

# *Clayton A. Bouton High School*

## **CURRICULUM GUIDE**



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# CLAYTON A. BOUTON HIGH SCHOOL

432 New Salem Road  
Voorheesville, NY 12186  
518-765-3314

VISIT OUR WEBSITE: <http://vcsdk12.org>  
School CEEB code: 335740

			Ext.
<b>ADMINISTRATION:</b>	Principal	<b>Mr. Imran Abbasi</b>	209
	Associate Principal	<b>Mr. Patrick Corrigan</b>	207
	Dean of Students	<b>Ms. Nadine Bassler</b>	304
	Dean of Students & Athletic Director	<b>Mr. Joseph Sapienza</b>	208

## **HIGH SCHOOL GUIDANCE & COUNSELING OFFICE:**

Senior High Counselor	<b>Mr. Timothy Kelley</b>	205
Senior High Counselor	<b>Ms. Kristen Heyde</b>	203
Coordinator of Special Education	<b>Mrs. Robin Jacob</b>	765-2382
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This booklet contains a brief description of the courses of study at Clayton A. Bouton High School along with information to assist students and parents in the scheduling of appropriate programs of study. In planning a high school program the student should take into consideration diploma requirements, abilities, interests and goals. The process of course selection should include consultation with parents, teachers and school counselor. Careful program planning will enable each student to work toward his or her educational, occupational or personal goals.

# HIGH SCHOOL GRADUATION REQUIREMENTS

## New York State Diplomas: 22 credits

4 credits of English & 4 credits of Social Science  
3 credits of Science & 3 credits of Math  
1 credit of Foreign Language  
1 credit of Art or Music  
2 credits of Physical Education & ½ credit of Health  
3 ½ credits of electives

### *Student Community Service in the Senior Year-Voorheesville School District Graduation Requirement*

*Every student shall provide a minimum **15 hours** of community service during the senior year. Community service will be a component of the senior Social Studies Unit. The Board of Education recognizes that there are many people and organizations in our community that need assistance. Community service is a positive experience that helps the school system grow through interaction with those receiving assistance*

**Regents Examinations must be passed in the following areas to earn a high school diploma:**

**Math , Science, Global Studies, U. S. History, & English.**

**1. A REGENTS DIPLOMA is earned by scoring a 65 or higher on all 5 exams.**

**2. An ADVANCED REGENTS DIPLOMA is earned by scoring a grade of 65 or higher on 8 exams\***.

In addition to the 5 Regents examinations, students must score a 65 or higher

1. any two **Math Regents Exams**
2. an **Additional Science Regents exam (one Life Science/one Physical Science)**
3. and fulfill one of two choices for sequence requirements

**EITHER**

**\*3 credits of Foreign Language and the Regents exam.**

**OR**

**\*5 credits in fine arts, art, music or occupational education (business or technology).**

**3. A LOCAL DIPLOMA may be earned by students who participate in a special education program and are offered an additional, alternative RCT examination. The required score is 65 on RCTs (Regents Competency Tests).**

Note: The Regents Competency Test safety net for students with disabilities will continue to be available for students entering grade 9 prior to September 2010. Students using this safety net will receive a local diploma. The low-pass option of scoring between 55-64 on the required Regents exams to earn a local diploma will continue to be available for students with disabilities.

*\*\*Exemptions from foreign language apply to some students who are assigned a special education program.*

*\*\*\*Students with specific individualized educational plans may pursue an IEP Diploma.*

**All of the courses that follow in each of the departments have been offered at one time or another. Some may not be offered during the coming year due to lack of student requests. Check with your guidance counselor.**



# BUSINESS

## **ACCOUNTING /UNIV**

Grades: 11-12

Prereq: None

Credit: 1

Students will be introduced to the accounting cycle using debits and credits. They will complete the financial documents necessary for entrepreneurs including ledgers, journals, financial statements and balance sheets. Students will complete subsystems such as cash receipts, cash payments, purchases, payroll and sales journals. This course introduces students to the field of accounting. At the college level, accounting is required of all business majors. Students may receive University in the High School credit for this course.

## **BUSINESS LAW/UNIV**

Grades: 11-12

Prereq: None

Credit: 1

This introduction to law course will provide students with a solid foundation in understanding legal issues related to business and personal law. At the college level, Business Law is required of all business majors. We will cover criminal, civil and contract law. Under criminal and civil law topics such as ethics, problems in society, tort law, court systems and trial procedures will be covered. Under contract law topics such as genuine agreement, capacity, consideration, legality, assignment, delegation and breach of contract will be covered. We will also discuss current events pertaining to law. Students may receive University in the High School credit for this course

## **MARKETING**

Grades: 10-12

Prereq: None

Credit: .5

A half year course that introduces students to the important role that marketing plays in our economic system. Content revolves around the basic marketing functions of financing, risk management, selling, promotion, pricing, purchasing, marketing, information management, product/service/idea planning and distribution. Simulations, projects, teamwork, and leadership activities provide opportunities for students to develop skills in Marketing.

# ENGLISH

## HONORS PROGRAM REQUIREMENTS

- 1) All students are eligible to apply for admission into the Honors program at Clayton A. Bouton High School, and should do so in conjunction with their Guidance Counselor during the Spring
- 2) Honors classes are set up sequentially, with English 10 Honors being taught in 10<sup>th</sup> grade, English 11 Honors being taught in eleventh grade, and AP English Literature and Composition being taught in twelfth grade. Students may not take courses out of order, but must stay in grade order (i.e. a senior may not take English 10 Honors, but needs to stay with his/her class and take the twelfth grade option).
- 3) Any student carrying an average of 87% in their current *Honors* English course (English 10 Honors or English 11 Honors) after the first three quarters of the current academic year will be accepted into the next Honors class in the sequence; any student carrying an average of 90% in their current *non-Honors* English course (English 9, English 10, or English 11) after the first three quarters of the current academic year will be accepted into the next Honors class in the sequence
- 4) If a student fails to meet the grade criteria listed in item #3, then that student will need to do the following two things:
  - a) Get a teacher recommendation from his/her current English teacher; and
  - b) Take the Honors Placement Exam for the course he/she is attempting to enroll in.
- 5) If the student **does** get a teacher recommendation, then he/she will need to show mastery of the material on the placement exam; if the student **does not** get a teacher recommendation, he/she may still take the exam, but will need to show a higher level of mastery (see table below for grade cut points).

### TEACHER RECOMMENDATION?

### MASTERY SCORE

YES

85%

NO

90%

- 6) The placement exams will be held in mid-May, and students will be informed of the results prior to the end of school.
- 7) Transfer students who enter during the summer, or students wishing to change their schedule after the placement exams have been administered, **must** take the appropriate placement exam at their earliest convenience. Any student who successfully passes the placement exam will be admitted into the appropriate Honors course, and is responsible for all required summer reading assignments by the assigned due dates.

## ENGLISH 9

Grade: 9

Prereq: None

Credit: 1

English 9 is a full year course involving the study of major literary genres, including short story, poetry, the novel, drama and nonfiction. The course also includes an extensive treatment of all areas of grammar, spelling and vocabulary and the writing process. From sentence structure to the composition and research paper, intensive practice in writing is stressed. Student speeches are also required.

## ENGLISH 10

Grade: 10

Prereq: English 9

Credit: 1

English 10 is a full year course involving the study of Western Civilization through literature. Readings from the Ancient world, the Classical world, the Middle Ages, the Renaissance, the Neoclassical period, the Romantic period, the Realistic period, and the Modern world will be covered. English skill development will include a research paper, vocabulary expansion, essays, grammar and composition diagnosis.

## ENGLISH 10 HONORS

Grade: 10

Prereq: English 9 qualifying grade or entrance exam, teacher recommendation

Credit: 1

This course serves an introduction to Honors program in English by introducing students to the principles of literary thought, discussion, and writing. Readings from the Ancient world, the Classical world, the Middle Ages, the Renaissance, the Neoclassical period, the Romantic period, the Realistic period, and the Modern world will be covered. While covering some of the same material covered in English 10, English 10 Honors will focus on rigorous interpretive

# ENGLISH

strategies that will lead to deeper, more intense views of the studied work. In addition, they will read the entire works and several excerpts of longer works in their anthology, along with other supplemental novels, books of nonfiction, plays and epic poems. Students will be expected to maintain approximately 20 pages of challenging reading per night (on average), and will be regularly assessed on their knowledge of textual material. Multiple writing assignments of varied lengths will be assigned throughout the year.

Admission into English 10 Honors is contingent upon maintaining a 90% average in 9<sup>th</sup> Grade Regents English and a teacher recommendation from the English 9 teacher. Students who have not met these benchmarks will need to display proficiency on an entrance exam for admission.

## **ENGLISH 11**

Grade: 11

Prereq: English 10

Credit: 1

English 11 consists of the study of American literature and its chronological changes and development through various genres such as the novel, drama, short story, essay, biography and poetry. The course will enable students to understand and appreciate our literary heritage and its influence on people and times by focusing on major literary periods and writers. Students will be exposed to vocabulary development and testing integrated with all literature units, a continuous review of proper grammatical usage, and the practice of effective essay techniques through extensive expository writing. These activities will promote competence on the New York State Regents Examination.

## **ENGLISH 11 HONORS with ADVANCED PLACEMENT UNITED STATES HISTORY**

Grade: 11

Prereq: Global Studies 10 & English 10 qualifying grade or entrance exam, teacher recommendation Credit: 2

This course will combine the study of American history with American literature and will be team taught by a Social Studies and an English teacher. These teachers will integrate American literature with American history using a chronological approach. The combined course will provide students with the analytical skills and factual knowledge necessary to deal critically with issues in American history and literature, preparing students for college course work by making demands upon them equivalent to those they will encounter in post-secondary education. The English portion of the course will emphasize the study of American literature and its chronological developments, the impact of history on literature and of literature on history, and critical questions relating to genres including the novel, novella, short story, play, poetry, and essay. This honors-level course sharpens students' abilities to arrive at conclusions from a close reading of text and to present ideas clearly and persuasively in analytical essays. Students will be assigned from 20 to 25 pages of reading nightly and will be assessed on their knowledge of textual material. The course also aims to improve the quality of students' writing and to prepare them for the Comprehensive Regents Examination in English.

A non-refundable fee is required for the AP American History Examination given in May. Successful scores can be submitted to college for possible credit and/or advanced placement.

Students who have not maintained a 90% in English 10 or an 88% in English 10 Honors will need to perform successfully on an entrance examination for admission to the combined course.

## **ENGLISH 12**

Grade: 12

Prereq: English 11

Credit: 1

**English 12: Students would select four topics below. One of the quarter courses must be Senior Writing to earn the 1 credit.**

### **English 12 Electives**

Seniors not taking Advanced Placement English must take 1 full credit of Senior English. Most of the electives listed below are ten-week, "quarter" courses, and are worth .25 (1/4) of a credit. Journalism is a .5 (1/2) credit bearing course, and runs 20 weeks. All students not taking Advanced Placement English must take Senior Writing. The following is a selection of courses that may be offered during a particular school year. Consult the Guidance Office for an updated list of current offerings and offerings for the upcoming school year.

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**NOTE:** Students must pass all of their English 12 electives in order to be eligible to graduate (they must accrue one (1) full credit of English 12). If a student fails an English 12 elective in any of the first three quarters, he/she must make up that elective by successfully completing another English 12 elective in the subsequent quarter (or before graduation, as his/her schedule allows). **If a student fails a fourth quarter English 12 elective, that student must sit for an English 12 final exam that will be given during final exam week in June.** A failing grade on that exam will deny the student credit for that quarter of English 12; a passing grade will be factored in to the students' fourth quarter average.

## **Senior Writing**

In this writing course, students will hone their writing skills and expand themselves intellectually by selecting a project or topic of interest to them and developing it over the course of the term into a long essay for a general audience. Projects will involve research and multiple revisions. Completion of the Senior Thesis is a course requirement. **ALL SENIORS NOT TAKING ADVANCED PLACEMENT ENGLISH MUST COMPLETE SENIOR WRITING IN ORDER TO GRADUATE.** (.25 credit)

## **Journalism**

Journalism is a full semester course that teaches the student the basics of journalism and journalistic writing. In the first ten weeks of the course, students will study the history of Journalism and the writing techniques required of all journalists. Students will, during the second ten weeks of the course, research and write in a workshop setting the content for Voorheesville's bi-weekly student newspaper, The Helderbarker. Students will also complete projects on mass media analysis and the impact of social media, and complete a written portfolio of stories completed for the class. (.5 credit)

## **Digital Storytelling**

This course acquaints students with the various aspects of the digital storytelling process through the use of storyboarding and digital editing software. It gives students an understanding of the kinds of decisions filmmakers encounter and the kinds of techniques they employ. Activities include preparing detailed shooting scripts, storyboarding, experimenting with photography, light, color, motion, sound, and editing, and manipulating both live action and animated materials. Individually or in small groups, students will produce a 5-10 minute film. (.25 credit)

## **Creative Writing**

An introduction to the writing of fiction and poetry for students with an interest in these genres. Class time is divided between discussions of literary technique, workshop consideration of student writing, and examination of the works of several contemporary poets, dramatists, and fiction writers. Students are asked to complete several writing assignments, to keep a journal, and to draft and revise a final project. (.25 credit)

## **Public Speaking**

Develops basic speaking principles and provides extensive practice in speaking skills necessary for successful college-level performance. Covers adapting topics to purpose and audience; using substantial support for each point; logically developing concepts; speaking with a clear, consistent tone; developing good listening skills; and preparing oral presentations in a variety of settings. (.25 credit)

## **The Short Story**

Examines the short story form by reading and analyzing short fiction from the twentieth century. Students will be asked to read a variety of short works, keep a journal, write short response pieces, and prepare and edit a full-length analysis of a short story. (.25 credit)

## **African-American Literature**

Surveys representative literary texts from the margins and boundaries of the American experience. Concentrates on familiarizing students with issues, questions, and motifs that recur in works which diagnose ongoing conflicts in the American temper. Readings are drawn from early slave narratives, as well as 19th and 20th century texts. (.25 credit)

## **Film and Literature**

Film and Literature focuses on film as text by reading and interpreting by the film and the written text that inspired it. This quarter course introduces students to various critical schools of thought as a method for analysis. At its core, the course asks the question: Are films and their stories the same, or can the distinctive characteristics of each create a unique vision of the text? Both long and short written film analyses are required. (.25 credit)

# ENGLISH

## **Media Studies**

Surveys various media, including newspapers, magazines, film, radio, and television, stressing their historical evolution and the technological and socio-cultural forces that shape them. Using interdisciplinary approaches, the course focuses upon themes which explore myths about identity through analyzing meanings in media and social/cultural texts; how these originate in and across history, to become part of everyday 'common sense' discourse. An advertising simulation project serves as the final project for the course. (.25 credit)

## **Literature By Women**

This introduction to works by women aims to examine the ways in which women relate to one another. By closely examining a variety of works by women in different media (novels, essays, film, television shows, etc.), we will think carefully about how the complex realities of daily life (school, work, ethnicity, economics, sexuality, motherhood, etc.) interfere with the way women interact with other women. In addition, we'll attempt to construct methods that reduce the difference between what we say and what we do. (.25 credit)

## **Survey of Drama**

A survey of both modern American drama and early dramatic forms. The primary focus will be on representative works by 20th century playwrights as well as on major theatrical movements in this country, but may include the study of one Shakespearean play. Works such as *Death of a Salesman* and *Fences* will be studied. (.25 credits)

## **ADVANCED PLACEMENT ENGLISH LITERATURE**

Grade: 12

Prereq: English 11 qualifying grade or entrance exam, teacher recommendation

Credit: 1

AP English Literature is a yearlong look at English and world literature, starting with Greek epic, tragedy, and comedy and moving through medieval, Elizabethan, and Seventeenth through Nineteenth Century English literature to the modern period. Course activities and writing assignments, both brief and extended, are designed to prepare students for the challenging world of college reading, thinking, and writing. Students will read from a variety of genres and time periods in preparation for the AP English exam in May. Admission into AP is contingent upon maintaining a 90% average in 11<sup>th</sup> Grade Regents English or an 88% in 11<sup>th</sup> Grade Honors English. Students who have not met these benchmarks will need to display proficiency on an entrance exam for admission.

A non-refundable fee is required for the AP American History Examination given in May. Successful scores can be submitted to college for possible credit and/or advanced placement.

# FAMILY AND CONSUMER SCIENCE

## **FOODS I**

Grades: 9-12

Prereq: None

Credit: .5

Through lab experiences planning, preparing, serving and evaluating a wide variety of foods, students will explore nutritional requirements for people of various ages and needs. They will learn about the dietary guidelines which promote long term health. Careers related to food and nutrition will also be explored. This core course is required for all students seeking a Family and Consumer Science Sequence.

## **FOODS II**

Grades: 9-12

Prereq: Foods I

Credit: .5

This course provides more in-depth study of concepts presented in Foods I including food preparation, menu development, nutrition awareness and application, meal management and meal service. A unit on food for special events and entertaining completes the course.

## **FOOD SCIENCE**

Grades: 11-12

Prereq: 2 years of science

Credit: .5-1

This course is designed as a Family and Consumer Science elective, as well as non-Regents course for students needing to obtain one credit of a third science in order to meet the graduation requirement of three Science courses. This course focuses on the application of chemistry and biology to food preparation, food processing and nutrition. Some major themes include food additives, food preservation, metabolism, keeping food safe, fermentation of food, and enzymes. The course is lab and activity based, with some of the lab results being edible! Labs are incorporated into class time; there is no separate lab period.

## **INTERNATIONAL FOODS**

Grades: 9-12

Prereq: Foods I

Credit: .5

Through food planning and preparation this course leads to greater understanding of meal patterns of various countries and regions. It's a great opportunity to try new and different foods and explore the world through food.

## **LIFESPAN STUDIES**

Grades: 9-12

Prereq: None

Credit: .5

Students will learn about themselves, ways of coping with the problems and stresses they face, and how to deal effectively with those around them -- peers, family, younger children and other adults. Students will also investigate fields of study and career opportunities in human development. This core course is required for all FCS sequences.

## **CHILD DEVELOPMENT**

Grades: 10-12

Prereq: None

Credit: .5

This course provides study of the physical, emotional, intellectual and social development of children from conception to early childhood. Social concerns and identifying and meeting developmental needs at home and in child care work situations will be stressed.

## **INTERIOR DESIGN**

Grades: 9-12

Prereq: None

Credit: .5

This course will enable students to assume the role of an interior decorator/designer. After studying the various influences on interior design and the given architectural features of the home, the student will plan the complete interior design including financing the project.

# FINE ARTS

## VISUAL ARTS

### **STUDIO IN ART**

Grades: 9-12

Prereq: None

Credit: 1

This full year course is designed to introduce students to the elements and principles of art, as well as the scope and limitations of the basic materials we use. Studio Art is the foundation course upon which other more advanced electives are based. The class is designed to provide experiences in a variety of media, and an understanding of the creative process. Various projects include, but are not limited to: charcoal still-life drawing, plaster, abstract painting, pastel studies, portraiture, sculpture, clay and printmaking. Concepts covered are: drawing and observational skills, creative problem-solving, color theory, painting techniques, three-dimensional sculpture, multi-cultural art, and art historical movements. This class is required for art and fine arts sequences and fulfills the 1 unit high school arts credit requirement.

### **DRAWING AND PAINTING I**

Grades: 10-12

Prereq: Studio Art

Credit: .5

In this half year course, a variety of drawing media (pencil, charcoal, marker, ink, crayon, etc.) and painting materials (watercolor, tempura, acrylic, oil, mixed media, etc.) will be used to explore the figure, still-life, landscape, etc., as well as more experimental, less traditional, approaches to art. Students will study major works of artists and movements in art and learn about art as a career. At the end of the course, they will be able to: understand the effects of light, contour line, proportion and means, value, linear and aerial perspective in creating an illusion of three dimensional spaces, apply knowledge of composition through the use of positive and negative space, apply knowledge of facial proportion and means of expression through self portraiture. This class is an elective for an art or fine arts sequence.

### **DRAWING AND PAINTING II**

Grades: 10-12

Prereq: Drawing & Painting

Credit: .5

Building on the concepts learned in Drawing and Painting I, this course is an advanced elective concentrating on the materials and techniques in drawing and painting. The course focuses on life drawing, figure drawing, and portraiture, using long-term projects and in-depth study of subjects and materials. This class is an elective for an art or fine arts sequence.

### **SCULPTURE**

Grades: 10-12

Prereq: None

Credit: .5

This is an advanced course designed to introduce the student to a variety of sculptural activities and concepts such as creating a mold, carving, modeling, mass vs. space, mobiles, armatures, bas-relief, sculpture in the round, etc. Introduction to major concepts of aesthetics will be made by critiquing the students' works and those of major artists and cultures. The history of sculpture and related design concepts will be touched on briefly during class lectures and critiques. This class is an elective for an art or fine arts sequence.

# FINE ARTS

## **SCULPTURE II**

**Grades: 10-12**

Prereq: Sculpture I and permission of instructor

Credit: .5

This half year course is for students who wish to further explore the creative possibilities of personal expression through sculpture. Advanced studio problems will allow create solutions in a choice of materials including: clay, plaster, cement, wood, wire, found objects and other materials. Students will research contemporary sculptors and create a work directly influenced by a chosen artist or create a site-specific work of art. Sculptors, past and present, and contemporary trends in three-dimensional works of art will be researched and discussed. Topics also include viewing local sculpture exhibitions and possible sculptor's studio visit. Regular sketchbook and internet assignments will be given. This class is an elective for an art or fine arts sequence.

## **STUDIO IN CERAMICS**

**Grades 10-12**

Prereq: None

Studio in Ceramics is a one-semester Art Elective with no prerequisite. Students will create works using traditional hand-building techniques such as slab and coil, as well as learn to use a potter's wheel. Projects will include both utilitarian (functional pottery, like a vase or a bowl) with non-utilitarian works (sculptures, such as animals or human head and figure). From realism to abstraction, the student will explore the limitless possibilities of the medium of clay. A variety of glazing and finishing techniques will also be introduced.

## **GRAPHIC DESIGN I**

Grades: 10-12

Prereq: None

Credit: .5

In this course, students will be introduced to the many skills and techniques used in the world of commercial art. A wide range of media, including digital media, will be used to create logos, package designs, commercial illustrations, etc., all with the purpose of selling products in newspapers, magazines, and the like. Students will experience problem-solving for specific assignments in the graphic arts such as CD covers or promotional brochures as final projects. This class is an elective for an art or fine arts sequence.

## **GRAPHIC DESIGN II**

**Grades: 10-12**

Prereq: Graphic Design I and permission of instructor

Credit: .5

This half year course is for students who wish to study and explore graphic design in further depth. Through the further honing of their design skills and style, students will have the opportunity to develop a body of work in one specific area of the broad graphic design field. Possible areas include: typography, logos and corporate identity, posters, advertisements, package design publishing (books, magazines, newspaper) and greeting card line. Pioneers of the graphic design industry and contemporary design innovators will be researched and discussed. Topics also include career exploration in the world of graphic design and possible group project experience of working as part of a design team. Regular sketch book and internet assignments will be given. This class is an elective for an art or fine arts sequence.

## **DIGITAL ARTIST**

Grades: 10-12

Prereq: None

Digital Artist is a half-year Art Elective with no prerequisite. Students will learn to use the computer, digital camera and scanner to create works of art. No previous computer experience is necessary.

This course is designed for students who wish to explore contemporary trends in art that fuse traditional art media with digital media. Experimentation and exploration will be encouraged.

# FINE ARTS

## **PORTFOLIO PREPARATION**

Grades: 11-12

Prereq: Studio Art

Credit: .5

May be repeated for credit more than once.

This course is designed to prepare college-bound art students for collegiate application and portfolio review by researching college art programs, preparing applications and essays, and filling gaps in their portfolios. The class will include field trips to local art programs, weekly sketchbook assignments, advanced drawing, painting, design or sculpture assignments, and in-class critiques and portfolio reviews. This course will also cover matting, and presentation of finished works, art history research and project tie-ins, and out of class work such as figure drawing at the Junior College of Albany. The course culminates in a show of student work in a public venue. This class is an elective for an art or fine arts sequence.

# FINE ARTS

## MUSIC

### **CONCERT BAND**

Grades: 9-12

Prereq: Grade 8 Band

Level 3-4 Skills

Credit: .5

Concert Band is open to all high school students in grades 9-12 who have participated in the instrumental music program through the eighth grade. The group plays a wide variety of challenging music from classical transcriptions to Broadway Medleys. Students are required to attend lessons once a cycle and all scheduled concerts. This course can be applied towards a Music or Fine Arts sequence.

### **WIND ENSEMBLE**

Grades: 10-12

Prereq: Concert Band and permission of instructor

Credit: .5

Wind Ensemble is a select performing group that performs advanced high school band literature of many different musical styles. Student in grades 10-12 are selected for this group based upon their musical achievement on their instrument (lesson achievement, NYSSMA scores, performance evaluations, attitude, ensemble balance etc.) as determined by the high school band teachers. Wind Ensemble meets every other day for a full period and students are required to attend lessons once a cycle and all scheduled concerts. This course can be applied towards a Music or Fine Arts Sequence.

### **CHORUS**

Grades: 9-12

Prereq: None

Credit: .5

Chorus meets every other day for a full period. Students will learn a variety of music styles with an emphasis on good vocal techniques and sight reading skills. Students who are not in any other performing group will be scheduled for a lesson once a cycle. Students are required to attend all concerts scheduled. This course can be applied toward a Music or Fine Arts sequence.

### **MUSIC IN OUR LIVES**

Grades: 9-12

Prereq: None

Credit: 1

This one- year course is designed to meet the requirement for one unit of high school Arts credit. Students will be exposed to many different musical styles (pop, rock, jazz, rhythm and blues, classical, non-Western, etc.), learning the fundamentals of music composition, and learning about various types of careers in the music field. The course will include units on keyboarding (piano) and guitar. Students will produce a special interest project by the conclusion of the class. This course can be applied toward a Music or Fine Arts sequence.

# FINE ARTS

## **MUSIC THEORY I**

Grades: 9-12

Prereq: Previous Music Experience

Credit: 1

This elective course deals with the elements of musical structure. It is designed for those students who may wish to pursue a sequence in music, for those who wish to develop insights into the structural content of music, or, for those who wish to acquire a more thorough awareness of music through the theoretical principles which underlie it. Basic content includes: scales and key signatures, rhythmic studies, melodic and harmonic organization, form and style, sight singing, dictation, and rudimentary keyboard skills. The class integrates the use of music technology for composition and aural skills development. This course is required for a Music sequence and can also be applied toward a Fine Arts sequence.

## **MUSIC THEORY II**

Grades: 10-12

Prereq: Music Theory I

Credit: 1

This full year, upper level course is a continuation of the course content presented in Music Theory I with an emphasis on composing and evaluating the structures of music. Four part harmony and advanced classical chord structures are emphasized at this level. This course can be applied toward a Music or Fine Arts sequence.

## **APPLIED MUSIC CREDIT**

Grades: 10 - 12

Prereq: Approval of music staff and an accredited private instructor

Credit: .5

Applied Music Credit is based on the New York State plan to award one half credit of study for participation in advanced private study of classical music on a musical instrument (including voice). Credit for such participation shall be upon the recommendation of the student's music teacher, shall be approved by the District Music Coordinator and High School Principal, and shall be consistent with the goals and objectives of the school music program. Students are to apply for this program at the beginning of the school year, log weekly practicing (5 hours per week required), receive quarterly evaluations from private instructors, and are to perform in an end of the year recital and/or participate in a NYSSMA Solo/Ensemble event in the spring.

## **INTRODUCTION TO JAZZ IMPROVISATION AND THEORY**

Grades: 9-12

Prereq: High school students who play an instrument at an intermediate to advanced level. Students interested in the course should be advised to see the instructor before enrolling.

Credit .5

This course will focus on the art of jazz improvisation. Students will learn the techniques and concepts necessary to learn to improvise over chord changes found in jazz and other forms of popular music. This will be a performance-based class where students will immediately take the concepts learned and apply them to their instruments. The course will also incorporate historical, cultural, and theoretical aspects of jazz and contemporary music.

## FOREIGN LANGUAGE

### **FRENCH, SPANISH 1S – Advanced Level A & B**

Grades: 9-12

Prereq: Previous Level    Credit: 1 each

The second language goals are to work for understanding, speaking, reading and writing of a foreign language, and for exposure to the life and customs of the native speakers of the language. The skills to be acquired in each level are:

**Level IS-** Continued study of the basic introductory level of foreign language. Builds on concepts studied in the Middle Level Program. Includes vocabulary and grammar; study and practice in conversation, listening, reading and writing. Second Language Proficiency Exam is the course final. Students in 9<sup>th</sup>-12<sup>th</sup> grades wishing to add a foreign language to their schedule may select Level IS as a beginning course, with a final examination.

**Level II -** More complex grammatical constructions and vocabulary with practice in reading, writing, speaking and listening. Final examination.

**Level III -** Continuation of all skills with greater emphasis on reading and writing, in addition to conversational skills. Preparation of original work. State Regents Examination is the course final.

### ***Advanced Level A & B***

*Prerequisite: Level IIIIR*

Refinement of all foreign language skills with emphasis on culture, advanced reading, and creative writing. These courses include readings, conversational practice and a comprehensive review of grammar points. Specific topics of study will vary between Level A and Level B. For each course, there is an optional registration fee for students seeking four (4) college credits through the University at Albany. Students who complete both Level A and Level B are eligible to earn eight (8) college credits through the University at Albany. Level B offers students the option to take the course for AP as well as University at Albany credit. Students taking Level B for AP credit will take the Advanced Placement Spanish Language Exam or the Advanced Placement French Language Exam. A final examination is also given in each course.

There is a non-refundable fee for the Advanced Placement Examinations given in May.

A non-refundable fee is required for the AP American History Examination given in May. Successful scores can be submitted to college for possible credit and/or advanced placement.

### ***Independent Study with Rosetta Stone***

Credit: ½/course completed

Schedule permitting, students can register for a period of independent language learning with the Rosetta Stone program. One-half credit will be granted for the successful completion of Levels 1-3 in any foreign language offered by the program. Rosetta Stone may also supplement teacher-directed study for students enrolled in Spanish or French 1S.

# MATHEMATICS

## **ALGEBRA 1**

Grades 8-10

Prerequisites: None

This is the first course in the new three year sequence of college preparatory mathematics. The focal point of this course will be all elements of elementary algebra. Students will also be exposed to such topics as coordinate geometry, measurement, statistical data analysis, right triangle trigonometry, and elementary probability theory. Problem solving techniques in a wide variety of settings will also be introduced throughout the course. Students enrolled in this course will take the Integrated Algebra assessment in June. The passing of this assessment is a requirement for a Regents diploma.

## **BASIC ALGEBRA**

Grade 9

Prerequisite: None

Basic algebra is an introduction to some of the topics discussed in Integrated Algebra 1, but taught at a slower pace. Topics which will be reviewed are the fundamental operations of addition, subtraction, multiplication, and division of signed numbers along with a review of ratio, proportion, and percent. Topics discussed in the introduction of elementary algebra include the solving and graphical representation of linear equations, operations with polynomial expressions, and factoring. Statistical analysis will also be discussed. Students completing this course are expected to take Integrated Algebra 1 the following year.

## **ALGEBRA 1A AND ALGEBRA 1B**

Grades 9-10

Prerequisite: None

These courses are designed for students who will require two years to complete the requirements needed to be successful on the Integrated Algebra Assessment. Students will enroll in Algebra 1A their freshman year and Algebra 1B their sophomore year. Students enrolled in Algebra 1A will review the fundamental operations of addition, subtraction, multiplication, and division of signed numbers along with a review of ratio, proportion, and percent. Topics discussed in the introduction of elementary algebra include the solving and graphical representation of linear equations, operations with polynomial expressions, and factoring. Statistical analysis will also be discussed. Students enrolled in Algebra 1B will continue their study of elementary algebra, along with a study of measurement, right triangle trigonometry, and elementary probability theory. Various problem solving techniques in a wide variety of settings will be introduced throughout both courses. Students enrolled in Algebra 1B will take the Integrated Algebra assessment in June of their sophomore year. The passing of this assessment is a requirement for a Regents diploma.

# MATHEMATICS

## **GEOMETRY**

Grades: 9-12

Prerequisite: Algebra 1

This is the second course in the three year sequence in college preparatory mathematics. The focal point of this course will be developing deductive reasoning skills through the use of logic as well as formal and informal proof. An intensive study of congruency and similarity of polygons will be conducted along with work with both coordinate and transformational geometry. Area of 2-dimensional figures as well as surface area and volume of 3-dimensional figures will also be discussed. Other topics included in this course include constructions, properties of circles, and the graphing of linear and quadratic functions. Students enrolled in this class will take the Geometry assessment in June.

## **BASIC GEOMETRY**

Grades: 10-12

Prerequisite: Algebra 1 or Algebra 1B

This course is intended for students who have taken the Integrated Algebra assessment but need more preparation before taking the Geometry course. This course will cover many of the topics discussed in Geometry, but more informally and with less rigor. This course will place more emphasis on applications of geometric properties and less on proof. The integration of algebra with geometric properties will be evident throughout the course.

## **ALGEBRA 2 AND TRIGONOMETRY**

Grades: 10-12

Prerequisite: Geometry

This is the third course of the three year sequence in college preparatory mathematics. It serves as the foundation for all future work in mathematics as it integrates all aspects of intermediate algebra and trigonometry. Heavy emphasis is placed on the study of various types of functions including polynomial functions, trigonometric functions, exponential functions, and logarithmic functions. A study of sequences and series, the complex number system, statistical analysis, and probability theory are also part of this course. Students enrolled in this class will take the Algebra 2 and Trigonometry assessment in June.

# MATHEMATICS

## **ADVANCED PLACEMENT STATISTICS**

Grades: 11-12

Prereq: Algebra 2 and Trigonometry

Credit: 1

This course is intended to prepare students to take the Advanced Placement Exam in Statistics and to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Data analysis, planning a study, producing models using probability theory and simulation, and statistical inference. A fee is required for the AP Exam and a school final exam is given. Successful scores can be submitted to colleges for possible credit or advanced placement. Students enrolled will also receive college credit through the University in the High School Program.

## **PRECALCULUS**

Grades: 11-12

Prereq: Algebra 2 and Trigonometry

Credit: 1

This course is designed for seniors who have completed the three-year sequence in Mathematics and accelerated juniors who expect to take AP Calculus in their senior year. Extensive use of the graphing calculator is included. This course includes:

1. Functions- linear, polynomial, exponential, logarithmic, trigonometric.
2. Systems of Equations- solution algebraically, graphically & using matrices.
3. Inequalities and Linear Programming
4. Conic Sections.
5. Complex Numbers

Students enrolled will also receive college credit through the University in the High School Program.

## **ADVANCED PLACEMENT CALCULUS**

Grade: 11 or 12

Prereq: Pre-Calculus and Teacher Recommendation Credit: 1

This course is intended to prepare students to take the Advanced Placement Exam in Calculus. The course consists of work in analytic geometry, calculus and related topics that are comparable to freshman level calculus offered in colleges and universities. The following general topics are covered: function, limits, continuity, the derivative and its applications, the integral and its applications. A fee is required for the AP Exam and a school final exam is also given. Successful scores can be submitted to college for possible credit or advanced placement.

Students enrolled will also receive college credit through the University in the High School Program.

## **STATE ASSESSMENTS IN MATHEMATICS**

All regular education students are required to pass the Integrated Algebra assessment (or any one math assessment) in order to receive a Regents Diploma. Students enrolled in Algebra 1 will take the Integrated Algebra assessment in June of their freshman year. Students enrolled in Basic Algebra or Algebra 1A/Algebra 1B will take the Integrated Algebra assessment in June of their sophomore year. Geometry students will take the Geometry assessment in June after completion of the course. Algebra 2 and Trigonometry students will take the Algebra 2 and Trigonometry assessment in June after the completion of the course. To receive an Advanced Regents Diploma, students must pass all 3 math assessments (Integrated Algebra, Geometry, and Algebra 2 and Trigonometry).

# PHYSICAL EDUCATION & HEALTH

## PHYSICAL EDUCATION

Grades: 9-12

Prereq: None

Credit: .5

The Physical Education curriculum has evolved into a packaging of activities that the student body will find appealing and challenging. The department offers units in various areas of physical activity. All students will be involved in units of golf, self defense, games, tae bo, ultimate frisbee, aerobics, and walking. Freshman and sophomores will choose from football, softball, soccer, tennis, indoor soccer, volleyball, basketball, weight training, swimming, racquet sports, and lacrosse. Participation is mandatory in all activities. Classes meet every other day for the entire year. Students are assessed at the end of every class using a participation based rubric grading system.

### ATTENDANCE:

\*\*A student is excused from PE class for any academic/school-sponsored event, guidance appointment, musical lesson, and medical absence recognized by a physician.

\*\*A student will receive a zero if they are unprepared for class, cut a regularly scheduled class, or are absent.

\*\*Each student has the potential to make up any missed classes by the end of the quarter. This may be achieved by seeing the PE teacher and making the proper arrangements. (After-school, intramurals, free periods, written assignments)

\*\* Extra-credit is also available to any student interested in achieving a higher grade by speaking with their PE teacher and making arrangements on an individual basis.

### THE PRESIDENT'S CHALLENGE PHYSICAL FITNESS PROGRAM

\*\*At the end of the school year following completion of the NYS Physical Fitness Test, the Physical Education Department will compile all of the fitness testing results. Awards will be given to students who meet or exceed the national standards for physical fitness.

**Grades 9-11 will receive a Letter Grade based on earned points through the rubric. 12<sup>th</sup> graders will receive a Pass/Fail grade based on a numerical score earned through the rubric.**

**The grading rubric is indicated below:**

1	2	3	4	5
<ul style="list-style-type: none"> <li>● Student dresses out.</li> <li>● Student often arrives late.</li> <li>● Student displays little/no interest in class activity.</li> <li>● Student is confrontational when spoken to.</li> <li>● Student does not follow directions.</li> <li>● Student displays lack of respect for self/others.</li> </ul>	<ul style="list-style-type: none"> <li>● Student dresses out.</li> <li>● Student often arrives late.</li> <li>● Student displays little interest in class activity.</li> <li>● Student rarely completes activity/game.</li> <li>● Student is not receptive to feedback from teacher/peers.</li> <li>● Student displays little respect for self/others.</li> </ul>	<ul style="list-style-type: none"> <li>● Student dresses out.</li> <li>● Student is on time.</li> <li>● Student displays interest in class activity.</li> <li>● Student is cooperative and on task.</li> <li>● Student is open to feedback from teacher/peers.</li> <li>● Student displays respect for self/others.</li> </ul>	<ul style="list-style-type: none"> <li>● Student dresses out.</li> <li>● Student is on time.</li> <li>● Student displays strong interest in class activity.</li> <li>● Student displays understanding of activity and application of technical concepts.</li> <li>● Student welcomes feedback from teacher/peers.</li> <li>● Student displays respect, maturity, and honesty for self/others.</li> </ul>	<ul style="list-style-type: none"> <li>● Student dresses out.</li> <li>● Student is on time.</li> <li>● Student displays strong motivation to excel.</li> <li>● Student displays exceptional understanding of activity and application of technical concepts.</li> <li>● Student initiates feedback from teacher/peers.</li> <li>● Student displays respect, maturity, and honesty for self/others.</li> </ul>

# PHYSICAL EDUCATION & HEALTH

**HEALTH**  
Prereq: None

Grades: 10-12  
Credit: .5

Health education is an important part of the core curriculum, and is a requirement for graduation. The course work instills in students the skills and knowledge needed to examine alternatives and utilize available resources to make responsible health-related decisions. Aligned with both the National and NY State Standards of Education, the Health program focuses on teaching life-skills such as Goal Setting, communication, Advocacy, Stress-Management, and Self-Management in a Relationship. Throughout the course, students will participate in hands-on activities and projects that simulate practice situations in each of the above areas.

## PERSONAL WELLNESS AND LIFE SKILLS PHYSICAL EDUCATION TRACK

Are you the type of Physical Education student who is interested in personal wellness? Do you want to learn activities you can use for a lifetime, participate in at your own skill level and feel better after you complete them? Then you need to request a Personal Wellness and Life Skills track for Physical Education next year.

This track emphasizes the skills and concepts necessary to enter adult life. Students are introduced to a wide variety of lifetime activities, individualized fitness and stress management. As a result of pursuing this curriculum, students will learn lifelong physical activities that meet their own needs. By providing opportunities to attain skills and knowledge in these areas, students will learn to be self-directed and make informed choices regarding their personal wellness. Activities that enhance total physical, mental and social well being will be offered. Opportunities for social interaction, group leadership and personal challenge will be an important part of this program, allowing for a greater sense of self-expression, personal meaning, development of a positive self-image. Technology will be used to enhance the curriculum and students will learn about it's role as a comprehensive approach to wellness and learning to coordinate physical activity, nutrition, stress management, risk avoidance and other health-enhancing activities. This track may/will include:

Yoga/Pilates/Tae Bo	Frisbee games	Dance
Weight room/fitness	Golf	Speed Stacking
Tennis/Pickleball	Walking/jogging/hiking	Archery
Volleyball/Melonball	Lawn games	Project Adventure/Cooperative Games
Badminton/Table Tennis/Box Hockey	Orienteering	Swimming/Water Aerobics (optional)
		Life Guarding (situational)

\*\*Both Competitive and Life Skills Tracks will include the mandated activities: Beep Test, Presidents Physical Fitness Test and Mile Run

## COMPETITIVE AND TEAM SPORTS PHYSICAL EDUCATION TRACK:

Are you the type of physical education student who enjoys team sports? Do you want to play competitive sports where strategy and team-work are emphasized? Then you need to request the competitive and team sports physical education track.

This track emphasizes not only team strategies and advanced concepts, but also individual skills in a variety of team sports and activities. These skills will not only be used in sports, but also throughout one's life. You will learn to demonstrate an understanding in major concepts including: offense, defense, sportsmanship and positive social behavior, all while being an integral part of a team. You will also learn how to participate in a variety of team sports and activities in a safe manner. This track also emphasizes skill development, cooperation, team-work, and competitiveness. Major areas of this track included at the High School level may include, but are not limited to the following:

Flag Football	Team Handball	Table Tennis (ping pong)
Soccer	Speedball	Pickle Ball
Lacrosse	Basketball	Pillow Hockey
Flicker Ball	Dodging/Fleeing Games	Softball/Baseball
Melon Ball	Advanced Badminton	Racquet Ball

\*\* Both Competitive and Life Skills Tracks will include the mandated activities: Beep Test, Presidents Physical Fitness Test and Mile Run.

# SCIENCE

## GRADUATION REQUIREMENTS FOR SCIENCE

Students are required to pass three courses in science, from two areas, one from the Living Environment and one from the Physical setting, and pass one Regents Examination for a Regents Diploma. The Advanced Regents Diploma requires that students pass two Regents exams, one from each area.

Currently a Regents exam is given at the end of every Regents science course (Earth Science, Biology, Chemistry, and Physics). This serves as the final examination in each course.

In Earth Science & Biology we offer two levels of Regents science. The S level is more supportive, teaching the material necessary to pass the Regents exam. The R level is more in depth, teaching material to achieve mastery of the subject. Speak with your school counselor to help determine the level most appropriate for you. In Chemistry, a general level is offered for the third year of science that does not require a Regents examination.

**NOTE:** For all Regents courses, a student must satisfactorily complete all laboratories or their equivalent in order to be eligible to take the Regents examination for the course. If a student does not meet this requirement, they will not be able to sit for the exam and will receive a 0 as a final examination grade.

**Students accelerate in science by accelerating in math and:**

- Taking Regents Earth Science in the eighth grade, with math/science teacher recommendation.
- Double-up taking Biology and Chemistry in tenth grade.
- Taking Earth Science in ninth grade, Chemistry-R in tenth, Physics in eleventh, and AP Biology in twelfth. Students who pursue this option would also take the Biology Regents exam during twelfth grade.

Acceleration in Science is also open to regular math students by recommendation of Math/Science teachers and guidance counselor with approval of Department Chairperson.

### SCIENCE DEPARTMENT POLICY OF TAKING REGENTS PHYSICS AS A PREREQUISITE OR COREQUISITE TO TAKING ADVANCED PLACEMENT SCIENCE COURSES:

The Science Department strongly feels that students must have taken or be concurrently taking Regents Physics in order to take or be enrolled in any Advanced Placement Science. The Department, along with the AP College Board, feels that a solid foundation in all four core sciences is important for success in college level science. Students and parents should any direct questions to the Science Department and its chairperson.

# SCIENCE

## **EARTH SCIENCE- REGENTS**

### **(Physical Setting)**

Grades: 9 -12 (Grade 8 – by recommendation)

Prerequisite: None

Credit: 1

This course is an in-depth study of the earth including topics such as: the earth in relation to the universe; galaxy and solar system; observation of the changing environment; energy in earth processes particularly related to weather, climate and oceanic dynamics, geologic processes involved on and within the earth, interpretation of the earth's history and development, minerals and rocks. Separate lab periods are required. Seventh grade students recommended to take Earth Science in eighth grade must successfully complete an on-line course during the summer between their seventh and eighth grade years.

## **BIOLOGY - REGENTS**

### **(Living Environment)**

Grades: 9 -12 (Grade 9 – by recommendation)

Prerequisite: Math Course I, Earth Science or Teacher Recommendation

Credit: 1

Regents Biology is a comprehensive course of the biological sciences. Emphasis is placed on major concepts in the following areas, with evolution as the connecting thread for the course: biochemistry, cytology, human physiology, reproduction, genetics, ecology and human impact on ecosystems. Separate lab periods are required.

## **CHEMISTRY - REGENTS**

### **(Physical Setting)**

Grades: 10-12

Prerequisite: Earth Science, Biology, Math Course II, or teacher recommendation

Credit: 1

This is a survey course of topics in chemistry including atomic structure, bonding, kinetics, acids and bases, redox reactions and organic chemistry. Chemistry is a necessary course for students planning to pursue careers in medicine, engineering and technology. Separate lab periods are required.

## **PHYSICS - REGENTS**

### **(Physical Setting)**

Grades: 11-12

Prerequisites: Earth Science, Biology, Chemistry, Algebra, Geometry, and Algebra II. Algebra II may be taken concurrently.

Credit: 1

Students explore the natural laws which govern our universe, ranging from the subatomic to the intergalactic scale. Fundamental principles of physics including Newtonian mechanics, energy, electricity and magnetism, waves, sound, light, and modern physics will be examined. Emphasis is placed on quantitative problem solving using algebraic and trigonometric means.

This course is strongly recommended for college-bound students pursuing math, science, engineering, or a related technical field, and others seeking the challenge of Regents-level physics. A separate lab class is required.

# SCIENCE

## **FORENSICS**

Grades: 11-12

Prerequisite: Biology, Earth Science

Credit: 1

Students combine and apply principles from biology, chemistry and physics together to collect and analyze crime scene forensic evidence. This full credit course is available to juniors and seniors and offers broad scientific experience as well as a hands-on opportunity to explore the intricacies of how criminal investigation relies on forensic science.

## **ENVIRONMENTAL SCIENCE/ UNIV**

Grade 12 only

Prerequisite: 2 years of Lab Science, including Chemistry

Credit: 1

*Appropriate for students planning to pursue this major at the two or four year college level. This course will meet the graduation requirement for a third science course and could provide university credit.*

Environmental Science is an interdisciplinary course designed to provide students with scientific principles, concepts, and methodology; to understand interrelationships of the natural world; to identify and analyze environmental problems both natural and man-made; to evaluate the relative risks associated with these problems; and to examine alternative solutions for resolving and/or preventing them. Specific topics include earth systems, population dynamics, renewable and non-renewable resources, environmental quality, global changes, and the role of the environment and society in decision making for the future. The interdisciplinary nature of the course combines aspects of earth science, biology, chemistry, math, technology, health, global studies, government, and economics.

## **METEOROLOGY-UNIV**

Grades: 10-12

Prerequisite: Earth Science

Credit: 1

This course is taught locally and is part of SUNY Albany's University in the High School Program. The class introduces students to the concepts and principles of meteorology using real-time data from the Internet. Topics that will be covered include satellite analysis, cyclones, weather balloon data, severe weather and forecasting. The course will also contain a variety of projects such as WEB page analysis and a multimedia presentation covering such topics as hurricanes, tornados, lightning, blizzards, El Nino and Global Warming.

# SCIENCE

## **ADVANCED PLACEMENT BIOLOGY/UNIV**

Grades: 11-12

Prerequisite: Regents Biology, Chemistry & Math Course IIR. Also Physics concurrently or Counselor/Teacher recommendation

Credit: 1

Advanced Placement Biology provides students with the opportunity to pursue an in-depth study of Biology through a laboratory oriented approach. The course of study involves major amounts of time spent in the areas of cytology, biochemistry, molecular genetics, and selected physiological systems. Evolution at different levels of organization is the unifying concept. Emphasis is placed on lab activities, study of the text, reference books, and selected articles from a variety of journals. Students should expect to devote a moderate amount of time beyond the scheduled class periods in completing labs and independent projects. A fee is required for the AP exam given in May. Separate lab periods are required. Successful scores can be submitted to college for possible credit and/or advanced placement.

## **ADVANCED PLACEMENT CHEMISTRY**

Grades: 11-12

Prerequisite: Regents Chemistry & Math Course IIIR. Also Physics concurrently or Counselor/Teacher recommendation

Credit: 1

This course is designed for students who are planning to pursue a science related career. Students are required to take the AP exam in May and may also apply for University in the High School credit. This course focuses on topics covered in a first and second semester college chemistry course. Topics include atomic structure, periodic table/trends, gas laws, mathematical chemistry relationships, thermo-chemistry, covalent bonding/geometry, rates of reaction, acids/bases, equilibrium, electrochemistry, nuclear chemistry, and some basic organic chemistry. Emphasis is placed on reaction writing, predicting chemical products and qualitative analysis of chemical unknowns. Completion of a weekly problem set and weekly quiz is part of the course. Labs will be scheduled for every other day.

## **ADVANCED PLACEMENT PHYSICS B**

(Physical Setting)

Grade: 12

Prerequisites: Regents Physics, Algebra II, Precalculus (may be taken concurrently)

Credit: 1

This course revisits much of the material that students were introduced to in Regents Physics. Such topics include: Newtonian Mechanics, Energy, Wave Theory, Electromagnetism and Modern Physics. The curriculum adds an introduction to Rotational Kinematics, Fluid Dynamics, Thermodynamics and Optics. Mathematical analysis remains algebraic but with increased pace and rigor. Regular connections are made to calculus-based analysis. Students are prepared for the AP Physics B Exam that is administered in May by the College Board.

# SOCIAL SCIENCE

## GLOBAL HISTORY & GEOGRAPHY 9 & 10

Grades: 9 & 10

Credit: 1 credit each

Global History is a two-year course of study, which ends with a statewide Regents examination. All regular education students must pass this examination as part of their graduation requirements. The curriculum includes a chronological view of global history and includes area studies along with the development of world culture. Grade 9 will focus on the development of world history through the mid seventeenth century (approximately 1600). Grade 10 begins with the French revolutions and continues through contemporary problems and world events.

## ADVANCED PLACEMENT WORLD HISTORY

Grade 10-12

Prereq: Global History 9

Credit: 1

The Purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1000 C.E. Periodization, explicitly discussed, forms the organizing principal for dealing with change and continuity from that point to the present. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

## AMERICAN HISTORY 11

Grade: 11

Prereq: Global History 10R or AP World History

Credit: 1

The American studies course focuses on the history and politics of the United States. It stresses development and understanding of such concepts as the role of the presidency, problems of minority groups of the past and present, the relationship between big business, labor, the middle class and US policy in the Cold War and mass media. The goals include: to develop the ability to deal with varied circumstances on a rational and analytical level; to develop the full range of necessary skills -competence in writing, reading and verbal expression; ability to interact socially, and to develop in the student the ability to retain and configure information. This course completes with the state Regents or Regents Competency exam in US History.

## ADVANCED PLACEMENT AMERICAN HISTORY

### With ENGLISH 11 HONORS

Grade: 11

Prereq: 90 average in English & Global Studies 9 & 10 or approval of instructor

Credits: 2

**\*\*See description under the English Section.**

## SOCIOLOGY

Grades: 11-12

Prereq: Global Studies 10

Credit: .5

The sociology course provides insight into societies and their social groups. It tries to expand upon the experiences that students have had with others. It teaches the relationships that are common to groups, races and cultures no matter where they are, whether in Africa or Asia, ten years ago or today. Sociology reveals the social forces influencing individuals and groups in the school or the community. Sociology teaches many important political, psychological and economic principles.

# SOCIAL SCIENCE

## **PSYCHOLOGY**

Grades: 11-12

Prereq: Global Studies 10

Credit: .5

Psychology is the study of human mind and human behavior. The course is intended to allow students to explore areas of interest as well as to introduce them to the fundamental concepts and vocabulary required at the college level. Topics that are covered are research methods, biopsychology, life span development, personality, psychological disorders and learning.

## **ADVANCED PLACEMENT PSYCHOLOGY**

Grade: 11-12

Prereq: 85+ avg.in Soc. Sci. or Recommendation

Credit: 1

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior of the mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. The students also learn about the methods psychologists use in their science and practice. A non-refundable fee is required for the AP exam.

## **ECONOMICS**

Grade: 12

Prereq: American History 11

Credit: .5

The economics course provides a brief overview of the major topics in the science of economics. Students begin by studying the function of an economic system and comparing socialism and capitalism. From the field of microeconomics market mechanisms and legal business organizations are studied. Measuring the health of the United States' economy, fiscal policy, monetary policy and international trade are topics from macroeconomics.

## **ADVANCED PLACEMENT MICRO ECONOMICS**

## **ADVANCED PLACEMENT MACRO ECONOMICS**

Grade: 12

Prereq: American History 11

Credit: 1

This course is an advanced course reviewing the college level material of macroeconomics and microeconomics. This course fulfills the twelfth grade social studies requirement. All students are required to pay a non-refundable fee to take both AP exams.

# SOCIAL SCIENCE

## **AP U.S. GOVERNMENT AND POLITICS**

Grade: 11-12

Prereq: Student has completed a course in U.S. History.

Credit: .5

AP U.S. Government and Politics will offer students the opportunity to develop analytical perspectives on government and politics in the United States, including both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. The course will also assist students in developing a familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Additionally, students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes in American political life.

The class will be conducted in a Seminar format, with students dictating and conducting a majority of the class discussion. Since this is an Independent Study course, we will meet every other day for the entire school year. Additionally, students will be required to complete reading and written assignments, and will be given periodic quizzes and tests, from which their quarterly grades will be computed. In the 4th quarter, (after the AP Exam) students will be required to complete a Final Project as their Final Exam grade for the class.

## **PARTICIPATION IN GOVERNMENT**

Grade: 12

Prereq: American History 11

Credit: .5

This is a required senior social studies course. Special emphasis is given to public policy and public policy issues on a national, state and local scale. Additional areas revolve around the US Constitution and citizens' civil liberties. A variety of alternative assessments are used. It is also through this course that the senior community service requirement will be monitored and discussed.

**GOVERNMENT internships** are available through Albany County Legislative Internship Programs sponsored by Cornell Cooperative Extension. See Guidance for applications.

# TECHNOLOGY

## *LAB FEES MAY BE REQUIRED FOR TECHNOLOGY COURSES*

### **WOOD PRODUCTION I**

Grades: 9-12

Prereq: None

Credit: .5

Each student will become acquainted with the properties of wood and metal and the processes needed to shape, fasten, and finish these materials into products. Students will experience activities using hand and machine tools, assembling techniques and finishing applications. Project work may include using hand and machine tools to produce wood products, and using sheet metal or wrought iron to produce products.

### **MATERIALS PRODUCTION II (WOODS II)**

Grade 9-12

Prereq: Wood Production I

Credit: .5

This course will build on the knowledge previously gained in Wood Production I, by implementing advanced machining techniques and self-inspired and planned designs. Students will have an opportunity to use such machines as the wood lathe, dovetail jigs and a CNC (Computer Numerically Controlled) Router. They will also experience the integration of new woodworking technologies applied to traditional techniques. This course is primarily lab based.

### **CONSTRUCTION TECHNOLOGY**

Grades: 9-12

Prereq: None

Credit: 5

This course is designed to acquaint students to the actual make up of a building, from the ground to the roof. Activities include blueprint reading, masonry work, floor, walls, and roof framing, and interior and exterior finishing. Students will work on group projects to apply their construction skills.

### **DESIGN AND DRAWING FOR PRODUCTION I**

Grades: 9-12

Prereq: None

Credit: .5

This course provides opportunities in the area of design and drawing, through creative thinking and problem solving experiences. Students will have an opportunity to utilize some basic drawing skills and hands on experience in solving some practical problems. This course satisfies one half of the art/music requirement.

### **DESIGN AND DRAWING FOR PRODUCTION II**

Grades: 9-12

Prereq: Design & Drawing for Production I

Credit: .5

Through basic drawing techniques students will solve problems graphically. They will have an opportunity to create presentation drawings for designs, full and half sectioning of machine parts, multi-view drawings and surface developments for packaging design and shapes. This course satisfies one half of the art/music requirement.

### **ARCHITECTURAL DRAWING**

Grades: 11-12

Prereq: Design & Drawing for Production I & II

Credit: .5

This course will deal with basic elements in planning a residence. Topics will include site orientation and selection, residential designing, room planning and layout, local building and zoning limits. Each student will have the opportunity to design a residential home. Drawings will include preliminary layouts, floor and foundation plans, elevations, section views, a plot plan and model. Drawing tools will also include CAD.

# TECHNOLOGY

## **COMMUNICATION SYSTEMS**

Grades: 10-12

Prereq: None

Credit: .5

This course surveys the technology of video and computer communications. Units covered will include all aspects of video production including recording with a variety of cameras, sound dubbing, special effects, editing, and adding titles. Telecommunication, digital sound, animation, computer graphics and interactive multimedia will be covered. Students will complete activities in each unit.

## **MEDIA PRODUCTION**

Grades: 11-12

Prereq: Communication Systems or Digital Graphics

Credit: .5

This course will have two components. Video production; will include units in studio lighting, script and story board writing, video filming, editing, special effects and improving sound quality. The second component will cover video techniques such as chroma key (bluescreen), morphing, and virtual reality graphics. Students will build on the skills and knowledge learned in Communication Systems and develops mastery in video production. Group and individual projects will give practical experience to each student.

## **PHOTOGRAPHY I**

Grades: 10-12

Prereq: None

Credit: .5

This course teaches the basic concepts of black and white photography. Students will complete work using an adjustable camera, film developing, darkroom techniques, photo composition, prints involvement, flash, camera lens and filters, mounting and display. The course includes an overview of the camera, film and photo equipment and how to become a better photographer. Classroom and outside projects will be assigned. Access to a 35mm adjustable camera is advised.

## **PHOTOGRAPHY II- IMAGING**

Grades: 11-12

Prereq: Photography I

Credit: .5

This course is designed for Photo I students that want an in-depth look at photography. This course will prepare the student for entry-level college photography courses. Students will work on improving their photocomposition, use creative darkroom techniques, taking portraits and work in color. Understanding and controlling light will be stressed. Access to a 35mm adjustable camera is advised. This course satisfies one half of the art/music requirement.

## **DIGITAL GRAPHICS I**

Grades: 9-12

Prereq: None

Credit: .5

This course will introduce students to creating and using computer graphics. Units of study will include painting and drawing software used in creating graphic images. Input devices such as scanners, digital cameras, video input, CD-ROM, and the Internet will be used to create high-resolution graphics. These graphic images will be used with Presentation and Page layout software to help the student create major projects.

# TECHNOLOGY

## **DIGITAL GRAPHICS II**

Grades: 9-12

Prereq: Digital Graphics I

Credit: .5

This is an advanced elective concentrating on high-end drawing and design software. Students will use this software to create and enhance graphic images of all types, and develop graphic layouts for paper and web publication. Software programs such as Photoshop, Illustrator, and web site production software will be taught. Through project work each student will learn to use tools widely used in the communication industry.

## **DIGITAL GRAPHICS III – 2/3D ANIMATION**

Credit: .5

Grades: 9-12

Prereq: Digital Graphics I & II

This course will teach the principles, techniques and animation of 3D graphics. Using software the students will explore the essential 3D building blocks such as drawing, shape manipulation, modeling and rendering. 3D animation will be taught using “Cheetah 3D” software. Students will use layers to create scenery, props and characters that look and move like real life. Students will also use flash to create a short chapter in a class movie that will tell a story of the classes choosing. Through project work, tutorials and classroom instruction students will develop an understanding of the 2 and 3D graphic animation world.

## **COMPUTER PROGRAMMING I**

Credit: .5

Grades 9 – 12

This course is an introduction to computer programming using the object-oriented language Visual Basic .NET. In addition, Lego Mindstorm programming software will be used to preprogram robots to accomplish tasks in lifelike scenarios. Other programming languages such as HTML and Java may be introduced. We will also cover the fundamentals to computer hardware. No prior programming knowledge is necessary, because this course is focused on building from the basics. This class is designed for students interested in computer programming and for those interested in pursuing a degree in Computer Science in college.

## **PRINCIPLES OF ENGINEERING**

Grades: 11 & 12

Credit: .5

Students discover how to apply engineering principles as they devote themselves, as a small subgroup of the class, to an engineering problem or design issue known as a “case study”. Each group of three or four students will apply the six major engineering principles to each case study, research relevant information; document their work in engineering journals, test design ideas, model potential designs, build prototypes, present preliminary and final results to the instructor and class as a whole. Self and peer review is a vital part of improving the quality of work and thus practiced on a continuous basis.

# CAPITAL REGION TECHNICAL SCHOOL

Vocational / Technical Courses

The Capital Region Technical School offers great opportunities for students seeking to gain knowledge and skills in vocational and technical fields. Due to the travel time and length of course offerings at the center, it is imperative that students enter on track for graduation. Therefore under ordinary circumstances, students should have passed at least 9 credits of the following: English, Global History, Math, Science, Health, Phys. Ed., and Art/Music (1 credit). Only under very unusual circumstances and with the approval of administration and the recommendation of the student's counselor shall students not meeting these criteria be allowed to attend CR Technical School.

## **COURSE OFFERINGS**

The following programs are two year programs offered to juniors and seniors. Students may elect to take the programs for one year only. Students interested in attending should inform their counselors so that other course requirements can be fulfilled in the freshman and sophomore years. Students will spend four periods in the program and will receive four credits in the course unless enrolled in another course concurrently. Transportation is provided by the home school district. The Technical School career center will help students identify full-time job opportunities for after graduation or assist with college planning.

### **ADMINISTRATIVE & MEDICAL OFFICE ASSISTANT**

**AUTO BODY REFINISHING**

**AUTO BODY COLLISION**

**EARLY CHILDHOOD EDUCATION I/II**

**AUTO TRADES TECH I/II**

**AUTO TECH PREP**

**ELECTRICAL TRADE I/II**

**AYES AUTO TECHNICIAN**

**POWER SPORTS EQUIP TECH**

**\*BUILDING TRADES I/II**

**CARPENTRY SERVICES**

**COMPUTER & NETWORK TECH/INFORMATION TECH**

**FASHION MERCHANDISING & RETAIL MGNMT**

**COMPUTER AIDED DESIGN & MANUF.**

### **\*FLORAL DESIGN**

**COMPUTER APPLICATION**

**HVAC/HEATING & REFRIGERATION**

**WEB PAGE DESIGN**

**INTERNATIONAL VIRTUAL BUSINESS**

**COMPUTER TECHNICIAN**

**LAW ENF. & SECURITY I/II**

**NETWORK TECHNICIAN**

**MEDIUM/HEAVY DUTY TRUCK REPAIR I/II**

**COSMETOLOGY\*\* I/II**

**NURSE ASSISTANT I**

**CULINARY ARTS & HOSPITALITY**

**\*GAMING, MULTIMEDIA & WEB DESIGN**

**CRIMINAL JUSTICE**

**WELDING/METAL FABRICATION I/II**

\*\*—Indicates programs that require two years of attendance and summer hours for licensure.)

### **LOCATION:**

**1015 Watervliet-Shaker Road Albany, NY 12205**

**PHONE: 456-9255**

## **TECH-PREP**

Grade: 12 Credits: 4

Accelerated Tech-Prep programs are a result of a partnership between VOTEC a local community colleges to put you on the fast track to college and a successful career. Through hands on training, Tech-Prep students learn all aspects of their field from industry-trained instructors. Students in Tech-Prep are concurrently enrolled in VOTEC and college and earn credits toward their Associate's Degree while still in high school. An internship component is part of the program.

Tech-Prep is offered in the fields listed below:

**CULINARY ARTS**

**AUTO MECHANICS**

**Juniors** may earn up to 4.5 credits at the Technical School usually including either CTE Math or Science.

**Seniors** may also earn up to 4.5 credits at the Technical School usually including English 12.

# **SPECIALIZED PROGRAMS**

## **ACADEMIC INTERVENTION SERVICES**

**SCIENCE**

**MATHEMATICS**

**SOCIAL STUDIES**

**READING**

**WRITING**

Students who need remediation in science, mathematics, social studies, reading or writing in order to prepare them for the Regents Exams in these areas may be registered for a program to meet these needs. Participants are chosen by standardized test scores or teacher recommendations. The classes meet every other day and are not for academic credit.

## **INDEPENDENT STUDIES**

Students may elect to pursue independent study in academic areas in which we currently do not offer courses. The student must enlist a sponsor teacher willing to oversee the independent study. A written proposal must then be submitted to the department chairperson with a copy for the student's counselor. If the proposal is accepted, a contract will be drawn. Independent study contracts are available in the guidance office. A formal presentation will culminate the study and a final grade will be determined by the faculty members involved. Independent studies receive letter grades and are not used in the GPA calculation.

## **ADVANCED PLACEMENT COURSES AND EXAMINATIONS**

Students take AP courses and exams for several reasons, including the challenge, the excellent preparation these courses offer toward college and the opportunities that can unfold as a result. A student who earns a grade of 3 or better on an AP exam is generally considered qualified to receive credit for an equivalent course at one of the 2,900 colleges and universities that give credit for AP exams. Some colleges will also offer advanced placement in the subject. College and university policies regarding Advanced Placement grades are not consistent. Students seeking college credit through AP are advised to obtain the college's AP policy in writing, or to look for it in the institution's catalog. Students are selected to participate in AP courses on the basis of their preparation for such a course and their willingness and ability to meet its academic challenges. The non-refundable fee for each AP exam is \$85.00. ALL STUDENTS ENROLLED IN AN AP COURSE MUST TAKE THE EXAM.

## **COLLEGIATE STUDY**

Students may opt to pursue advanced study through enrollment in one course or more at any of the area colleges, or through independent study programs offered by colleges nationally. This option allows students to take courses not offered at the high school, pursue a more advanced level, earn college credits or begin an academic major. Students will receive one high school credit for each 3 or 4 college credit course. Those choosing to graduate early may elect to fulfill their twelfth grade English and/or Social Studies requirements at college. The courses and the academic plan via an application must be pre-approved by the counselor and the academic department at the high school. Transportation and tuition/fees are the responsibility of the student. Grades in these courses are not factored into the student's high school GPA.

## **UNIVERSITY IN THE HIGH SCHOOL**

Several courses offered in grades 11-12 are part of the University in the High School program in which college credit is granted for a grade of C or better in the high school course. Colleges participating include Schenectady County Community College and the University at Albany. An application for credit must be completed along with a college determined fee to earn college credit in the course.

## ACADEMIC POLICIES 2010-2011

### DEFINITIONS OF TERMS:

**REQUIRED COURSES-** All students must take these to graduate from high school.

**PREREQUISITE-** A course that is required in order to be prepared for a more advanced course.

**ELECTIVES-** Courses which may be chosen by the student that are not graduation requirements.

**CREDIT-** One credit is earned for a passing grade in each high school subject taken five periods a week for a full year. If the subject is only taken for half the school year, one half credit is earned.

**LOCAL DIPLOMA-** A diploma based upon completion of a level of general education and required state testing.

**REGENTS DIPLOMA-** A diploma based on completion of an upper level academic program and passing required Regents examinations.

**ADVANCED REGENTS DIPLOMA-** A diploma based on completion of a more rigorous academic program including additional Regents examinations.

**WITH HONORS** -Indicates that the Regents or Advanced Regents Diploma was earned with Regents Exam scores averaging 90% or better.

**IEP DIPLOMA** - An IEP diploma is available for some special education students based on their individualized education plan. Graduation requirements vary for the individual student.

### MINIMUM COURSELOAD

The Voorheesville Central School Board of Education policy requires that all students in grades 9-12 carry a course load of 6.5 credits or its equivalent each year. Students who wish to waive this must get approval from parents, guidance, and the principal.

### NEW YORK STATE EXAMINATIONS

Regular education students are required to pass Regents Examinations in 5 areas; Math, Science, Global History, United States History and English to graduate. Students must score a 65 or higher on all 5 tests to earn a Regents Diploma. A local diploma is granted with a 55 or higher on the Regents or a 65 or higher on an RCT (refer to

chart on page 3). Regents Competency Tests (RCTS) are an alternative given to students in our special education program as needed. The Regents Exam in foreign language is most often needed for students pursuing an Advanced Regents diploma. A foreign language proficiency exam is given at the end of 8<sup>th</sup> grade. A year of high school foreign language or the passing of this exam is required for graduation.

### CREDITS REQUIRED FOR PROMOTION TO THE NEXT GRADE

Grades 9 to 10 4 Credits (including 3 from core subjects (English, Social Studies, Math, Science)

Grades 10 to 11 9 Credits (5 from core subjects)

Grades 11 to 12 14 Credits (8 from core subjects)

*Note: Students in grade nine repeating an eighth grade core course may not take the next level course until the eighth grade course is completed.*

### HONOR ROLL/HIGH HONOR ROLL

Honor Roll/High Honor Roll is determined by quarterly averages. A student on Honor Roll has achieved an average of 84.50 or higher in the quarter. A student on High Honor Roll has achieved an average of 89.50 or higher. Additional rounding can not be used to obtain the required average. Such student cannot be on Honor Roll or High Honor Roll if they have a grade of F, NE, or INC within the quarter.

### SCHEDULING TIMETABLE

Counselors will meet with students in classroom groups to gather preliminary requests. Teachers recommend students for placement, department chairpersons then review (i.e. AP, Honors, Regents, School Level) as applicable. Counselors will annually review the high school plan and selected courses in individual meetings with each student. Individual conferences for students in grade 11 will be held with a parent or guardian to review post high school plans. A course selection sheet will be finalized by April 1 and must be signed by a parent or guardian and returned to the guidance and counseling office in order to assure that requests are in place in selected courses. After the master schedule is created a student's schedule will be developed. Where classes are canceled or a conflict arises in a student's schedule, different courses will need to be selected. Before school opens in the fall students will receive a copy of their daily schedule. SCHEDULE CHANGES

## ACADEMIC POLICIES 2010-2011

ARE STRONGLY DISCOURAGED AT THIS TIME. *STUDENTS ARE OBLIGATED TO MAKE A STRONG, SINCERE EFFORT TO SUCCEED AND COMPLETE THE SELECTED PROGRAM.*

### DROPPING A COURSE

Schedules will not be altered to accommodate teacher requests, early dismissal or late arrival. The official add/drop period for all classes is 7 school days after the beginning of a course.

A schedule change due to academic difficulty may be considered prior to first quarters end provided:

- a request from a parent or guardian is made
- student is carrying the required number of courses
- student has made a sincere effort to succeed
- the student, parent, teacher and guidance counselor are in agreement regarding the change.
- class balance is not disrupted by the change.

Such student may then have to add a course in its place during second semester.

### FAILING GRADES

**A letter grade of F is used in the first half of a full year course for grades below 50. An F will be calculated as a 50 in the overall average. This will only be afforded to students who have attended at least 75% of scheduled classes. For the second half of a course, actual numerical grades will be used for grades below 50. If a students overall average at the end of the year is below passing, the actual grades earned in the first semester will replace the original grades of 50 (F). A grade of F in physical education is not calculated numerically into the average.**

### GRADES FOR DROPPED COURSES

If a course is dropped prior to the end of the first quarter, the class will not become a part of the student's record. After a student receives a grade in the course, in the next quarter column of the report card the student will receive either a Drop or Drop/Fail. The teacher assigns a Drop or Drop/Fail based on the current grade in the course. A Drop/Fail is equivalent to a 50 and is averaged in to that quarter's average and the final average for that year. A student will receive a Drop/Fail if their average is below 65. A Drop/Fail may only be overridden if the student was placed in an inappropriate academic level. If a student begins a new full year course at a different academic level, grading for that course begins when the student enters the new course.

### CHANGING ACADEMIC LEVELS IN A COURSE

A student may elect to change levels in a course (i.e. Regents to School level or Honors/AP to Regents) with teacher, parent and counselor permission provided the request is made before the end of the second quarter. Computation of the final average for the new course will include the quarters for which the student was enrolled in the course, the final examination, and input from the former teacher. A student who transfers within the last two weeks of a the first quarter will receive a letter grade of P or F for the quarter and the grade for the year will be based upon the remaining three quarters.

### TESTING OUT OF A COURSE

A student may test out of a course in January if they are in the course for the second time and have teacher approval. The student needs to earn 75 average or higher both first and second quarter, must take the midterm as part of the second quarter grade, and must take a final exam achieving a 65 or higher to prove competency in the entire course. Grading is determined by factoring in the third and fourth quarter grades of the previous year. Students may remain in the course to improve the remaining quarters and therefore the overall average.

### INCOMPLETE GRADES

Teachers may choose to give a student an incomplete in a course provided that there is a valid reason for work not completed (i.e. extended illness). The student will have a maximum of five weeks from the end of the marking period to make up this back work.

### SUMMER SCHOOL

#### FOR COURSE FAILURE, REGENTS EXAM FAILURE OR GRADE IMPROVEMENT

Students who fail one or more core courses during the regular school year are **strongly advised** to attend summer school at one of the local school districts.

*A student who fails a Regents Exam may opt to retake the exam or course in summer school or will be scheduled to repeat the course or attend remediation classes where available.* Voorheesville Central School District does not operate a summer school. Summer school programs vary from year to year within each district. To take a 1 credit course in summer school you must have taken the course before. ½ credit courses can be taken for the first time in summer school. Some summer school programs allow students to register to retake Regents Examinations or RCTs due to failure or

## ACADEMIC POLICIES 2010-2011

for improvement. A student who receives a higher grade on this exam will have that grade recalculated into their overall average for the course to which it applies. If the score on the walk-in exam is lower it is not recorded on the transcript.

### TRANSFER STUDENTS

All grades from prior schools attended will become a part of the Voorheesville High School Transcript for that student. Letter grades will be converted to our numerical system using a grading conversion scale. Students from out of state and private schools will be expected to pass New York State Regents Exams and coursework as outlined in the Commissioner's Regulations. Home Schooled students who enroll in high school must also meet these requirements.

### COMPUTATION OF THE FINAL AVERAGE

The final average for a course is calculated by averaging the four quarterly grades and the final examination grade. Final averages for half year courses are calculated by doubling the two quarterly grades, adding the final to the total and dividing by five. The quarterly average is calculated by averaging each course grade equally, with the exception of courses which meet every other day and therefore carry half the weight of a daily course. A student's final average for the year is calculated by assigning half credit courses half the value of full-credit courses and averaging all scores.

### COMPUTATION OF THE TRANSCRIPT

All courses taken by a student that have a numerical grade are used for calculating an overall average. The only letter grades that have a numerical value are F (fail) or DF (drop/fail) which are equal to a 50. A DF is averaged in the quarter the student drops the class and in the overall average. A letter grade in PE has no numerical value.

When a course is repeated due to failure, both the failing grade and the new grade are calculated in the overall average. When a course that has been passed is repeated *for improvement*, only the better grade is used in calculations, although both course grades appear on the transcript.

Students who retake a Regents Exam that is used as a final exam for a course will have the higher grade used for calculating the average for that course. Students who are testing out of a course will also have the quarterly grades that they repeated recalculated into the overall average. The original final average and exam grades will

appear on the transcript during the year taken. The new calculations will also appear in the year taken.

If a student has failed the same class or Regents/RCT exam more than once, the highest failing grade is calculated in the overall average along with a later passing grade.

Classes are unweighted, meaning no course is given a greater value in calculations.

### HOMEWORK POLICIES

Homework policies are determined by the individual teacher of each course and are available for review through the department chairperson. High school students are responsible for keeping up to date with their assignments. If a student is absent two or more consecutive days, the Guidance and Counseling Center can collect work for a student if given at least one day of advance notice. Students are responsible for making up their work if they are out of school for an extended illegal absence (i.e. vacation, family commitment). It is the students responsibility to make a list of work they need to complete and set up appointments with teachers to review work missed.

### HOME TUTORING

Students who are ill for a period of more than 10 consecutive school days with the illness expected to continue may request home tutoring. Documentation from an appropriate physician must be submitted to the school indicating the nature and duration of the illness. The counselor will arrange for tutors to come to the home for up to 2 hours per week for each academic core subject. Extended illness may force electives to be dropped. Families must work with the tutors to arrange a schedule that is a best fit for everyone.

### INDEPENDENT STUDY

Students may elect to pursue independent study in academic areas in which we currently do not offer courses. The student must enlist a sponsor teacher willing to oversee the independent study. A written proposal must then be submitted the semester prior to the study to the department chairperson with a copy for the student's counselor and a meeting will be held to consider the proposal. The student's parent/guardian will be invited to attend. If the proposal is accepted, a contract will be drawn. A formal presentation will culminate the study and a final grade will be determined by the faculty members involved.

## **ACADEMIC POLICIES 2010-2011**

Alternative Study Contract must be completed and signed for approval to pursue an independent study, online/off campus course, or regents class challenge.

### **CREDITS FROM COLLEGE, PRIVATE PROGRAMS OR INDEPENDENT STUDIES**

A student may apply for high school credit for courses completed at college, online, or in another institutional program. Prior to taking an online or off-campus course the student will need to get permission from their guidance counselor, and have a contract completed with approval from parent, appropriate department chair, and administrator. Verification that the course was completed and a grade received must be submitted to the Guidance Office. This should include a record of the amount of hours spent in the program in order to determine the amount of high school credit to be given. Grades from such programs will be converted to pass/fail or letter grade on the student's transcript and are not used in GPA calculations. When a college course is used to fulfill a NYS requirement the grade in the course must be a C or better and credit must be awarded by that institution. Permission for this must be granted by the appropriate department head prior to the beginning of such class. If not an approved credit bearing program, a student may seek an independent study in the area by consulting their counselor and the appropriate department chair. Any course taken in lieu of a required high school course as an independent study must be approved by both counselor and department chairperson. This contract must be completed prior to the beginning of the independent study.

### **ACCELERATION/ CHALLENGING COURSES**

Students may opt to challenge a course by proving competency in the course material. A student must submit a request in writing to the chairperson of the academic department, and a contract must be completed with approval from parent, teacher, department chair, guidance, and administration. The chairperson will evaluate a student's knowledge of the material and will require that the student show mastery of the final examination (score of 85% or better) and complete a special project. In Regents courses it is required that students earn a grade of 85% or higher on the Regents Examination in addition to requirements set forth by the department chairperson or principal.

### **DOUBLING UP**

Doubling Up refers to the situation where a student is allowed to take two courses within a department due to

failing one of the courses in a previous year. Example: A student, who fails English 9, does not attend summer school and is given permission to take English 9 and English 10 simultaneously the following school year. In such cases, the student must pass the lower course each quarter. By the end of the second marking period a decision will be made regarding the continuation of the doubling. If the student has failed the lower course at this point in time, the student is required to drop the higher level course regardless if the student is passing or not. Students may also choose to accelerate by doubling-up in courses with permission of the counselor, department chairperson and parent.

### **HONOR SOCIETY SELECTION**

Nomination into the National Honor Society rests on the pillars of scholarship, leadership, service, and character. To fulfill the scholarship requirement you must maintain a cumulative GPA of 90.000. The remaining three requirements involve strong evidence of outstanding leadership, service, and character determined through a faculty rating and nominee applications. A five member Faculty Council (appointed each year by the principal) reviews the results of ratings and the applications and then determines the new members by a majority vote. Nomination into the National Honor Society does not guarantee induction. Induction is an honor and as such selection is competitive with only those having strong evidence of the four pillars of the National Honor Society being chosen.

Further, by applying to the C.A. Bouton Chapter of the National Honor Society, you will be agreeing to enhance the Voorheesville High School spirit of leadership, service, and character by participating in various National Honor Society events, volunteering for twenty hours during the school year, as well as maintaining high academic standards.

### **VALEDICTORIAN CLASS**

A Valedictorian Class will be identified for purposes of commencement and recognition at the graduation ceremony. The Valedictorian Class will be made up of students who have taken or will have taken prior to commencement at least 7 Advanced Placement, University in the High School and/or Honors classes, AND who represent the top 10% of their graduating class (established by the number of seniors enrolled at VCHS effective the first day of school of that senior year), or have a cumulative average of 94.0000 and above, whichever is greater.

## ACADEMIC POLICIES 2010-2011

From the Valedictory Class, the class Valedictorian and Salutatorian will be identified after the third quarter of the senior year. The top two positions will be determined by:

- Overall GPA

Plus

- Number of AP, UHS and Honors classes with 1 point given for 9 AP classes, 2 for 10, 3 for 11, 4 for 12 and 5 for 13 or more.

Plus

- Well rounded extracurricular involvement (i.e., involvement in school sponsored activities, clubs or sports) awarded 0, 1, 2, 3 or 4 points. Points awarded will be based on the number of hours a student devotes to an activity or activities throughout the school year.

Plus

- Community Service Hours beyond those required by club or senior status with 1 point awarded for 31 – 50 hours, 2 for 51 to 70 hours, 3 for 71 to 100 hours, and 4 for 101 or more (evaluation and verification of hours to be done by the principal).

And

- Students who are in good standing with the clubs, teams and activities they are involved in.

### SUMMER READING

All Voorheesville students are required to extend their reading activities through our Summer Reading Program. Students are required to read the books assigned to their grade level prior to the start of school. The selections relate to the English and Social Studies courses that the student will be enrolled in for the following year. Students are required to prove that the book has been read by completing some form of assessment either online during the summer through the use of online assessment tools which may include, but are not limited to, blogs, wikis, or online discussion boards, or through the completion of an in-

class assignment when school begins in the fall. The grade(s) on assignments completed either during the summer months or during the first weeks of the first quarter will count as a first quarter grade and are due on the dates assigned by the teacher. New registrants may be granted extended time by the department chairperson depending on date of registration.

### EARLY GRADUATION

**The standard four year program is suited to most students in terms of their emotional, physical, and intellectual development. It is also most readily adaptable to post high school educational and vocational plans. Special situations may occur where a student may need to shorten the length of their high school program. Such a decision must involve the student, his/her family and the guidance counselor. It is recommended that this decision be made by the end of the sophomore year. Early graduates will not be eligible for some community awards traditionally given to seniors.**

### COLLEGE APPLICATION PROCESS

***The High School Transcript*** is an official document vital to the college admissions process. All final exam, Regents Exam and final course grades from high school courses will be recorded on the transcript including those courses failed and later repeated and those attained during summer school. This document is only valid for college admissions and scholarship organizations when mailed directly from the Guidance and Counseling Center.

***SAT/ACT/AP Scores-*** Students who indicate our High School Code (335740) on registration forms for these tests will have a copy of results reported to the high school. These reports will become a separate part of the high school transcript and will not be reported to college or scholarship programs by the guidance office. Students must request that these scores be sent directly from the testing agency (College Board or ACT).

***School Counselor and Teacher Recommendations*** are confidential documents. Counselor recommendations will be sent along with the transcript directly to the college. Students applying to 4 year colleges should request recommendations in the fall from two teachers

***Postage-*** A fee of \$1.00 should be submitted by the student with each application to cover postage costs. This fee includes mailing of the application, transcript, recommendations, school profile, midyear grades and final grades.