

Waterford-Halfmoon High School



Course Description Catalog 2023-2024

Revised 03/2022

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*You have brains in your head.
 You have feet in your shoes.
 You can steer yourself any direction you choose.
 You're on your own.
 And you know what you know.
 And YOU are the guy (person)
 Who'll decide where to go.*

Oh, the Places You'll Go!
 By Dr. Seuss

INTRODUCTION

Welcome to a new stage in your first career: student. As a high school student, you are already preparing for the rest of your life. The things that you will learn, the topics you discuss, the stories you will read, any of them may suddenly spark what you want to do for the rest of your life. And while we like to make our own decisions about the future, this course description booklet will outline your choices along with the requirements. Your real choices in life are whether or not to do what is expected of you, and we expect everyone who enters our doors to earn a high school diploma.

Imagine that school is like driving a car. From here in Waterford, you could get in your car, and drive to so many places. You could go through Central America all the way down to South America. Or you could go north through Canada and into Alaska. Wherever you go there are some laws to follow. To drive a car you must have a valid driver's license, a car, and money for gas. You need rest and exercise every once in a while. You can either follow a map or go where your inspirations lead you. But you always have to follow the speed and traffic signs and you cannot drink alcohol and drive.

School is the same way. You could choose to play on a sports team, read all your books as you would billboards, and make new friends. You could go to Medical school if that's the road you choose. But sometimes you'll be expected to speed up or slow down, to follow undesirable detours or to sit still in traffic. There will be accidents and delays; new ideas, historic sites, and tests to challenge your ability. If you could just love the journey from kindergarten through to your senior year of high school, it will be more fun than just asking, "Are we there yet?" The time and energy you invest will bring you to better places.

This booklet will show you the requirements and interesting choices that lie ahead. It is a quick reference to everything you need to know about being a student at the Waterford-Halfmoon Junior/Senior High School. This booklet is a publication of the Guidance Office; please feel free to call us for clarification at (518) 237-0800 x3314.

The Guidance Staff:

Mrs. Virginia Austin	Guidance Counselor
Ms. Jessica DiFabio	Guidance Counselor
Ms. Kerri Mulligan	Guidance Secretary

The guidance staff is trained and experienced in helping students understand the many demands that school places on them. From interpreting test scores, getting along with classmates or teachers, meeting the requirements for graduation, finding the right college or career, we are the place. We have many sources for researching colleges and careers: from how to apply for financial aid and the forms to do it, to what kind of salary a particular job pays. We can help you set goals for the future and help you lay out the path to get there. When it comes to understanding why standardized tests are required and what the test results mean, we have the answers. And when something has you down, we are the place to come to talk about it-whether it's a classroom, classmate, teacher or family worry, we're here to help.

What to Expect from the Guidance Office:

Records

Guidance is the beginning and end point of your high school career. It is here that students get their first schedule and homeroom assignment and it is here that your diploma will be approved. All grades and test results are records that are maintained in our office.

Careers

Books, periodicals and computer software are just some of the resources available to our staff, students, their families and the community, about careers. Interest inventories and ability tests are also available to help students choose a career that interests them.

College

We are your main link to finding the right college. Representatives from various colleges come to the guidance office each year to talk to students about majors, costs, scholarships, athletics, campus life, etc.

Counseling

Guidance provides individual counseling to help students (and their parents) understand personal characteristics and personalities. We help students make educational and career

decisions based upon a self-awareness of abilities and interests and employment trends. Counseling also provides the opportunity for students to discuss anything that they are concerned with, with great consideration given to confidentiality of those issues. Guidance also offers mediation between students.

Activities

Group guidance activities are afforded to our students throughout their junior-senior high school careers. Some highlights: eighth grade orientation to the high school; orientation to each grade level regarding educational requirements, opportunities and procedures; information provided about occupational and military opportunities and assistance in the personal development of each student; evening student/parent meetings on College Search and Financial Aid information.

Placement

Helping students meet their goals: determining where to go next and what are the possibilities for the future. From instructions on how to look for a college to just deciding which classes are right for each individual, guidance wants you to be 'in the right place.' We can help with the transition that occurs after major changes, between classes, grades or school, transferring in or out of our district and knowing where you'll be going after high school. We are the place for working papers too!

The guidance office is here to bridge the gap between home and school. Whenever in doubt about who to speak with, please feel free to call our office. We want to get to know each of our students and their families personally.

WATERFORD - HALFMOON HIGH SCHOOL COURSE DESCRIPTION CATALOG

2022 - 2023

KEY PEOPLE TO HELP YOU

SCHOOL COUNSELORS

Mrs. Virginia Austin ext. 3313

Ms. Jessica DiFabio ext. 3322

PHONE: (518) 237-0800 ext. 3314

FAX: (518) 687-2642

COMMITTEE ON SPECIAL EDUCATION OFFICE

Director of Student Support Services
and Curriculum and Instruction

Ms. Jennifer Bull

PHONE: (518) 237-0800 ext. 3315

FAX: (518) 687-2643

ADMINISTRATORS

Superintendent:

Mr. Michael Healey

High School Principal:

Mr. Christopher Scanlan

Assistant Principal:

Mr. Joel Richardson

125 Middletown Road

Waterford, NY 12188

PHONE: (518) 237-0800

FAX: (518) 237-7335

The Waterford - Halfmoon Union Free School District does not discriminate on the basis of race, color, national origin, creed, sex, age or handicap as defined by law, and is in compliance with Title IX

of the Education Amendments of 1972 and with Section 504 of the Rehabilitation Act of 1973.

INTRODUCTION TO YOUR PROGRAM OF STUDIES

The purpose of the Program Guide is to provide a road map to a successful high school experience. As you will see, we offer many paths to success. Individuals are encouraged to choose the best path for them and to evaluate that path each year.

The Program of Studies outlines four aspects of our high school program:

1. An explanation of graduation requirements as specified by the New York State Board of Regents.
2. A listing of sequence options presented in both narrative and graphic formats.
3. Answers to commonly asked questions regarding various aspects of the high school program.
4. A list and description of courses and sequences offered by each subject area department.

Cooperation among parents, students and staff is necessary and very important when selecting a program of study that will provide for the educational needs of every student. The Waterford - Halfmoon High School staff will provide assistance to you in developing your program and will assist in the

decision-making and problem-solving processes. Student conferences will be scheduled for this purpose. If you have

any questions, you are urged to call the Guidance Office

QUESTIONS & ANSWERS

- **What are the graduation requirements?**
- Every student in grades 9-12 must schedule a minimum of six subjects plus physical education each semester. It is recommended that an additional elective subject be chosen.

REQUIREMENTS FOR GRADUATION FOR ALL CLASSES

Required Number of Credits for all graduating classes:

English	4 credits
Social Studies	4
Mathematics	3
Science	3
Art/Music	1
Health	½
*Physical Education	2
World Languages	1
Electives	3½

22 credits (minimum number required for a NYS
Local or Regents Diploma)

*Students earn ½ credit of P.E. every year.

**1 unit of credit is earned upon passing the proficiency exam or passing a Level one language course.

New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

Credit Requirements

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	Minimum number of credits
English	4
Social Studies <i>Distributed as follows:</i> <i>U.S. History (1)</i> <i>Global History and Geography (2)</i> <i>Participation in Government (½)</i> <i>Economics (½)</i>	4
Science <i>Distributed as follows:</i> <i>Life Science (1)</i> <i>Physical Science (1)</i> <i>Life Science or Physical Science (1)</i>	3
Mathematics	3
World Languages	1 ^(**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	½
Electives	3 ½
Total	22

^(**)Students with a disability may be excused from the requirement for 1 unit of credit in World Language if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

- 1.) **Pathways**
A student must either:
 - pass an additional Regents examination in a different course (mathematics, science, or social studies); or
 - pass an additional Department approved alternative in a different course (English, mathematics, science, or social studies); or
 - pass a Department approved pathway assessment (Arts, CDOS, World Languages); or
 - successfully complete a Department approved CTE program, including the associated 3-part technical assessment; or
 - successfully complete all the [requirements for earning the CDOS Commencement Credential](#).

Reference [Multiple Pathways](#) and [Department Approved Alternative Examinations](#).
- 2.) **Appeals**
Appeals are subject to local district approval. Reference [Appeals, Safety Nets, and Superintendent Determination](#).
- 3.) **Special Endorsements**

Honors: A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents examinations. The locally developed Checkpoint B examination in World Languages is not included in the calculation.

Mastery in Math and/or Science: A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.

Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3-part technical assessment.

Reference the [Endorsements and Seals webpage](#) or [NYS Diploma/Credential Requirements](#) for additional information pertaining to awarding special endorsements to students with exam exemptions due to COVID-19.
- 4.) **World Languages Exemption**
Students with a disability may be excused from the required units of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the sequence in World Languages in order to meet the assessment requirements for the advanced diploma.
- 5.) **Superintendent Determination of a Local Diploma**
Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference [Appeals, Safety Nets, and Superintendent Determination](#).
- 6.) **Exemptions due to the COVID-19 Public Health Emergency**
Students granted an exemption from any examination due to COVID-19 are not required to pass such specific examination to meet the assessment requirements for any diploma type. Reference the following FAQs: [June/August 2020](#), [January 2021](#), [June/August 2021](#), and [January 2022](#) (USHG only).
- 7.) **Seal of Civic Readiness**
A select number of NYS schools will pilot the Seal of Civic Readiness during the 2021-22 school year. Reference the [Civic Readiness Initiative](#).
- 8.) **Family Resources**
Three flyers, a tracking tool, and presentation materials are available to support students' and families' understanding of the NYS Diploma Requirements. Reference [Understanding NYS Diploma Requirements ~ Family Resources](#). Flyers and tracking tool are translated into eleven different languages.

<http://www.nysed.gov/common/nysed/files/currentdiplomarequirements.pdf>

Assessment Requirements

	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
REGENTS EXAM or passing score on a Department approved alternative	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65	1	1 Regents exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents exams with a score of 65 or above.	1	2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65 or above.	1	55 ^{*^}	1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 or above, <u>OR</u> 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65 or above [†]
Math	1	65	1		1					
Science	1	65	1		1					
Social Studies	1	65	1		1					
Pathway <i>(See note 1 on reverse side)</i>	1 or CDOS	65 if Regents Exam	1 or CDOS		1 or CDOS		1 or CDOS	55 ^{*^} if Regents Exam	1 or CDOS	
Compensatory Safety Net	<i>Non-Applicable</i>		<i>Non-Applicable</i>		<i>Non-Applicable</i>		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics.		<i>Non-Applicable</i>	

Regents Diploma with Advanced Designation

- Students seeking the Regents diploma with advanced designation must:
- Meet the credit and assessment requirements for a Regents diploma; and
 - Pass **two additional** Regents **exams** or Department approved alternatives in **mathematics**; and
 - Pass **one additional** Regents **exam** or Department approved alternative in **science**
 - students seeking advanced designation must pass at least one Regents exam or Department approved alternative in both sciences (**one life and one physical**); and
 - Complete a **sequence**:
 - earn an additional 2 units of credit in World Languages and pass a locally developed Checkpoint B World Languages examination, or
 - complete a 5 unit sequence in the Arts, or
 - complete a 5 unit sequence in CTE.

Assessment Combinations for Advanced Designation

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) = 7 (+Pathway) or 8 assessments.
STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math [‡] , 2 science (1 life science, 1 physical science) = 8 assessments.
STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments.

* A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. Reference [New York State Diploma/Credential Requirements: Local diploma for Students with Disabilities](#).
[†]In the event a student with a disability is unable to attain a passing score on any Regents examination, the student may be eligible for a Superintendent Determination of a local diploma. Reference [Appeals, Safety Nets, and Superintendent Determination](#).
[‡]English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time. Reference [New York State Diploma/Credential Requirements: Local diploma for English Language Learners](#).
[§]The 4th mathematics examination can be selected from the list of [Department Approved Alternative Examinations](#).

<http://www.nysed.gov/common/nysed/files/currentdiplomarequirements.pdf>

****Exemptions due to COVID-19:** Students granted an exemption from any exam due to COVID-19 cancellations are **not** required to pass such specific exams to meet the assessment requirements for any diploma type.

➔ **What is a Unit of Study?**

A unit of study relates to a course taken each school day for one school year. A half unit of study relates to a course taken each school day for one semester. A half unit may also be earned for a course taken on alternating days for one school year. A “credit” is awarded for successful completion of a unit of study.

→ **How is a student placed in a specific level of a course?**

Judgments regarding the placement of a student in specific levels of a course are based on the student's past performance in the subject as well as the student's standardized testing record, where applicable. The subject teacher(s) make a recommendation for the level of instruction appropriate for the next school year. *Such decisions must be considered seriously as changes during the school year could be very difficult.* Decisions are subject to review each year.

→ **How is a student promoted from one grade to the next?**

In general, promotion from one grade to the next shall be contingent upon the passing of all required subjects and the accumulation of the number of units shown in the chart below. Grade placement is determined prior to September of each school year.

Class	No. of credits earned by student
Freshmen	0 – 4.50
Sophomore	5 – 9.50
Junior	10.0 – 14.5
Senior	15 and above

Note: Certain privileges such as placement of pictures in the yearbook, parking on school property, etc., are granted based on a student's grade level assignment.

→ **How difficult is it to change my schedule of classes after the school year has started?**

Course selection should be made carefully since opportunities to change courses are limited after the school year begins. The number of sections of each course is established by the number of students who sign up during the annual course selection in the spring. It is difficult to accommodate changes in individual student schedules after that time. All student schedule requests are final as of **June 1**.

Sometimes course sections are full or conflicts cannot be resolved. Also, courses in any department will be offered only if there is sufficient enrollment. In these cases, schedule requests may need to be altered.

Only under the following circumstances may courses be dropped after the school year begins:

- ◆ Student failed the prerequisite course.
- ◆ Student went to summer school and no longer needs the course.
- ◆ Clerical error or two courses assigned to one time slot.
- ◆ Medical considerations (requires medical verification).

A student must initiate the drop consideration with his/her counselor. Written permission of his/her parent/guardian, input from the subject teacher, counselor

and administrator will all be taken into consideration as well as documentation of one of the 4 reasons listed above.

Course adjustments will *NOT* be honored for:

- ◆ Teacher preference
- ◆ Choice of a particular time for a class or study period/lunch
- ◆ To be with friends

Why would my course selections not be honored?

- ◆ If a student fails a prerequisite course and fails to take and pass it during summer school, he/she will not be scheduled for the requested course.
- ◆ Course conflicts. In some cases requested courses may only be offered once during the day at the same time period. If this is the case, a student will have to choose which course to take.
- ◆ If a course is oversubscribed and additional sections can not be offered, seniors will be scheduled first, followed by sophomores, juniors then freshmen.
- ◆ If all prerequisites have not been met.
- ◆ If the course is canceled.

→ Can a Student be granted an early release from school?

Seniors in good standing (academic, attendance, and discipline) who are scheduled for 6 subjects plus PE each semester may apply for Early Release to the principal. Schedules will not be readjusted to fit in the request.

→ Can a student graduate in less than four years?

Yes, the Board of Education, in certain cases, shall grant students who wish to graduate from high school in less time than the ordinary four year sequence the permission to complete graduation requirements on an alternate schedule. To this end, all state and local graduation and diploma requirements must be completed for early graduation.

A student shall not be denied exact class rank if he/she wishes to complete the usual four-year course of studies in three years.

A student who has completed the diploma requirements in fewer than eight semesters and is otherwise eligible to receive a diploma is not required to continue enrollment in high school for the sole purpose of completing physical education requirements. Upon request of the student's parent or guardian, the school can grant this student a high school diploma prior to the completion of his/her eight semesters.

As early as possible, the student and his/her parents or guardian must consult with his/her school counselor in order to develop an **early graduation** plan. The building Principal must also be given notice of such intentions in writing.

The following factors will be considered when a request is made for early graduation:

- ◆ The student's grades
- ◆ Performance in school
- ◆ His/her future plans
- ◆ How this would benefit the student.

The building Principal shall make the decision on whether to grant permission after consultation with the individual student's counselor, the student, and the student's parent(s). A parent has the option to appeal the building Principal's decision to the Superintendent of Schools.

→ **What do colleges look for in college applicants?**

Colleges look for students who have demonstrated success in the most challenging courses appropriate to each student. Each college admits students whose past records, including standardized test results, indicate success that will likely continue through higher education. Colleges with specialized degree programs sometimes require performance reviews, such as an art or architectural portfolio or musical audition. Students pursuing admission into these specialized programs can enhance their college application credentials by completing sequences in a related program, such as music or technology.

→ **What do employers look for in job applicants entering the workforce right after graduating from high school?**

Employers look for job applicants who will be productive employees. This means individuals who have good communication skills and a willingness to learn new things. They want responsible people who get along with fellow workers and who take pride in their work. They expect that employees will come to work everyday and want to see a track record of **good attendance** in high school.

→ **What person in the school can help me the most?**

The person who will guide you through your high school program is your guidance counselor. This person monitors your records and will assist you with all your major decisions. Your counselor can help with information about classes as well as job or college options. Further, individual teachers and other school staff can be of significant assistance as advisors or even mentors. The entire Waterford - Halfmoon High School staff is committed to helping you make the most of your high school experience. **See introduction.**

→ **How is students' progress reported?**

An evaluation of a student's progress in school is reported to students and parents eight times a year. Two different formats are used as follows:

Report cards and marking period procedures: The school year is divided into four marking periods approximately ten weeks in length. At the end of each marking period, a numeric grade is calculated. This grade is an average of the marks accumulated during the marking period based on class participation, assignment preparation, and quiz/test grades. The student's final grade for full year courses will be an average of the four quarters and the final exam. For semester courses, the quarter grade is doubled and added to the final exam and divided by five. A student must achieve a final average of 65 in order to pass a course and earn credit.

Interim Reports: Interim progress reports are sent home approximately half way through the marking period and will provide parents with an approximate grade and a number of comments regarding a student's performance. The district calendar indicates days when report cards are mailed home.

*Parents who share custody of a student may request that a copy of report cards/interims be mailed to them. This request should be made in writing to the Guidance Office.

→ **What are some other programs available to me as a Waterford -Halfmoon High School student?**

COURSES AT HUDSON VALLEY COMMUNITY COLLEGE

Waterford - Halfmoon High School offers Hudson Valley Community College courses at the high school. (See the courses described elsewhere in this booklet.) These courses are taught by high school staff members for college credit. These courses are not intended to be used to fulfill basic high school course requirements but instead are offered as a way for students to start their college academic experience while they are completing their senior year in high school. Students pay HVCC tuition cost (Approximately \$100). Students receive a regular HVCC transcript and may transfer the credit to colleges and universities that accept HVCC course work.

HUDSON VALLEY COMMUNITY COLLEGE "EARLY ADMISSION" PROGRAM

High school seniors may apply to enter Hudson Valley Community College as full-time students prior to graduation if they meet the following conditions and requirements: 1. Good academic standing (overall average of 80 or above); 2. Unqualified approval of high school principal and counselor; and 3. Prior course work meets admission requirements for the curriculum for which they apply.

The procedure for applying for "Early Admission" is as follows: 1. Student asks high school counselor to submit a letter to the Admissions Office, designating courses needed to complete high school graduation requirements and student's curriculum choice; and 2. Submit HVCC application - "Early Admission."

"Early Admission" is for students who wish to attend Hudson Valley Community College **FULL-TIME DAYS**. There are no requirements or restrictions for students who wish to take Continuing Education evening courses part-time. Students may request a Continuing Education brochure by phoning Hudson Valley Community College at 518-629-7338.

SUNY ALBANY

Our course in College English is part of this program.

Career & Technical Education (CTE)

The Waterford - Halfmoon School District is committed to providing education in the area of occupational studies to those students desiring these programs. CTE programs are one-year and two-year programs in which students earn four (4) credits each year by attending afternoon classes at the CTE Center in Saratoga. Students in CTE occupational programs in general can take only their required courses or, at most, one elective at the high school. Transportation is provided to these classes and back to Waterford - Halfmoon High School. **Please note: All students must take the bus to and from the program.** Afternoon CTE students return to the school at 3:00 p.m. and can ride home on the late bus.

Due to the large financial responsibility assumed by the District for each student attending a CTE course (approx. \$6,550 per year), it is imperative that careful consideration be given to all facts relating to the program before a final decision is made. Once enrolled, students are committed for one full year and may not drop CTE. Students should plan to talk with their counselor, read the descriptive information about the program, visit the Saratoga CTE course of their choice, and discuss fully with parents and have them sign necessary forms.

The Saratoga CTE - Myers Center School has the following course offerings:

Auto Body Repair
Automotive Technology
Conservation
Construction Trades
Cosmetology
Criminal Justice Studies
Culinary Arts
Early Childhood Education
Graphic & Visual Communications
Health Occupations
Heavy Equipment
Horse Care
Horticulture/Landscaping
Network Technician/Electronics
New Visions: Health Explorations

Nurse Assisting
Plumbing, Heating & Air Conditioning
Practical Nursing
Welding
Multi-Exploratory Training (METS)
**See your counselor for more details.

ENGLISH AS A SECOND LANGUAGE

This program is offered only to students for whom English is not a native language. The curriculum is devised around the student's individual needs, which are demonstrated in an assessment given prior to placement in the program. Intensive individualized and/or small group instruction is given in the skills of reading, writing, listening, and speaking in English. Also, some instructional time is dedicated to assisting students with coursework for other classes, as well as to improving study skills.

Prerequisite: The New York State Identification Test for English Language Learners (NYSITELL) scores and Home Language Questionnaire.

→ **What do I do if I fail a course or required exam?**

SUMMER SCHOOL

Students who fail required courses are strongly urged to attend summer school so as not to fall behind in credits or grade placement. Students from Waterford - Halfmoon High School attend summer school in various locations including Troy, Cohoes, Shenendehowa, Lansingburgh as well as others. To register, students must first obtain a permission form from their counselor at Waterford-Halfmoon High School. Information regarding summer school is typically available in the guidance office at the beginning of June.

AUGUST REGENTS EXAMS

Students who have failed a Regents may take an August Regents at Waterford - Halfmoon High School or in an area high school. In addition, students who have passed a Regents examination but who wish to improve their test grade by taking the August Regents may do so by submitting a written request to their school counselor by July 9. The written request must be countersigned by both the student and the parent or guardian.

It is recommended that any student who has failed a Regents examination attend summer school or receive tutoring before taking an August Regents examination in that area. Weeklong review classes are offered at area schools such as Cohoes, Troy, or Shenendehowa.

→ **What are some Alternative Methods of Earning Credit?**

Waterford - Halfmoon High School offers several alternative methods of achieving credits in addition to the route through regularly scheduled classes. Some of

these options are described below. A student may earn a maximum of 6 ½ credits by alternative methods.

I. Independent Study -- Independent study projects may sometimes be used to achieve credits in all departments. Independent study projects must adhere to the following guidelines:

- ◆ A teacher/advisor must oversee and evaluate the project work.
- ◆ A written contract is required and it must specify: [a] academic objectives and activities, [b] approximate number of hours of student time commitment, [c] a timeline for project completion, [d] project evaluation criteria, and [e] student, parent, teacher, counselor, and principal signatures indicating prior approval.
- ◆ A general guideline of 90 hours of project work equals 1/2 credit, 180 hours of project work equals 1 credit will be used.
- ◆ The project work will be graded pass/fail and a passing grade must be earned to achieve credit. Independent study grades will not count in rank in class determination. Administrative pre-approval is required as well as teacher willingness to participate.

II. College Course Credits

College course credits can be used for Waterford - Halfmoon High School credits providing the following conditions are met:

- ◆ Prior approval is received from the guidance counselor and an administrator.
- ◆ Students pay all tuition costs and request an official transcript for high school permanent records.
- ◆ Generally a college semester course of 3 or 4 semester hours will be given ½ credit at Waterford - Halfmoon High School.
- ◆ Passing grades must be earned in the college course.

III. Course Credit By Examination and Project Work

Credits at Waterford - Halfmoon High School can be achieved by challenging the Regents examination. A grade of 85 or higher **plus** the completion of an appropriate project is required to earn credit. A student/parent must make a request to challenge a Regents in writing at least one semester prior to taking the exam. This process cannot be an 'ad hoc' decision. Prior meetings with the counselor should take place. The principal needs to approve both the challenge to the Regents and the accompanying project.

→ **What regulations are in place concerning attendance for Waterford - Halfmoon High School?**

WHHS Attendance Procedure:

The District believes that classroom participation is related to and affects a student's performance and grasp of a subject matter and, as such, is properly reflected in a student's final grade.

Studies have shown the importance of the relationship between attendance at school and achievement. Daily attendance creates an environment, which fosters subject competency, continuity of learning and responsibility, which are all integral to the educational process.

School attendance and class participation lead to student competency and are essential to a comprehensive educational program. For this reason the Waterford-Halfmoon High School Attendance Policy takes into consideration participation as a component of the student's grade. It is the philosophy of the faculty, administration, and Board of Education that active participation is an integral part of every course offered in the high school. Class participation shall be evaluated according to guidelines, which the teachers will clearly state at the beginning of each course.

Any student absent from a class more than 15% of the time for any reason, including legal and illegal absences, may not receive credit for the course. Attendance at school sponsored events where instruction is substantially equivalent to the instruction which was missed shall be counted as the equivalent of regular attendance in class.

- ◆ Examples may include but are not limited to school approved field trips, instrumental music lessons, school provided homebound instruction due to illness or extended discipline, and school sponsored extracurricular activities including athletics.

Transfer students and students re-enrolling after having dropped out of school will be expected to attend 85% of the scheduled class meetings during their time of enrollment. The procedures followed will be prorated according to their possible number of class meetings.

This procedure will be implemented in a three-stage process:

Stage I:

When a student is identified as having an attendance problem according to the following table, the teacher will complete a Stage I letter on the appropriate form. (A copy will be sent to the student's parent/guardian, appropriate school counselor, and principal.)

Stage I Criteria:

Science Lab Courses*	20 absences
Full Year Courses	14 absences
Semester Courses	7 absences
Quarter Courses (PE)	3 absences

- ◆ For all Courses, arrival to the class fifteen or more minutes late will constitute a class absence.
- ◆ Five unexcused tardies to a class will constitute one class absence.

* Missing a class/lab day equals 2 absences.

Stage II and III:

When a student's attendance continues to be problematic according to the following table, the teacher will complete a Stage II form. A copy will be sent to the student's parent/guardian, appropriate counselor, and principal. The stage II letter is a notification that the student is in danger of losing credit for the course; additionally, it will clearly delineate the disciplinary measures to be meted out if the attendance problem progresses to Stage III. An administrative meeting will be arranged. The parent/guardian, student, and Principal will meet to review the situation. The counselor will meet with the student to review reasons for the absences and to assist the student to initiate strategies to improve class attendance. Strategies may include, but are not limited to, individual counseling sessions, group counseling, psychological referral, and the PINS diversion program.

Stage II Criteria:

Science Lab Courses*	29 absences
Full Year Courses	20 absences
Semester Courses	10 absences
Quarter Courses (PE)	5 absences

- ◆ For all Courses, arrival to the class fifteen or more minutes late will constitute a class absence.
- ◆ Five unexcused tardies to a class will constitute one class absence.

* Missing a class/lab day equals 2 absences.

Stage III Criteria Are:

Science Lab Courses*	40 absences
Full Year Courses	27 absences
Semester Courses	14 absences
Quarter Courses (PE)	7 absences

- ◆ For all Courses, arrival to the class fifteen or more minutes late will constitute a class absence.
 - ◆ Five unexcused tardies to a class will constitute one class absence.
- * Missing a class/lab day equals 2 absences.

When a student's attendance continues to be problematic according to the above table, the teacher will complete a Stage III letter. A copy will be sent to the student's parent/guardian, appropriate counselor, and principal. The parent/guardian, student, principal, counselor, and teacher(s) may meet to review the grade, and the possible failure and loss of credit.

Parent – Student Notification

School officials will strive to notify parents/guardians and students on a timely basis as required by this policy, but in the event that a student is not notified, the consequences prescribed by the policy will be effective immediately upon the accumulation of the designed number of absences.

Appeal Process

Parents and students have the opportunity to:

- ◆ Challenge the number of absences on record.
- ◆ Request that the maximum allowable absence limit be waived as the result of extenuating circumstances

Parents and students may appeal the above by requesting a meeting with the High School Principal or Superintendent of Schools. All appeal decisions will be administered in a neutral manner and will comply with applicable law and regulations and decisions of the Commissioner of Education.

→ What services are available for students by the Committee on Special Education?

Each school district in New York State is required to have a Committee on Special Education to review students who are experiencing unusual academic difficulties which may be due to a disability. The Committee on Special Education may conduct a multidisciplinary evaluation if a parent requests this in writing and once Response to Intervention (RTI) services have been tried over a period of time with no satisfactory progress. RTI is a “multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas and provides them with systematically applied strategies and targeted instruction at varying levels of intervention.”

RTI provides for varying levels of intervention to better assess student strengths and match student needs. In addition, it encompasses a problem-solving approach to ensure students are receiving the right intervention. If RTI procedures do not yield positive results, a parent may request a multidisciplinary evaluation for their child. Procedures for this route are set by the Commissioner

of Education. If a student is determined to be qualified for an Individual Education Plan (IEP), the plan is developed to address the student's area of disability.

A student who does have an IEP may have a specific, specialized program recommended such as Resource Room. According to the regulations, a resource room is designed to provide "specialized supplementary instruction." A student may receive extra assignments related to the coursework or related to their specific disability. Resource room is not a study hall. Students learn valuable, life-long skills such as studying for tests, reviewing core subject vocabulary, learning organizational skills or doing supplemental assignments to build academic skills to support all their academic courses. This program is recommended by the CSE and is not a credit bearing class.

COURSE DESCRIPTIONS

ART

STUDIO IN ART

1 Year - 1 Credit

This course is an introduction to the fundamentals, elements and principles of art. A variety of media and techniques will be explored. This course may be used to meet the required 1 credit of Art/Music for graduation. **This course is a prerequisite for ALL other art courses.**

DRAWING AND PAINTING

1 Year - 1 Credit

This is a second level art course. Students will further explore elements and principles of art and design while investigating a variety of artists, processes, and materials. Students will further develop creative problem solving skills, necessary for advanced courses.

Prerequisite: Studio In Art

ADVANCED DRAWING AND PAINTING

1 Year - 1 Credit

This course is an upper level art course that provides an opportunity to develop an art portfolio that represents a student's style and work as they apply for college or employment. Self-initiated ideas are stressed.

Prerequisite: Studio in Art, Drawing and Painting

MIXED MEDIA

1 Year - 1 Credit

This course is designed to give students a wide variety of art making experiences and allows students to continue to explore various visual art forms and techniques through

the elements and principles of art and design. Students will experiment with a variety of media and learn how to combine several materials to make one cohesive piece. Students will continue to develop technical skills and personal style touched upon in Studio Art. Both traditional and non-traditional approaches are taught through sculpture, printmaking, painting, drawing, collage, and more.

Prerequisite: Studio in Art

SCULPTURE

1 Year - 1 Credit

3D design is explored through various media. Hand tools, found objects, and sculpture mediums are explored and linked to artists and history.

Prerequisite: Studio in Art

CARTOONING AND ILLUSTRATION

1 Year - 1 Credit

This is a second level art course in which students will expand upon elements and principles taught in studio art in an environment completely focused on cartooning and illustration. Students will learn how to use imagery to interpret text, as well how to tell stories solely through imagery. This course will cover writing, visual storytelling, panel layout, composition, coloring and more.

Prerequisite: Studio in Art

BUSINESS EDUCATION

Requirements for a sequence in business:

3-Unit Sequence

Career and Financial Management (CFM)
and
two other Business Education Courses

5-Unit Sequence

Career and Financial Management (CFM)
and
four other Business Education Courses

*A 5-Unit Business sequence may be used for students to earn a Regents diploma with advanced designation without (refer to chart on pg 8).

BUSINESS DEPARTMENT'S Mission Statement

Business education represents a broad and diverse discipline that is included in all levels of education: elementary and middle schools, secondary schools including area occupational centers, one and two year colleges, and four year universities. New York

State endorses the policy statement of the National Policies Commission for Business and Economic Education, which states:

WE BELIEVE THE MISSION OF BUSINESS EDUCATION IS:

- ◆ To educate individuals FOR and ABOUT business, and prepare for careers in this sector.
- ◆ To provide a continuous program of planned learning experiences designed to equip individuals to fulfill effectively three roles:
 1. to produce and to distribute goods and services as workers;
 2. to use the results of production as consumers; and
 3. to make judicious socio-economic decisions as citizens.
- ◆ To provide career information that helps students relate their interests, needs, and abilities to occupational opportunities in business.
- ◆ To provide educational opportunities for students preparing for careers in fields other than business to acquire business knowledge and skills needed to function effectively in those careers.

CAREER AND FINANCIAL MANAGEMENT (CFM)

1 Year - 1 Credit

School Exam

This course is required in each business education sequence. Career and Financial Management (CFM) is a full-year course that combines personal resource management with career analysis and evaluation. The course will focus on the U.S. Department of Education 16 Career Clusters.

Course content will help students develop fundamental concepts and skills in preparation for further occupational programs along with introducing students to the realities of the working world. It seeks to develop progressive skills and behaviors that will help young adults integrate their roles within the workplace, the home, and the community. Students will acquire a clear perception of how different environments influence life systems. They will be able to manage information and use resources efficiently, while assessing their abilities and limitations.

Students will learn and apply concepts in the effective management of personal resources, which include energy, knowledge, skills, creativity, time, and financial resources. Students will have the competencies necessary for career and occupation selection, acquisition, and maintenance. They also will be able to manage resources as productive workers, contributing family members, and self-sufficient individuals.

Teachers use hands-on activities and resource professionals from the community to enhance classroom experiences. This course will be beneficial for all students whether they're pursuing a business sequence, technical sequence, or a Regents program sequence.

Note: Recommend Scheduling in 9th Grade.

KEYBOARDING/COMMUNICATIONS

1 Year - 1 Credit

School Exam

This course is designed to develop alphabetic as well as numeric keyboarding skills to improve keying speed and accuracy. The course will also include activities directed to the development of nonverbal, verbal, and written communications. Listening skills are enhanced as well as business terminology and knowledge of English mechanics.

Projects are completed which develop proficiencies in the most common office applications such as: reports, letters, outlines, agendas, memos, and tables. Students will take a school exam.

BUSINESS LAW

1 Year – 1 Credit

School Exam

Primary objectives for this course: personal, societal, and occupational responsibilities make this an excellent elective for all students.

In the study of business law, students will develop a respect for and an understanding of business and personal law, as well as the need for law enforcement and how it protects your personal, family, and occupational pursuits. An introduction to our legal system, court procedures, and the jury process will be presented. Students will become aware of the need for legal assistance in a variety of day to day business transactions so that they may avoid legal entanglements by having a working knowledge of their rights and obligations. Students experience a learning environment where they can understand the application of the principles of business law as applied to various situations affecting the present and future daily activities of American business and their interaction with it.

Prerequisite: Sophomore, Junior, or Senior

BUSINESS MANAGEMENT

½ Year- ½ Credit

School Exam

This course prepares students to be effective managers and leaders. Students will gain an understanding of how businesses are developed, organized, and managed. The course covers organizational theory, principles, and practices. It explores the management functions of planning, leading, organizing, and controlling. It also examines social responsibility, the effect of multicultural diversity in the workplace, leadership styles, and motivational theories.

ENTREPRENEURSHIP

½ Year – ½ Credit

School Exam

What does achieving the “American Dream” of owning and operating a business really involve? Students will be introduced to the concept of entrepreneurship and the skills needed to open and operate a successful small business. Students will learn the components of a business plan and develop a plan for a business of their choice. Many resources that are available through the internet to assist small businesses will be utilized. In addition, students will use Google’s platform to complete documents for their business plan.

ACCOUNTING

1 Year – 1 Credit

School Exam

This course is designed to provide students with a basic understanding of accounting which is essential for anyone going into the business world and beneficial for personal financial activities. The prime objective of this course is to introduce students to the double-entry system of accounting for a sole proprietorship. Students learn the basic accounting principles and procedures, including the accounting cycle, profit and loss, payables and receivables, and payroll.

Students learn how to record, classify, and summarize the economic transactions of a business and generate financial statements including the income statement, balance sheet, cash flow statement, and statement of changes in owner's equity. The course is designed with practical applications to help students understand the relationship between the manual system of accounting and a computerized system.

Prerequisite: Sophomore, Junior, or Senior

MARKETING

1 Year - 1 Credit

School Exam

This course introduces students to one of today's fastest growing and most exciting fields. This course provides an excellent opportunity to explore the role marketing plays in our economy. If you are planning a career in business administration, marketing, advertising, retailing, or would like to own/operate your own business one day, this course is for you. Learn about current trends in marketing as you develop your decision making skills while completing hands-on projects.

As part of the course, **The Junior Achievement Titan Program** provides students with practical business experience through the organization and operation of their own company. With the help of business volunteers, students gain insights into the complexities of starting a corporation and developing, manufacturing, marketing, and selling their own product.

BUSINESS COMMUNICATIONS

Optional HVCC 3 Credit Course (for Juniors & Seniors)

1/2 Year – 1/2 Credit HVCC Final Project

The content of this course can be outlined in three broad topic areas:

- ◆ An Introduction - The content of this topic area is directed toward understanding the basic rudiments of communication and their importance in the clear transmission of information in business, government, industry, education, and the home. It expands upon specific basic skills including English mechanics, writing, and speaking and applies them to the universal principles of communication and human behavior.
- ◆ On The Job - This topic area is concerned with communication skills essential to effective job performance: listening skills, writing skills, reading skills, and oral communications.

- ◆ Occupational Competency - This area focuses on reading, writing, and oral presentation skills required in a variety of specific job assignments. Students also explore the impact of communication technology in the way business is conducted, how business is facilitated, and how modern communication equipment has increased the value of accurate, up-to-the-minute information.

Students in this course will complete class activities utilizing the Google platform.

Prerequisite: Sophomore, Junior, or Senior

MATH & FINANCE

1 Year - 1 Credit

School Exam

This course is designed for students interested in exploring the world of personal finance. Major topics include budgeting, payroll, basic checking and savings accounts, the importance of insurance, the appropriate use of credit, planning for retirement and investing in stocks, bonds and mutual funds. Students will participate in the “Stock Market Game” which provides them a chance to invest a hypothetical \$100,000 in a real-time portfolio while learning useful economic and financial concepts. The topics covered in this course will help with planning for college, careers, and lifelong financial stability.

For students who have successfully passed the Algebra 2x Regents examination, and upon local educational agency approval, Math and Financial Applications may be used to fulfill one of the three units of mathematics required for a Regents diploma.

Prerequisite: Successful completion Algebra and Algebra Regents exam

PERSONAL FINANCIAL MANAGEMENT (PFM)

1/2 Year - 1/2 Credit

WISE Certification and/or School Exam

The Personal Financial Management course is designed to educate teens in making smart decisions when it comes to money, credit, and personal finance. Core modules include: Money Management; Borrowing; Earning Power; Investing; Financial Services and Insurance. Students will participate in the WISE (Working in Support of Education) Financial Certification Program earning them achievement of national certification in the course competences.

CISCO

CISCO: IT Essentials

1 Year - 1 Credit

School Exam

The Cisco Networking Academy® IT Essentials curriculum provides an introduction to the technical skills needed to help meet the growing demand for entry-level Information and Communications Technology (ICT) professionals. The curriculum offers a hands-on, career-oriented learning experience with an emphasis on practical activities to help students develop fundamental computer and career skills. IT Essentials helps students

develop problem solving skills and troubleshooting methods used by entry-level ICT professionals.

CISCO: Introduction to Networks

½ Year- ½ Credit

School Exam

The Internet is changing life as we know it and bringing new opportunities to communities throughout the world, increasing the global demand for information and communication technology (ICT) skills. This course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

Prerequisite: CISCO: IT Essentials and/or CISCO: Topics in Technology

CISCO: Topics in Technology

School Exam

½ Year - ½ Credit

This class is designed to be an introduction to Cisco Networking Academy coursework. Students will focus on two of the hottest topics in ICT (information and communications technology) - Cybersecurity and IoT (internet of things).

ENGLISH

ENGLISH 9

1 Year - 1 Credit

School Exam

In English 9 we will:

- ◆ Conduct an in-depth study of literary elements.
- ◆ Read and critically analyze multiple genres of literature including: short stories, novels, drama, non-fiction, and poetry using literary elements through guided reading, cooperative learning groups, and independent reading.
- ◆ Research and write an in-depth research paper in proper Modern Language Association format using a proven organizational method.
- ◆ Conduct individualized Independent Reading (one per quarter).
- ◆ Reinforce the writing process through essay writing to prepare for the New York State Regents Examination.
- ◆ Study vocabulary integrated into the thematic units.
- ◆ Use film adaptations as a basis of contrasting/comparing pieces of literature.

ENGLISH 9 Honors

1 Year - 1 Credit

School Exam

In English 9 Honors we will:

- ◆ Use literary elements in a critical in-depth analysis of various pieces of literature.
- ◆ Discuss different theories of literacy criticism and apply them to the works we read as well as supplemental literature.
- ◆ Conduct in-depth historical and biographical research on the literature/authors we read in class to place the works in their correct, complete context.

- ◆ Complete a college-quality Modern Language Association format research paper.
- ◆ Practice higher-level cognitive and abstract skills in essay writing to prepare for the New York State Regents Examination.
- ◆ Conduct various Independent Reading projects (two per quarter). Reinforce the writing process through more sophisticated essay writing prompts focusing on writing with a greater sense of “voice”. Writing assignments will be of a longer required length and more frequent than non-Honors English 9.
- ◆ Study advanced vocabulary for the SAT both in the thematic units & on its own.
- ◆ The curriculum will be of a faster pace than the regular English class, with more independent work required.
- ◆ If a student’s average falls below an 88%, they may be dropped from the program and placed in a Non-Honors English class.

Prerequisite: 88% Cumulative average in English 8, Teacher Recommendation & Completion of Summer Reading Project

English 10 R

1 Year - 1 Credit

School Exam

This course introduces students to more advanced literary elements and how these elements convey meaning in novels, plays, short stories, and poems. Students will participate in different group activities and guided learning. Students will continue to practice Regents style essay writing and will focus heavily on analytical skills. In this course, tenth graders learn presentation skills and are required to give a five minute oral presentation. Additionally, students will sharpen their research skills, and using the MLA style, produce a persuasive research paper on a controversial issue.

Prerequisite: Successful Completion of English 9

ENGLISH 10 Honors

1 Year - 1 Credit

School Exam

In addition to the standard course of study prescribed for all English 10R students, honors students will be exposed to supplemental literature from a wider range of cultures and ethnicities, and will be expected to do a more in-depth critical analysis in all genres of literature. Focus will be placed on writing with “voice” and “style” and students will be required to write longer and more frequent pieces. Honors students will participate in enhancement activities such as, debates, dramatizations, writer’s workshops, and Socratic seminars. Because additional works are added, students should expect a faster paced curriculum. Additionally, all honors students are required to complete summer reading and assignments that are due in September and which will count toward their first quarter average. Students must complete their summer work and maintain an average of 88% or better to remain in the course. If a student does not complete the summer assignments, or a student’s average falls below an 88%, they may be dropped from the program and placed into a non-honors class.

Prerequisite: 88% average in English 9, Teacher Recommendation & Completion of Summer Reading Project

ENGLISH 11

1 Year - 1 Credit

Regents Exam

This course places strong emphasis on reading, writing, listening, speaking, and thinking. The students read and analyze various genres of literature including short stories, drama, novels, and poetry. In this analysis, students complete many writing activities including journal responses and literature essays. The students also study various literary devices within each genre including setting, juxtaposition of time, foreshadowing, irony, symbolism, theme, characterization, satire, folk tradition, allusion, tone, escapism, bildungsroman, and dialect. Coursework is presented in preparation for the administration of the Common Core Learning Standards Regents Exam in English Language Arts.

Prerequisite: Successful completion of English 10

English 11 Honors

1 Year - 1 Credit

Regents Exam

This course develops the student's skills in reading, thinking, writing, listening, and speaking through in-depth study of literature in a variety of genres and through researching informational materials. It is based on the Common Core Standards for eleventh grade Language Arts. Honors students will participate in enhancement activities such as debates, dramatizations, and writer's workshops. This course is significantly more rigorous and demanding and covers more material in greater depth than English 11. It is highly recommended for those students planning to take College English in twelfth grade. Coursework is presented in preparation for the administration of the Common Core Learning Standards Regents Exam in English Language Arts.

Prerequisite: 88% average in English 10, Teacher Recommendation & Completion of Summer Reading Project

ENGLISH 12

1 Year - 1 Credit

The curriculum will cover many units, as follows:

1. WRITING WORKSHOP – This course will concentrate on the exploration and practice of various writing forms. Such forms may include:

- ◆ Persuasive Pieces (To be used as basis for debate),
- ◆ Debate: Responses, reactions, rebuttal,
- ◆ Autobiographical Narrative/College Application essay
- ◆ Poetry
- ◆ Podcast
- ◆ News Presentations
- ◆ Personal Reflection Pieces

2. SPEECH – This unit will provide students with an introduction to and practice with the principles of public speaking both for small and large audiences. Students will also incorporate visual aids into their presentations. Listening skills will also be emphasized in the course.

3. ENGLISH LANGUAGE ARTS FOR LIFE – Students will complete a series of activities helping students to prepare for life after high school, whether it be the workforce, college or the

military. These activities will include reading, writing, listening, speaking and thinking with practical applications for life, including:

- ◆ Interviewing, including creating questions and conducting mock interviews
- ◆ Resume writing
- ◆ Cover letters
- ◆ Job applications
- ◆ Filling out lease agreements for cars and apartments
- ◆ A review of proper punctuation, capitalization and grammar usage
- ◆ Researching for informational purposes and buying decisions, using a variety of sources, ending with a product that explains what choices they made and why.

ENGLISH 12 MODIFIED CURRICULUM

1 Year - 1 Credit

The curriculum will cover several units, as follows. Student accommodations will be implemented by both the regular education as well as the special education teacher.

WRITING WORKSHOP- This unit will concentrate on the exploration and practice of various writing forms. Such forms may include:

- ◆ Persuasive Pieces (To be used as basis for debate),
- ◆ Debate: Responses, reactions, rebuttal,
- ◆ Autobiographical Narrative/College Application essay
- ◆ Poetry
- ◆ Podcast
- ◆ News Presentations
- ◆ Personal Reflection Pieces

SPEECH - This unit will provide students with an introduction to and practice with the principles of public speaking both for small and large audiences. Students will also incorporate visual aids into their presentations. Listening skills will also be emphasized in the course.

ENGLISH LANGUAGE ARTS FOR LIFE - Students will complete a series of activities helping students to prepare for life after high school, whether it be the workforce, college or the military. These activities will include reading , writing, listening, speaking and thinking with practical applications for life. Such activities may include:

- ◆ Interviewing, including creation questions and conducting mock interviews
- ◆ Resume writing
- ◆ Cover Letters
- ◆ Job applications
- ◆ Filling out lease agreements for cars and apartments
- ◆ A review of proper punctuation, capitalization and grammar usage
- ◆ Researching for informational purposes and buying decisions, using a variety of sources, ending with a product that explains what choices they made and why.

College English
1 Year - 1 Credit

School Exam

This course is a University in the High School course through SUNY Albany which serves as an introduction to reading literature with a concentration on form, genre, motif, etc. Our focus will be on developing the critical skills for interpreting and evaluating significant representative works from a variety of cultures and historical periods. We will read literature through a variety of lenses: cultural, philosophical, social, intellectual, racial, historical, and the like. Using a variety of mediums and texts, this course will challenge students to examine the ways in which texts, writers, and readers interact. This course is reading/writing intensive and students should expect a demanding workload: including the completion of summer work. Upon successful completion of the course with an average of 75 or better, students will receive 3 college credits.

Prerequisite: 88% average in English 11, Teacher Recommendation & Completion of Summer Reading Project

Cinema Literature

½ Credit

English Elective

Do you want to have fun watching movies in school, yet still say you are using your deepest analytical skills? Look no further than Cinema Literature. This course will introduce students to film terminology in preparation for analysis of films from multiple genres. Many college classes require students to study films, so this class is a perfect starting point. Class members will understand the processes behind making films and why they can be considered texts. Cinema Literature is a great class for students who want to understand the movies people watched in the past as well as the movies we watch today.

Introduction to Yearbook Production

1 Year- 1 Credit

English Elective

In this course, we will design and produce the Waterford Halfmoon Junior/Senior High yearbook.

This course is designed to develop students' skills by providing authentic experiences in various aspects of the creation, production, and distribution of yearbooks.

Students learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines, digital photography, desktop publishing, and using appropriate technology tools for media production. The course covers many of the content standards and objectives encountered in English, Art, Business and Computer Technology courses.

Yearbook Production supports students' development as writers, photographers, editors, independent users of technology, and as responsible contributing members of the Waterford Halfmoon/Senior High community.

FAMILY and CONSUMER SCIENCES

FOOD AND NUTRITION I & II

½ Year - ½ Credit

School Exam

This course is designed to help students understand nutrition, as well as learn basic culinary skills. Students will research the USDA Food Guide, comparison shop, and plan and prepare nutritious meals. Students will complete a research paper, a “Nutrition Awareness” project, and food preparation labs. This course relates to careers in culinary arts, dietetics, and nutrition education.

LIFESPAN STUDIES (Formerly Human Development)

½ Year - ½ Credit

School Exam

This course is designed to help the student understand the adolescent’s role in the community as well as the family unit. It covers ways in which adolescents relate to persons of all ages using practical applications. This course relates to careers in human services. Activities include movies, interviews, a lifespan project, and a “Resource Day.”

CHILD DEVELOPMENT

½ Year - ½ Credit

School Exam

This course is designed to explore the world of children through the study of the physical, emotional, social, and intellectual development, beginning with the fetus and following through infancy, toddlerhood, and the preschool age. Students study the influences on children and how these influences effect growth and development. There will be many projects in this course, including one involving working with a kindergarten class.

Prerequisite: Sophomore, Junior, or Senior

PARENTING

½ Year - ½ Credit

School Exam

This course provides examination of responsible parenting, developing parenting skills and styles, different approaches to discipline and guidance, and fostering positive development in children. The economic, social, educational, and physical conditions, which influence parenting, are identified and their implications are explored. Skills for working with children of all ages will be discussed. There will be many projects in this course including one involving taking care of an infant simulator.

Prerequisite: Sophomore, Junior, or Senior Standing

CAREER TRACKS I & II

1 Year - 1 Credit

Students will be able to earn a New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential. This credential will recognize each individual student’s preparation and skills for post-secondary employment. Students by senior year must have successfully completed at least 216 hours of Career and Technical Education (CTE) coursework and or work-based learning experiences (of which at least 54 hours must be in work based learning experiences.) The Work-Based Learning Program at Waterford Halfmoon High School incorporates a variety of career exploration opportunities to help students explore careers and learn about expectations in the workforce. These activities take place both within the school and out in the community.

FASHION DESIGN, TEXTILES & MERCHANDISING

1 Year - 1 Credit

This course will provide students knowledge, experience, and skills related to design, production, acquisition of and distribution in the textiles and fashion disciplines. Topics include: exploration of textiles and fashion industries; elements of science and design in textiles and apparel; textiles principles and applications; social, psychological, cultural, and environmental aspects of clothing and textiles selection; critical thinking applied to consumer options for fashion, textiles, and related equipment, and tools; impacts of technology; construction and alteration skills; contemporary issues, including global applications. This course is hands-on and project based and will provide opportunities for students to display creativity, problem solving, and self expression through the study of design and production.

HEALTH EDUCATION

HEALTH Education

1/2 Year - 1/2 Credit

Health Education is a 20 week course for sophomores, juniors, and seniors. It is a graduation requirement. This course will:

- ◆ Focus on essential life skills
- ◆ Encourage frank discussions related to course content
- ◆ Emphasize that most people, including the vast majority of teenagers, do make healthy decisions
- ◆ Highlight the importance of respecting oneself and others

Course Content included the following topics:

Self & Relationship Management - Students will assess their health, exploring the concepts of optimal wellness and healthy relationships, to determine health strengths and areas of improvement. These experiences will serve as the foundation for the rest of the course.

Communication - Students will explore the complexities of communication, discovering how to get what they need and want while showing care and respect for others. They will practice being assertive in a variety of situations.

Decision Making - Students will identify their core values and learn about the decision making process. They will have a variety of opportunities to analyze scenarios they will likely face and contemplate the decisions they will make to protect their health and uphold their values.

Alcohol, Tobacco, Other Drugs, HIV, and Sexual Health - Students will learn relevant information about alcohol, tobacco, and other drugs, as well as information about HIV and sexual risk. We will discuss the risk behaviors associated with these topics, noting that effective communication and thoughtful decision making are some of the most

powerful tools they can use to protect their health. Students will understand that the best way to ensure their health and safety is by avoiding these risky situations (abstinence).

Planning and Goal Setting - Students will select a personal health goal and create a plan to achieve it. While they are working on their goal we will discuss physical activity and nutrition and their relationship to achieving optimal wellness.

Stress Management - Students will understand the stress response, determine their personal stressors, and practice relevant stress management strategies. We will also discuss mental health and suicide prevention.

Advocacy - Students will analyze data from the School Health Index and the Youth Risk Behavior Survey to identify an area of health that warrants advocacy. Students will work cooperatively to implement a strategy to better the health of their target audience.

Additional Content - Family Life, Unintentional Injury Prevention, and Violence Prevention will also be discussed in class.

Note: This course is required for graduation.

WORLD LANGUAGES

SPANISH

For students entering high school 9/2001 or thereafter, they must successfully complete one credit of World Languages. This can be earned by passing the World Languages proficiency at the conclusion of 8th grade.

A 3 unit sequence in language requires 3 credits in the same language and successfully passing a locally developed Checkpoint B Exam in Language Proficiency

The study of foreign languages plays a vital role in the preparation of human beings for effective living in the modern world. By its very nature, it develops direct intercultural communication and insight into the ways people in other cultures live. It provides practical communication skills especially useful in government, international relations, commerce, industry, and the professions. It furnishes the means of leisure-time fulfillment to enjoy travel, literature, and the arts for self-cultivation. (P. 22: The Secondary School Curriculum of New York State – A handbook for Administrators)

LEVEL I SPANISH

1 Year - 1 Credit

School Exam

The course is designed for those students who have fulfilled two units of study in the second language, but have not yet earned one high school credit required for graduation.

LEVEL II SPANISH

1 Year - 1 Credit

School Exam

This course is taught using comprehensible input. Input is the primary focus. Students will acquire the language by listening and reading to support their eventual output of writing and speaking in the target language. It is taught using TPRS: Teaching

proficiency through reading and storytelling, and the SOMOS curriculum, supplemented by reading novels and texts written for language students. A comprehensive final exam is given at the end of the year.

Prerequisite: Students have earned one year of high school credit through successful completion of both the class and a locally developed Checkpoint A Exam in Language Proficiency.

LEVEL III SPANISH

1 Year - 1 Credit

Locally Developed Checkpoint B Exam

This course is taught using comprehensible input. Input is the primary focus. Students will acquire the language by listening and reading, and their output (writing and speaking) in the target language advances at this level. It is taught using TPRS: Teaching proficiency through reading and storytelling, and the SOMOS curriculum, supplemented by reading novels and texts written for language students. The culmination of the year is the Checkpoint B exam.

Prerequisite: Successful completion of Level II

COLLEGE SPANISH

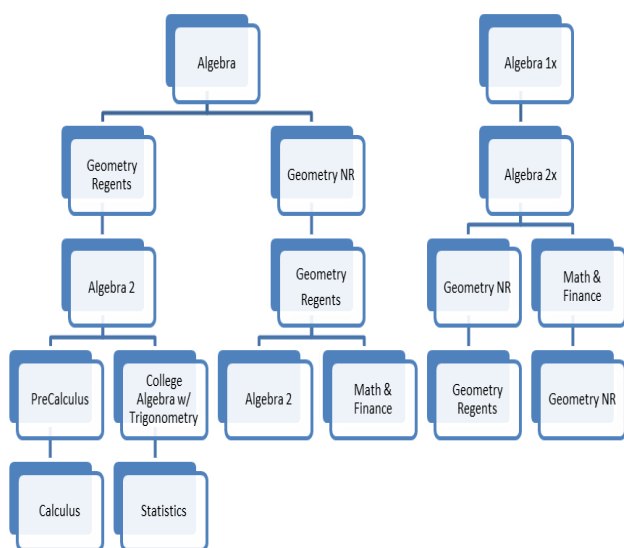
1 Year - 1 Credit

School Exam

This course is for students who have successfully completed Spanish III and would like to continue learning and vastly improving the four language skills. This course is also taught using comprehensible input, with a much larger focus on output than previous courses. Students will study cultural products, practices, and perspectives of Spanish-speaking countries in the target language. There are weekly assignments as well as rigorous class work. Students can expect class to be 90% in the target language. Students are eligible to receive credit through Hudson Valley Community College.

Prerequisite: Successful completion of Level III

MATHEMATICS



ALGEBRA COMMON CORE (CC)

1 Year - 1 Credit

Regents Exam

This course is the foundation for all future Math courses. Major topics include reasoning and problem solving, solving and graphing equations and inequalities, linear functions, exponential functions, quadratic functions, and statistics and data analysis. A scientific calculator is required, however, TI-83+ or TI-84 graphing calculator is recommended since there is only a classroom set. **The final exam is the Common Core Algebra Regents Exam in June, which is required for a Regents diploma.** (It is the first of three exams necessary for an Advanced Regents Diploma.)

Prerequisite: Successful completion of 8th grade mathematics.

ALGEBRA 1X

1 Year - 1 Credit

School Exam

This is the first year of a two year course preparing students for the Mandatory NYS Common Core Regents exam the following June. A scientific calculator is required, however, TI-83+ or TI-84 graphing calculator is recommended since there is only a classroom set.

ALGEBRA 2X

1 Year - 1 Credit

Regents Exam

This is the second year of the two year course described in Algebra 1X. A scientific calculator is required, however, TI-83+ or TI-84 graphing calculator is recommended since there is only a classroom set. These students will take the Common Core Algebra Regents Exam in June.

GEOMETRY COMMON CORE (CC)

1 Year - 1 Credit

Regents Exam

This is the second course of the NYS requirements for Advanced Regents Diploma. There is no other school mathematics course that offers students the opportunity to act

as mathematicians. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. The students will take the Regents Exam in June. A scientific calculator is required, however, TI-83+ or TI-84 graphing calculator is recommended since there is only a classroom set.

Prerequisite: The successful completion of Algebra or Geometry NR.

GEOMETRY NR

1 Year - 1 Credit

School Exam

This is a non-regents course which will cover select topics in Geometry. Students should be juniors that are coming from 1x/2x sequence OR sophomores coming from Algebra who received 69% or below average in Algebra, or who may need an extra year of Geometry.

Prerequisite: The successful completion of coursework leading up to the NYS Algebra Regents or Common Core Exam.

ALGEBRA II COMMON CORE (CC)

1 Year - 1 Credit

Regents Exam

This is a one year course, the third of the NYS requirements for Advanced Regents diploma. Students will identify and justify mathematical relationships, formally, and informally. Students will demonstrate mathematical reasoning ability when solving problems.

Prerequisite: Successful completion of Algebra & Geometry.

PRE-CALCULUS

1/2 Year - 1/2 Credit

School Exam /College Final Exam

This is a college level course offered through Hudson Valley Community College (MAT 170). Students have the opportunity to receive 4 college credits at the successful completion of this course. This Course explores the study of algebraic and transcendental functions and their graphs, complex numbers, and applications of these concepts. There will be a large emphasis on trigonometry.

Prerequisite: The successful completion of Algebra II/ Trigonometry.

CALCULUS I

1/2 Year - 1/2 Credit

School Exam /College Final Exam

This is a college level course offered through Hudson Valley Community College (MAT 180). Students have the opportunity to receive 4 college credits at the successful completion of this course. Topics covered include but are not limited to: limits, continuity, differential and integration of elementary functions(including transcendentals), with applications to curve sketching, optimization problems, related rates, area under a curve problems, and solutions to elementary differential equations.

Prerequisite: The successful completion of Pre-Calculus.

COLLEGE STATISTICS

½ Year - ½ Credit

School Exam/College Final Exam

This is a college level course offered through Hudson Valley Community College (MAT 135) and gives students the opportunity to earn 4 college credits upon successful completion. This course serves as an introduction to the concepts of data analysis and statistics. Applications will come from a variety of areas. Topics include, but are not limited to, data analysis and summary for both one and two variables, sampling techniques and design of experiments, basic probability concepts, discrete and continuous probability distributions, the central limit theorem, sampling distributions, confidence intervals and hypothesis tests.

Prerequisite: Must have successfully completed three years of high school Math.

COLLEGE ALGEBRA with TRIGONOMETRY

½ Year - ½ Credit

College Final Exam

This is a college level course offered through HVCC (MAT150) and gives students the opportunity to earn 4 college credits upon successful completion. The course includes a review of algebra and numerical trigonometry. Topics include, but are not limited to factoring, rational expressions, solving linear and quadratic equations, solving simultaneous linear equations, functions, lines, exponentials, logarithms, numerical trigonometry, and solving triangles.

Prerequisites: Must have successfully completed three years of high school Math

AIS (Academic Intervention Services)

This service is to provide support for students needing additional instruction to succeed in Math. The program may be mandatory for students who are failing or in danger of failing.

MATHEMATICS AND SPORTS

1 Year - 1 Credit

Mathematics Elective

This full year course will cover a survey of mathematics and sports topics. Topics include, but are not limited to: March Madness, Fantasy Sports, Playoff seeding and outcomes, Bowling techniques and scoring, Sabermetrics, sports statistics, and sports broadcasting. This is not the traditional mathematics class, there is very little lecture. This is a hands-on, discussion, and research based course. There are several field trips during this course. Other topics will be covered based on class interest.

Prerequisites: Senior status OR concurrent enrollment in Geometry CC or Algebra II CC

MUSIC

BAND

1 Year - 1 Credit

The instrumental music program as a whole should provide:

1. Identification of musically inclined students.
2. Opportunity for exploration of musical instrument choices.
3. Provision for development as a participant and a consumer.
4. Service to school and community.
5. Training and direction for those who aspire to music as a vocation.

The Instrumental music program is divided into the following sections:

→ CLASS LESSON

- ◆ On the elementary level, homogeneous groups meet once a week for a thirty-minute period.
- ◆ On the secondary level, including junior and senior high, the heterogeneous or homogeneous groups meet for one class period each week.
- ◆ The group lesson will develop individual technique, identify individual problems, include a portion of music theory and provide an opportunity for solo experience.
- ◆ The class lesson will also provide the opportunity to explore a change in instruments, which sometimes becomes necessary.

→ SMALL ENSEMBLE

- ◆ Development of independent playing, since there is usually only one person per part.
- ◆ Ensemble techniques which may be applied to the large ensemble.
- ◆ An opportunity for public performance.
- ◆ Provide challenge and interest for the talented student through exposure to the vast amounts of small ensemble music.

→ LARGE ENSEMBLE

- ◆ The large ensemble, namely band, meets once a week on the elementary level, two to three times a week on the junior high level, and daily on the senior high level.
- ◆ Band techniques of performance and individual contribution to the group are two goals of this ensemble.
- ◆ The band is the focal point of class lessons and small ensemble training.
- ◆ In addition to performing the standard literature for band, the student will develop school and community pride as a member of a service group.
- ◆ There are also opportunities for students interested in pursuing a career in music to rehearse and conduct both the large and small ensemble.

Note: Verification by or permission from the band director involving the student's ability to play a band instrument. *Students in grades 7 and up are expected to have their own Instruments, except for very large instruments (tuba, baritone sax, etc.)

HIGH SCHOOL SENIOR CHORUS

1 Year - 1 Credit

Students will study a varied repertoire of choral literature at NYSSMA Levels 3-6. Choral literature will span musical periods and genres, while also focusing on healthy vocal technique. All chorus students should have the willingness and desire to sing. Evening

concerts are required. Absences from concerts and any other performances (approved by the administration that may arise during the school year) will result in an alternate assignment or a grade of zero for that concert. Students will be graded on class participation, concert attendance and voice lessons. Students will have the opportunity to participate in various community performances, the NYSSMA solo festival, and the All-County Chorus festival. Concert attire varies for some concerts, but standard performance outfits will be a semi-formal, all-black outfit (black dress, or black shirt and pants/skirt, and black dress shoes). Chorus students are required to attend three small group voice lessons per quarter. Voice lessons occur on a rotational pull-out basis and will focus on vocal technique as applied to solo or small-group singing in a variety of musical styles.

Evaluation: Students may be evaluated periodically by performing music studied in class and during voice lessons. Students will be evaluated on tone, intonation, technique, diction, and accuracy of notes and interpretation. Classroom performance (rehearsal etiquette, effort, and organization of materials) will count toward a student's grade.

Prerequisite: A desire to sing and enthusiasm for vocal music.

MUSIC THEORY

1 Year - 1 Credit

Music theory is a course for students who have a serious desire to develop insights into the structural content of music. Students should wish to attain a greater knowledge of music leading toward greater mastery of their instrument and a higher understanding of music as an art. This course satisfies the students' need to gain an understanding of the basic rules and principles involved in using the language of music. Beginning with the fundamentals of music theory, the course then proceeds through an analytical overview of the history of music. Also included are solfege, rhythmic and melodic dictation, and basic keyboard skills. This is included so that students' musicianship will grow, their reading skills necessary in score analysis will improve, and their listening skills will increase to benefit them in being active listeners in the performance media. This course is essential for any student seeking a college degree in music.

Intended Student Outcomes

Students Will:

- ◆ Develop their ability to analyze music aurally and visually
- ◆ Develop their ability to compose music
- ◆ Develop their ability to perform on keyboard
- ◆ Develop their ability to improvise
- ◆ Gain an appreciation and respect for music and composers, both past and present

Evaluation:

- ◆ The student will demonstrate evidence of learning through class discussion, tests, quizzes, homework, and compositions.

Note: Offered every other year

Prerequisite: Open to students with Sophomore, Junior, or Senior Grade status who have completed at least two years of formal music instruction, either inside or outside of school.

MUSIC IN OUR LIVES

1 Year - 1 Credit

Students should have an interest in the history of music and the social, philosophical, and historical events that shaped it. This course is designed to furnish the general student with the knowledge and experience necessary in developing the art of listening intelligently and perceptively to various types and styles of music heard today and to increase one's enjoyment and appreciation of music in general.

Intended Student Outcomes

Students Will:

- ◆ To heighten the aesthetic experience derived from the music one already knows and likes.
- ◆ To develop one's ability to appreciate additional styles of music in western art tradition such as chamber music, symphonic music and operatic music.
- ◆ To be exposed to and to have some knowledge of the American Musical and music of other cultures.

Evaluation:

- ◆ The student will show evidence of learning through class discussion, tests, quizzes, homework, special assignments, and listening logs.

MUSICAL THEATER APPRECIATION

1 Year - 1 Credit

This course includes a general overview of the history of musical theater in the United States, as well as hands-on experience with acting, singing, and aspects of theater "tech". Units of study will focus on prolific composers such as Stephen Sondheim, Rodgers and Hammerstein, Adam Guettel, and their contributions to the art form. Throughout this course, students will study acting skills, singing techniques, audition techniques, public speaking skills, improvisation, teamwork, and much more, culminating in a performance showcase.

Evaluation: Students are evaluated throughout the course via quizzes, tests, and projects. The final culminating project is a performance showcase which is prepared by the whole class.

Note: Offered every other year.

MODERN BAND

1 Year - 1 Credit

Modern Band is a performing ensemble course which utilizes instruments* typically found in popular commercial music: acoustic and electric guitar, electric bass, drum set, keyboard, voice, and electronic music software. Students in Modern Band will study an overview of the history of popular music in the United States, songwriting, and ensemble performance skills. Students will engage in the songwriting process and the class will perform an end-of-year showcase featuring original songs and covers of songs by

well-known artists. (*Students with experience on the aforementioned instruments are encouraged to enroll, however students are not required to have previous experience playing an instrument.)

Evaluation: Two showcase performances (one in January and one in June) - the first featuring all covers of songs, the second featuring mostly original songs created during the course.

Note: Offered every other year.

PHYSICAL EDUCATION 9-12

PHYSICAL EDUCATION

1 Year - ½ Credit

This course provides an overview of many activities and competitive games within Physical Education, with the goal of: challenging oneself, improving health and wellness, expanding knowledge, growing competence in a range of sports, and developing skills such as sportsmanship and integrity. This course is offered in both co-ed and gender specific sections.

PERSONAL FITNESS

1 Year - ½ Credit

The purpose of this course is for students to learn basic principles of strength training and conditioning for personal fitness and development. The focus on strength training includes instruction on lifts, tracking personal progress and understanding how different lifts affect the human body, thus providing students a basic understanding to develop their own fitness plans in the future. During each class period, students will be provided quality workout opportunities based on principles taught in class. In addition to strength training, topics will include plyometrics, speed and agility training, physiology of exercise and other training methods. Tests and measurements will be used throughout the course to measure the progress of each student.

UNIFIED PE

1 Year - ½ Credit

Through Unified Physical Education, students with special needs have the opportunity to safely and successfully participate in Physical Education. Students of all abilities will come together to engage in developmentally appropriate activities including fitness, sport, and lifetime activities. Students will work together to increase competence and confidence in a variety of physical activities. This class will help develop an environment of inclusion that provides a multitude of social and emotional support.

ATHLETIC ADMINISTRATION

½ Year - ½ Credit

Elective

The principles of a sports organization including its policies, use of strategic processes, structures, and methods of operations. Key applications of administrative skills regarding

staff duties, use of facilities, instructional equipment and supplies will be considered. Practical issues related to coaching will be discussed.

SPORTS PSYCHOLOGY

½ Year - ½ Credit

Elective

Students will study how psychological factors influence sports, athletic performance, exercise and physical activity. This course will examine elements of sports psychology such as anxiety, self-confidence, motivation, leadership, and goal setting. We will look into how sports psychologists help athletes utilize psychology to improve their sports performance and mental well-being.

Note: Physical Education is required for graduation. Students must successfully pass Physical Education each of their four years in high school. Success is based primarily on active participation. Students who fail Physical Education must take double P. E. classes every semester until they obtain the correct number of credits.

SCIENCE

EARTH SCIENCE

1 Year - 1 Credit

Regents Exam

The course covers major areas of study related to the earth. Included in these areas: astronomy; developing models of the earth's size, shape, and motions; energy exchanges on the earth particularly related to weather and climate; geologic processes involved on and within the earth; interpretation of the earth's history and the development of landscapes. Course content is based on student investigation of the above topics. A minimum of 1200 minutes of acceptable lab work must be completed and submitted prior to being allowed to take the Regents Exam. The Regents Exam in Earth Science is the exit exam for the course.***Regular attendance is highly recommended. Missed lab sessions must be made up after school.**

Prerequisite: Successful Completion of 8th grade.

LIVING ENVIRONMENT

1 Year - 1 Credit

Regents Exam

Course content of the Living Environment is founded on the concept that the living cell is the basic unit of structure and function of all living things. In order to understand the mechanisms that operate in the cell, and therefore an organism, the study of basic biochemistry is an early course topic. The topic of animal physiology emphasizes a comparison of organisms with a major study of human anatomy and physiology. Comparisons are then made between other animals and plants.

Other course topics include genetics, its relationship to reproduction and theories of evolution and ecology. Whenever possible, course topics are related to existing problems of human society such as pollution and disease.

Students should expect to do reading assignments, written work, and laboratory work. A minimum of 1200 minutes of acceptable lab work must be completed, and submitted prior to being allowed to take the Living Environment Regents. The Living Environment Regents is the exit exam for the course.

LIVING ENVIRONMENT MODIFIED

1 Year - 1 Credit

Regents Exam

This lab based science course follows the same curriculum as Living Environment but is taught at a different pace with additional hands-on activities and focuses on crucial topics.

Modified Environmental

1 Year - 1 Credit

No Regents Exam

This is a non-lab science course in which environmental issues are considered primarily from a scientific viewpoint along with the sociological, economic, and political perspectives. Topics to be covered include: the major biomes, human interaction with these biomes, climate change, resource use, alternative energy, management of waste and current topics. This course investigates these issues through mainly labs and projects.

CHEMISTRY

1 Year - 1 Credit

Regents Exam

Chemistry is a highly theoretical and abstract field that deals with the composition and behavior of matter. The course requires a great deal of effort and a good working knowledge of mathematics. The topics in Regents Chemistry cover the theoretical principles of chemistry that would be most useful to students going on to a two or four year program of academic sciences. Personal characteristics necessary for high achievement in chemistry are: accuracy, attention to detail, intense concentration, problem solving ability, mathematical reasoning, and the determination to think ideas through to their logical conclusion. The class and laboratory work deal mainly with the conceptual outcomes of the application of the scientific method. Students are encouraged to become inquisitive, analytical, and critical.

Topics during the year are: matter and energy, atomic structure, kinetics and equilibrium, acid-base theory, oxidation – reduction, electro-chemistry, organic chemistry, chemical equations, bonding, periodic table, solubility, and nuclear chemistry.

A minimum of 1200 minutes of acceptable lab work must be completed and submitted prior to being allowed to take the Regents Exam in Chemistry.

Prerequisites: Successful completion of Earth Science, Living Environment, Algebra, and Geometry.

CHEMISTRY NR

1 Year - 1 Credit

School Exam

Non-Regents Chemistry provides students with instruction that is directly related to chemistry of day-to-day living. The topics include similarities and dissimilarities of

matter, the preparation and separation of substances, atomic structure, chemical equations, chemical bonds, energy, periodic table, oxidation-reduction, organic compounds, household chemistry, environmental pollution, modern materials, and chemical analysis. A local exam is the exit exam for the course.

Prerequisites: Successful completion of Earth Science, Living Environment, and Algebra.

PHYSICS

1 Year - 1 Credit

Regents Exam

It has been said that mathematics is the tool of the scientist. Physics is a course that illustrates this statement. Through the use of mathematical equations (math skills in algebra and geometry are needed) the physical world, which we observe, is analyzed. The major topics to be studied include statics, kinetics, waves, electricity, and nuclear physics.

Students who take Physics are often preparing for college and for this reason student responsibility for class preparation is emphasized. Pupils are expected to prepare homework assignments and to follow carefully both written and oral instructions in the extensive laboratory work that accompanies this course. Students should expect to do reading assignments, written work, and laboratory work. A minimum of 1200 minutes of acceptable lab work is required prior to being allowed to sit for the Physics Regents. The Physics Regents is the exit exam for the course.

Prerequisites: Successful completion of Earth Science, Living Environment, Regents Chemistry, and the Algebra Exam.

FORENSIC SCIENCE

½ Year - ½ Credit

School Exam

In order to take the Forensics course students must pass the Chemistry Regents and the Regents Chemistry course. This elective course for seniors focuses on various aspects of forensic science and modern criminal investigation analysis. Topics in Forensic Science will include: structures and function of the human body, and the skeletal structure. This knowledge will be applied to forensic investigation and the identification of remains. In addition, the course will cover selected topics in toxicology, drug and alcohol abuse, serology, and terrorist and disaster response and emergency medical procedures; ballistics, forensic DNA analysis, fingerprint and trace evidence interpretation, explosive incident and arson investigation.

Prerequisites: Successful completion of Earth Science, Living Environment, Chemistry Regents Course, and the Chemistry Regents.

ENVIRONMENTAL SCIENCE NR

½ Year - ½ Credit

School Exam

This is a non-lab science course in which environmental issues are considered primarily from a scientific viewpoint along with the sociological, economic, and political perspectives. Topics to be covered include: water resources and issues, climate and

climate change, human population, mineral and energy resources, air quality, food and soils, waste management and technology, and urban planning.

At the completion of this course, students will be better able to make decisions concerning their role in the environment, and will be able to evaluate the concept of *stewardship*.

Prerequisites: Successful completion of Earth Science, Living Environment, and Chemistry.

PRINCIPLES OF PHYSICAL SCIENCE NR

1 Year - 1 Credit

School Exam

This is a non-Regents course that examines the fundamentals of Earth Science, Physics, and Chemistry. This non-lab class investigates what our Earth is composed of, how old it is, and how our world works—right down to the molecules that make it up. Earth Science topics include; mapping our Earth, the age of our Earth, Earth’s weather, plate tectonics and earthquakes. Chemistry topics include; atomic structure and theory, periodic table arrangements, chemical reactions, and pH scale. Physics topics include: Newton’s Laws of Motion and gravity, heat transfer, waves, and electricity. Hands-on experiences and labs will be conducted during class with write-ups being expected for all labs. Students are expected to participate in class and take an active role in their learning.

Prerequisite: Successful completion of 8th grade science.

SOCIAL STUDIES

GLOBAL HISTORY 9 & 10

This program is required of all students in New York State. The program provides students with the opportunity to study other nations and their cultures within a framework that is designed to develop a global perspective.

Upon completion of the 9th/10th grade sequence, the student should be able to demonstrate a knowledge of the major historical, geographic, societal, political, and economic events that have shaped the global community; the causes and effects of cultural diversity; the political and economic interdependence of nations and cultures and the influence of technology and choice upon the global community.

In addition, the student should be able to demonstrate analytical skills to secure data from which to draw inferences, conclusions, and generalizations about other cultures; to effectively use reading and writing skills to include graph, map, and chart interpretation.

Regions are studied in relation to five major themes:

1. The physical/historical setting
2. The dynamics of change
3. Contemporary nations and cultures
4. Economic development

5. The region within the global context

GLOBAL HISTORY 9

1 Year - 1 Credit

School Exam

Regions studied include: Africa, South Asia, Southeast Asia, East Asia (China & Japan), Middle East, and Latin America.

GLOBAL HISTORY 9 HONORS

1 Year - 1 Credit

School Exam

In addition to the standard course of study prescribed for all Global History 9 students, honors students will be exposed to a more in-depth study of world history. Students will be exposed to a greater variety of historical materials and sources. Honors students will be required to write essays and papers that are more unified and coherent than required to a standard regents course. Students will be prepared for future advanced placement courses through a more demanding workload, posing more challenging objective and subjective questions, and more stringent writing requirements. Students must maintain an average of 88 or better to remain in the course. If a student's average falls below 88%, they may be dropped from the program and placed into a non-honors class.

GLOBAL HISTORY 10 REGENTS

1 Year - 1 Credit

Regents Exam

This course covers world history from the Age of Absolutism up through modern times. Primary and secondary historical source materials will be presented to the students. Historical films, debates, and projects will also be used to present the historical content. The course will stress the skills needed to be successful on the New York State Global History and Geography Regents exam. Students will be required to write thematic and document based essay questions.

Prerequisite: Successful completion of Global 9

GLOBAL HISTORY 10 HONORS

1 Year - 1 Credit

Regents Exam

In addition to the standard course of study prescribed for all Global History 10 students, honors students will be exposed to a more in-depth study of world history. Students will be exposed to a greater variety of historical materials and sources. Honors students will be required to write essays and papers that are more unified and coherent than required to a standard regent's course. Students will be prepared for future advanced placement courses through a more demanding workload, posing more challenging objective and subjective questions, and more stringent writing requirements. Students must maintain an average of 88 or better to remain in the course. If a student's average falls below 88%, they may be dropped from the program and placed into a non-honors class. There may be a summer reading assignment due the first day of school. It will be part of the 1st quarter grade.

Prerequisite: 88% Average in Global History 9 and teacher recommendation

US HISTORY & GOVERNMENT

1 Year - 1 Credit**Regents Exam**

This course is a survey of United States History and geography from the colonial period to the present. Geographic component includes physical and cultural setting, demographics, and the influence of geography upon history. Historic component focuses on the Constitution, Civil War, Industrialization, and America in the twentieth century. Themes include civic values, diversity, and presidential decision making.

Prerequisite: Successful completion of Global History 9 and 10

INTERPRETATIONS OF AMERICAN HISTORY I & II**1 Year - 1 Credit (3 college credits per semester)****Regents Exam**

This course includes two college courses that cover American History from the colonial period up through the present. The first course covers the colonial period through the Civil War and Reconstruction period. The second course covers westward settlement through the present. Successful completion of the courses will earn the students college credit through Hudson Valley Community College. The focus of the course is to allow students to understand the major themes, people, and events in American history, and to be able express their understanding in essays and papers. Required reading includes Alan Brinkley's *American History: A Survey* textbook, and *A People's History of the United States*, by Howard Zinn. Supplementary readings, primary sources, and historical films are also used. Students will be required to take the New York State Regents exam in American History and Geography. This course is very intensive, and students should expect a demanding workload. There will be a summer reading assignment due the first day of school. It will be part of the first quarter grade.

Prerequisite: Teacher recommendation and completion of summer reading project, paper, and test. Global Regents exam grades will also be taken into consideration.

PARTICIPATION IN GOVERNMENT**½ Year - ½ Credit****School Exam**

This course, mandated as a graduation requirement by the State Board of Regents, is designed to facilitate and encourage the development of civic-minded individuals capable of effectively fulfilling the office of citizen.

Students will be required to demonstrate a knowledge of:

1. the structure, function, and operation of government at all levels
2. how public policy is formed, implemented, and evaluated at all levels of government
3. how citizens can directly or indirectly interact with the public policy process.

Prerequisite: Successful completion of Global History 9 & 10, and U.S. History

ECONOMICS**½ Year - ½ Credit****School Exam**

This course, which is mandated by the state, is divided into Micro Economics and Macro Economics. Microeconomics studies the individual and individual firms in the economy. It studies supply and demand, markets, and production. MacroEconomics looks at the GDP, the Federal Reserve, and both monetary and fiscal policy.

Prerequisite: Successful completion of Global History 9 & 10, and U.S. History

GENERAL PSYCHOLOGY

½ Year - ½ Credit

School Exam

Not intended as any type of advanced course, general psychology will introduce the students to the basic concepts, definitions and principles of psychology. It is a one-semester course for juniors and seniors. Classes will include video lessons as well as in-class experiments and lecture/discussions. Among the topics covered are theories of learning, body and behavior, sensation and perception, altered states of consciousness, personality theories and abnormal behavior and therapies.

SOCIOLOGY

½ Year - ½ Credit

This course will be the study of social behavior and social order on a local, sectional, and national scale. This course will explore meanings, real world examples of several sociological issues and challenges such as culture, deviance, inequality, social structure, race, class, gender, and political ideology, with the aim of providing students with a more worldly perspective. Additionally this course, using film, music, readings, and other sources, will provide a forum for discussion and methods of data collection and presentation so as to help students critically analyze their and others' lives in society at large.

THE HISTORY OF PROTEST MUSIC 1960 - PRESENT

½ Year - ½ Credit

Since there has always been social injustice in the world, there have always been people protesting many social ills. In many instances, people express oppression through chants and songs. Most people recognize the 1960s as “the golden age” of protest music in America; however political expression through music has always been and continues to be ever present. This course will explore the history behind the music, the artists, and the events surrounding this genre.

TECHNOLOGY

TRANSPORTATION & ENERGY SYSTEMS

½ Year - ½ Credit

School Exam

This course will coordinate practical applications in transportation and energy with the theoretical concepts taught by the math and science departments. The Transportation course, which covers the moving of people and goods from place to place by land, marine, and aerospace along with Energy Systems, that examines the internal combustion engine, have been combined into a continuum of theory and practical application.

Hands-on projects, lab activities, and classroom discussion will explore each of the modes of transportation. Activities will include the building of a CO₂ powered car, oil viscosity testing, various magnetic levitation vehicle designs, small engine maintenance, measurement, and diagnostic troubleshooting, along with energy projects such as the

operation of a wind generator and solar panels and an analysis of wood energy in the home.

Prerequisite: Sophomore, Junior, or Senior Standing

ELECTRICITY/ELECTRONICS

½ Year - ½ Credit

School Exam

A study of the comprehensive electrical technologies found in common use. Students will investigate the fundamentals of AC/DC current theory, integrated circuits and semiconductors. Students will also develop a knowledge of how electricity is made, how electricity is distributed to businesses and homes and how electricity is used. Each topic includes class discussions, demonstration, laboratory experimentation, and construction of take-home projects that will build skills in soldering, printed circuit board construction and integrated circuit use.

DESIGN AND DRAWING FOR PRODUCTION (Technical Drawing)

1 Year - 1 Credit

School Exam

Design and Drawing for Production is a comprehensive foundation course that will introduce students to the basic elements and processes of drafting. Students planning an academic or vocational program will find this exploratory course plays a significant role in developing their potential in industry, engineering, art, and architecture. Students will learn a variety of mechanical drawing techniques in an effort to prepare them to be effective graphic communicators in a technical society. Drawings will include: sketches, geometric constructions, orthographic projections, sectional views, pattern developments, auxiliary views, and pictorial projections. Students will also be introduced to the use of CAD programs to complete mechanical drawings.

Note: Students may use this course for their art/music requirement.

RESIDENTIAL STRUCTURES

½ Year - ½ Credit

School Exam

The course curriculum is divided into several units which reflect the major parts of building a home. Each student will spend approximately 2 weeks working in one unit and then rotate into another unit every 2 weeks. The units include framing, roofing, masonry, electrical, plumbing, and sheetrocking.

Prerequisite: Sophomore, Junior, or Senior Standing.

ARCHITECTURAL DRAWING

1 Year - 1 Credit

School Exam

Architectural Drawing is designed to give students the opportunity to develop their creative skills in drafting. Problems are assigned to familiarize students with basic architectural drafting techniques and construction principles. The activities will culminate with the student developing a "set" of drawings for a residential or commercial structure, and construction of a scale model based on the drawings.

Note: Offered every other year Prerequisite: Design and Drawing for Production, or by recommendation of instructor.

COMPUTER AIDED DRAFTING (CAD)

1 Year - 1 Credit

School Exam

Computer Aided Drafting and Design will give the student the opportunity to use computers, and software applications to produce technical drawings. Students will use geometric modeling to create, edit and transform various parts and their entities. 2D and 3D construction techniques will be used. Windows 98 and word processing will be examined as they apply to the draftsman or architect.

Note: Offered every other year

Prerequisite: Design and Drawing for Production