



MISSION

**Proudly, we are the Hudson Falls Tigers**

We exist to create opportunities for students to become confident, **lifelong learners** and successful, **engaged members** of the larger **Tiger community**.

For all students, we believe **supportive relationships**, **broad opportunities**, and **high expectations** pave the way for each individual to **grow, reach their potential**, and **fulfill their purpose**.



VISION

Our schools are a place where together we foster **curiosity**, remain **ever-optimistic**, adapt to a **changing world**, and **deliver greatness**.



VALUES

To deliver **greatness**, we maintain our unwavering sense of **Tiger Pride** with **trust, respect, collaboration, communication**, and a **supportive community** with **expectations for excellence**.

# HUDSON FALLS



CENTRAL SCHOOL DISTRICT

## Hudson Falls High School Student Program Planning Guide 2022-2023

Please work directly with your Guidance Counselors for 2023-2024 course information

## **HUDSON FALLS HIGH SCHOOL MISSION STATEMENT**

Our mission is to be the best we can be at helping all students be the best they can be.

The staff, with the support of parents and the community, will provide for all students the educational opportunities for intellectual development, effective communication, personal growth, and social responsibility.

All students shall understand that a lifelong commitment to learning will enable them to function independently with further academic studies, employment, and adult living.

We devote ourselves to wise and fair choices on behalf of students so that they can grow to choose well for themselves.

“Our best for your best”

## **INTRODUCTION**

Welcome to your high school, Hudson Falls High School is an outstanding learning environment where you will grow personally, socially, vocationally, and academically. This handbook is just one of the helpful resources that you will find in your School Counseling office.

This handbook fulfills the need for a reference booklet which contains complete, accurate, and up to date information about diploma requirements, course offerings, course descriptions, and procedures relating to these matters. It is designed to aid you and your parents by providing you with the information necessary to select courses and programs of study which best meet your interests, abilities, and goals.

By using this handbook you can:

- View high school graduation requirements
- Select your high school program
- Track your progression towards graduation
- Select your academic schedule

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## RESPONSIBILITY FOR PROGRAM SELECTION

*Student/Parent:* It is the responsibility of the student and parent, acting on the advice of the faculty and counselor, to explore the future plans and aspirations of the student. Once the program has been designed, it is the student's responsibility to carry it through to completion. Upon consultation with faculty and counselors, the student and his/her parents may request to change the program as achievement and aspirations indicate it to be necessary.

*Teacher:* It is the responsibility of the teacher (whose experience with the student enables him/her to identify the students' abilities and achievement) to work with the student, parents, and counselors. The teacher's assessment based on classroom experience will provide insight to make the student's program realistic and workable.

*Counselor:* It is the responsibility of the school counselor to help the student plan a program, which satisfies graduation requirements. It is the role of the counselor to recommend that the major emphasis in the student's program is the one that reflects the student's future plans, interests, and aptitudes. Finally, it is the responsibility of the counselor to review with each student the progress he/she is making toward their educational goal. Necessary changes in the program are made through student, parent, and teacher contacts

## HIGH SCHOOL GRADUATION REQUIREMENTS

In high school you, the student, are in charge of your education. You select your courses and determine whether or not you are enrolled in a program designed for higher education at a college or technical school, for entry into the Armed Forces, school to career, or other special education programs. The courses of study at Hudson Falls are designed to meet the needs of all students.

Regardless of which choices you make, you will want to learn all of the requirements for graduation. Graduation requirements include credit, course and testing requirements for each diploma type.

### DIPLOMA REQUIREMENTS

A student graduating from Hudson Falls High School may receive a Local Diploma, Regents Diploma, Advanced Regents Diploma, or the Skills and Achievement Commencement Credential.

**The Advanced Regents Diploma** is the highest diploma a student may receive in a New York State High School. It represents the traditional college preparatory curriculum and requires a minimum of a 65 on 9 required Regents exams.

**The Regents Diploma** is awarded to those who have satisfactorily completed all requirements for graduation with a minimum of a 65 on all 5 required Regents exams.

**The Local Diploma** is awarded to those CSE classified students who have satisfactorily completed all minimum requirements for graduation with a minimum of a 55 on 5 required regents' exams, or to those who will utilize a Regents Exam grade appeal for 2 exams.

**The Skills and Achievement Commencement Credential** is awarded to those CSE classified students who have satisfactorily completed the requirements as described in their Individualized Education Program.

### ATTENDANCE

Students are encouraged to make their best effort to attend school. Regular attendance is necessary to meet the demands of a Regents program.

### CREDIT AND COURSE REQUIREMENTS

The graduation requirements chart specifies courses and electives required for the Regents and Advanced Regents Diplomas. Hudson Falls High School policy is that all students maintain a minimum of 6 credits plus physical education each semester.

### GRADE LEVEL AND HOMEROOM ASSIGNMENTS

Grade levels are assigned based on credits accrued: less than 5 credits for Freshman class standing, 5-10 credits for Sophomore class standing, 10.5-15 credits for Junior class standing, and above 15 credits for Senior class standing.

### **REGENTS ALTERNATIVE TO EARNING CREDIT**

1. A student may earn a maximum of 6.5 units of credit for either a Regents or Local Diploma without completing time requirements of study for such units of credit. A student may apply to his or her counselor or to the chairperson of the department in the subject area of interest. The student must meet the qualifications listed below:
  - a) The student's past academic performance in the test area must have been 85% or above.
  - b) The student's attendance record must indicate that he/she has not had absences totaling more than 20% in a course.
  - c) The student is choosing this alternative to make room in his/her schedule for more desired or needed courses.
  - d) Credit may be granted upon the successful completion of an approved state examination and satisfactory demonstration of a project determined in consultation with the principal and department chairperson.
2. We will grant credit for the Music and Art "one credit" requirement to students for participation outside of school in an advanced music or art activity. The student will be granted such credit if:
  - a) The principal and appropriate department chairperson recommends the credit.
  - b) The recommendation is supported by a description of the activity that clearly indicated its advanced value and its consistency with the goals and objectives of the schools art/music program.
  - c) There is evidence to support the time equivalence for a unit of study or a half unit of study.
3. Students in grades 10-12 may receive credit for physical education based upon out of school participation in an organized program of fitness, which is equivalent in time spent in PE classes. Application for credit may be made through the Director of Physical Education, or the Counseling Office. The principal must give approval of the intended study program. Such credit will be granted for only one semester in any school year.

### **COURSE LEVELS**

Students in high school are assigned to courses on the following levels:

**AP – Advanced Placement, H – Honors, R – Regents, L- Local, or SE – Special Education.**

If you wish to make a transfer to the next higher level, you may make such a request through your teacher or school counselor. If the latter two faculty members feel that you are capable of doing this level work and the change is in your best interest, the transfer can be made with parent approval. If you wish to make a transfer to the next lower level, the request must be made through the counseling office with the approval of the teacher and parent. Movement from one level to another when all participants agree is contingent upon the availability of space in the particular class.

## Academic Intervention Services (AIS)

Academic Intervention Services (AIS) is designed to allow teachers to work with students in a small-group setting to concentrate on specific New York State assessments and/or standards. These services include additional instruction that supplements the general curriculum (regular classroom instruction) as well as student support services needed to address barriers to improved academic performance. AIS also prepares students to take the Regents exam. We work in small groups of students to: thoroughly analyze state exams, develop vocabulary lists and activities related to them, develop activities related to good study habits and good test taking strategies, utilize computer programs for repeated drill and practice for exams, and develop lessons that parallel state exams and address local and state standards

### GRADUATION REQUIREMENTS

| LOCAL DIPLOMA (CSE) |             | REGENTS DIPLOMA    |             | ADV. Designation   |             |
|---------------------|-------------|--------------------|-------------|--------------------|-------------|
| Content Area        | Credits     | Content Area       | Credits     | Content Area       | Credits     |
| English             | 4           | English            | 4           | English            | 4           |
| Social Studies      | 4           | Social Studies     | 4           | Social Studies     | 4           |
| Math                | 3           | Math               | 3           | Math               | 3           |
| Science             | 3           | Science            | 3           | Science            | 3           |
| LOTE                | 1*          | LOTE               | 1           | LOTE               | 3 **        |
| Art/Music           | 1           | Art/Music          | 1           | Art/Music          | 1           |
| Health              | 0.5         | Health             | 0.5         | Health             | 0.5         |
| Physical Education  | 2           | Physical Education | 2           | Physical Education | 2           |
| Electives           | 3.5         | Electives          | 3.5         | Electives          | 1.5         |
| <b>Total:</b>       | <b>22.0</b> | <b>Total:</b>      | <b>22.0</b> | <b>Total:</b>      | <b>22.0</b> |

**Note:**

\*Students must complete 2-units of study and will earn 1 credit by the end of the freshmen year. One unit of credit is earned by passing the state LOTE proficiency exam or earning a unit of commencement level credit in LOTE.

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

### REQUIRED EXAMS

| Local Diploma                             | Regents Diploma                                   | Advanced Regents Diploma                                     |
|---|---|--|
| (CSE students with Regents Exams 55–64)   | (passing score of 65 or above on 5 Regents Exams) | (passing score of 65 or above on 8 Regents Exams)            |
| English                                   | English   | English  |
| Global History and Geography              | Global History and Geography                      | Global History and Geography                                 |
| U.S. History and Government               | U.S. History and Government                       | U.S. History and Government                                  |
| Integrated Algebra or Common Core Algebra | Integrated Algebra or Common Core Algebra         | Integrated Algebra/Common Core Algebra, Geometry & Algebra 2 |
| Science                                   | Science   | 2 Science<br>(1 life and 1 physical)                         |
| LOTE Checkpoint A or High School Credit   | LOTE Checkpoint A or High School Credit           | LOTE Checkpoint A and Checkpoint B<br>(Local Exam)           |

## STUDENT RANKING

Students will be ranked in their class on the basis of “weighted” grades giving greater emphasis to more difficult courses. For students starting with the class of 2010, a composite index average will be used to determine class rank. The composite index will be comprised of the quality point average for the course work included in the advanced Regents diploma requirements added to the straight arithmetic mean. Courses with the highest quality point total will be automatically substituted for students with course work that is in excess of the advanced Regents diploma requirements. For the purpose of honor roll and academic average, a straight arithmetic mean of grades will be used. Physical education and driver education courses are not factored into class rank. Below is listed the numerical weighting of each class, as categorized by 2 levels of difficulty:

### **2-LEVEL COURSES:**

English 9 H  
English 10 H  
English 11 H  
English 12 AP

World History 9 H  
World History 10 AP  
College American History 103/104

Algebra 1H  
Geometry H  
Algebra 2H  
Math 121/125  
Pre-Calculus H  
College Calculus 131/132  
AP Calculus BC  
ECHS Business College Courses  
ECHS Adv. Manufacturing College Courses  
ECHS IT Systems College Courses  
ECHS New Media College Courses

Advanced Biology  
Honors Earth Science  
Physics  
College Chemistry 111/112  
Science Research 1-3

French 4, 5  
Spanish 4, 5  
  
New Visions Courses  
IB Courses

### **1-LEVEL COURSES:**

English 9R  
English 10R  
English 11R  
English 12  
Public Speaking  
Humanities  
Mythology  
Folklore  
Fiction

Social Studies 9R  
Social Studies 10R  
Social Studies 11R  
Economics  
Participation in Government

Algebra 1  
Algebra 1A  
Algebra 1B  
Geometry  
Applied Math  
Algebra 2  
Algebra 2A  
Algebra 2B  
Pre-Calculus  
College-Prep Algebra

Earth Science  
Biology  
Chemistry  
Environmental Science  
Explorations in STEM  
Anatomy & Physiology

Band  
Choir  
Orchestra  
Music Appreciation

Manufacturing Systems  
Energy Systems  
Design & Drawing. 1 & 2  
Pre-Engineering  
Power Mechanics  
Computer Graphics  
Introduction to Engineering Design  
CIMS

Creative Cooking  
Gourmet Foods  
International Foods  
Personal Finance  
Sports & Entertainment Marketing  
Accounting  
Business Communications  
Business Computer Applications  
Business Law  
Business Math

Studio in Art  
Studio in Drawing & Painting  
Exploration of Art  
Advertising Design 1 & 2  
Ceramics  
Ceramics 2  
Photography 1 & 2  
Advanced Art  
Media Arts  
Printmaking  
Watercolor

Health  
All BOCES CTE Courses  
Distance Learning Courses

## Grade Conversion-Quality Point Table

| <b>Numeric Grade</b> | <b>Level 1</b> | <b>Level 2</b> |
|----------------------|----------------|----------------|
| 100                  | 6.500          | 7.200          |
| 99                   | 6.400          | 7.100          |
| 98                   | 6.300          | 7.000          |
| 97                   | 6.200          | 6.900          |
| 96                   | 6.100          | 6.800          |
| 95                   | 6.000          | 6.700          |
| 94                   | 5.900          | 6.600          |
| 93                   | 5.800          | 6.500          |
| 92                   | 5.700          | 6.400          |
| 91                   | 5.600          | 6.300          |
| 90                   | 5.500          | 6.200          |
| 89                   | 5.400          | 6.100          |
| 88                   | 5.300          | 6.000          |
| 87                   | 5.200          | 5.900          |
| 86                   | 5.100          | 5.800          |
| 85                   | 5.000          | 5.700          |
| 84                   | 4.900          | 5.600          |
| 83                   | 4.800          | 5.500          |
| 82                   | 4.700          | 5.400          |
| 81                   | 4.600          | 5.300          |
| 80                   | 4.500          | 5.200          |
| 79                   | 4.400          | 6.100          |
| 78                   | 4.300          | 5.000          |
| 77                   | 4.200          | 4.900          |
| 76                   | 4.100          | 4.800          |
| 75                   | 4.000          | 4.700          |
| 74                   | 3.900          | 4.600          |
| 73                   | 3.800          | 4.500          |
| 72                   | 3.700          | 4.400          |
| 71                   | 3.600          | 4.300          |
| 70                   | 3.500          | 4.200          |
| 69                   | 3.400          | 4.100          |
| 68                   | 3.300          | 4.000          |
| 67                   | 3.200          | 3.900          |
| 66                   | 3.100          | 3.800          |
| 65                   | 3.000          | 3.700          |



## COURSE DESCRIPTIONS

### ART/MUSIC

(Level 1 courses are entry level, Level 2 course are advanced)

**Studio in Art** 1 credit  
(811) Level 1

This foundation art course combines studio experiences in the visual arts with art history and art criticism. It is designed to help students better express their ideas and feelings in visual form by expanding their understanding of the elements and principles of design and developing their skills with a variety of art media techniques (drawing, painting, graphics, ceramics and collage). Studio Art focuses on the basics and prepares students to take level 2 classes. Sketchbook assignments are required.

Prerequisite: None

Evaluation: Departmental Examination/Project

**Exploration of Art** 1 credit  
(813) Level 1

Exploration of Art is an introduction to the fundamentals of two-and three-dimensional design in various materials. Students will actively participate in the creation of projects using a variety of materials ranging from paper and fabric to linoleum, clay and mixed media. Techniques include assemblage, modeling, carving, printmaking and painting. Students will respond to and analyze works of art as well as develop an understanding of the cultural dimensions and contributions of the arts.

Prerequisite: None

Evaluation: Departmental Examination/Project

**Studio in Drawing and Painting** 1 credit  
(812) Level 2

This full-year course is divided roughly in half with the first half-year devoted to intensive studio exploration of various drawing techniques aimed at developing solid drawing skills. The second half-year focuses on painting techniques in connection with a variety of media such as watercolors, pastels, and acrylics with emphasis on an understanding of basic color theories and composition. Sketchbook assignments are required.

Prerequisite: Completion of Studio Art

Evaluation: Departmental Examination/Project

**Ceramics** 1 credit  
(815) Level 2

A studio course designed to acquaint the student with hand-building clay techniques, wheel throwing and various decorating/glazing techniques. Students develop discipline and appreciation of craftsmanship through their own process of creating pieces, as well as analyzing and critiquing other works of art.

Functional ware and sculptural pieces will be constructed along with developing an understanding of the multi-cultural aspects of working with clay.

Prerequisite: Completion of Studio Art

Evaluation: Departmental Examination/Project

**Photography 1 (F)** ½ credit  
(816) Level 2

Instruction to familiarize the student with the technical aspects of camera handling, exposure developing black and white film, making contact prints, darkroom procedures, enlarging and mounting prints.

Prerequisite: Completion of Studio Art

Evaluation: Departmental Examination/Project

**Photography 2 (S)** ½ credit  
(817) Level 2

This course is designed as a follow up course to Basic Photography. Additional instruction in black and white film camera and darkroom techniques are covered, but the emphasis will gradually switch students into computer and digital photo techniques. This is a rapidly growing area of photography and an

important part of the graphics industry. We will supply the equipment needed to scan and process existing printed images, as well as the creation of new color images with our digital cameras. A variety of software titles will be used to manipulate, enhance and print your new images. You will create a variety of web pages to show off your work, and explore many other ways to use the images you make. This course will present the latest technology and course content will change as our ability to offer the latest technology improves.

Prerequisite: Completion of Studio Art and Photography 1

Evaluation: Departmental Examination/Project

**Advanced Art** (alternating years - 2021 and odd years) **1 credit**  
(814) Level 2

Students pursue in greater depth some of the skill areas to which they have been introduced. There is some opportunity for independent study for self-directed students. One short research paper is required. Students will prepare portfolios, which may be used for application to college art programs.

Homework drawings are required.

Pre-requisite: Completion of Studio Art

Evaluation: Departmental Examination/Project

**Advertising (F) (S)** (alternating years - 2022 and even years) **½ credit**  
(821) (823) Level 2

This course covers the various media advertisers use, the historical background, advertising planning and production, lettering used in advertising and color reproduction. Links to artist and art movements will be incorporated into each unit of study. Connections to the New York State Art Standards will be the backbone of our work. Students will work in both two-dimensional and three dimensional mediums. Emphasis will be placed on current trends in the advertising community. Sketchbook assignments are required.

Prerequisite: Completion of Studio Art

Evaluation: Departmental Examination/Project

**Printmaking (S)** **½ credit**  
**Level 2**

Printmaking provides students with experience in a variety of traditional printmaking media, techniques, and processes. This course emphasize elements of art and principles of design and introduce the critique process. Advanced courses may encourage students to refine their creative processes and develop their own artistic styles.

**Watercolor (F)** **½ credit**  
**Level 2**

Watercolor is a Painting course that provides a foundation in painting using a variety of techniques and multimedia, emphasizing observation and interpretation of the visual environment, life drawing, and imaginative painting. This course typically includes applying the elements of art and principles of design, along with a study of art and artists from a worldwide perspective, and instruction in the critique process. Advanced courses may encourage students to refine their creative processes and develop their own artistic styles.

## MUSIC

**Band, Orchestra, Choir** **½ or 1 credit**  
(801,803,805)

Vocalists and instrumentalists gain technical facility and knowledge of music literature through performance. Consultation with organization's directors is recommended before registration for musical groups.

Prerequisite: Audition prior to enrollment

Evaluation: Individual Performance Test

**Music Appreciation** **1 credit**  
(831)

Through the study of an extensive range of music literature and recordings, the student may be enabled to enjoy and appreciate a variety of music and to express himself intelligently about it. Particular

emphasis is placed on the relationship between music and other humanistic discipline,  
Evaluation: Departmental

## **BUSINESS**

### **Accounting** (PREQ - Pass Algebra Regents Exam )

**1 credit**

Prepares students to keep accurate financial records for a business. The complete accounting cycle is presented, and students learn the basic procedures used to operate a business. Students will manage all types of financial information including making business decisions, preparing and interpreting financial reports and recording ALL transactions for a business. Students perform accounting tasks for service businesses organized as proprietorships and for merchandising businesses organized as a partnership. Students will learn how to construct the main financial statements as well as get a foundation on which to continue studying business and accounting at the collegiate level.

### **Business Math** (PREQ - Pass Algebra Regents Exam)

**1 credit**

Students develop sound money management skills including how income is computed, (salary, hourly wage, commission ), how federal and state taxes are computed, developing a personal budget and how to record keep, credit card usage (pros and cons), making large purchases using a bank loan, calculating interest (compound, simple), using a checking/savings account, reconciling a bank statement, analyzing purchase prices to find the better buy (markdowns, unit pricing), automobile purchases and costs to operate an automobile, types of insurance and investments.

### **Business Computer Applications**

**½ credit**

This course will provide students with instruction in Microsoft Office. Students will learn to type an average of 35-45 words per minute using touch typing method. Students' will become proficient in MS Word, MS Excel, MS PowerPoint and Publisher. Software products used are the Microsoft Office suite and Windows Operating Systems.

### **Sports Marketing**

**½ credit**

This course introduces students to the sports and entertainment industry. It focuses on the marketing of sports as it applies to professional leagues, teams, and events, amateur sports, sporting goods and sports media. It is a project-based computer class that looks at the marketing on non-sport products through sports with an introduction to sponsorship, licensing, and athlete endorsements. Students apply marketing concepts and strategies to the sports industry through the development of sports marketing and promotion strategies and plans.

### **College Accounting (BUS: 146):** (PREREQ: Accounting 1 or Geometry Regents)

Students will broaden and improve their knowledge, understanding and application of accounting principles. Students learn more advanced, complex accounting principles using manual and computer skills. Course includes budgeting, cost concepts and cost allocation, methods of depreciation and information as related to operating, investing and financing activities. Students perform accounting tasks for merchandising businesses organized as partnerships and corporations and can receive four (4) college credits.

### **Business Law:** (PREREQ: None )

**1 credit**

Increase your knowledge and understanding of rules and regulations that will greatly impact your life after high school graduation. Topics will include civil and criminal laws, contracts, tenant and landlord relationships, employment and types of insurance, just to name a few. This is a good informational course for those thinking of entering the legal profession.

## **ENGLISH**

(Note: some colleges request examples of a student's writing when applying, often with teacher comments. Students planning on attending college should save their graded papers for use in senior year)

### **English 9H (110)**

**1 credit**

Taken in the freshman year this course begins a four-year program of grade-level, but rigorous, study in the language arts that will challenge the student who is highly motivated in English and who seeks an enhanced opportunity. The entire program is demanding of time, effort, and intellect. It strives for a deep understanding of usage, composition, and literary skills. Student choice for independent reading is incorporated into each class. Required summer reading is a necessary part of the Honors program.

Students must maintain a minimum 87% average to remain in this course.

Prerequisite: Completion of English 8

### **English 9R (111)**

**1 credit**

Taken in the freshman year, this required course strengthens the student's abilities in reading, writing, listening, and speaking. It begins to prepare students to pass the New York State NextGen English Regents Examination administered in eleventh grade and needed for graduation. Student choice for independent reading is incorporated into each class. Required writing pieces include narrative, research, and argument.

Prerequisite: Completion of English 8

### **Freshman Writing Skills- Mr. Cloud and Ms. Iannon - Room F2**

Our Freshman Writing Skills course will be a semester-long opportunity for all Regents ninth graders to instructionally gain baseline skills beyond surface level writing fluency. The course is designed to explicitly target writing and inherent reading tools that support the frameworks students will experience in high school Regents level courses. The course is driven by "Tours" or content needed units to explicitly address English and social studies writing demands. Each of those "Tours" have identified "adventures" or writing strategies students will explore in an on-demand setting. Via motivating mini lessons/direct instruction, centers, self and peer assessment, and teacher feedback, meaningful models will be built. Teachers will be especially eager to find common ground with writing challenges across high school curricula.

### **English 10H (120)**

**1 credit**

Taken in the sophomore year, this course continues the four-year study in English language and literature. The research paper is required for successful completion of the course. This course also emphasizes study on world literature so as to complement the student's study of world history at the 10th grade level. Student choice for independent reading is incorporated into each class which will improve their reading skills, comprehension, and written responses to literature. Required summer reading of assigned literature is a necessary part of the Honors program.

Prerequisite: Teacher recommendation, minimum grade in English 9 of 87%.

### **English 10R (121)**

**1 credit**

Taken in the sophomore year, this required course continues studies begun in English 9 in the mastery of literary analysis and writing skills in preparation for the eleventh grade English Regents exam. It includes a variety of modern and classic literary works. A fully documented research project is also a major part of this course. Student choice for independent reading is incorporated into each class which will improve their reading skills, comprehension, and written responses to literature.

Prerequisite: Completion of English 9

### **English 11H (130)**

**1 credit**

This course continues a four-year in-depth study leading to the Advanced Placement Examination in the senior year. This course includes instruction in composition with emphasis on developing style and includes instruction as outlined in the description of English 11R. The chief difference between English 11H and 11R lies in the more challenging literature studies and an attempt to use this literature to answer questions similar to those expected on the AP exam. Summer work and quarterly projects are required.

Prerequisite: Teacher recommendation, minimum grade in English 10 of 87%  
Evaluation: January and/or June English Regents Exam

**English 11R (131)**

**1 credit**

Taken in the junior year, this required course continues studies begun in English 9 and 10 in the mastery of reading and writing skills. The course is designed to improve the student's ability to communicate effectively in writing, especially in expository, persuasive, narrative, and descriptive writing. Students engage in consistent independent-reading through self-selected works. Creative original works are assigned. Content is designed to prepare students for the Regents examination in English.

Prerequisite: Completion of English 10

Evaluation: January and/or June English Regents Exam

**\*English 12 – Occupational Literacy (141)**

**1 credit**

Career research, elements of media literacy, reading & writing for the workplace & higher education are integrated in order to bolster a student's likelihood of successful college and/or employment experiences upon graduation. Students will learn the correlation between education and fulfillment. Students will also apply concepts learned in this class to their other senior level courses resulting in even higher successes. Guest speakers will be invited throughout the year to introduce various career paths to the students. There will be a comprehensive portfolio due at the end of the course.

Evaluation: Portfolio

**College English (143 &144) (SUNY Adirondack ENG 101 & 102)**

**1 credit**

The first semester of this course (ENG 101) is an introductory college writing course which offers instruction and practice in the process of writing, including revision, careful analysis, and sharing of each other's writing. Assignments may include descriptive writing, narrative reflection on experiences, critiquing and interpreting texts, as well as building information literacy in the form of research and documentation. A grade of "C" or better is required to enroll in a second semester English course. The second semester of this course (ENG 102) is a writing course focusing on intensive research, critical reading, and development of argumentation to examine beliefs, perspectives and opinions of our society and culture.

Prerequisite: Teacher recommendation and minimum grade of 85% on ELA Regents Exam, or a passing grade on SUNY Adk. Accuplacer Exam. Must maintain a minimum grade of C to continue to English 102.

Evaluation: Final Portfolio

**ENGLISH 12 ELECTIVE COURSE DESCRIPTIONS**

**Humanities 12 (006)**

**1 credit**

The theme of Humanities is humanity as a creator. The course covers many aspects of the humanities -- literature, art, music, drama, writing, mythology, speech etc. Students learn to appreciate the efforts human beings take to express themselves, and they learn to express themselves in a new form.

Extensive attention is given to films and outside cultural events about which students then discuss and write. Several works of literature are read by the class, including *The Alchemist*, *Death of a Salesman*, and collections of Greek and Norse myths. An original creative project is required.

Evaluation: Departmental Examination and Major Project

## HEALTH

### **Health**

(901, 902)

**½ credit**

This course is designed to make the senior high school student aware of, knowledgeable in, and decisive about many current topics, which may influence his/her physical or emotional health. Successful completion of this course is required for graduation.

Prerequisite: None

Evaluation: Departmental Examination/Project

### **Anatomy & Physiology**

**1 credit**

This course is a 1 year elective course. This elective is a lecture based introductory course focusing on anatomy and physiology of the human body. This course is aligned with the text *Introduction to the Human Body 11th edition* by Tortora and Derrickson. This course is designed as an upper level blended high school/college preparatory course. This course will provide students with a strong base in anatomy and fundamental physiology. This course helps students become independent note takers, improve study skills, and take responsibility for their performance based on the work they put in during class and outside of the classroom.

## PHYSICAL EDUCATION

### **Physical Education (911-934)**

**¼ credit per semester**

Physical education is required for all students for graduation. The program consists of activities based on achieving a sound healthy body, and proper attitude towards wholesome physical activities. The activities are invaluable in promoting social, emotional, intellectual and physical growth. The program puts stress on individual development, cardiovascular fitness, group games, and activities. Major emphasis will be placed on wellness as the program addresses many societal concerns and social issues, including but not limited to: AIDS awareness, breast/testicular cancer, alcohol and tobacco use, abduction resistance training, peer pressure, date rape/sexual harassment, and smoking cessation. Along with regular classes, students are encouraged to participate in interscholastic, intramural, and extramural programs in sports.

## HOME AND CAREER SKILLS

### **Creative Cooking (0724)**

**½ credit**

This ½ credit, semester, lab course is designed to begin to explore the world of food. Students will learn and use nutrition guidelines when planning labs. Students need to successfully complete Creative Cooking to advance to Gourmet Foods.

### **Flavors of Latin America (0725)**

**½ credit**

This 1/2 credit, semester, lab course is designed as an extension of Creative Cooking and focuses on the exploration of foods from the Southwestern United States to the southern tip of Argentina. In addition to the hands-on practice of basic food preparation, students will learn and practice more advanced food preparation techniques and their cultural significance. They will review basic nutrition information in order to analyze the nutritional value of the foods they prepare. Students will also explore where foods come from as well as their role in daily life and various celebrations.

## **LANGUAGES OTHER THAN ENGLISH**

### **French II (521)**

**1 credit**

This course is designed to transition students to the next level of language learning, while incorporating technology, games, language lab activities, and authentic communication. The course is focused on participation in both the language and the culture, while engaging students in all elements of language acquisition: listening comprehension, oral proficiency, reading comprehension, and writing. More emphasis on oral proficiency and cultural awareness will take place, as students will study the arts, daily life, celebrations, and literature among others. Classes will also take advantage of our 1:1 devices which allows language learners to record, listen, speak, respond, etc... in the target language – with the francophone world at their fingertips.

Prerequisite: Successful completion of French I

Evaluation: Departmental Examination

### **French III (531)**

**1 credit**

Successful completion of this course will be the key to future endeavors as it is the last course required in a foreign language for an Advanced Regents Diploma. Students will transition to the next level of language learning, while incorporating technology, games and authentic communication. The course is focused on participation in both the language and the culture, while engaging students in all elements of language acquisition: listening comprehension, oral proficiency, reading comprehension, and writing. More emphasis on oral proficiency and cultural awareness will take place, as students will study the arts, daily life, celebrations, and literature among others. Classes will also take advantage of 1:1 devices which allow language learners to record, listen, speak, respond, etc... in the target language – with the francophone world at their fingertips. As students progress with the language, a student enrolled in Level III is required to use French in the classroom as much as possible when interacting with the teacher and classmates. The students' goals should include using the language and being as actively involved as possible in the classroom, which will help them in second language acquisition.

Prerequisite: Successful completion of French II

Evaluation: Departmental Examination for Regents Credit

### **French IV (college credit) (541)**

**1 credit**

Successful completion of this course will be the key to future endeavors for students wanting to earn a four year college degree. Students will learn about the arts, customs, literature, and cuisine of francophone countries as we take a journey via the classroom and our 1:1 devices. Some of the topics that we will focus on include Impressionism, music, film, shopping, cooking and much more. It is a course designed to heighten and build upon the skills that students have acquired in the basic Regents sequence. The study of more advanced grammar will enable students to make the transition from the NYS Standards Checkpoint B to Checkpoint C. This level IV course is taught through SUNY Adirondack For those students who opt to enroll with the program, 3 college credits will be earned upon successful completion of this course. SUNY Adirondack charges a reduced tuition rate of approximately \$200.00 for each course

Prerequisite: Successful completion of French III and the Departmental Examination

Evaluation: Departmental Examination

### **French V (college credit) (551)**

**1 credit**

Enrollment in this course will help to set you apart and give you the extra edge necessary for college acceptance. Taking a Level V language course in high school shows that the student is tenacious and willing to work. Students will take an in-depth look at the arts, customs, literature, and cuisine of francophone countries as we take a journey via the classroom and their 1:1 devices. French V is designed to heighten and build upon the skills that students have acquired in French I through French IV and the study of more advanced grammar will enable students to communicate verbally and in writing at a higher level. This level V course is taught through SUNY Adirondack For those students who opt to

enroll with the program, 3 college credits will be earned upon successful completion of this course. SUNY Adirondack charges a reduced tuition rate of approximately \$200.00 for each course

Prerequisite: Successful completion of French IV

Evaluation: Departmental Examination

### **Spanish I (512)**

**1 credit**

This course may be the first of a three-year sequence of study or a continuation of Middle School Spanish 7/8. Students are introduced to the four skills of using a foreign language: speaking, listening, reading and writing. Topics covered include: personality and physical descriptions, community places, the family and family life, homes, personal possessions, activities, likes and dislikes, making plans, travel, shopping, the seasons, weather conditions, and the days of the week, months, and school life. Vocabulary is the basis for many of the skills at this level and students will strengthen their foundational skills of Spanish by using technology, games, language lab activities, and authentic communication. The cultural objectives of the course provide the student with experience in order to develop global perspectives in learning and understanding cross-cultural differences and similarities. There are unit tests on vocabulary, grammar, and listening skills and cooperative learning activities. Speaking skills are evaluated through individual testing with the teacher, 1:1 devices, class participation, and daily oral work with their “Can-Do Statements.”

Evaluation: Departmental Examination/Course credit comes from successful completion of this course

### **Spanish II (522)**

**1 credit**

This course is designed to transition students to the next level of language learning, while incorporating technology, games and authentic communication. The course is focused on participation in both the language and culture, while engaging students in all elements of language acquisition: listening comprehension, oral proficiency, reading comprehension, and writing. More emphasis on oral proficiency and cultural awareness will take place, as students will study the arts, daily life, celebrations, and practical use of the language. Our language classes will also take advantage of technology (1:1 devices) which allows language learners to record, listen, speak, respond, etc... in the target language – with the Spanish-speaking world at their fingertips. Speaking skills are evaluated through individual testing with the teacher, regular quizzes, technology, class participation, and daily oral work with their “Can-Do Statements.”

Prerequisite: Successful completion of Spanish I and the Spanish I Departmental Examination

Evaluation: Departmental Examination

### **Spanish III (532)**

**1 credit**

Successful completion of this course is essential for students wanting to earn an Advanced Regents Diploma with a foreign language track. Students will transition to the next level of language learning, while incorporating technology, games, immersion through 1:1 activities and authentic communication. The course is focused on participation in both the language and the culture, while engaging students in all elements of language acquisition: listening comprehension, oral proficiency, reading comprehension, and writing. More emphasis on oral proficiency and cultural awareness will take place, as students will study the arts, daily life, celebrations, and literature. Our language classes will also take advantage of our 1:1 devices which allow language learners to record, listen, speak, respond, etc... in the target language – with the Spanish speaking world at their fingertips. As students progress with the language, a student enrolled in Level III is required to use Spanish in the classroom as much as possible when interacting with the teacher and classmates. Speaking skills are evaluated through individual testing with the teacher, technology, quizzes, class participation, and daily oral work with their “Can-Do Statements.”

Prerequisite: Successful completion of Spanish II

Evaluation: Departmental Examination for Regents Credit

### **Spanish IV (college credit) (542)**

**1 credit**

Successful completion of this course will be the key to future endeavors for students wanting to earn a four year college degree. Students will learn about the arts, customs, literature, and cuisine of Spanish speaking countries as we take a journey via the classroom and 1:1 devices. Some of the topics that we will focus on include music, film, shopping, cooking and much more. It is a course designed to heighten and build upon the skills that students have acquired in the basic Regents sequence. The study of more advanced grammar will enable students to make the transition from the NYS Standards Checkpoint B to Checkpoint C. This level IV course is taught in conjunction with the University in the High School (UHS)



program of the University at Albany. For those students who opt to enroll with the UHS program, 4 college credits will be earned upon successful completion of this course. SUNY Albany tuition is approximately \$160 for the year.

Prerequisite: Successful completion of Spanish III and Departmental Examination

Evaluation: Departmental Examination

### **Spanish V (552) (college credit)**

**1 credit**

Enrollment in this course will help to set you apart and give you the extra edge necessary for college acceptance. Taking a Level V language course in high school shows that the student is tenacious and willing to work. Students will take an in-depth look at the arts, customs, literature, and cuisine of Spanish speaking countries as we take a journey via the classroom and 1:1 devices. Spanish V is designed to heighten and build upon the skills that students have acquired in Spanish I through Spanish IV and the study of more advanced grammar will enable students to communicate verbally and in writing at a higher level. This level V course is taught in conjunction with the University in the High School (UHS) program of the University at Albany. For those students who opt to enroll with the UHS program, 4 college credits will be earned upon successful completion of this course. SUNY Albany tuition is approximately \$160 for the year.

Prerequisite: Successful completion of Spanish IV

Evaluation: Departmental Examination

## **MATHEMATICS**

**(Note: all Mathematics courses require a Texas Instruments 84+graphing calculator)**

### **Algebra 1A (311)**

**1 credit**

This is the first year of a two year algebra course which allows students more time to become competent with Regents-level curriculum. Topics include linear equations and inequalities in one variable, linear functions, modeling with functions, linear equations and inequalities in two variables, quadratic functions, properties of exponents, exponential functions, probability, and statistics.

Prerequisite: Passed Grade 8 Math course and teacher recommendation

Evaluation: Departmental Exam

### **Algebra 1B (313)**

**1 credit**

This course is the second year of Algebra 1 completing the topics from the one-year course. The units covered are systems of equations, modeling, sequences, solving quadratic equations, translations and other functions.

Prerequisite: Passed Algebra 1A course

Evaluation: Algebra Regents in January and June

### **Algebra 1 (312)**

**1 credit**

This course begins the three year regents program in mathematics. Topics of instruction include equations, functions and their graphs, descriptive statistics, linear and exponential functions, polynomials and quadratic expressions.

Prerequisite: Passed Grade 8 Math course and teacher recommendation

Evaluation: Algebra Regents

### **Geometry (321)**

**1 credit**

This course continues the three year regents program in mathematics. Topics of instruction include intermediate algebra, geometric measurement and dimension, modeling with geometry, geometric properties with equations, geometry with proofs, congruent and similar triangles, coordinate geometry, transformations, right triangle trigonometry, circles, and Euclidean Geometry.

Prerequisite: Passed Algebra 1 class with at least a 75%, passed Algebra Regents with at least a 70%, and teacher recommendation

Evaluation: Geometry Regents

**Geometry H (324)****1 credit**

This course continues the three year regents program in mathematics. The topics of instruction include intermediate algebra, geometric measurement and dimension, modeling with geometry, geometric properties with equations, geometry with proofs, congruent and similar triangles, coordinate geometry, transformations, right triangle trigonometry, circles, and Euclidean Geometry. More depth is covered in each unit to better prepare the students for Algebra 2 H.

Prerequisite: Passed Algebra 1 class with at least an 85%, passed Algebra Regents with at least an 80%, and teacher recommendation

Evaluation: Geometry Regents

**Algebra 2A (330)****1 credit**

This course is intended for the student who received below a 70 on the Algebra 1 Regents Exam or a final average of less than 70 in Algebra 1. Students will not be taking the Algebra 2/Trigonometry Regents.

Topics covered are rational numbers, real numbers, equations of linear functions, relations and functions, transformation geometry and functions, and probability. It allows more time for hands-on activities and extra practice for the student who needs additional time to become competent with advanced algebra.

Prerequisite: Passed Algebra or Algebra 1B

Evaluation: Departmental Exam

**Algebra 2B (333)****1 credit**

This course is the second year of the two year algebra 2 curriculum. Students will not be taking the Algebra 2 Regents. The topics covered include trigonometry of triangles, trigonometric functions, trigonometric graphs and equations, matrices, functions and finance.

Prerequisite: Passed Geometry or Algebra 2A

Evaluation: Departmental Exam

**Algebra 2 (331)****1 credit**

This course completes the three-year regents program. Topics covered are linear, quadratic, exponential, and logarithmic functions, radicals and complex numbers, trigonometric functions, sequences, series, probability and statistics.

Prerequisite: Passed Geometry class with at least a 75%, passed Geometry Regents with at least a 70%, and teacher recommendation.

Evaluation: Algebra 2 Regents

**Algebra 2H (332)****1 credit**

This course completes the three-year regents program. Topics covered are linear, quadratic, exponential, and logarithmic functions, determinants, conic sections, sequences and series, radicals and complex numbers, trigonometric functions, graphs, and equations. Some of the units from Advanced Mathematics will also be covered. The focus is to cover functions and graphing with a more analytical approach to better prepare the student for Pre-calculus H.

Prerequisite: Passed Geometry H with at least an 85%, passed Geometry Regents with at least an 80%, and teacher recommendation.

Evaluation: Algebra 2 Regents

**Pre-Calculus (343)****1 credit**

Pre-Calculus is a preparation for calculus. Topics covered are analytical geometry, analysis of functions (polynomial, rational, exponential, logarithmic, and trigonometric), matrices and statistics.

Prerequisite: Passed Algebra 2 and teacher recommendation

Evaluation: Departmental Exam

**MAT 121 (360)****1 credit**

A preparation for calculus through an extensive study of theory of non-trigonometric functions. Function families include polynomial, rational, and radical functions. SUNY Adirondack charges a reduced tuition rate of approximately \$200.00 for each course

Prerequisite: Passed Algebra 2 Regents with 75% or better

Evaluation: Departmental Exam

### **MAT 125 (361)**

**1 credit**

A preparation for calculus through an extensive study of the theory of trigonometric functions. Topics include radian measure of angles, trigonometric and inverse trigonometric functions, and trigonometric identities. Highly recommended for students pursuing degrees in mathematics and /or the sciences.

SUNY Adirondack charges a reduced tuition rate of approximately \$200.00 for each course

Prerequisite: Passed Algebra 2 Regents with 75% or better

Evaluation: Departmental Exam

### **AP Calculus AB**

**1 credit**

AP Calculus AB is a year-long course designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. Students are required to use definitions and theorems to build arguments and justify conclusions. Through the use of big ideas of calculus this course becomes a cohesive whole, rather than a collection of unrelated topics.

Prerequisite: PreCalculus or MAT 121/125

Evaluation : AP exam

## **SCIENCE**

**(All Regents Science courses have a NYS laboratory requirement)**

### **Living Environment (422)**

**1 credit**

This course follows the New York State Regents Standards. The theme of this course is the environment of living things, both internally and externally. Topics include: cellular biology, human maintenance, reproduction and development, genetics, ecology, and evolution. Coursework consists of a blend of laboratory work, lecture-discussions, textbook readings, small projects, and current event issues in biology. Many assignments are long-term. Classes meet for double period and single period on alternating days throughout the week.

Prerequisite: Successful completion of General Science 8

Evaluation: Regents Examination

### **Physical Setting/ Regents Earth Science (411)**

**1 credit**

This course follows the New York State Regents Standards. Students are expected to learn to use standard measuring apparatus, to collect and organize data, construct and interpret graphs, and relate information from laboratory experiences to practical applications. In addition, students will be required to use basic math skills to calculate problems using formulas from the Earth Science Reference Table. Major areas of study include: Topographic Maps and the Shape of the Earth, Rocks and Minerals, Weathering, Erosion and Landscapes, Earthquakes and Plate Tectonics, Geologic History, Meteorology and Climate, Water Cycle, Astronomy and Seasons. Classes meet for double period and single period on alternating days throughout the week.

Prerequisite: Successful completion of General Science 8

Evaluation: Regents and Lab Performance Examination

### **Physical Setting/ Regents Earth Science - Honors**

**1 credit**

This course follows the New York State Regents Standards. Students are expected to learn to use standard measuring apparatus, to collect and organize data, construct and interpret graphs, and relate information from laboratory experiences to practical applications. In addition, students will be required to use basic math skills to calculate problems using formulas from the Earth Science Reference Table. Major areas of study include: Topographic Maps and the Shape of the Earth, Rocks and Minerals, Weathering, Erosion and Landscapes, Earthquakes and Plate Tectonics, Geologic History, Meteorology and Climate, Water Cycle, Astronomy and Seasons. Students in RES-H will also complete research into a specific field in the earth Sciences.

Prerequisite: Passed Living Environment class with at least an 85%, passed Living Environment Regents with at least an 80%, and teacher recommendation

Evaluation: Regents and Lab Performance Examination

### **Physical Setting/ Regents Chemistry (432)**

**1 credit**

This course follows the New York State Regents Standards. Chemistry involves the study of the structure of matter, changes in matter, and relationships between matter and energy. The course is designed to make students aware of both the technological impact of chemistry and the total effect of the application of chemical principles in our lives. Major topics studied include atomic structure, bonding, periodic table, chemical mathematics, kinetics and equilibrium, acids and bases, electrochemistry, organic chemistry and nuclear chemistry. Classes meet for double period and single period on alternating days throughout the week.

Prerequisite: Successfully passed Algebra 1 and enrolled in Geometry or above

Evaluation: Regents Examination

### **Physical Setting/ Regents Physics (434)**

**1 credit**

This course follows the New York State Regents Standards. This is an introduction to a contemporary view of the physical world and the laws that govern energy, matter, space and time. Topics covered in theoretical as well as experimental modes include: force, motion, and energy, structure of matter, wave motion, electricity, electromagnetism, Quantum theory, and nuclear physics. Students will be required to develop extensive lab procedures and reports throughout the year based on these topics. It is designed to prepare students to adapt an independent approach to learning while still driving toward the Regents goal. Successful completion of Chemistry prior to Physics is preferred as well as a strong mathematical background will prove beneficial to the student. The student will be evaluated on tests, lab reports, homework and research based projects throughout the year. Classes meet for double period and single period on alternating days throughout the week.

Prerequisite: Passed Geometry, Enrolled in Algebra 2

Evaluation: Regents Examination

### **Explorations in STEM (430)**

**1 credit**

Explorations in STEM is a course designed to expose students to concepts of STEM (Science, Technology, Engineering and Math) through problem solving and hands-on activities. This project based course will employ Physics, engineering, mathematical and scientific concepts in order to research and design solutions to engineering design problems. Students will also be exposed to the research process, which incorporates reading, writing and presenting scientifically. Topics include motion, simple/complex machines, statics, dynamics, energy, material science, electricity and wave nature. **Note – this course does not meet NCAA eligibility core requirements.**

Prerequisite: 2 Years of Science Study, Passed Algebra

Evaluation: Departmental Exam

### **3-D Printing and Engineering in Science (Tentative)**

**1 credit**

*3-D Printing and Engineering in Science focuses on developing problem-solving skills using an engineering design development process, and immersing the student in fused filament fabrication (3d printing) and design. Students will learn and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will develop their applications of 3-dimensional design through CAD drawing and applications in additive manufacturing. Skills that will be developed include technical knowledge of fused filament fabrication machines, experience in fabrication with a variety of materials and digital mesh optimization/repair. Throughout the course students will develop an analytical approach to iterative design and 3D problem solving, preparing for applications in rapid prototyping, on-demand manufacturing, and product customization. Modern software drafting and modeling and physical fabrication techniques will be used to realize and build design prototypes using 3D printers. Students will also learn how to document their work and communicate their solutions to their peers. **Note – this course does not meet NCAA eligibility core requirements.***

Prerequisite: 2 Years of Science Study, Passed Algebra and Enrolled in Geometry

**Chemistry in the Community (433)**

**1 credit**

The goal of this class is to illustrate the importance of chemistry in our daily life. A broad range of topics including environmental, industrial, consumer, medicinal, nutritional, and biochemical aspects of chemistry will be examined. Students that enjoy practical lab work will appreciate this class. Students learn concepts on a need-to-know basis, evaluate data, and make decisions based on their observations and knowledge gained through the curriculum. Students use the knowledge gained to evaluate potential real-life problems. **Note – this course does not meet NCAA eligibility core requirements.**

Prerequisite: 2 Years of Science Study, Passed Algebra or currently enrolled in Algebra

Evaluation: Departmental Exam and Lab Practical

**Environmental Science (431)**

**1 credit**

This course follows both the College Board topic outline for Environmental Science and the New York State Standards for the Living Environment. The environmental science course is designed to present to the student an overview of how the concepts in earth science, biology, chemistry and physics are used to develop our understanding of the natural environment and how the impacts of human behavior affect it.

The course takes a rigorous approach and the student should have good study skills and be able to work independently to complete assignments. It is offered to students who may fall into one of the following three categories: 1. Those students who have a strong interest in environmental issues and may be pursuing further studies in this area in college, 2. Those who need a third science course to meet the Regents diploma requirement of three years of commencement level of study in science, but prefer not to take Regents Chemistry and 3. Those who have already met the Regents requirement but choose to take this course instead of Physics. The course is a survey of six major areas of study including: I.

*Interdependence of Earth's systems: Fundamental Principles and Concepts II. Human Population Dynamics III. Renewable and Nonrenewable Resources: Distribution, Ownership, Use, Degradation IV. Environmental Quality V. Global Changes and Their Consequences VI. Environment and Society: Trade-Offs and Decision Making.* The student's performance in this course will be evaluated by tests, quizzes, laboratory performance, homework and both long-term and short term research projects.

Classes meet for double period and single period on alternating days throughout the week. .

Prerequisite: Successful completion of two years of science and two years of math

Evaluation: Departmental Examination

**Science Research (437, 438, 439)**

**1 credit**

The research course is a three year elective in which students choose a topic and carry out an original research project on that topic. The student does ALL of what professional researchers do, from journal readings to finding a mentor, planning a project, and carrying it out to an appropriate research conclusion. As the work progresses, the student writes research papers, creates posters, and presents research findings at available competitions and symposia as determined by the instructor. During the student's junior and senior years, he or she may elect to take the course for college credit for a total of up to twelve credits at the State University of New York. Also during the junior and senior years, each student is required to enter available venues for competition as determined by the instructor. All students are welcome to apply regardless of past academic history.

Prerequisite: The candidate has to be a self-motivated, hard worker.

Corequisite: Students must still enroll in core Regents courses.

Evaluation: Departmental Examination

**ADVANCED ELECTIVES**

**College Chemistry (444) (SUNY Adirondack CHM-111 & 112)**

**1 credit**

(a minimum cumulative GPA of 80 is required for ACC enrollment)

This is the general chemistry course usually taken during the first college year. This enables students to undertake, as freshmen, second-year work in chemistry or to register for courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. Adirondack charges a reduced tuition rate of approximately \$200.00 for each course (2011-12 rates). Students who receive a C or higher will receive 8 SUNY Adirondack credits accepted for transfer by most colleges and universities. The College Chemistry course is designed to be taken only after the successful completion of Regents Chemistry. In addition, the recommended mathematics prerequisite for an AP Chemistry class is the successful completion of Algebra 2. The advanced work in chemistry should not displace any other part of the student's science curriculum. It is highly desirable that students concurrently have a course in physics and a four-year college preparatory program in mathematics. It is expected that a minimum of 290 minutes per week will be allotted for a College Chemistry course. Of that time, a minimum of 90 minutes per week, preferably in one session, should be spent in the lab. In addition, students will probably need to spend at least five hours a week studying outside of class.

Prerequisite: Regents Chemistry with 80 + Average, passed Algebra 2, Pre-Calc recommended

Evaluation: ACC Final Examination, Research Paper

### **College Biology (0427) (option to challenge the AP Exam)**

**1 credit**

The *College Biology* course is designed to offer seniors at Hudson Falls the opportunity to take a college-level general biology class that provides the foundation for them to challenge the College Board AP Biology Exam, potentially resulting in transferable credits to ACC to any institution of higher education. The course will be suitable for science majors and non-majors alike, and shall prepare all students for upper level classes in the biological sciences. Major topics will include both the historical and modern study of plants and animals including their evolution, classification, anatomy and physiology, life history, behavior and ecology. Rather than approaching the material from an ecological *perspective*, the *ACC-Biology at Hudson Falls* class will build on the emphasis already placed on genetics and biochemistry in Regents-level science, and seek to further understand biodiversity and phylogenetic relationships from a molecular genetics standpoint. Laboratory work will be primarily inquiry-based, and will complement the lecture material. Emphasizing science as a process, it aims to provide students with the analytical skills necessary to deal critically with the rapidly changing science of biology.

Prerequisites: Regents Living Environment, Regents Chemistry, passed Algebra 2, Pre-calculus recommended

Evaluation: Departmental Final Examination, AP Exam option, Research Paper and presentation

## **SOCIAL STUDIES**

### **Global History and Geography I 9R (211)**

**1 credit**

The first five Global History eras that comprise the two-year course established by the State Education Department will be examined in grade 9. The eras include: I. Introduction to Global History; II. The Ancient World: Civilizations and Religions (4000 BC-500AD); III. Expanding Zones of Exchange: (500-1200); IV. Global Interactions: (1200-1650) and V. The First Global Age: (1450-1770). Class procedures include lecture, discussion, films and student prepared papers and projects.

Prerequisite: Completion of Grade 8

Evaluation: Departmental Examination with credit earned toward a Regents diploma.

### **World History 9H (210)**

**1 credit**

Highly motivated social studies students with superior analytical and writing skills can begin this two year Advanced Placement World History curriculum in 9<sup>th</sup> grade. This course is designed to prepare students for the rigorous Advanced Placement exam in World History that will be administered after completion of the second year of the course. The World History AP curriculum focuses on three major historical eras from prehistory to 1750 C.E. The purpose of the course is to develop a greater understanding of the evolution of global processes and contacts over time. The course requires students to develop the habits of mind of the analytical historian in making connections between broad, sweeping patterns in history and the particular events that occur in specific cultures.

Prerequisite: Teacher recommendation; summer work portfolio

Evaluation: Departmental Examination

**Global History and Geography II 10R (221)****1 credit**

In grade 10, students will continue their chronological study of the world to include: I. An Age of Revolutions (1750-1914); II. Nationalism and a Century of Crisis and Achievement (1900-1945), III. The Non-Western World since 1945, and IV. Global Connections and Interactions. An intensive review of the entire course will prepare students for the Regents Examination, which is based on material covered in grades 9 and 10. Class procedures will include lecture, discussion, films and student prepared papers and projects.

Prerequisite: Completion of Social Studies 9

Evaluation: Regents Examination

**AP Modern World History (220)****1 credit**

Highly motivated social studies students who have successfully completed World History 9 Honors may continue their advanced study of world history in this second half of the two-year program. The course is designed to prepare students for the rigorous Advanced Placement exam scheduled for May. The 10 AP World History curriculum emphasizes the time periods of 1200-present and focuses on the same themes and habits of mind that the student was introduced to in 9 Honors. Students who successfully complete this course will also be well prepared for the NYS Regents exam in Global History and Geography.

Prerequisite: Completion of 9 Honors World History, summer work portfolio

Evaluation: AP Exam (May), Global and Geography Regents exam (June)

**Social Studies 11R (231) (United States History and Government)****1 credit**

This course in American History and Government will emphasize the circumstances surrounding the development of our nation, the evolution of our culture and the formation and historical practice of our government. It begins with the early cultural roots of the American people, summarizes colonial political events and builds to a comprehensive understanding of the United States Constitution. Eighteenth and nineteenth century political and social events are surveyed as the course emphasizes economic developments in the post-Civil War era, meshing economic, political and social issues. The course proceeds into the history of the twentieth century and, increasingly, global concerns are explored. The course assumes a competent level of basic social studies skills, which are carried further towards the goal of enlightened citizenship and cultural awareness.

Prerequisite: Completion of Social Studies 10

Evaluation: Regents Examination

**Government and Economics****1 Credit**

The 9 standards - 5 for Government and 4 for Economics - will be reflected in the instruction provided by the classroom teachers and demonstrated through the projects assigned and completed by the students. There will be a total of 8 projects that will correspond with the 5 week reporting periods with the 8th project reflected as the final exam for the course. The course will focus on constitutional foundations and civic participation, personal financial literacy and national and international economic issues, the legislative process and the environmental economy and environmental entrepreneurship.

**College Credit Bearing Courses: All courses below have a course FEE that is paid for by student's family to SUNY Adirondack**

**College US History (SUNY Adirondack HIS 103 & 104)****1 Credit**

Starting with a brief examination of America before 1492, this survey examines the major events and central ideas in United States history from the colonial era to 1877. Since 1877 change has transformed America. Industry sprouted. Cities sprawled. Immigrants flocked to the nation's shores. Rights expanded.

And American commerce and government enveloped the globe. This survey strives to familiarize students with these, and other, broad historical processes which affected the nation since 1877.

Prerequisite: Teacher recommendation and minimum grade of 85% on US History Regents. Must maintain a minimum grade of C to continue to History 104.

Evaluation: Regents Examination

### **SUNY Adirondack: Fall Courses**

#### **PSY 101 - General Psychology** **½ credit**

An introduction to the science of psychology through the study of such topics as scientific inquiry, the brain, development, motivation, emotion, consciousness, learning, perception, memory, personality, and abnormality. 3 credit hours.

#### **SOC 101 - Principles of Sociology** **½ credit**

An introduction to primary concepts, terminology, and methods of investigation employed in analysis of social institutions. Processes leading to social stratification, analysis of various types of groups and their interrelationships, social class and social change, ethnic groups, problems of population growth, and development of human resources. 3 credit hours.

### **SUNY Adirondack: Spring Courses**

#### **PSY 222 - Developmental Psychology** **½ credit**

A course where life-span approach will investigate the patterns of human development from conception through senescence, physical, cognitive, and psychosocial changes in relation to major theories and research. 3 credit hours.

Prerequisites:

ACC Credit level [PSY 101](#) Minimum Grade of D-

#### **SOC 211 - Criminology** **½ credit**

A survey of various schools of thought in criminology with an emphasis on theories and studies relating to causation of delinquency and crime. Analysis of methods used in prevention and control of delinquency and crime. 3 credit hours.

Prerequisites:

ACC Credit level SOC 101 Minimum Grade of D-

### **TECHNOLOGY**

#### **Design and Drawing I (F), II (S) (705, 706)** **½ credit**

This two-semester course focuses on using systems in producing drawings and specifications for products and structures. The emphasis is placed on using modern computer applications such as Autodesk Inventor. This course also includes learning the fundamentals of traditional board drawings. The six step design process is utilized throughout the course to create drawings and 3-D models of products. Students having difficulty with traditional drawing courses may find this course more instinctive and practical. This course is especially useful to trade, art and engineering students and the recommended prerequisite for students entering the Pre-Engineering course. It also satisfies the art/music graduation requirement.

Prerequisite: None for D & D I, you must pass I to take II

Evaluation: Departmental Examination

#### **Manufacturing Systems I (F), II (S) (709)** **½ credit**

This course provides students with an introduction to production technology and its relationship to society, individuals, and the environment. Course content will include use of standard measurement, and the safe



use of hand tools and the operation of various woodworking machines. Course content will also cover industrial manufacturing processes and practices. Production of products made from wood will be the primary focus. Activities include a mass production product, use of jigs and fixtures, computers and a look at many industrial processes used in manufacturing and woodworking. This course also serves as a preparation for BOCES courses in Machine Shop, Welding, Auto, and similar courses.

Prerequisite: None for Manufacturing Systems I, you should pass I to take II

Evaluation: Departmental Examination

### **Energy Systems (S) (710)**

**½ credit**

The Energy systems course at Hudson Falls will be a laboratory study of energy technology as a resource of society. Emphasis is placed on the most recent technological developments related to each energy source from the very primitive to the most sophisticated. Laboratory endeavors will center upon research activities, experimentation, the design and fabrication of projects, scale models and mockups which utilize or demonstrate generation and application of energy. The primary focus will be on the different forms of alternative energy. As our fossil energy forms are becoming depleted, it is imperative that our community be knowledgeable about the past, present and future energy sources, as well as their influence and interrelationships with technology.

Prerequisite: Recommended for junior and seniors

Evaluation: Departmental Examination

### **Pre-Engineering (F) (710)**

**½ credit**

Pre-Engineering is the process of applying scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This one-semester course will focus on the actions and processes of engineering as found in the design and application of materials, mechanisms, products, structures, and systems. The main topics in this course include Electrical Engineering, Computer Engineering, Mechanical Engineering, Civil Engineering and Biomedical/Chemical Engineering (Nano-Tech). This course is readily adaptable to the interest and skills of the individual student while at the same time providing an arena for teamwork and team competition. Students learn the principles and concerns of today's engineers as they work their way through real life scenarios while problem solving and building. Students interested in Engineering careers will find this course most beneficial, it introduces the student to basic design and manufacturing skills used in university programs, develops problem solving skills and provides hands on experience with varied robotic devices.

Prerequisite: Recommended for juniors and seniors after D & D/ IED

Evaluation: Departmental Examination

### **Power Mechanics (S) (721)**

**½ credit**

Power Mechanics is a course that acquaints the student with a wide range of methods used to move people, materials, and products from one place to another. The study of land, sea, and air transportation systems will be the main focus of this course. Scientific principles of land, sea and air vehicles will be covered along with the construction of appropriate prototypes. Lab work periods will be provided so that students will experience a lot of lab activity, such activities will include construction of model cars, planes, rockets and hovercrafts. Also, students will be involved in the repair of a small internal combustion engine. Students will be taught the theory of engine operation, function of each engine part, troubleshooting procedures, and major repair techniques. Also the use of a number of basic and special repair tools will be covered.

Prerequisite: None

Evaluation: Departmental Examination

### **Intro to Engineering Design – PLTW (F,S) (1700)**

**1 credit**

This full-year course focuses on using systems in producing drawings and specifications for products and structures. The emphasis is placed on using modern computer applications such as Autodesk Inventor. This course is also includes learning the fundamentals of traditional board drawings. The six step design process is utilized throughout the course to create drawings and 3-D models of products. This course is especially useful to trade, art and engineering students and the recommended prerequisite for students entering the Pre-Engineering course. It also satisfies the art/music graduation requirement.

Prerequisite: None (Recommended for 9<sup>th</sup> graders) (Recommended for **ALL** 9<sup>th</sup> grade PTECH students)

Evaluation: Departmental Examination

**Computer Integrated Manufacturing – PLTW (S,F) (1701)**

**1 credit**

This full-year course is training to take you from the designing of a product, to the creation of a prototype, to the building and programming of the robots that will manufacture the product all while taking into consideration the most ethical, responsible, and resourceful use of materials as well as the most efficient way to manufacture, store, and transport the product. Units include topics such as manufacturing processes, product design, robotics, and automation and use VEX Robotics, programming simulated robotic arms, and setting up a CNC milling machine using G-code.

Prerequisite: Introduction to Engineering Design – PLTW (Recommended for **ALL** 10<sup>th</sup> grade PTECH students)

Evaluation: Departmental Examination