topics covered will be the normal animal and its functions, animal diseases and their causes, and seven animal systems. Each student will put together a visible animal of their choice as a project associated with the systems.

## Philosophy

BRIEF COURSE DESCRIPTION / OUTLINE: This course will examine the thinking of some of the world's greatest and most accessible philosophers--both Western and Eastern--with a focus on ethics (morals), as political and social philosophy. It will be themed based centering on a given timeless philosophical question such as "What is the good life?" or "What is the ideal form of government?" or "How can we know what we know?" or "How can happiness best be achieved?" Some of the early Western philosophers that will be discussed will include the ancient Skeptics, Cynics, and Epicureans. The course will also examine the key writings on virtue and the ideal society with the help of the great philosophers Socrates, Plato, and Aristotle. Eastern philosophy--Confucianism, Daoism, and Legalism, and Buddhism will also be consulted to weigh in on these matters. Moving in forward in time, the great British philosophers

David Hume and Adam Smith will be consulted for their view on the above questions. And last, but certainly not least, the German school Kant, Hegel, Marx, and Nietzsche. This class will be geared to honors students, but any student who is willing to do the reading and who enjoys intense philosophical discussion will be welcomed to enroll. Several short papers and unit exams would be part of assessment process, as well as participation in the discussions. Eligible for CGCC college credit.

## **The Human Brain**

COURSE PREREQUISITES: Living Environment

BRIEF COURSE DESCRIPTION / OUTLINE: Students will learn the fundamentals of brain science. Brain structure and function will be stressed. Visualization techniques, biochemistry, and neuroplasticity will be covered. Following the fundamentals of brain science, students will choose 10 topics to investigate deeper. The "choice" topics include sleep, neurodegeneration, neuroscience of art and music, language, love, emotion, happiness, among others. The laboratory component will support the "lecture" component. The laboratory activities investigate synapse function, neuroanatomy, action potential, brain waves, optics, sensory systems, neuron impulse, and oxygen depletion. Though at times the course gets fairly specific and involved, the foundation of every lecture and laboratory is how the brain learns.

## **Computer Science**

BRIEF COURSE DESCRIPTION / OUTLINE: This course is designed as an introduction to a range of topics in computer science. Through a series of engaging, hands-on projects, students will begin their study of computing fundamentals, web design, Android app programming, rapid prototyping, and robotics. An emphasis will be placed on developing problem-solving and computational-thinking skills. Students will complete a final exam.

## **Child Studies**

BRIEF COURSE DESCRIPTION / OUTLINE: This course offers students the chance to explore the exciting work of child development. Students will focus on creating a nurturing home environment for children, learning the basics of child care and developing effective parenting skills. Projects include participating in a community service project and a "Baby-Think It Over" experience. Recommended for all students whose interests or career goals include psychology, counseling, social work, education or the human services.

## **Adolescent Psychology**

**BRIEF COURSE DESCRIPTION / OUTLINE:** This course focuses on the scientific study of the biological, cognitive, emotional, personality, and social changes that occur during adolescence. Topics include the effects of heredity and culture, major theorists, moral development, gender role issues and peer and family relationship issues. Students will also learn active citizenship through the completion of a community service project.

## **History of Rock Music**

**BRIEF COURSE DESCRIPTION / OUTLINE:** History of Rock will focus on the rock music of the 1970s into the 1980s and 1990s. We will begin with a brief overview of the origins of rock music, then launch into one of the longest-lasting bands in rock history, AC/DC...from there we will move into progressive rock with Emerson, Lake, and Palmer, Yes, and Pink Floyd...then the British heavy metal of Judas Priest, Iron Maiden, and Def Leppard...next the Seattle sounds of Nirvana and Soundgarden...then the glam rock of David Bowie, Alice Cooper, and Kiss...and much, much more.

This class is designed for students that are seriously interested in understanding music that has changed the world. There will be in-depth discussions of the bands that created it, and historical perspectives that will help make sense of it as it unfolds across the nation and the world. This is a class for those who have a love of music and want to delve deeper into the intricacies of some of the greatest music ever written.

