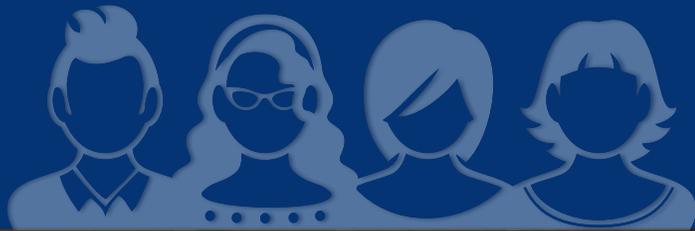


# COHOES

CITY SCHOOL DISTRICT



## High School Curriculum Guide



2023-2024

[www.cohoes.org](http://www.cohoes.org)



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# Introduction

## SCHEDULING TIMETABLE AND GUIDELINES

In February and March, counselors meet individually with students to review their high school plans and make course selections. Parents are encouraged to make an appointment to attend this meeting with their child. Counselors take into consideration teacher/department input, current grades and student interests, as well as the student's post-secondary goals. After the master schedule is created, a student's schedule is developed. If a course is canceled due to low enrollment, students have the opportunity to select another course. If a conflict arises in a student's schedule they can consult with their counselor to select the most appropriate option.

## DROPPING/ADDING A COURSE

Schedules will not be altered to accommodate teacher requests, Physical Education classes, quiet study periods, lunch, early dismissal or late arrival. Students are permitted to add courses within the first 2 weeks of the school year for full-year courses and the first 2 weeks of each semester for half-year courses. Once the school year begins, students will have two weeks to drop a class without approved documentation. After this point, if a student wishes to change a class they would need to fill out an add/drop form. This form is to be completed by the student, parent, teacher of the course they are dropping, teacher of course they are looking to add, counselor, and an administrator.

Students can drop a course only until 25% of the course has been completed. If a change is made after this time then the change would result in a withdrawal pass/fail on their academic transcripts. Students may not drop a course that is a requirement for graduation. In all cases, students must take a minimum course load of 5.5 credits.

A course level change due to academic difficulty is only considered when: a request from a parent or guardian is made; the student has demonstrated sincere effort to succeed; and the student, parent, teacher, school counselor, and administration are in agreement regarding the change. A course change form would need to be completed by all parties.

## ADVANCED PLACEMENT (AP) COURSES

AP courses prepare students to take the nationally-recognized College Board AP exams in May. Colleges may give credit and/or advanced standing to students who take and score well on AP exams. Students who take AP courses must have a strong work ethic and be prepared to manage the rigor of college-level coursework.

## HONORS (H) COURSES

These courses are enriched beyond the curriculum set forth by the New York State Regents syllabus. Students are considered for honors level courses based on criteria developed by each department. Students can expect more rigorous learning at a quicker pace in honors courses.

## DUAL CREDIT (DC) COURSES

Dual credit courses through Hudson Valley Community College, SUNY Schenectady and UAlbany (SUNY) allow students to earn credits toward their college education while still in high school. These credits may or may not be transferable and is solely determined by the college where the student transfers. A college's decision to "count" these credits may depend on some of the following: curriculum alignment, grade in the course and intended academic major. There is a cost to take each course.

More information on college credit opportunities can be found on page 27.

## NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY

The NCAA has strict academic eligibility requirements for prospective student-athletes to participate in Division I and II intercollegiate athletics. Students and parents should visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) to review these requirements. If a student is considering playing Division I or II sports, s/he should register with the eligibility center no later than during junior year.

### NOTE TO STUDENTS AND PARENTS:

The high school hopes to offer the courses described in this curriculum guide, but some courses may be canceled due to insufficient enrollment, scheduling conflicts or budget constraints.

Additionally, Regents exam requirements are subject to change based on Board of Regents decisions.

Please see your counselor for the most recent updates.



### Regents Diploma Pathways\*

#### STEM

Students must successfully pass a second Science or a second Math.

#### HUMANITIES

Students must successfully pass a second Social Studies Regents exam.

#### CAREER AND TECHNICAL EDUCATION (CTE)

Students must complete a state-approved Career and Technical Education program and assessment.

#### CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS)

This Commencement Credential is a graduation certificate that shows students are ready for entry-level work. Students participate in career and technical (CTE) courses or work-based learning experiences and develop a career plan.

## Graduation Requirements

To graduate from Cohoes High School, students must fulfill course and examination requirements as explained below. These requirements are aligned to New York State standards and district goals. All students are expected to challenge themselves academically and are required to work toward a Regents diploma. Each student must earn a minimum of 22 credits in order to graduate and, to that end, are required to take a minimum of 5.5 credits per year including Physical Education.

Subject Regents	Diploma Advanced	Regents Diploma
English	4	4
Social Studies	4	4
Mathematics	3	3
Science	3	3
Physical Education	2	2
Art/Music	1	1
World Language	1	3*
Health	0.5	0.5
Electives	3.5	1.5
<b>TOTAL</b>	<b>22</b>	<b>22</b>

\* 3 World Language Credits or a 5-credit sequence in career & technical, art, music or business.

Exams	Regents Diploma	Advanced Regents Diploma
English	1	1
Social Studies	1	2
Mathematics	1	3
Science	1	2
Pathways*	1	-
World Language	-	1 (checkpoint B)
<b>TOTAL</b>	<b>5</b>	<b>9</b>

## Grade Level Promotion Requirements

Grade Level/Class	Units of Credit Required for Promotion
Grade 9 / Freshman	Promotion from 8th grade
Grade 10 / Sophomore	5
Mathematics	11
Science	16

## Diploma Types and Certification

New York State outlines the following diploma and certification types and their respective requirements.

### Advanced Regents and Advanced Designation with Honors Diplomas

Students must successfully pass 8 state assessments with an average of 65 or higher for an Advanced Regents Diploma or 90 or higher for Advanced Regents Designation with Honors Diploma.

Grade Level/Class	Number of Exams
English Language Arts	1
Global History & Geography	1
U.S. History & Government	1
Algebra	1
Geometry	1
Algebra II	1
Living Environment	1
One Physical Science (Earth Science, Chemistry, etc.)	1
World Language	1 (checkpoint B)
<b>TOTAL</b>	<b>9</b>

### Regents Diploma and Regents Diploma with Honors

Students must successfully pass 5 state assessments with an average of 65 or higher for Regents Diploma or 90 or higher for Regents Diploma with Honors.

State Assessments (Regents)	Number of Exams
English Language Arts	1
One Social Studies Exam (Global, U.S.)	1
One Math Exam (Algebra, Geometry, etc.)	1
One Science (Earth Science, Living Environment, etc.)	1
One Pathway Exam	1
<b>TOTAL</b>	<b>5</b>

### Regents Diploma and Regents Diploma with Honors

Students must successfully complete 5 state assessments with a low pass safety net option of 55 or higher for students with disabilities.

### CDOS Certification

This credential is for students with disabilities, other than those who are alternately assessed. Students must develop a career plan, demonstrate the attainment of the (CDOS) learning standards, complete an employability profile and complete 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (minimum 54 hours).

### Skills Credential

Students with severe disabilities who attend school for at least 12 years (excluding Kindergarten) finish with this credential, which must be accompanied by a summary of the student's levels of achievement in academic and career development and occupational studies.

# High School Program Planning Worksheet

Counselors use a form like this for each student. This copy is provided for you and your family to use as you plan your program for next year.

Student's Name: \_\_\_\_\_ Class of \_\_\_\_\_ (Graduation Year)

Type of Diploma Desired: \_\_\_\_\_

Career & College Goals: \_\_\_\_\_

9TH GRADE	CREDITS
English 9	
Global History 1	
Math	
Science	
Phys. Ed. 9	
Music/Art	
World Language	
Electives	

Total credits:

10TH GRADE	CREDITS
English 10	
Global History 2	
Math	
Science	
Phys. Ed. 10	
Health	
World Language	
Electives	

Total credits:

11TH GRADE	CREDITS
English 11	
US History	
Math	
Science	
Phys. Ed. 11	
Health	

Total credits:

12TH GRADE	CREDITS
English 12	
Economics/Government	
Phys. Ed. 12	

Total credits:

# Art

## HVCC Drawing I

**Prerequisite — Studio in Art, Drawing and Painting, Teacher Recommendation**

**1 Credit (3 HVCC Credits)**

An introduction into the materials and techniques of drawing. A series of increasingly complex still-life drawings will generate a more thorough sense of observation, an effective translation of space into two dimensions and a recognition of drawing as a means of acquiring knowledge.

## HVCC Digital Photography

**Prerequisite — Studio in Art**

**½ Credit (3 HVCC Credits)**

This course is a hands-on introduction to digital photography grounded in the historical, conceptual, and practical developments in the field of photography. Students will acquire experience in the use of computers, peripheral hardware, and image processing software to produce digitally-enhanced photographs. The technical and aesthetic possibilities of digital photography will be examined through a series of sequential assignments. Images and ideas will be developed through a combination of lectures, demonstrations, supervised classwork and critiques. It is expected that students will spend additional time outside of class completing course assignments.

## Experimental Art

**Prerequisite — Studio in Art**

**½ Credit, Grades 10-12**

This mixed media art class focuses on the development of drawing and design skills and their importance in the creative process. Students learn to move pencils naturally and spontaneously in a safe environment. The emphasis is on non-objective and intuitive approaches to design. A variety of papers, pigments, drawing and painting tools, in addition to found objects, are used to encourage students to create. Students learn to hone imaginative skills while experimenting with techniques to support artistic movement in a new direction never before explored.

## Studio in Art: Media Arts

**Prerequisite — None**

**1 Credit, Grades 9-12**

Studio in Art: Media Arts is a full-year foundation course designed to explore how to solve visual literacy problems through an introduction to Adobe Photoshop, Adobe Illustrator, and Adobe Premiere Pro. These programs will allow students to explore basic photo editing, graphic design and video editing while learning about digital cameras for taking photos and shooting video. Students are required to demonstrate creativity, innovation and problem-solving skills using critical and higher order thinking. Students are expected to communicate through class discussions and writing, and collaborate regularly. At the end of this course students are able to: identify the elements of art and principles of design; demonstrate creative and personal artistic expression; be independent and self-directed learners; develop an appreciation for the history of art and art-related courses/careers; and demonstrate an understanding of global and aesthetic awareness.

## Sculpture

**Prerequisite — Studio in Art**

**½ Credit, Grades 10-12**

This course explores the elements of shape and form through the creation and development of three dimensional art works. Students will be exposed to a number of past and present sculptors. At the end of this course the student will be able to: demonstrate self-expression through the use of a variety of materials such as clay, wood, wire, paper mache, natural and found objects; demonstrate the technique of carving, modeling, casting, and assemblage; develop problem-solving skills when working from historic sculptural works to create their own works; acquire a greater understanding of sculpture's role in our society and environment; and prepare, present and display finished art work. This is a hands-on course that requires the student to actively participate and self-evaluate on a daily basis.

## Studio in Art

**Prerequisite — None**

**1 Credit, Grades 9-12**

Studio in Art is a full-year foundation course with an emphasis on studio problem-based learning activities that explore the electives of the Art Department. Students work on a variety of activities using various mediums such as pencils, charcoal, pastels, water colors, acrylic paints, pen and three dimensional materials. Students are required to demonstrate creativity, innovation and problem-solving skills using critical and higher-order thinking. Students are expected to communicate through class discussions and writing, and collaborate regularly. At the end of this course students are able to: identify the elements of art and principles of design; demonstrate creative and personal artistic expression; be independent and self-directed learners; develop an appreciation for the history of art and art-related courses/careers; and demonstrate an understanding of global and aesthetic awareness.

## Studio in Drawing and Painting

**Prerequisite — Studio in Art**

**1 Credit, Grades 10-12**

This full-year course is intended to develop students' observation and technical skills in both drawing and painting. Students learn to see the world as artists and begin to translate and personalize surroundings on paper. The first half of the course is dedicated to developing drawing skills before being introduced to painting. Most of the second semester is devoted to painting techniques using watercolor and acrylics. A limited neutral palette is used to further establish the use of value when creating realistic imagery. Culminating artwork is a result of personal challenges, effort and creative problem-solving.

*(continued next page)*

**Art** *(continued from previous page)***Advanced Drawing and Painting**

**Prerequisite — Studio in Art and Studio in Drawing and Painting**  
**1 Credit, Grades 11-12**

This full-year course supports students' further development of observation skills, with more challenging subject matter such as the portrait, figure and perspective. Students also explore the potential of personal expression and development of a personal style in individual work. Drawing and painting is the focus for portfolio development; however, experience in three-dimensional and non-traditional media may be explored. Students are expected to be self-motivated in order to reach and surpass personal challenges. Student work produced throughout the year must demonstrate skill growth, idea development and process.

**Ceramics**

**Prerequisite — Studio in Art or a Music course**  
**½ Credit, Grades 10-12**

Ceramic clays are used extensively and in conjunction with other materials in making pottery and sculpture. Creative, original use of the media and production of substantial work is encouraged. Students must demonstrate aesthetic growth. Students explore direct modeling, hand building, casting and carving as they study the history and techniques of ceramics. Runs opposite of Studio in Sculpture every other year, based on demand/enrollment.

**3D Printing**

**Prerequisite — Studio in Art, Geometry**  
**½ Credit**

Students will apply 21st century skills and STEAM to explore the world of 3D printing by drawing, designing and printing various objects. Students will review industrial and technological developments in human history and how they have led to today's manufacturing and consumer environment. Using PBL (Project Based Learning), students will work together to research the need for product, design it on paper (review Da Vinci The Codex Atlanticus), and use a web-based software to manipulate their design into digital existence, and finally watch as their design is printed into reality using state of the art 3D printing technology.

**Graphic Design**

**Prerequisite — Studio in Art or a Music course**  
**½ Credit, Grades 10-12**

In this half-year course, students develop basic knowledge and understanding of the graphic arts field, its processes and procedures, as well as production of computer generated images and design. The course concentrates on design within all categories of print media including posters, brochures, book covers, music covers, and photography manipulation. This course emphasizes commercial design elements of visual communication with the intent to expand students' media and design literacy, as well as explore the role media plays in shaping cultural and social attitudes. Students explore the fundamentals of industry standard software, such as Adobe Illustrator and Adobe Photoshop, to create corporate identity systems, poster designs, photo layouts and various illustrations.

**Studio in Sequential Art**

**Prerequisite — Studio in Art**  
**½ Credit, Grades 10-12**

This half-year course focuses on the development of cartoon characters and storylines. Students complete self-directed research, design, creation and manipulation of characters in a variety of mediums, including traditional two-dimensional pencil and ink, computer renderings and three-dimensional constructions. Students are expected to problem solve independently and collaboratively to hypothesize, experiment, think critically and construct ideas through project-based learning. At the end of this course, students are able to: demonstrate a progression from portrait and figure proportions to exaggerated expressions and figures, as well as effective cartoon lettering and perspective to supplement an action figure; create recognizable characters of famous people; produce professional style comic strips, single panel cartoon and graphic novel pages; and prepare, present and display finished art work. Runs opposite of Studio in Experimental Art every other year, based on enrollment/demand. This class is offered every other year.

**2D Design**

**Prerequisite — Studio in Art**  
**½ Credit, Grades 10-12**

This half-year course, in two-dimensional design, will focus on exploring the nature of color; the use of color as a compositional element and as a means of expression in art. The course introduces principles and elements of art that govern the use of form. Projects focus on the execution of both black-and-white and color designs in a variety of art materials while focusing on: references to art history, compositional elements, color theory and media experimentation. Runs opposite of Studio in Watercolor Painting every other year.

**Art** (continued from previous page)

**Watercolor Painting**

**Prerequisite – Studio in Art**

**½ Credit, Grades 10-12**

This half-year course provides students with an opportunity to develop an understanding and appreciation for watercolor painting. Students are introduced to the work of master painters and the history of painting. Students become acquainted with various skills and techniques associated with painting in watercolor. Drawing skills are important and will be stressed when planning and developing composition. Students work from still life, landscape and the human figure. Runs every other year, based on enrollment/demand. It is strongly recommended that students take drawing prior to painting. This class is offered every other year.



**COURSES BELOW WILL RUN EVERY OTHER YEAR**

**2022-23**

**2023-24 anticipated**

1 credit courses	1 credit courses
Studio in Art	Studio in Art
Studio Art: Media Arts	Studio Art: Media Arts
Studio in Drawing and Painting	Studio in Drawing and Painting
Adv. Drawing and Painting	Adv. Drawing and Painting
	HVCC Drawing I
1/2 credit courses	1/2 credit courses
HVCC Digital Photography	HVCC Digital Photography
3D Printing	3D Printing
Graphic Design	Graphic Design
Ceramics	Ceramics
Experimental	Sequential
Sculpture	2D Design
	Watercolor

**Business Education**

**Accounting**

**Prerequisite – 2 Years of Mathematics or strong math skills**

**1 Credit, Grades 10-12**

This one credit course is designed to provide students with a basic understanding of double-entry accounting. Accounting basics such as utilizing T accounts, processing transactions, posting journal entries, using general journals and preparing income statements and balance sheets will be discussed and applied. Since a large portion of college students will receive degrees in the business area, accounting is a wise choice for the college entrance student as well as the high school vocational business student.

**Business and Personal Law**

**Prerequisite – None**

**½ Credit, Grades 10-12**

Business and Personal Law covers a variety of topics that will provide practical legal information that may help students now and in the future. Students will learn about the legal issues in a variety of areas including employment law, contract law, landlord/tenant law and insurance law.

**HVCC Business Communications**

**Prerequisite – None**

**1 Credit (3 HVCC Credits), Grades 10-12**

Listening, speaking, reading, writing, and non-verbal communication skills are emphasized and developed within the context of business and industry applications. Students will explore the writing process and how to effectively communicate in written and oral forms. Researching and presentation skills, including creating and utilizing graphic and visual aids, are also provided along with a strong focus on developing public speaking skills.

**Criminal and Civil Law**

**Prerequisite – None**

**½ Credit, Grades 10-12**

Criminal and Civil Law explores the federal and state legal systems, as well as the composition of the courts at the federal and state level. This course is dedicated to exploring legal and ethical issues, with a specific focus on criminal law and civil law. The trial process is also discussed including, how trials begin, how jurors are selected for trials and an overall view of the trial process from beginning to end.

**Business Education** *(continued from previous page)*

**Computer Applications**

**Prerequisite – None**  
**½ Credit, Grades 10-12**

This course is designed to introduce students to word processing, spreadsheet and presentation software applications as applied to the business world using Microsoft Office. Students will use Microsoft Word to create business letters, understand proofreader's marks, and utilize the variety of features Word has to offer to create a wide variety of documents. Using Microsoft Excel, students will understand how to create formulas to use in different business and financial situations, including payroll, sales tax and commissions. PowerPoint will give students the tools they need to create effective and engaging presentations that incorporate audio, video and slide animation. All students can benefit greatly from this course, as it may be integrated into any field of interest one may have. Strong keyboarding skills recommended but not required.

**HVCC Principles of Marketing**

**Prerequisite – None**  
**1 Credit (3 HVCC Credits), Grades 10-12**

Principles of Marketing introduces students to the important role that marketing plays in our economic system. Content revolves around the basic marketing functions with a focus on selling, promotion, distribution and pricing. Key concepts include developing a product, promoting products through a variety of advertising, getting the product to the consumer through a variety of channels and price planning and strategies for the product. Conducting market research, as well as managing products and services will also be explored. Knowledge of Adobe Photoshop is encouraged but not required. This class is offered every other year.

**Sports Marketing**

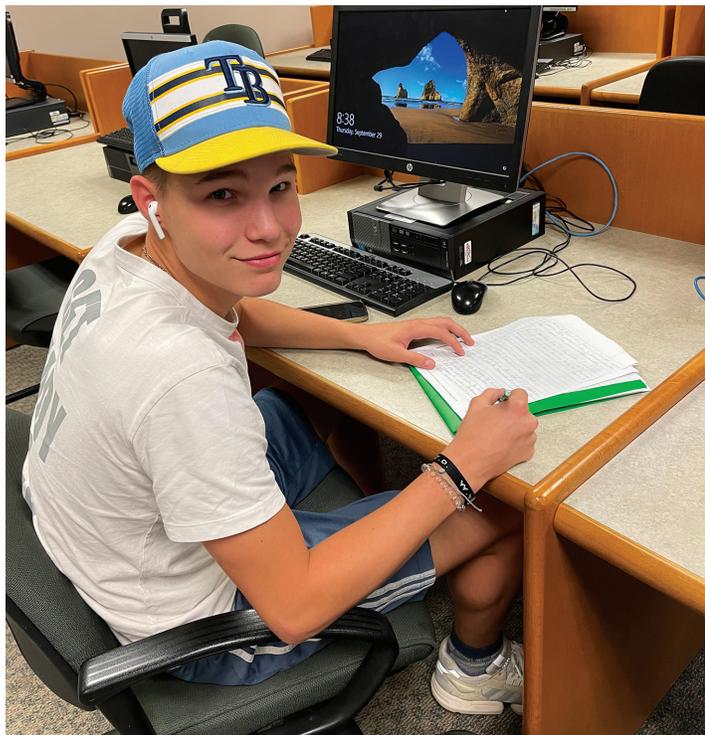
**Prerequisite – None**  
**½ Credit, Grades 10-12**

Sports Marketing explores the world of marketing in professional, college and amateur sports. This course contains many projects over the duration of the course that will focus on such topics as: endorsements, charitable organizations and foundations, merchandising, the NCAA and basic marketing functions. The culminating activity is the creation and marketing of a major league sports team. The course will also cover such topics as careers in sports marketing, legal issues and the public images of sports figures. Knowledge of Adobe Photoshop is encouraged but not required.

**Web Page Design**

**Prerequisite – Strong Computer Skills**  
**½ Credit, Grades 10-12**

The primary focus of Web Page Design is to learn the skills to design and publish your own web page. Students taking this class should have a solid background in computers. This is a higher level computer course that deals with understanding Hypertext Markup Language. Students will learn the basics of creating their own web page, but will also be involved in learning more complex concepts such as form design, style sheets and table design. The principles of layout and design for a web page will be discussed. Web pages will be created using Adobe Dreamweaver software. Knowledge of Adobe Photoshop is encouraged but not required. This class is offered every other year.



**COURSES BELOW WILL RUN EVERY OTHER YEAR**

<b>2022-23</b>	<b>2023-24 anticipated</b>
<b>Full Year Courses</b>	<b>Full Year Courses</b>
Accounting	Accounting
Consumer Math	Consumer Math
<b>1/2 credit courses</b>	<b>1/2 credit courses</b>
Business and Personal Law	Business and Personal Law
Computer Applications	Computer Applications
Criminal and Civil Law	Criminal and Civil Law
Web Page Design	Web Page Design
Sports Marketing	HVCC Business Communications
N/A	HVCC Principles of Marketing

# English

## English 9R

**Prerequisite – None**  
**1 Credit**

This course is aligned with the Next Generation Learning Standards for English Language Arts. Students develop skills in analysis and literary response through critical readings of various literary genres. Writing skills are evaluated, and areas of concern are focused on to help students build the foundation for developing mastery level literary responses and argumentative essays. Textual evidence, and implementation of this evidence in every day dialogue and writing tasks, is emphasized. Out of class work in reading and writing is assigned on a regular basis. Students sit for a comprehensive final exam in June.

## English 9 Honors

**Prerequisite – Teacher recommendation, 85% average in 8H, or 90% average in 8R**  
**1 Credit**

This course is aligned with the Next Generation Learning Standards for English Language Arts. The purpose of the English 9 Honors curriculum is to offer students skilled in English an opportunity for enriched work with short stories, novels, drama, and poetry. Due to the importance of writing, the English 9 Honors program places greater emphasis on the development of expository writing, extensive essays and independent research. Textual evidence, and implementation of this evidence in everyday dialogue and writing tasks, will be emphasized. Out of class work in reading and writing is assigned on a regular basis. Students sit for a comprehensive final exam in June. Students will be asked to complete a summer assignment prior to starting school in September.

## English 10R

**Prerequisite – English 9R**  
**1 Credit**

This course is aligned with the Next Generation Learning Standards for English Language Arts. English 10R reinforces and extends upon the skills and objectives introduced in English 9R. Requirements for written work are more demanding, as well as the usage of textual evidence and implementation of this evidence in everyday dialogue and writing tasks. Students experience and learn in-depth analysis of a wider range of literature. Out of class reading and writing work is assigned on a regular basis. Students sit for a comprehensive final exam in June.

## English 10 Honors

**Prerequisite – Teacher recommendation, 85% average in 9H, or 90% average in 9R**  
**1 Credit**

This course is aligned with the Next Generation Learning Standards for English Language Arts. The purpose of the 10H curriculum is to offer

the student skilled in English an opportunity for enriched work with short stories, novels, drama, and poetry and to prepare them for not only the New York State Regents Examination in English Language Arts (Common Core), but also Advanced Placement opportunities in their junior and senior year. Due to the importance of writing, the honors program places greater emphasis on the development of expository writing, extensive essays, and independent research. Textual evidence, and implementation of this evidence in every day dialogue and writing tasks, will be emphasized. Out of class work in reading and writing will be assigned on a regular basis. Students will be asked to complete a summer assignment prior to starting school in September.

## American Literature 11R

**Prerequisite – English 10R**  
**1 Credit**

This course is aligned with the Next Generation Learning Standards for English Language Arts. American Literature reinforces and builds upon the skills and objectives introduced and/or practiced in grades 9 and 10. Requirements for independent reading and in-depth analysis of American literature as well as written work are more demanding in this course. The use of textual evidence and the implementation of this evidence in everyday dialogue and writing tasks is required. Out of class reading and writing work is assigned on a regular basis. Students sit for the New York State Regents Examination in English Language Arts in June and must pass this exam to graduate.



**English** *(continued from previous page)***AP 11 Language & Composition**

**Prerequisite** – Teacher recommendation, 85% average in 10H, or 90% average in 10R

**1 Credit**

Advanced Placement English Language and Composition is both demanding and intellectually stimulating. It requires the students to put forth their best effort consistently and places emphasis upon developing independence of thought and mature habits of critical thinking. Due to the importance of writing, the American Language AP program places greater emphasis on the development of expository writing, extensive essays and independent research. Textual evidence, and implementation of this evidence in everyday dialogue and writing tasks, will be emphasized. Out of class work in reading and writing will be assigned on a regular basis. Students must sit for the AP English exam given in May. Students will be asked to complete a summer assignment prior to starting school in September.

**AP 12 Literature & Composition**

**Prerequisite** – Teacher recommendation, 85% average in 11H, or 90% average in 11R, and 80% on English 11 Regents exam

**1 Credit**

Advanced Placement English Literature and Composition is both demanding and intellectually stimulating. It requires the students apply their best effort consistently and places emphasis upon developing independence of thought and mature habits of critical thinking. Classroom discussion and active participation are vital and serve as a means of testing student ideas. Written assignments, both short and long-term, are an important and frequent feature of the course. The literature perused in this course covers each literary genre. It includes both canonical and modern fiction, non-fiction, drama and poetry concentrating on teaching students to encounter new works and respond in their own informed voice. Students will be asked to complete a summer assignment prior to starting school in September.

**HVCC Creative Writing**

**Prerequisite** – English 9, 10, 11

**½ Credit (3 HVCC Credits)**

In Creative Writing, students explore the art of writing in many forms. The course examines some of the highest forms of short stories, poems, memoirs and plays. Students also study how authors wrote the pieces. The course includes an exploration of various genres of literature and the techniques authors used to invent and reinvent those genres. Students use literary elements and writing techniques to create their own pieces.

**Sports Literature**

**Prerequisite** – English 9, 10, 11

**½ Credit**

This course focuses on literature with sports-centered events and plot. The approach to literature follows student learning in English—critical analysis for meaning, along with application for relevancy in life. Both fiction and non-fiction works are studied, illustrating many major sports and social events over time. Prominent figures such as Jackie Robinson and Larry Doby, George Steinbrenner and Brian Piccolo are a few of the profiles studied. Oral presentations on major sports figures and events are included as part of the coursework.

**From Bach to Tupac**

**Prerequisite** – Elective

**½ Credit**

This course explores past and present music lyrics and the importance of the message. The course analyzes a plethora of songs, the use of literary elements in the lyrics, and how rhetorical elements influence the message.

**Argue Like A Lawyer**

**½ Credit**

This course is designed to enhance a student's ability to read, write, and think critically. Through the use of relevant and engaging case studies, students learn to craft and write logical written arguments. The course teaches students the process of drafting arguments and how to effectively use evidence to support, highlight and/or reinforce those arguments. Students are recommended into this course by teachers to help further prepare them for the New York State English Language Arts exam.

**English 12**

**Prerequisite** – English 9, 10, 11

**1 Credit**

This course is a continuation of the undergraduate English offerings. In this course students continue to read a variety of literature to practice and enhance their ability to think and write critically, preparing them for their future career and/or college path.



# Health & Physical Education

## Health

**Prerequisite – None**

**½ Credit, Grade 10-12**

Health Education is a state mandated course for all high school students and is a requirement for graduation. The class meets every other day for the year for ½ credit. In order to receive credit, the student must receive a grade of at least 65% and meet the requirements outlined under the District Attendance Policy.

This course provides students the opportunity to:

1. Develop the concepts, attitudes and behaviors fundamental to healthful choices and behaviors likely to promote physical, social, emotional, intellectual, and spiritual well-being.
2. Evaluate his/her current personal health choices and habits to assess current health status and health needs.
3. Receive the components necessary for development of a lifestyle that contributes to optimal health.

During the course students study: the five areas of health; fitness; decision-making; diseases & disorders; consumer health; stress management; drug use, abuse and addiction; prevention education; human sexuality (with parent permission); mental health education; relationship management; planning and goal setting; and advocacy.

## Physical Education

**Prerequisite – None**

**½ Credit, Grades 9-12**

Student will learn how to maintain and achieve a health-enhancing level of physical fitness through many games and activities during class. Individual, team and leisure-time activities will be offered to assist the student in making good health and fitness choices. These activities will also equip the students with the knowledge they need to live an active and healthy lifestyle after they graduate.

## Unified Physical Education

**Prerequisite – None**

**½ Credit, Grades 9-12**

In Unified Physical Education, students will be engaged in all activities that are available to the general Physical Education classes. These activities will be modified to adapt to the students' needs and abilities in the class. Students will also be taught many lifetime activities that they can take with them into their adult lives to stay active and healthy.

## Lifetime Physical Education

**Prerequisite – None**

**½ Credit, Grades 9-12**

In this Physical Education course, students will learn and be engaged in activities that will help them stay active for the duration of their lives. Students will be taught different, popular ways that people stay active and healthy as they move on beyond their high school years. This course will include, but is not limited to activities such as: weight training, cycling, power walking, circuit training, volleyball, badminton, and yard games. Upon completion of this course students will have a good idea of what activities they would like to pursue as adults to stay active and healthy.

## HVCC Lifetime Fitness and Wellness

**½ Credit (1 HVCC Credit)**

Lifetime Fitness and Wellness assists students in developing the necessary understanding and skills to acquire and maintain a physically active and wellness-oriented lifestyle. Through instructional techniques and activities, Lifetime Fitness and Wellness prepares the learner to enter and preserve a state of optimal health by providing the knowledge and aptitude essential to making more meaningful, beneficial, and health-literate life choices in the areas of overall health and wellness, physical fitness, weight management and nutritional awareness.



# Mathematics

## Algebra I

**Prerequisite — Successful completion of Math 8 with at least a 70% 1 Credit**

This is a one-year course that counts toward a student's mathematical commencement requirements and meets New York State's mathematics requirements toward earning a Regents Diploma or Regents Diploma with Advanced Designation. This course is aligned to the Common Core Learning Standards. Students will study linear equations and inequalities, linear regression models, quadratic and exponential expressions (including rational exponents), quadratic functions, and formalize and extend the concept of functions (including function notation, domain and range, and exploration of many types of functions). The Common Core Algebra I Regents exam is taken at the end of the course.

## Algebra I Prep

**Prerequisite — None 1 Credit**

This is a one-year course that counts toward a student's mathematical requirements and meets New York State's mathematics requirements toward earning a Regents Diploma. This course is aligned to the Common Core Learning Standards for Algebra I, but is intended for students who need additional math preparation. This course must be followed by Algebra I Common Core where students will take the Algebra 1 CC Regents Exam at the end of this second year. This course emphasizes developing skills and processes to successfully solve problems and become more mathematically confident through the study of elementary algebra.

## Geometry Honors

**Prerequisite — 85% average Algebra I, 80% on Algebra I Regents exam strongly recommended, Teacher Recommendation 1 Credit**

In addition to an enriched version of the standard Geometry curriculum, honors students will be afforded the opportunity to more extensively study selected mathematical topics. Increased emphasis will be placed on explanations and justifications of procedures and thought processes. Students will complete honors assignments that will include non-routine problem sets. The Geometry Regents exam is taken at the end of the course.

## Geometry

**Prerequisite — Successful completion of Algebra I with at least a 70%, including a passing grade on the Algebra I Regents 1 Credit**

This Mathematics course is the second in the New York State Regents program leading to an Advanced Regents Diploma. This course includes an extensive study of geometric relationships, informal and formal geometry proofs, coordinate geometry, transformational geometry, constructions, locus, and circles. The Common Core Geometry Regents exam is taken at the end of the course.

*The Mathematics Department offers a variety of courses at each grade level to maintain interest and to encourage students of all ability levels to continue their study of mathematics for four years. The courses are designed to prepare students for success in the future by developing mathematical problem-solving skills, knowledge, and critical thinking skills.*

## Geometry Prep

**Prerequisite — Algebra I 1 Credit**

Geometry Prep is a full-year course and covers many of the fundamental concepts of Geometry and their applications with additional time built into the schedule for practice and activities that will strengthen skills. In this course, the student will be exposed to concepts that require spatial, analytical, and theoretical consideration. Working with the basic geometric figures (points, lines, planes, quadrilaterals, triangles, etc.) the student will use spatial reasoning to solve problems. Computation is very much a part of this course which uses many concepts from Algebra in problem solving. Additionally, using concepts from Algebra as a tool to analyze and draw geometric conclusions is a new application of Algebra that students will utilize. This course also introduces the student to the direct use and application of theory through its exploration of theorems, postulates and corollaries.



## Mathematics *(continued from previous page)*

### Algebra II Honors

**Prerequisite** — 85% average in Algebra I and Geometry, Teacher Recommendation  
**1 Credit**

This course is designed for students of higher than average ability who have had success and are interested in math. It teaches and enriches all topics associated with algebraic operations, variables and expressions, equations and inequalities, patterns, functions, and relations, coordinated geometry, trigonometric functions, measurement, and statistics and probability as delineated in the Common Core Algebra II Learning Standards published by the New York State Department of Education. The Regents Examination in Algebra II Common Core is taken at the end of the course.

### Algebra II

**Prerequisite** — 75% average in Algebra I and Geometry/Geometry Honors  
**1 Credit**

This Mathematics course completes the curriculum in the New York State Regents program leading to an Advanced Regents Diploma. This course includes an in-depth study of the real and complex number systems, a review and extension of functions and transformations, work with exponents, logarithms, trigonometric relationships and probability, and an extensive unit on statistics. The final examination in this course is the NYS Common Core Algebra II Regents exam.

### HVCC Algebra IIA

**Prerequisite** — Algebra I and Geometry  
**1 Credit (3 HVCC Credits)**

Intermediate algebra is an introduction to some of the topics that will be discussed in Algebra II, but taught at a slower pace. It is intended for those students who have completed Geometry but are not ready to work at the pace expected in Algebra II. This course can be used as a third year mathematics course or to help prepare to take Algebra II the following year. This course is the equivalent of HVCC Math 110 and students earn college credit upon successful completion.

### HVCC Pre-Calculus

**Prerequisite** — Algebra II or Algebra II Honors  
**1 Credit (4 HVCC Credits)**

This is a one-year course that combines trigonometry and advanced algebra. This course is recommended for the average student whose plans include the possibility of post-high school education. Topics of study in all pre-calculus courses include: fundamental concepts of algebra, solving equations and inequalities, functions and graphs, polynomial functions, rational functions and functions involving radicals, exponential and logarithmic functions, trigonometric functions, and conic sections. Additional topics such as mathematical inductions, vectors, and matrices, sequences and series, and polar coordinates may also be included. This course is also for those students who wish to prepare for AP Calculus. This course is the equivalent of HVCC Math 170 and students can earn college credit upon successful completion.

### HVCC AP Calculus

**Prerequisite** — 85% average in CC Algebra II and Pre-calculus  
**1 Credit (4 HVCC Credits)**

In AP Calculus the following topics are studied: Analytical Geometry; differential calculus of algebraic functions; geometrical and physical applications of integration; the calculus of elementary transcendental functions; the application of transcendental functions. Mandatory AP Examinations in Calculus AB will be given in May at a cost to individual students. Upon satisfactory completion of the AP Examination each student may receive college credit in Calculus as determined by the collegiate institution(s) accepting the student for admission. Students will have both a local exam and an AP exam for this course. This course is the equivalent of HVCC Math 180 and students can earn college credit upon successful completion.

### Consumer Math

**Prerequisite** — Algebra I CC  
**1 Credit**

This is a blended course using technology and real life mathematical concepts that prepares students for college and career readiness. Students will study a wide variety of personal and business finance topics such as investing, checking accounts, banking accounts, loans and interest, acquiring and maintaining credit, budgeting, and taxes. Many assignments are project and technology based. Students will complete a midterm and final exam.

### HVCC Algebra with Trigonometry

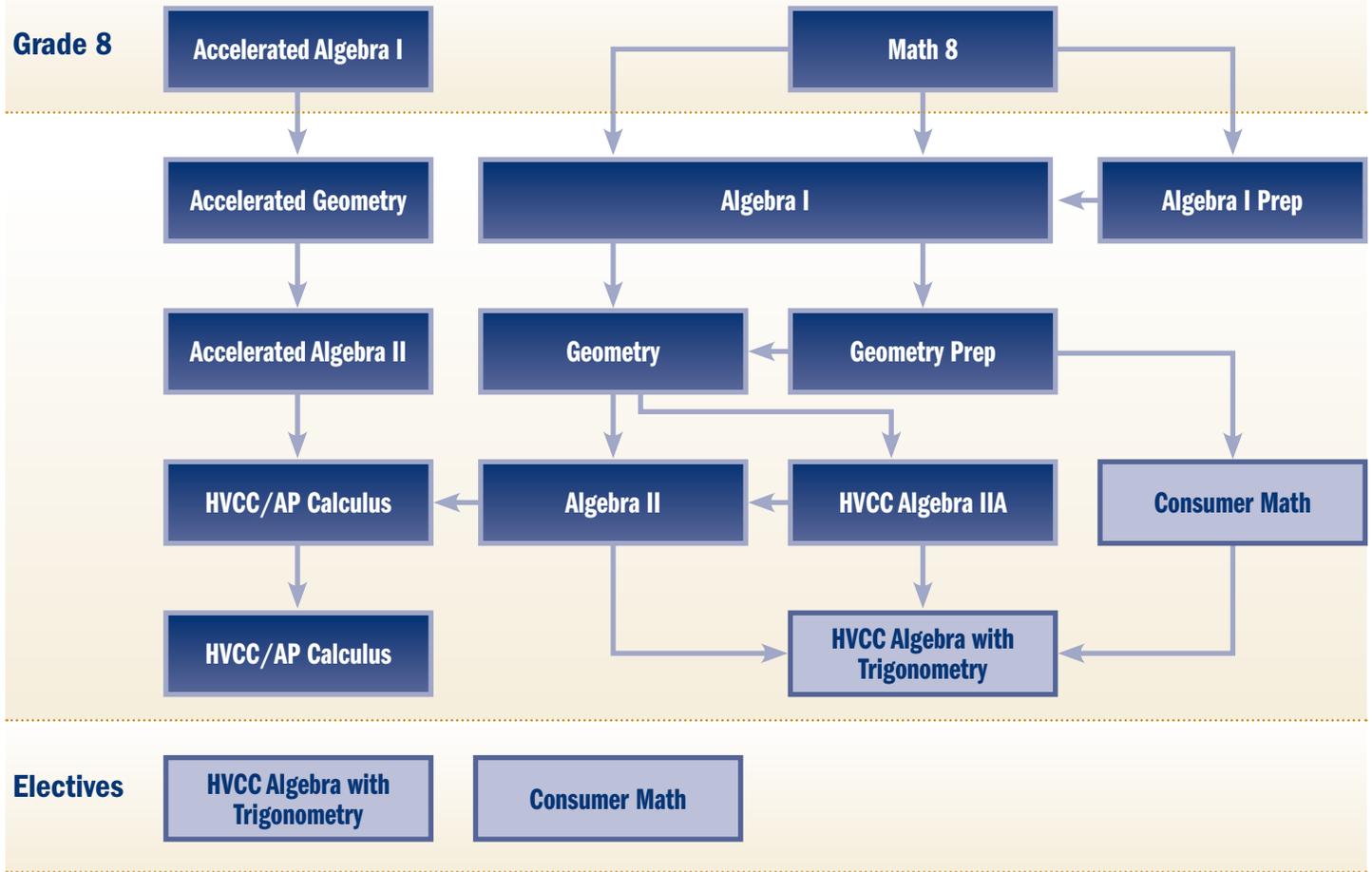
**Prerequisite** — Geometry CC and Algebra II  
**1 Credit (4 HVCC Credits)**

This course includes basic algebra concepts and properties, first and second degree equations and inequalities, problem solving, graphing linear equations, polynomials, rational expressions, exponents and radicals, conics, functions, systems of equations, exponential and logarithmic functions, and sequences and series. This course is for seniors only wanting to take a fourth year of math. This course is the equivalent of HVCC Math 150 and students can earn college credit upon successful completion.

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# Mathematics Pathways



## GRAPHING CALCULATORS

Graphing calculators are required on the New York State Math Regents examinations, as well as on the Advanced Placement examinations. It is recommended that students purchase their own calculators. They will be used in daily lessons, assignments, and assessments throughout the year to develop students' mathematical reasoning skills and to appropriately use technology to aid in problem solving. The TI-84 (Plus CE, Plus C Silver Edition, Plus Silver Edition or Plus) is recommended for student use. The TI-84 will be used for classroom demonstrations and while other graphing calculators perform the same tasks, the interface and keystrokes may be completely different, making it extremely difficult for students to follow along. The TI-84 can be upgraded and is acceptable on Regents exams and other standardized tests (ACT, SAT, AP).

## Performing Arts

### Concert Band

**½ Credit**

This course is designed for students to explore various musical styles and genres through performance. The group performs a minimum of three times per year. Weekly group instruction is a part of the course requirement. Prior experience on an instrument is not required but recommended.

### Concert Chorus

**½ Credit**

This class is designed to provide students with a worthwhile singing experience, regardless of individual skill, talent level, or prior musical experience. Singers will learn how to improve their singing in a healthy and effective way, while also learning how to read, interpret, and perform music on both a technical and emotional level. No prior singing or music-reading experience is required.

### HVCC Intro to Theatre

**Prerequisite — 3 years experience in either middle and/or high school, Teacher Recommendation**

**½ Credit (3 HVCC Credits), Grades 10-12**

This course provides an introductory overview of theater. We will study the various aspects of the theatrical creative process including acting, set design, lighting, sound, directing, and costumes. We will also be examining theatrical practices and the theatrical history that led to where we are today.

### HVCC Acting I

**½ Credit (3 HVCC Credits)**

Acting 1 introduces students to some of the fundamental skills and tools required for developing the acting process. They build self-awareness, develop their imagination and concentration, recognize their emotional truth, learn the actor's vocabulary, and demonstrate the ability to be honest and committed in their acting. In addition, students learn how to behave as a professional actor as they demonstrate the focus and respect.

### HVCC History of Rock and Roll

**½ Credit (3 HVCC Credits)**

This course is designed to furnish the student with the knowledge and experience necessary to develop the art of listening intelligently and perceptively to various styles of Rock and Roll music. The course examines the evolution of Rock and Roll from its origins in the early 1950s through to early 21st century work and will include a study of such music and artists as folk, country, Elvis Presley, soft rock, Motown, the Beatles, disco, heavy metal, acid rock, rap, hip hop, punk rock and more. Students also will examine the impact of Rock and Roll in our society – socially, culturally, economically, politically and musically.

## Science

### Living Environment

**Successful completion of Science 8**

**1 Credit, Grade 9**

This course provides the fundamentals of the life sciences (biology) and prepares students for the Living Environment Regents exam. Topics covered include cells and life processes, biochemistry, human systems, reproduction, genetics, evolution, ecology and human impact on the environment. Scientific inquiry and the development of laboratory skills are emphasized. Students will increase their literacy in reading and writing scientific material. Students must successfully complete a minimum of 1,200 minutes of laboratory work with satisfactory written reports for each laboratory investigation in order to qualify to take the examination.

### Earth Systems

**Prerequisite — Successful completion of Living Environment**

**1 Credit, Grade 10**

This course is recommended for students who scored less than a 65% on the Living Environment regents exam and struggled in the course. Earth Systems is a non-regents introductory physical science course designed to meet the needs of struggling learners. It will cover many of the topics needed as a basis for other elective science courses. Topics to be covered include: the nature of science, Earth's motions, plate tectonics, weather, climate, rocks and minerals, weathering and erosion, and geochemistry. There will also be an emphasis on basic science skills such as graphing, data collection and analysis.

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**Science** *(continued from previous page)***Earth Science**

**Prerequisite — Successful completion of Living Environment and Regents exam**

**1 Credit, Grade 10**

Earth Science follows the curriculum outlined in the New York State Core Curriculum for Physical Science along with alignment to the New York State Science Learning Standards. The Earth Science course presents a study designed to encourage students to find out about their world by experiencing it firsthand. It is through this study that students begin to understand the world around them and the forces responsible for the changes they experience. Topics covered include mapping, rocks and minerals, plate tectonics, weathering and erosion, geologic history, meteorology, climate, and astronomy. Students will be asked to complete classwork, assignments, performance tasks, quizzes, tests, and laboratory activities to further their inquiry into the subject. Classes meet every day, and a lab period is scheduled every other day. Students must successfully complete a minimum of 1,200 minutes of laboratory work with satisfactory written reports for each laboratory investigation in order to qualify to take the Regents examination. A two-part Regents examination is administered at the end of the course, for which firm eligibility requirements exist, including but not limited to, laboratory minutes completion.

**Earth Science Honors**

**Prerequisites — 85% in Living Environment and Algebra I Grade 9, Teacher Recommendation**

**1 Credit**

This accelerated honors course is designed for students who are motivated to study Earth Science on the honors sequence with middle school completion of the Living Environment course and Regents. This course presents a study designed to encourage students to find out about their world by experiencing it firsthand. It is through this study that students begin to understand the world around them and the forces responsible for the changes they experience. Topics covered include mapping, rocks and minerals, plate tectonics, weathering and erosion, geologic history, meteorology, climate, and astronomy. Students will be asked to complete classwork, assignments, performance tasks, quizzes, tests, and laboratory activities to further their inquiry into the subject. Students must complete additional readings, projects, presentations, field trips and laboratory activities. The use of technology is emphasized in the classroom. This course provides the fundamentals of Earth Science and prepares students for the Earth Science Regents exam. Enrichment opportunities include, but are not limited to, technology usage, research, projects and field trips. Students must complete a minimum of 1,200 minutes of lab work with satisfactory written reports for each lab investigation to qualify to take the Earth Science Regents exam. A two-part Regents exam is administered at the end of the course.

**SUNY Science Research**

**Prerequisite — Application admission only  
(Students can earn up to 12 SUNY Credits) Grades 10-12**

The Science Research program provides students in their sophomore through senior years with the opportunity to conduct original science research. The three-year course is part of the University in the High

School Program with the University at Albany. This course is designed to provide students with an excellent understanding of research methodology in the sciences. Students are taught the process of on-line bibliographic researching and are able to access scientific databases. A student's commitment to long-term focused research, demonstrating initiative, perseverance, and creativity is developed and fostered. A key component of the program is the use of scientists as mentors. Once students identify an area of interest, they begin reading commonly available literature and quickly move to articles in scientific journals. As they refine their topic, students are encouraged to ask a scientist to serve as a mentor. Students then engage in an original piece of research under the supervision of their mentor and of the classroom research teacher. Students are required to continue their research projects and work during summer breaks. Students present their research to their class, their school district and in student science competitions including regional Junior Science and Humanities Symposium. They use the same professional methods employed by scientists developing poster and oral presentations accompanied by slides or PowerPoint graphics.

Permission by the science research instructor is required for admission. Students must write an essay and submit two letters of recommendation from 9th grade teachers. Students are required to complete a summer project before the beginning of 10th grade. Students will not be admitted to the program unless they scored 85% or better in Earth Science Honors or 85% or better in Living Environment.

**Human Anatomy and Physiology**

**Prerequisites — Living Environment, Earth Science, Chemistry (or Chemistry concurrent), Teacher Recommendation**

**1 Credit, Grades 11, 12**

This elective course is designed to give 11th and 12th grade students a detailed understanding of the structures and functions of the human body systems. The course covers the 11 organ systems in the human body and integrates the chemical basis of the physiology in each system. Students will also learn diseases and malfunctions of each system. The coursework content and rigor mirrors an introductory two-semester sequence of college-level anatomy and physiology. Laboratory activities conducted in class include dissection of various organs and organisms. This course is highly recommended to any student planning on entering into the medical/health field, but is open to any student with interest and meets the prerequisites.

**SUNY/AP Biology**

**Prerequisites — Successful completion of Living Environment, Earth Science, Chemistry and associated Regents, Teacher Recommendation**

**(3 SUNY Credits) Grades 11, 12**

This course prepares 11th and 12th grade students who have demonstrated proficiency in their Regents level science courses for college level science. This course introduces students to the content, organization and rigor of a college-level life science course, and also covers the material to pass the AP Biology exam. Instructors provide a number of supports to assist students in the transition from high school science to mastery of college-level science. Students are expected to invest significant effort into the class, including 1-2 hours of homework

## Science *(continued from previous page)*

per night. Students are expected to complete weekly readings and assignments on time, have near-perfect attendance and actively seek help as soon as needed. Each class member is expected to make productive, supportive contributions in each class session. Students sit for the AP Biology exam in May.

### Chemistry

**Prerequisites — Successful completion of Living Environment, Earth Science and Geometry**  
**1 Credit, Grade 11**

This course provides a modern view of fundamental concepts of Chemistry. The course covers the following topics: matter and energy, atomic structure, chemical bonding, periodic table, the mathematics of chemistry, kinetics and equilibrium, acids and bases, redox and electrochemistry, organic chemistry and nuclear chemistry. Students reinforce knowledge of concepts through hands-on experiments in a separate lab component. Students must complete a minimum of 1,200 minutes of lab work with satisfactory written reports for each lab investigation to qualify to take the Chemistry Regents exam. It is recommended that students complete Regents or Honors Living Environment AND Earth Science at a proficient level and passed one of the associated Regents exams. This course is highly recommended for anyone interested in pursuing a degree in the medical field.

### Chemistry Honors

**Prerequisites - 85% in Honors Earth Science and successful completion of Geometry or Geometry Honors and Teacher Recommendation**  
**1 Credit, Grade 11**

This fast-paced honors course provides a modern view of the fundamental concepts of Chemistry. This class is recommended for students who are motivated to study Chemistry at a more rigorous level and/or on the honors pathway and have successfully completed the prerequisites indicated. This class will cover the following topics: matter and energy, atomic structure, chemical bonding, periodic table, the mathematics of chemistry, kinetics and equilibrium, acids and bases, redox and electrochemistry, organic chemistry, and nuclear chemistry. Students will reinforce knowledge of concepts through hands-on experiments in a separate lab component. In addition to the topics covered and work provided on the regents level, the honors level course will require additional readings, projects, labs, and topics that may be included at the AP or college level. Students must complete a minimum of 1,200 minutes of lab work with satisfactory written reports for each lab investigation to qualify to take the Chemistry Regents Exam, which will be administered at the end of the course.

### Everyday Chemistry

**Prerequisites — Living Environment, Earth Science OR Earth Systems**  
**1 Credit, Grade 11**

Students are exposed to most of the topics outlined in Physical Setting/ Chemistry Curricula for New York State with alignment to the New York State Science Learning Standards. Laboratory activities are integrated into class time to reinforce concepts through hands-on experiments. Everyday Chemistry is a non-regents physical science course designed to meet the needs of struggling learners. It will cover many of the basic chemistry concepts integral to understanding chemistry tied to everyday

topics such as cosmetics, medicine, environment, cooking. It will also further lay a foundation for students to be successful in elective sciences. There will also be an emphasis on basic science skills such as graphing, data collection and analysis. Topics to be covered include: Atomic structure, Periodic Table of Elements, Bonding, Acids and Bases, Reactions, and equilibrium.

### Green Energy

**Prerequisite — Living Environment, Chem or Chem Prep, Earth Science/Earth Systems**  
**½ Credit, Grades 11, 12**

This course is an exploration of alternative energy sources such as wind, hydro and solar power and their current uses nationally and globally. The course also examines the current use of fossil fuels as a major energy source, how energy is generated, energy efficiencies, as well as environmental impacts and consequences including toxic emissions, greenhouse gases and resource depletion.

### Natural Disasters

**Prerequisite — Living Environment, Chem or Chem Prep, Earth Science/Earth Systems**  
**½ Credit Grades 11, 12**

This course is an examination of the causes and effects of natural disasters such as hurricanes, earthquakes, volcanic eruptions, tsunamis, landslides and flooding. Students study the effects of natural hazards on the landscape of the Earth as well as on populated areas with emphasis on the political, social and economic impacts of these disasters.

### HVCC Physics

**Prerequisite — Requirements for this course include successful completion of Algebra II (or higher), as well as concurrent enrollment in Pre-calculus (or higher)**  
**1 Credit (8 HVCC Credits)**

HVCC Physics is an algebra-based course that meets the requirements of two semesters of college physics, specifically HVCC PHY140 and 141. The fundamental physical principles are introduced and the concepts are further developed and reinforced through examples, applications and problem solving. Topics covered include classical mechanics, conservation laws, fluid statics and dynamics, waves and sound, static

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**Science** *(continued from previous page)*

and current electricity and modern physics. Students will participate in inquiry-based explorations to gain a more conceptual understanding of these physics concepts and improve problem solving and critical thinking skills. This is a dual credit course and students are required to sit for the NYS Regents in June.

**Environmental Science**

**Prerequisite — Living Environment, Earth Science, or Earth Systems and Chem or Chem Prep**  
**1 Credit, Grades 11, 12**

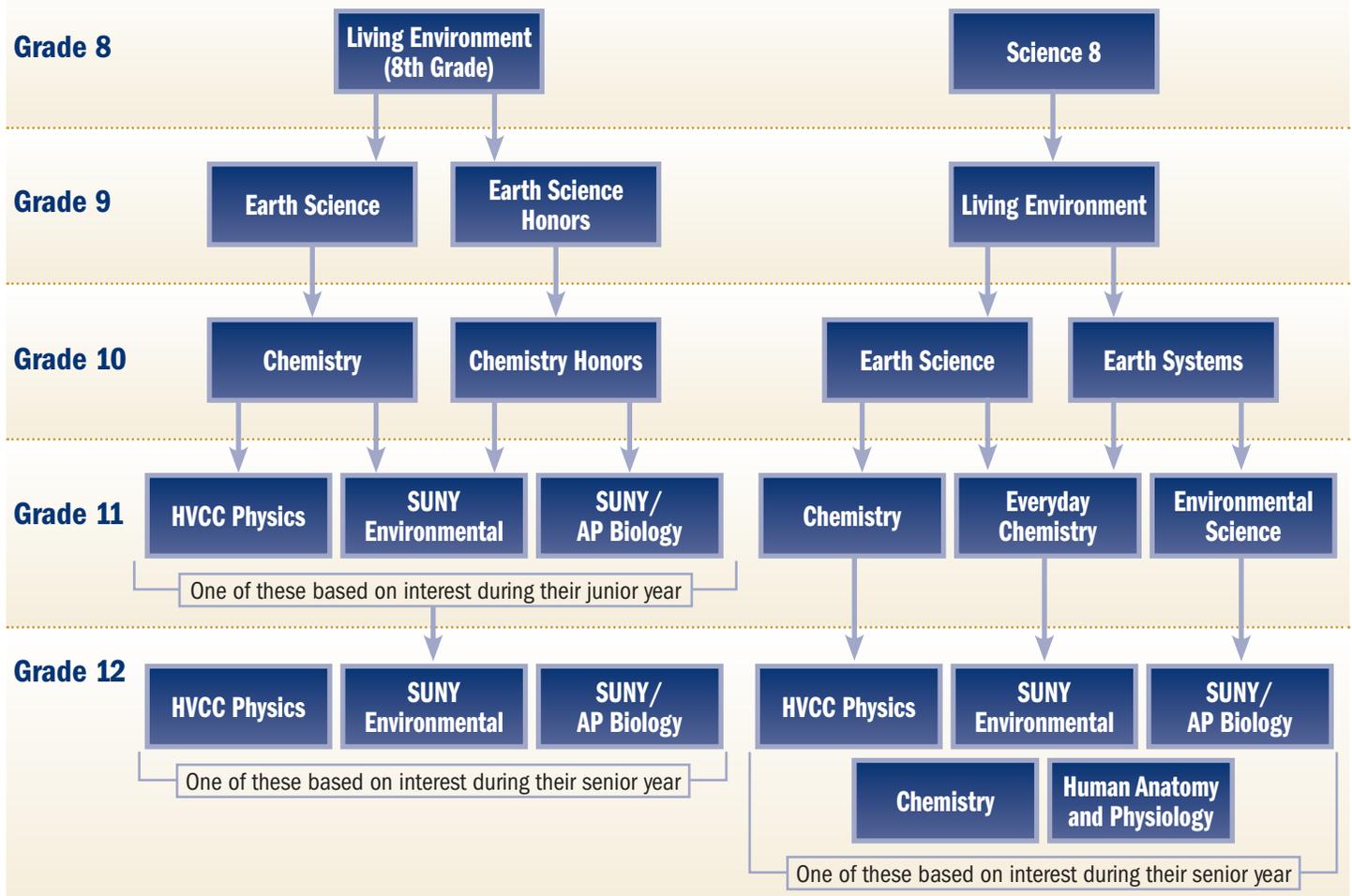
Students explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Topics include, but are not limited to: zoonotic disease, human population growth, water availability and usage, types of pollution, environmental justice, energy use and alternatives, green careers and land use. This class relies on technology, and access to a computer and the Internet is necessary.

**SUNY Intro. to Environmental Science**

**Prerequisite — Living Environment, Earth Science, Chem or Chem prepares**  
**1 Credit, Grades 11, 12 (3 SUNY Credits)**

This course prepares 11th and 12th grade students who have demonstrated proficiency in their Regents level science courses for college-level science. Students explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Topics include: but are not limited to zoonotic disease, human population growth, water availability and usage, types of pollution, environmental justice, energy use and alternatives, green careers, and land use. This class relies on technology, and access to a computer and the Internet is necessary. This course is a UAlbany University in the High School (UHS) program and is a college-level course with associated expectations. Students are expected to invest a significant amount of effort into the class. Students should expect 1-2 hours of homework per night for the course.

**Sample Science Pathways**



## Social Studies



### Global History & Geography I

**Prerequisite** – Social Studies 8

**1 Credit, Grade 9**

This course is designed as the first year of a two-year Global Studies program. The curriculum includes a chronological view of global history and includes area studies along with the development of world culture. Grade 9 will focus on the development of world history through the mid-eighteenth century. Emphasis is placed on the development of student skills in writing, research, analysis and evaluation. Students will prepare for an end of year Final Exam administered in June.

### HVCC World History I

**Prerequisite** – 85% average in Social Studies 8, 85% average in English 8

**Grade 8 Teacher recommendation, Writing sample**  
**1 Credit (3 HVCC Credits)**

This is a one-year course focusing on world history from the prehistoric age to age of revolutions (1750). This course is designed to introduce students to the expectations of AP World History/HVCC Western Civilizations I & II. Students work to develop historical thinking skills through the analysis of both primary and secondary sources. Students are expected to exhibit comprehension of the curriculum via essays and assessments consistent with the guidelines of the Advanced Placement program. The course culminates in the 9th Grade Common Core Global History and Geography exam. Students are required to complete a summer assignment before entering 9th grade.

### Global History & Geography II

**Prerequisite** – Global History & Geography I

**1 Credit, Grade 10**

This course is the second year of the two-year Global Studies program. The course begins with the examination of the Enlightenment and its impact on the political structures of 17th and 18th century Europe. The course will progress through five major themes which are examined for each region: The Physical/Historical Setting, The Dynamics of Change, Contemporary Nations and Cultures, Economic Development, and The Region Within Global Context. Skills in research, writing, analysis and problem solving are developed during this course. Students will take a Common Core assessment in June required for graduation.

### HVCC/AP World History II

**Prerequisite** – 85% average in Global I Honors

**85% average in English 9 Honors -OR- Grade 10**

**95% average in Global I and English 9R**

**Teacher recommendation, Writing sample**

**1 Credit (3 HVCC Credits)**

The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts and

interactions with different types of human societies. This course covers material beginning with Prehistory and will progress through to modern day curriculum. This course makes demands on students equivalent to those of introductory college-level courses. Students will be expected to read more extensively, complete more in-depth and challenging writing assignments, do more individual study, and discuss topics in greater depth than the Regents-level course. Students are required to take an AP World History exam as well as the NYS Regents exam in Global History at the end of the course. Students are required to complete a summer assignment before entering 10th grade. Completion of Global 9 Honors is highly recommended.

### United States History & Government 11R

**Prerequisite** – Global History & Geography II

**1 Credit, Grade 11**

This course affords an analysis of American institutions, covering the economic, political and social history of the United States chronologically from the colonial period to the present day. It aims to develop concepts and understandings and to develop a fuller appreciation of American studies. Students will be use a variety of primary and secondary sources to further develop their ability to think critically and analyze information. The Regents exam in United States History & Government will be taken at the completion of the course.

### SUNY/AP United States History

**Prerequisite** – 85% average in AP World History

**85% average in English 10 Honors -OR- Grade 11**

**95% average in Global II and English 10R**

**Teacher recommendation, Writing sample**

**1 Credit (6 SUNY Credits)**

This course is a survey of American History from the age of exploration and discovery to the present. This course is taught at the college level. Students can expect more rigorous work, including more reading and the focus of learning. Previous history courses stress “what happened?” intending to provide sufficient background knowledge to ensure good citizenship. This course stresses “why and how” things happen as well as the consequences of actions. Significant attention is paid to a student’s ability to read and digest materials and provide critical analysis to make sensible

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## Social Studies *(continued from previous page)*

judgments while writing analytical essays. In addition to the textbook, students read journal articles from leading scholars and write DBQ's – Document-Based Questions. Students take the AP U.S. History exam in May. Students are eligible to receive up to 6 credit hours of UAlbany college credit. Students are required to complete a summer assignment before entering 11th grade. Completion of Global 9 Honors and AP World History is highly recommended.

### HVCC Psychology

**Prerequisite – Global I & II & U.S. History 11, Teacher Recommendation 1 Credit (3 HVCC Credits), Grades 11, 12**

This course may be offered in the 2023-2024 school year. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

### Child Development

**Prerequisite – Psychology, Teacher Recommendation, Successful completion of Global I and II, Completion of AP/SUNY Psychology 1 Credit, Grades 11, 12**

This course is a study into the principles of child growth and development from conception to adolescence. The course content will focus on the physical, cognitive, social and emotional domains of development. The student will be required to observe the development of a child outside the classroom in order to complete a comprehensive child study project. In order to complete this major project, 10-20 hours of outside observation are required.

### SUNY American Politics

**Prerequisite – U.S. History & Government ½ Credit (3 SUNY Credits), Grade 12**

This course is an introduction to the study of American politics that introduces students to basic concepts that shape American politics by critically examining the founder's conflicts and struggles over leadership, structure, and policies that shape the political system and preserve civil liberties. In addition, the course investigates the government's impact on society by examining public opinion, the role of media, political parties, campaigns and elections, grassroots politics and political movements that shape American politics. The overarching goal of this course is to learn the basics of the political process and which institutions are involved. Completion of AP World and AP U.S. History are highly recommended.

### SUNY Holocaust

**Prerequisite – Global I & II ½ Credit (3 SUNY Credits), Grades 11, 12**

This half-year course is designed to trace the history of Antisemitism throughout the world and the events leading to the Holocaust. Attention is given to the rise of Nazi Germany and the life of Adolf Hitler.

### HVCC History Thru Film I

**Prerequisite – Global I, II and US History ½ Credit (3 HVCC Credits), Grades 11, 12**

This course examines both U.S. and World History through Hollywood feature films and historical dramas as historical evidence. A major goal of this course is determining what is valid in contemporary films and historical dramas. A wide range of primary source materials will be used for this purpose. Students view movies on various topics and compare evidence from the film to information in more traditional sources, such as articles, film reviews and critical commentaries. The course culminates in a final project that requires the application of interpretation and analysis of both film and primary sources in the creation of their own film. Successful completion of Global II & US History is strongly recommended.

### Civic Engagement

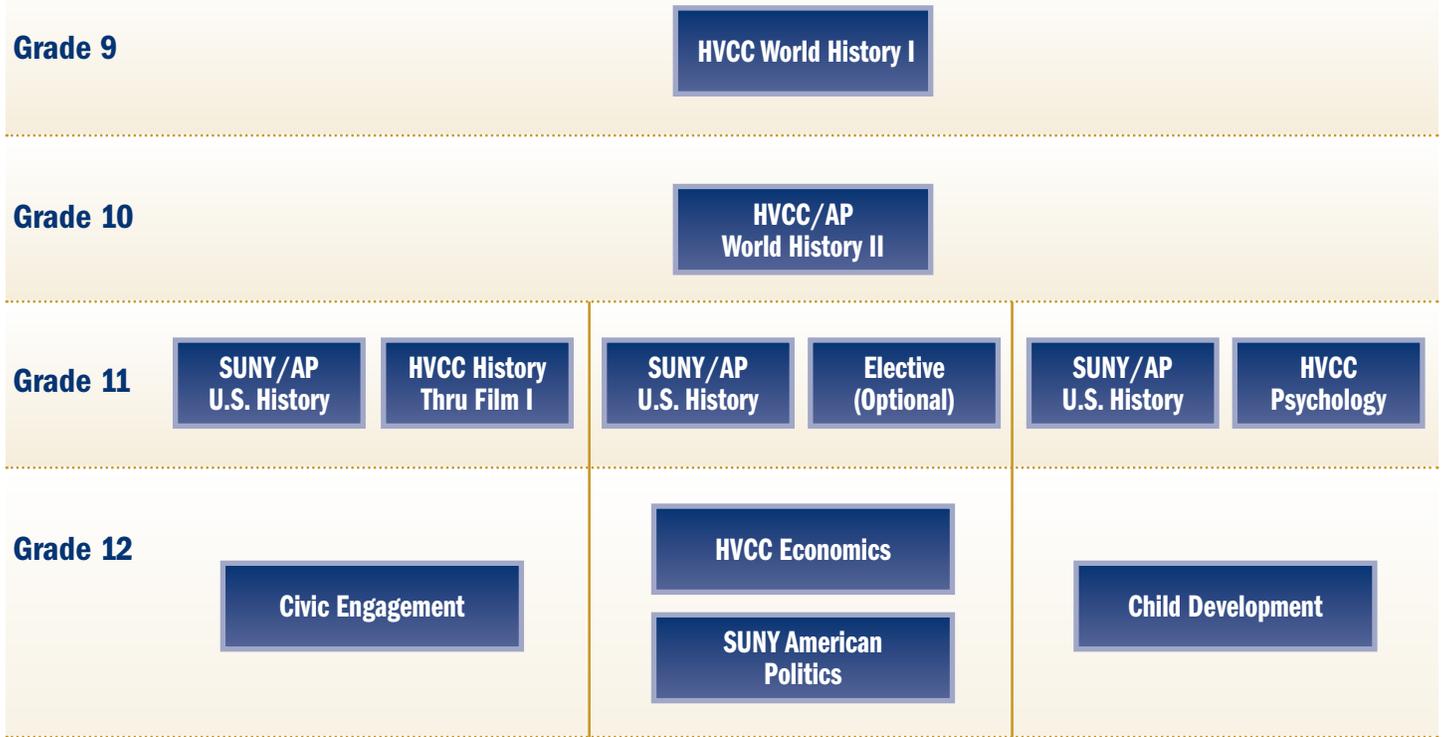
**Prerequisite – U.S. History 1 Credit**

As members of society it is important to understand how our government and economy function and how we participate in our system. This Civic Engagement course combines the traditional standards associated with the senior level courses in the Social Studies Department, Participation in Government and Economics. In addition to addressing the NYSED aligned standards, this course asks students to think analytically about the real world problems we face today and promotes students to become active citizens who help solve those problems. Active citizens are well-informed members of society and to this end students will be expected to have a basic understanding of current events that influence the United States both domestically and internationally. This course emphasizes student centered projects, research activities, and reading and analysis of primary and secondary sources. For those who seek to apply for the Seal of Civic Readiness, this course emphasizes the Seal's pillars of civic knowledge, action and skills, mindsets, and experiences.

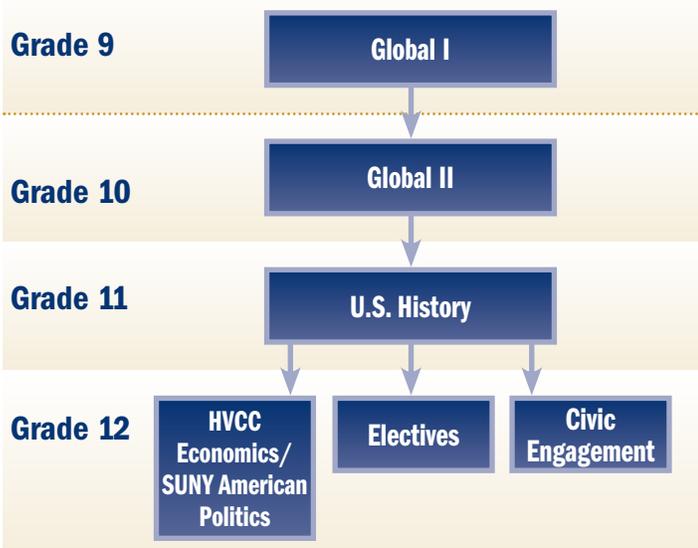


**Social Studies** *(continued from previous page)*

# Sample Social Studies Accelerated Pathways



# Sample Social Studies Regents Pathway



## Seal of Civic Readiness

### What is the Seal of Civic Readiness?

*The Seal of Civic Readiness is a seal that is put on the diploma of students who have earned points in both Civic Readiness, knowledge, and skills, over the course of their middle and high school careers.*

The New York State Education Department (NYSED) developed the Seal of Civic Readiness concept as the department was committed to empowering the civic agency of students and ensuring all students achieve civic readiness as a result of their pre-kindergarten through 12th grade education. Achieving the seal indicates that students are ready to engage in and take active roles in our community and government. This course is designed to meet the Languages Other Than English (LOTE) communication skills set by New York State standards for high school graduation. Coursework consists of repetition of middle school-level concepts/vocabulary. Students who did not complete this requirement in middle school may complete the LOTE requirement by successfully completing this course.

### In pursuing the Seal you will be able to...

- Gain an understanding of an issue of interest on the local or state level.
- Develop your research skills and then take action to address the problem.
- Gain experiences in working with and potentially presenting to adults in the community.
- Working collaboratively, you will develop skills in researching, writing, presenting, and advocating for local and state issues that directly impact you.

### What do I need to do to earn the Seal?

Students who receive the NYSED Seal of civic Readiness must earn a total of 6 points. Two points earned from Column #1 (left), and four points earned from Column #2 (right).

## World Languages



### Introductory French

**Prerequisite – None**

**1 Credit, Grade 9**

This course is designed to meet the Languages Other Than English (LOTE) communication skills set by New York State standards for high school graduation. Coursework consists of repetition of middle school-level concepts/vocabulary. Students who did not complete this requirement in middle school may complete the LOTE requirement by successfully completing this course.

### HVCC French Language and Culture I

**Prerequisite – Middle School French or French 1A**

**1 Credit (3 HVCC Credits), Grade 9 or 10**

French I enables students to expand their understanding of topics related to school life, family life, illnesses and remedies, entertainment, food, ordering food in a restaurant, the city and daily routines. Students also compare the similarities and differences between the customs of French speaking countries and Americans. Students begin to apply their knowledge of French verbs/vocabulary to communicate at a high novice level in written and spoken form, while continuing to improve listening and reading comprehension skills. Students can register for and earn 3 HVCC credits with successful completion of this course.

### HVCC French Language and Culture II

**Prerequisite – French I**

**1 Credit (3 HVCC Credits), Grade 10 or 11**

In French II, students continue to improve reading and listening comprehension skills, while enhancing their competency in spoken and written French. Level of instruction progresses from beginner to intermediate level, and students continue learning about francophone culture, history, and current events. Students must complete this course and pass the final examination in order to complete the 3-credit world language sequence required for the NYS Regents Diploma with Advanced designation. Students can register for and earn 3 HVCC credits with successful completion of this course.

### HVCC French Language and Culture III

**Prerequisite – French II**

**½ Credit (Semester course) (3 HVCC Credits), Grade 11 or 12**

Students improve listening, speaking, reading and writing skills while learning intermediate-level grammar, verb, and language concepts. Students continue learning about francophone culture, history, and current events. Students can register for and earn 3 HVCC credits with successful completion of this course.

## World Languages *(continued from previous page)*

### **HVCC French Language and Culture 201 - French IV**

**Prerequisite — French III, Teacher Recommendation**

**½ Credit (Semester course) (3 HVCC Credits), Grade 11 or 12**

Students will complete coursework at an intermediate to advanced level of ability in reading, speaking, writing and listening to the French language. Students can register for and earn 3 HVCC credits with successful completion of this course.

### **Introductory Spanish**

**Prerequisite — None**

**1 Credit, Grade 9**

This course is designed to meet the Languages Other Than English (LOTE) communication skills set by New York State standards for high school graduation. Coursework consists primarily of repetition of materials/concepts/vocabulary presented at the middle school level. Students who did not complete this requirement in middle school (need to pass 2 years of a language AND the exam at the end of the 2nd year) have the opportunity to complete the LOTE requirement by successfully completing the coursework presented in this class.

### **HVCC Spanish Language and Culture I**

**Prerequisite — Middle School Spanish or Spanish 1A**

**1 Credit (3 HVCC Credits), Grade 9**

Spanish 1 enables students to expand their understanding of topics related to school life, family life, illnesses and remedies, food and ordering food in a restaurant, the city and daily routines. Students also continue learning about the similarities and differences between the customs of Spanish speaking countries and Americans. Students review beginner level vocabulary and verb concepts acquired in middle school/Spanish 1A while beginning to apply their knowledge of Spanish to communicate at an intermediate level in written and spoken form. Listening and reading comprehension skills also improve during the course of this year. HVCC Spanish I can be taken as a dual credit course through HVCC. Students earn 3 HVCC credits with successful completion of this course.

### **HVCC Spanish Language and Culture II**

**Prerequisite — Spanish I**

**1 Credit (3 HVCC Credits), Grade 10**

In Spanish II, students build on the grammar and vocabulary learned in Spanish I. Students continue to improve reading and listening comprehension skills, while enhancing their competency in spoken and written Spanish. Level of instruction progresses from beginner to intermediate level, and students will learn a majority of Spanish grammar during this class. Students must complete this course and pass the final examination in order to meet the requirements of completing a 3-credit world language sequence required for the NYS Advanced Regents Diploma. HVCC Spanish II can be taken as a dual credit course through HVCC. Students earn 3 HVCC credits with successful completion of this course.

### **HVCC Spanish Language and Culture III**

**Prerequisite — Spanish II**

**½ Credit (3 HVCC Credits), Grade 11**

Students improve listening, speaking, reading and writing skills while learning intermediate-level grammar, verb, and language concepts. Students continue learning about Spanish/Latin culture, history, and current events. This is offered as a ½ year course credit for CHS, but will still earn 3 college credits through HVCC. HVCC Spanish III can be taken as a dual credit course through HVCC. Students earn 3 HVCC credits with successful completion of this course.

### **HVCC Spanish Language and Culture IV**

**Prerequisite — Spanish III**

**½ Credit (3 HVCC Credits), Grade 12**

Students will complete coursework at an intermediate to advanced level of ability in reading, speaking, writing and listening to the Spanish language. This is offered as a ½ year course credit for CHS, but will still earn 3 college credits through HVCC. HVCC Spanish IV can be taken as a dual credit course through HVCC. Students earn 3 HVCC credits with successful completion of this course.





## Career & Technical Education

Cohoes students can choose from a variety of Career and Technical Education (CTE) programs offered throughout the Capital Region to explore personal interests and advance learning to prepare for college and careers. The Capital Region Career & Technical School offers more than 40 career and technical education programs to high school students in Albany, Schenectady, Schoharie and southern Saratoga counties.

Program Name	AM	PM
Auto Body Refinishing I	x	
Auto Body Collision Repair I		x
Automotive Trades Technology I & II	x	x
Building Trades I	x	
Building Trades II		x
Cosmetology I & II	x	x
Criminal Justice I & II	x	x
Culinary Arts & Hospitality I & II	x	x
Diesel Tech I	x	
Diesel Tech II		x
Early Childhood Education I	x	
Early Childhood Education II		x
Electrical Trades I & II	x	x
Game Design I & II	x	x
Global Fashion Studies I & II		x
HVAC/Heating & Refrigeration I	x	
HVAC/Heating & Refrigeration II		x
Manufacturing & Machine Tech I	x	
Manufacturing & Machine Tech II		x
Network Cabling/Smart Home Tech I	x	
Network Cabling/Smart Home Tech II		x
Nurse Assistant I PCA, HHA	x	x
Nurse Assistant II CNA	x	x
Sterile Processing Tech I	x	
Sterile Processing Tech II		x
Welding I & II	x	x



### Career Studies/CTE Programs

Program Name	Session
Auto Services/Small Engine	x x
Carpentry Services	x x
Food Services	x
Pet Tech	x x
Vocational Training/Transition	x
Retail & Office Service	x



### Off Site Programs

New Visions Health Careers \* Application Required  
8:00 a.m. - 11:30 a.m.

Program Name	Session
Entertainment Tech I (at Proctors)	x
Entertainment Tech II (at Proctors)	x

## College Credit Opportunities

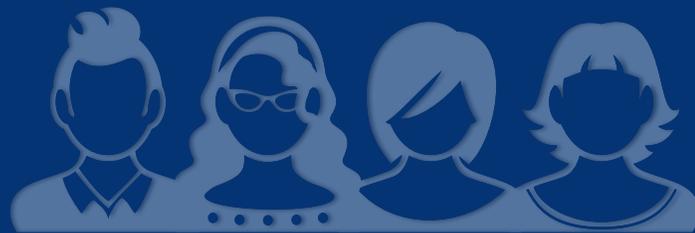
Cohoes High School continues to seek opportunities for students to earn college credit while in high school. Advanced Placement (AP) courses are recognized by nearly all U.S. higher education institutions. Each college and university makes its own decisions about awarding credit and placement.

CHS Course Title	HS Credits	College Course Title	College Credits
<b>English</b>			
AP 12 Literature and Composition*	1	N/A	TBD
AP 11 Language and Composition*	1	N/A	TBD
HVCC Creative Writing	0.5	ENGL 151 - Creative Writing: Short Fiction	3
<b>Mathematics</b>			
HVCC / AP Calculus	1	MATH 180 - Calculus	4
HVCC Pre Calculus	1	MATH 170 - Pre-Calculus	4
HVCC Algebra with Trigonometry	1	MATH 150 - College Algebra with Trigonometry	4
HVCC Algebra IIA	1	MATH 110 - Intermediate Algebra	3
<b>Science</b>			
SUNY / AP Biology	1	ABIO 102 - General Biological Sciences	3
HVCC Physics	1	PHYS 140 & 141 - General Physics I & II	8
SUNY Science Research	3 (1 per year grades 10-12)	ACAS 109, 110, 209 and 210	10-12 credits total
SUNY Environmental Science	1	AENV 105 - Intro to Environmental Science	3
<b>Social Studies</b>			
SUNY American Politics	0.5	RPOS 101 - American Politics	3
SUNY / AP U.S. History	1	AHIS 100 & 101 - American Political & Social History I & II	3
HVCC / AP World History II	1	HIST 101 - Western Civilization and The World II	3
HVCC World History I	1	HIST 100 - Western Civilization and The World I	3
HVCC Psychology	1	PSYC 100 - General Psychology	3
SUNY Holocaust	0.5	AHIS 250 - The Holocaust in History	3
HVCC History Through Film I	0.5	HIST 210 - Honors Film as History	3
<b>World Languages</b>			
HVCC French Language & Culture I	1	FREN 100 - French Language & Culture I	3
HVCC French Language & Culture II	1	FREN 101 - French Language & Culture II	3
HVCC French Language & Culture III	0.5	FREN 200 - French Language & Culture III	3
HVCC French Language & Culture IV	0.5	FREN 201 - French Language & Culture IV	3
HVCC Spanish Language & Culture I	1	SPAN 100 - Spanish Language & Culture I	3
HVCC Spanish Language & Culture II	1	SPAN 101 - Spanish Language & Culture II	3
HVCC Spanish Language & Culture III	0.5	SPAN 200 - Spanish Language & Culture III	3
HVCC Spanish Language & Culture IV	0.5	SPAN 201 - Spanish Language & Culture IV	3
<b>Business Courses</b>			
HVCC Principles of Marketing	0.5	MKTG 120- Principles of Marketing	3
HVCC Business Communications	0.5	BADM 200- Business Communications	3
<b>Art &amp; Music</b>			
HVCC Digital Photography	0.5	ARTS 133- Introduction to Digital Photography	3
HVCC Drawing I	1	ARTS 110- Drawing I	3
HVCC Introduction to Theatre	0.5	THEA 100- Introduction to Theatre	3
HVCC Acting I	0.5	THEA 110- Acting I	3
HVCC The History of Rock and Roll	0.5	MUSC 106- The History of Rock and Roll	3
<b>Physical Education Courses</b>			
HVCC Lifetime Fitness	0.5	PHED 146 Lifetime Fitness & Wellness	1

\* AP Credit dependent on AP score & college admissions

# COHOES

CITY SCHOOL DISTRICT



**Cohoes High School**

**One Tiger Circle**

**Cohoes, New York 12047**

**Telephone: (518) 237-9100**

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## High School Curriculum and Planning Guide Grades 9-12



**Laura Tarlo**  
High School Principal

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Athletic Director/Dean of Students

**Gabe White**  
Dean of Students

[www.cohoes.org](http://www.cohoes.org)