Albany High School
Four new academies. One great education.

Discovery
Citizenship

Innovation
Leadership

Home of the Falcons

2015-2016 Course Offering Book
From the Albany High School Building Leadership Team

The Building Leadership Team is a group of Albany High School students, teachers, staff, administrators and parents charged with raising student achievement. It is our mission to be a vehicle for collaborative decision-making and positive change resulting in school improvement.

We believe that every student will graduate from Albany High School within four years with the skills and goals to be responsible and positively engaged members of society, utilizing the collaborative support of parents, students, staff and community.

Our vision is supported by Albany High School’s four smaller learning communities. Most freshmen and sophomores take core classes in English, science, math and social studies in their own academy. Students also are assigned to a team of teachers who are getting to know their strengths and needs.

Teams of teachers are planning project based lessons to deepen student understanding. Our faculty is participating in professional development to increase rigor throughout the curriculum.

To that end, students, we will really need your help! We need you to spend more time studying and getting involved in extracurricular activities. There also are lots of opportunities for support and enrichment. Please make sure you let someone know when you need extra help.

Smaller learning communities are sure to strengthen students’ connections to school. The new environment is structured to build positive relationships among students, faculty, parents and the community. We look forward to this exciting, collaborative venture as we continue to nurture four smaller learning communities within ONE ALBANY HIGH SCHOOL!

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Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Themed Academies: Overview</td>
<td>4</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>6</td>
</tr>
<tr>
<td>NCAA Eligibility</td>
<td>9</td>
</tr>
<tr>
<td>College and Career Pathways</td>
<td>10</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>19</td>
</tr>
<tr>
<td>Art</td>
<td>21</td>
</tr>
<tr>
<td>Business (CTE)</td>
<td>24</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>26</td>
</tr>
<tr>
<td>College and Career Readiness</td>
<td>31</td>
</tr>
<tr>
<td>English</td>
<td>33</td>
</tr>
<tr>
<td>Family and Consumer Sciences (CTE)</td>
<td>35</td>
</tr>
<tr>
<td>Health</td>
<td>38</td>
</tr>
<tr>
<td>International Baccalaureate Program</td>
<td>39</td>
</tr>
<tr>
<td>Mathematics</td>
<td>42</td>
</tr>
<tr>
<td>Music</td>
<td>45</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>47</td>
</tr>
<tr>
<td>Physical Education</td>
<td>48</td>
</tr>
<tr>
<td>Science</td>
<td>49</td>
</tr>
<tr>
<td>Senior Career Explorations</td>
<td>52</td>
</tr>
<tr>
<td>Social Studies</td>
<td>53</td>
</tr>
<tr>
<td>Special Education</td>
<td>56</td>
</tr>
<tr>
<td>Technology</td>
<td>58</td>
</tr>
<tr>
<td>World Languages and English-as-a-New Language (ENL)..........</td>
<td>60</td>
</tr>
<tr>
<td>Appendix A: Film Course Permission Slip</td>
<td>65</td>
</tr>
<tr>
<td>Appendix B: College and Career Pathways Worksheet</td>
<td>66</td>
</tr>
<tr>
<td>Notes</td>
<td>67</td>
</tr>
</tbody>
</table>
Notice of Non-Discrimination

The City School District of the City of Albany, New York does not discriminate on the basis of age, race, color, origin, sex or handicap in any of the educational or occupational/vocational education programs which it offers or operates as it is required to do by Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The district-wide policy of nondiscrimination includes, but is not limited to the following areas: recruitment and appointment of employees; employment pay and benefits; student access to enrollment and admission in district programs and courses; counseling services for students and student activities. The district also ensures that it does not discriminate in providing its students opportunity to participate in and benefit from its cooperative educational programs; the employers of students in its programs do not discriminate against participants in terms of recruitment, hiring, placement, assignment of tasks, hours of employment, levels of responsibility and wages and further that sponsors of apprenticeship programs do not discriminate in said programs.

The district official responsible for the coordination of activities in relation to compliance with Title VI, Title IX and Section 504 is Kathleen Culligan, Affirmative Action Officer, Board of Education, Albany, New York, telephone (518) 475-6057. This official will provide information, including complaint procedures to any student or employee who feels that his or her rights under Title VI, Title IX or Section 504 may have been violated by the district or its representatives.

To assist persons wishing to file a grievance complaint alleging discrimination in relation to any aspect of the above policy, the following procedures have been established:

1. Informal Stage
   The aggrieved party shall present a written complaint to the appropriate administrator who shall informally discuss the complaint with the aggrieved.

2. Determination In Five Days
   The appropriate administrator shall render a written determination to the aggrieved within five school days after the complaint has been presented.

3. Review
   Within five school days after a determination has been rendered in the preceding stage, the aggrieved person may present a written request to the district hearing officer for Title VI, Title IX or Section 504 of the Rehabilitation Act of 1973 for review and determination. Included in this written statement shall be the nature of the complaint, settlement desired, and the previous determination.

4. Hearing Officer’s Determination - Hearing If Requested
   The hearing officer for Title VI, Title IX or Section 504 of the Rehabilitation Act of 1973 shall render a determination within ten school days after the written statements pursuant to point 3 cited above, have been received. Copies of such determination and the results, thereafter, shall be forwarded to all Board members by the hearing officer through the Superintendent of Schools. Within five school days of the hearing officer’s receipt of the written statement cited in point 3 above, the aggrieved party may request a hearing before the district hearing officer shall schedule a hearing within ten school days after the receipt of the written statements referenced above and so notify, through the Superintendent, the Board of Education, of the nature of the grievance and the time, place, and location of the scheduled hearing so that they may attend if they wish. A determination shall be rendered by the hearing officer for Title VI, Title IX or Section 504 of the Rehabilitation Act of 1973 within ten days of the date of the hearing. The findings of the hearing officer shall be transmitted to the Board by the Superintendent.
Four themed academies. One great education.

Each of Albany High School’s four themed academies offers the same core courses in math, English, science and social studies. Each also offers honors, special-education classes and English-as-a-new-language services. And while all students are assigned to one of Albany High’s academies, Abrookin Career and Technical Center continues to offer all career and technical education courses.

The academies are made unique by their elective offerings. Although the majority of electives are grouped by academy, students can take electives in different academies if they choose and Albany High’s full course book is available to all students.

Also, students have the opportunity to take Albany High’s acclaimed Advanced Placement and International Baccalaureate courses in all four academies.

Physical education, band, chorus, orchestra, art, health and Spanish I include students from all academies.

- **Citizenship Academy** - Electives focusing on service learning and social justice.
- **Discovery Academy** - Electives focusing on communications and the arts.
- **Innovation Academy** - Electives focusing on science, technology, engineering and math (STEM).
- **Leadership Academy** - Electives focusing on global leadership in business, legal studies and politics.

### Core Courses (same in each academy)

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>Algebra I</td>
<td>Living Environment</td>
<td>World History I</td>
<td></td>
</tr>
<tr>
<td>English 10</td>
<td>Geometry</td>
<td>Earth Science</td>
<td>European History or</td>
<td>World History II</td>
</tr>
<tr>
<td>English 11</td>
<td>Algebra II/Trigonometry</td>
<td>Chemistry</td>
<td>American History</td>
<td></td>
</tr>
<tr>
<td>Senior Symposium</td>
<td></td>
<td></td>
<td></td>
<td>Participation in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Government or Economics</td>
</tr>
</tbody>
</table>

### Electives and Career and Technical Education (CTE) offerings

**Citizenship Academy**
- Advanced math electives*
- All language classes*
- Career Explorations:
  - Criminal Justice
  - Education
- CTE Courses:
  - Auto Tech I,II, III
  - Culinary Arts I,II,III
  - Emergency Medical Technician
  - All family and consumer science (FACS) classes

**Discovery Academy**
- Advanced English electives*
- All Music Classes
- All Art Classes
- CTE Courses:
  - Career and Financial Management
  - Cosmetology I,II,III

**Leadership Academy**
- Advanced social studies electives*
- All Business Classes*
- Career Explorations:
  - Finance/Business
- CTE Courses:
  - Adolescent Psychology
  - Construction Technology I,II,III
  - Early Childhood Education

**Innovation Academy**
- Advanced science electives*
- All Technology Classes
- All Project Lead the Way Classes
- CTE Courses:
  - Health Services I,II,III
  - Carpentry I,II,III
  - CISCO IT Essentials
  - CISCO Discovery I and II
  - Production Systems

* Includes Advanced Placement (AP) courses and courses in the International Baccalaureate (IB) program.
CITIZENSHIP ACADEMY:
Focusing on Service Learning and Social Justice

Why choose Citizenship Academy?
Citizenship Academy may be of interest to students considering the following professions:
- Auto Technology
- Culinary
- Emergency medical services (EMS)
- Education
- Law

What’s so special?
Citizenship Academy features a mock courtroom complete with a judge’s bench, witness stand, jury box, counsel table and seating for a courtroom audience. The room also is equipped with a complex network of audio-visual and information technology.

DISCOVERY ACADEMY:
Focusing on communication and performing arts

Why choose Discovery Academy?
Discovery Academy may be of interest to students considering the following professions:
- Actor or director
- Computer animator
- Fashion designer
- Graphic or web designer
- Musician
- Videographer or photographer
- Writer or journalist

What’s so special?
Discovery Academy has a state-of-the-art multimedia production facility that includes equipment for music and video recording. Discovery Academy also makes great use of Albany High’s existing theater, music and art spaces.

INNOVATION ACADEMY:
Focusing on Science, Technology, Engineering and Math

Why choose Innovation Academy?
Innovation Academy may be of interest to students considering the following professions:
- Chemist
- Computer programmer
- Engineer – aerospace, agricultural, biomedical, civil, geothermal or network
- Forensics
- Health professions

Innovation Academy features a mock “clean room” that simulates a sterile laboratory used in professions like biotechnology, semi-conductor manufacturing and other fields whose work is sensitive to environmental contamination.

LEADERSHIP ACADEMY:
Focusing on Civic and Social Responsibility

Why choose Leadership Academy?
Leadership Academy may be of interest to students considering the following professions:
- Business information manager
- Chief executive officer
- Early childhood educator
- Human resource manager
- Operations manager
- Psychologist

What’s so special?
Leadership Academy houses a large-group instruction room modeled after the General Assembly Room in the United Nations. Students use the room for simulated international debates, multimedia presentations, guest presentations and research.
### Graduation Requirements

**(SUBJECT TO CHANGE BASED ON NEW YORK STATE BOARD OF REGENTS APPROVAL)**

<table>
<thead>
<tr>
<th>Regents diploma required courses</th>
<th>Credits earned</th>
<th>Advanced regents diploma required courses</th>
<th>Credits earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Social studies</td>
<td>4</td>
<td>Social studies</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>Math</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Science</td>
<td>3</td>
</tr>
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<td>Foreign language</td>
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<td>Foreign language</td>
<td>3</td>
</tr>
<tr>
<td>Art/music</td>
<td>1</td>
<td>Art/music</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>.5</td>
<td>Health</td>
<td>.5</td>
</tr>
<tr>
<td>Physical education</td>
<td>2</td>
<td>Physical education</td>
<td>2</td>
</tr>
<tr>
<td>Sequence/electives</td>
<td>As required</td>
<td>Sequence/electives</td>
<td>As required</td>
</tr>
<tr>
<td>Minimum number</td>
<td>22</td>
<td>Minimum number</td>
<td>22</td>
</tr>
</tbody>
</table>

#### Regents-diploma required exams (65 and above)

<table>
<thead>
<tr>
<th>Regents-diploma required exams (65 and above)</th>
<th>Advanced regents-diploma required exams (65 and above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts Regents exam</td>
<td>English language arts Regents exam</td>
</tr>
<tr>
<td>Math Regents exam</td>
<td>All math Regents exams offered</td>
</tr>
<tr>
<td>Regents global studies exam</td>
<td>Regents global studies exam</td>
</tr>
<tr>
<td>Regents U.S. history exam</td>
<td>Regents U.S. history exam</td>
</tr>
<tr>
<td>Regents science exam</td>
<td>Two Regents science exams</td>
</tr>
<tr>
<td>School foreign language exam*</td>
<td></td>
</tr>
</tbody>
</table>

*Students acquiring 5 units of credit in art, music, business, technology or career and technical education plus the one-unit language other than English (LOTE) requirement may be exempt.

#### Number of Credits Required for Promotion

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td>5</td>
</tr>
<tr>
<td>Grade 11</td>
<td>10</td>
</tr>
<tr>
<td>Grade 12</td>
<td>14</td>
</tr>
</tbody>
</table>
Graduation Requirements

The following charts outline the diploma and credential requirements currently in effect. The chart is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer specific regulatory requirements and more detailed information regarding the requirements for each diploma or credential.

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Available to</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Regents                                           | All students          | • Credit: 22 units of credit distributed as follows: 4 English language arts (ELA), 4 Social Studies, 3 Science, 3 Mathematics, ¼ Health, 1 Arts, 1 Language other than English (LOTE), 2 Physical Education, 3½ Electives  
  • Assessment: 5 required Regents exams with a score of 65 or better as follows: 1 Math, 1 Science, ELA, Global History and Geography, U.S. History and Government [Link](http://www.p12.nysed.gov/part100/pages/1005.html#regentsdiploma) |
| Regents (through appeal)                          | All students          | • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ¼ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3½ Electives.  
  • Assessment: 4 required Regents exams with a score of 65 or better and 1 Regents exam with a score of 62-64 for which an appeal is granted by the local district per Commissioner’s Regulation section 100.5(d)(7) as follows: 1 Math, 1 Science, ELA, Global History and Geography, U.S. History and Government [Link](http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore) |
| Regents with Honors                               | All students          | • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ¼ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3½ Electives.  
  • Assessment: 5 required Regents exams with a computed average score of 90 or better as follows: 1 Math, 1 Science, ELA, Global History and Geography, U.S. History and Government [Link](http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors) |
| Regents with Advanced Designation with Honors      | All students          | • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ¼ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3½ Electives.  
  • Assessment: 8 required Regents exams with a computed average score of 90 or better as follows: 3 Math, 2 Science, ELA, Global History and Geography, U.S. History and Government; and either a locally developed Checkpoint B LOTE examination with a score of 65 or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.  
  [Link](http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors) |
| Regents with Advanced Designation with an annotation that denotes Mastery in Math | All students          | • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ¼ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3½ Electives.  
  • Assessment: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Mathematics See section 100.5(b)(7)(x) [Link](http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD) |
| Regents with Advanced Designation with an annotation that denotes Mastery in Science | All students          | • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ¼ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3½ Electives.  
  • Assessment: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Science See section 100.5(b)(7)(x) [Link](http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD) |
| Local                                             | Students with disabilities with an individualized education program or section 504 accommodation plan | • Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ¼ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3½ Electives.  
  • Assessment: Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 Math, 1 Science, ELA, 1 Global History and Geography, 1 U.S. History and Government; [Link](http://www.p12.nysed.gov/part100/pages/1005.html#assessment), or; Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011: Passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination [Link](http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm); or  
  • Compensatory Safety Net Option: Scores between 45-54 on one or more of the five required Regents exams, other than the ELA or mathematics exam, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 must be earned on both the ELA and mathematics exams. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned. [Link](http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html) |
## Graduation Requirements

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Available to</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Local Diploma (through appeal) | All students | - Credit: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives.  
- Assessment: 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 62-64 for which an appeal is granted by the local district per Commissioner’s Regulation section 100.5(d)(7) as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government [www.p12.nysed.gov/part100/pages/1005.html#regpasscore](http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore) |
| Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement | All students | - Credit: Completes all credit requirements as listed above for specific diploma types and completes an approved CTE program.  
- Assessment: Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the technical assessment designated for the particular approved CTE program which the student has completed. [http://www.p12.nysed.gov/part100/pages/1005.html#carteched](http://www.p12.nysed.gov/part100/pages/1005.html#carteched) |

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Available to</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Career Development and Occupational Studies (CDOS) Commencement Credential | Students with disabilities other than those who are assessed using the NYS Alternate Assessment (NYSAA) | - Completes a career plan; demonstrates attainment of the commencement level CDOS learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in CTE coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile;  
OR  
- Student meets criteria for a national work readiness credential. This credential may be a supplement to a regular diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student’s exiting credential provided the student has attended school for not less than 12 years, excluding kindergarten. [http://www.regents.nysed.gov/meetings/2013Meetings/April2013/413p12accesa1Revised.pdf](http://www.regents.nysed.gov/meetings/2013Meetings/April2013/413p12accesa1Revised.pdf) |
| Skills and Achievement Commencement Credential | Students with severe disabilities that are assessed using NYSAA | - All students with severe disabilities who attend school for not less than 12 years, excluding kindergarten, graduate 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. [http://www.p12.nysed.gov/specialed/publications/SACCmemo.htm](http://www.p12.nysed.gov/specialed/publications/SACCmemo.htm) [http://www.p12.nysed.gov/part100/pages/1006.html](http://www.p12.nysed.gov/part100/pages/1006.html) |
Interested in participating in NCAA Division I or II? If so, you will need to be certified through the NCAA eligibility center. Eligibility requirements – which are based on core classes taken, grade point average and SAT/ACT scores – can be found on the NCAA website at www.ncaaclearinghouse.net.

The responsibility falls upon each student to keep track of his or her requirements and eligibility status.

College-bound student-athlete checklist
- Review eligibility requirements in your freshmen/sophomore years - www.eligibilitycenter.org
- Register at the beginning of your junior year at www.eligibilitycenter.org
- Request your transcript electronically through Naviance - https://connection.naviance.com/family-connection/auth/login and NCAA (at the end of your junior year).
- Review your transcript with your Guidance Counselor. Be sure you have all the required core classes for graduation and NCAA (22 credits required for graduation; 16 core courses required for Divisions I and II).
- Take the SAT/ACT – Division I uses a sliding scale to match test scores and core grade-point averages (GPA). Division II requires a minimum SAT score of 820 or an ACT sum score of 68 (end of junior year) - http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf.
- Ask your guidance counselor to submit your final transcript with proof of graduation through Naviance (end of senior year).

### Albany High School’s NCAA-approved courses

<table>
<thead>
<tr>
<th>English</th>
<th>Social Studies</th>
<th>Mathematics</th>
<th>Science</th>
<th>Additional Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ENGLISH 9R</td>
<td>• WORLD HISTORY I</td>
<td>• ALGEBRA</td>
<td>• LIVING ENVIRONMENT BIOLOGY R</td>
<td>• CHINESE 1</td>
</tr>
<tr>
<td>• ENGLISH 9H</td>
<td>• WORLD HISTORY I H</td>
<td>• GEOMETRY</td>
<td>• LIVING ENVIRONMENT BIOLOGY H</td>
<td>• CHINESE 2</td>
</tr>
<tr>
<td>• ENGLISH 10R</td>
<td>• AP WORLD HISTORY</td>
<td>• ALGEBRA II</td>
<td>• AP BIOLOGY</td>
<td>• CHINESE 3</td>
</tr>
<tr>
<td>• ENGLISH 10H</td>
<td>• WORLD HISTORY II</td>
<td>• PRECALCULUS</td>
<td>• CHEMISTRY R</td>
<td>• CHINESE 4</td>
</tr>
<tr>
<td>• ENGLISH 11R</td>
<td>• WORLD HISTORY II H</td>
<td>• CALC W/ PRECALC</td>
<td>• CHEMISTRY H</td>
<td>• FRENCH 1</td>
</tr>
<tr>
<td>• ENGLISH 11H</td>
<td>• AP EUROPEAN HISTORY</td>
<td>• IB MATH STUDIES SL</td>
<td>• AP CHEMISTRY</td>
<td>• FRENCH 2</td>
</tr>
<tr>
<td>• FICTION WRITING</td>
<td>• US HISTORY AND GOVERNMENT 11R</td>
<td>• IB MATH SL</td>
<td>• CORE CHEMISTRY</td>
<td>• FRENCH 2H</td>
</tr>
<tr>
<td>• AFRICAN-AMERICANS AND WOMEN</td>
<td>• US HISTORY AND GOVERNMENT 11H</td>
<td>• AP MATH 12 1</td>
<td>• EARTH SCIENCE R</td>
<td>• FRENCH 3</td>
</tr>
<tr>
<td>• IB ENGLISH HL</td>
<td>• AP AMERICAN HISTORY</td>
<td>• AP MATH 12 2</td>
<td>• ENV STUDIES/EARTH SCIENCE</td>
<td>• FRENCH 3H</td>
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<td>• IB II/AP ENGLISH HL</td>
<td>• IB/AP HIST AMER HL</td>
<td>• AP STATISTICS</td>
<td>• PHYSICS R</td>
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<td>• ECONOMICS IN BUSINESS</td>
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<td>• CORE PHYSICS</td>
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<td>• AP ECONOMICS</td>
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<td>• AP PHYSICS</td>
<td>• SPANISH 1</td>
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<td>• AP US GOVERNMENT AND POLITICS</td>
<td></td>
<td>• IB II BIOLOGY HL</td>
<td>• SPANISH 2</td>
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<td></td>
<td>• YOUR VOICE IN GOVERNMENT</td>
<td></td>
<td>• IB/AP BIOLOGY HL</td>
<td>• SPANISH 2H</td>
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<td></td>
<td>• IB HIST AMER HL COMMUNISM</td>
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<td>• INTRO TO NANOSCALE SCIENCE AND</td>
<td>• SPANISH 3</td>
</tr>
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<td>• PART. IN GOVERNMENT</td>
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<td>ENGINEERING</td>
<td>• SPANISH 3H</td>
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<tr>
<td></td>
<td>• PSYCHOLOGY</td>
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<td>• ADVANCED NANOscale SCIENCE AND</td>
<td>• SPANISH 4</td>
</tr>
<tr>
<td></td>
<td>• SOCIOLOGY</td>
<td></td>
<td>ENGINEERING</td>
<td>• AP SPANISH</td>
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<td></td>
<td></td>
<td></td>
<td>• INTRODUCTION TO FORENSIC SCIENCE</td>
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</tr>
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</table>
Albany High School offers a wealth of courses to meet the needs and interests of our students. In the pages that follow, we have organized these courses into college and career pathways to assist students in selecting classes that fit their current interests and their future college and career aspirations.

It is critical that students and their families understand that students are not locked into one pathway. You may be a student who excels in English but has to work a little harder in science. So you may take an honors or AP pathway for your English classes, but opt for a Regents pathway for your science classes. What is important is that you select the classes and pathways that will prepare you to be ready for the college or career of your choice.

Take a careful look at all the offerings summarized by pathway over the next few pages and then work with your family to complete your College and Career Pathways Worksheet (see page 66) in preparation for your annual scheduling meeting with your guidance counselor.

### College and Career Pathways – Regents Pathway

<table>
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<th>REGENTS PATHWAY</th>
<th>Grade 9</th>
<th>Units</th>
<th>Grade 10</th>
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<td>1</td>
<td>Participation in Government and Economics</td>
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<td>Math in Trades OR Tech Applications of Math</td>
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<tr>
<td>Technology</td>
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<tr>
<td>Family And Consumer Sciences</td>
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</tbody>
</table>

**Three credits of World Language are required for an Advanced Regents Diploma

***Five credits of Art, Business, Career and Technical Education, Music and Technology plus one credit in World Language can be used to obtain an Advanced Regents Diploma
## College and Career Pathways – Avid and Smart Scholars Pathway

<table>
<thead>
<tr>
<th>AVID and SMART SCHOLARS PATHWAY</th>
<th>Grade 9</th>
<th>Units</th>
<th>Grade 10</th>
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<th>Grade 11</th>
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<td>0.5</td>
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<td>1</td>
<td>English 10H</td>
<td>1</td>
<td>English 11 HVCC</td>
<td>1</td>
<td>English 101/102</td>
<td>1</td>
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<td>World History I-H</td>
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<td>World History II-H</td>
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<td>U.S. History HVCC</td>
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<td>Participation in Government and Economics</td>
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<td>Sociology 100</td>
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<td>Pre calculus HVCC OR Algebra 2</td>
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<td>Algebra</td>
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<td>Geometry</td>
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<td>Intermediate Algebra HVCC</td>
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<td>Earth Science or Environmental Studies</td>
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<td>Chemistry Regents or Core Chemistry or Forensics</td>
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<table>
<thead>
<tr>
<th>HONORS PATHWAY*</th>
<th>Grade 9</th>
<th>Units</th>
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<th>Units</th>
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<td>English 10H</td>
<td>1</td>
<td>English 11H</td>
<td>1</td>
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</tr>
<tr>
<td>History And Government</td>
<td>World History I H</td>
<td>1</td>
<td>World History II H</td>
<td>1</td>
<td>US History H OR US History HVCC</td>
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<td>Participation in Government and Economics</td>
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<td>Grade 10 students will have 3 free periods for electives in these programs of study or any electives from the core subject areas</td>
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</table>

*For accelerated students
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***Five credits of Art, Business, Career and Technical Education, Music and Technology plus one credit in World Language can be used to obtain an Advanced Regents Diploma
# College and Career Pathways – AP Pathway* Pathway

<table>
<thead>
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<th>AP PATHWAY*</th>
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<td>European History AP</td>
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<td>Biology AP OR Environmental AP OR Physics R OR Physics AP OR Chemistry AP (odd years)</td>
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* For Accelerated Students

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## College and Career Pathways

### – International Baccalaureate Pathway*

<table>
<thead>
<tr>
<th>IB PATHWAY*</th>
<th>Grade 9 Units</th>
<th>Grade 10 Units</th>
<th>Grade 11 Units</th>
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<td>IB English HL II 1</td>
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<td>IB History of the Americas: Communism HL 2 1</td>
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<td>Algebra 2 IB Math SL 2 OR IB Math SL 2 1</td>
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<td>Chemistry H OR Physics R 1</td>
<td>Physics SL 1</td>
<td>IB Biology HL II OR Physics SL 1</td>
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<td>Grade 11 students will have 1 to 2 free periods for electives in these programs of study or any electives from the core subject areas 3</td>
<td>Grade 12 students will have up to 2 free periods for electives in these programs of study or any electives from the core subject areas 5</td>
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<td>Career And Technical Education</td>
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</table>

* For accelerated students

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† In order to complete an IB diploma, students also must complete the Honors/AP/IB course in World Language.
### College and Career Pathways
– Art, Music and Performing Arts Pathways

<table>
<thead>
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<th>Grade 9</th>
<th>Units</th>
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<th>Grade 12</th>
<th>Units</th>
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<td>Studio in Art OR Design and Drawing for Production (DDP)</td>
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<td>Drawing and Painting I OR Two Dimensional Design</td>
<td>1</td>
<td>Drawing and Painting I OR Two Dimensional Design</td>
<td>1</td>
<td>Independent Study or University in the HS Advanced Art OR Two-Dimensional Design</td>
<td>1</td>
</tr>
<tr>
<td>Two Dimensional Art Fashion Design</td>
<td>Studio in Art OR Studio Art -Electronic Media OR Design and Drawing for Production (DDP)</td>
<td>1</td>
<td>Drawing and Painting I OR Two-Dimensional Design</td>
<td>1</td>
<td>Drawing and Painting II OR Fashion and Costume Design or Clothing Production (CTE) OR Two-Dimensional Design</td>
<td>1</td>
<td>Independent Study or University in the HS Advanced Art OR Two-Dimensional Design</td>
<td>1</td>
</tr>
<tr>
<td>Three Dimensional Art</td>
<td>Studio in Art OR Studio Art -Electronic Media OR Design and Drawing for Production (DDP)</td>
<td>1</td>
<td>Studio in Pottery and Sculpture</td>
<td>1</td>
<td>Advanced Pottery and Sculpture</td>
<td>1</td>
<td>3 D Design</td>
<td>1</td>
</tr>
<tr>
<td>Media Arts Photography</td>
<td>Studio in Art OR Studio Art -Electronic Media OR Design and Drawing for Production (DDP)</td>
<td>1</td>
<td>Photography I</td>
<td>1</td>
<td>Photography II</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Arts Video</td>
<td>Studio in Art OR Studio Art - Electronic Media OR Design and Drawing for Production (DDP)</td>
<td>1</td>
<td>Digital Filmmaking and TV Production</td>
<td>1</td>
<td>Advanced Digital Filmmaking and TV Production</td>
<td>1</td>
<td>Advanced Digital Filmmaking and TV Production</td>
<td>1</td>
</tr>
<tr>
<td>IB</td>
<td>Studio in Art OR Studio Art - Electronic Media Design and Drawing for Production (DDP)</td>
<td>1</td>
<td>Art Elective</td>
<td>1</td>
<td>IB Art Design HL I OR IB Art SL</td>
<td>1</td>
<td>IB Art Design HL II</td>
<td>1</td>
</tr>
</tbody>
</table>

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### MUSIC PATHWAYS

| **STUDENTS IN GRADES 9-12 CAN PARTICIPATE IN MUSIC CLASSES ACROSS MULTIPLE YEARS** |
|------------------|---------|-------|----------|-------|----------|-------|----------|-------|
| Vocal | Vocal Music I, Select Choir, Albanettes |
| Band | Concert Band, Symphonic Band, Wind Ensemble, Jazz Band |
| Strings | Orchestra, Advanced Orchestra |
| Theory | Music In Our Lives, Music Theory |

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### PERFORMING ARTS PATHWAYS

| **STUDENTS IN GRADES 9-12 MAY TAKE ELECTIVES IN THE PERFORMING ARTS PATHWAY. SOME ELECTIVES HAVE PREREQUISITES.** |
|------------------|---------|-------|----------|-------|----------|-------|----------|-------|
| Performing Arts | Theater Arts, After School Performing Arts, Journalism, Drama |
## College and Career Pathways

### World Language and Career and Technical Pathways

<table>
<thead>
<tr>
<th><strong>WORLD LANGUAGE PATHWAYS</strong></th>
<th>Grade 9</th>
<th>Units</th>
<th>Grade 10</th>
<th>Units</th>
<th>Grade 11</th>
<th>Units</th>
<th>Grade 12</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REGENTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish 1 or French 1 or Mandarin 1</td>
<td>1</td>
<td>Spanish 2 or French 2 or Mandarin 2</td>
<td>1</td>
<td>French 3 or Spanish 3 or Mandarin 3</td>
<td>1</td>
<td>French 4H/SUNYA/AP/IB SL 1 or Spanish 4H/SUNYA/AP/IB SL 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>HONORS/AP/IB</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>French 2H or Spanish 2H or Mandarin 1</td>
<td>1</td>
<td>French 3 H or Spanish 3H or Mandarin 2</td>
<td>1</td>
<td>French 4H/SUNYA/AP/IB SL 1 or Spanish 4H/SUNYA/AP/IB SL 1 or Mandarin 3</td>
<td>1</td>
<td>French 5H/SUNYA/AP/IB SL 2 or Spanish 5H/SUNYA/AP/IB SL 2 or Mandarin 4/IB AB Initio or Mandarin 5/IB AB Initio 2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Three credits of World Language are required for an Advanced Regents Diploma**

### CAREER AND TECHNICAL PATHWAYS

<table>
<thead>
<tr>
<th><strong>CAREER AND TECHNICAL</strong></th>
<th>Grade 9</th>
<th>Units</th>
<th>Grade 10</th>
<th>Units</th>
<th>Grade 11</th>
<th>Units</th>
<th>Grade 12</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culinary Arts</td>
<td>Career and Financial Management</td>
<td>1</td>
<td>Culinary Arts I</td>
<td>1</td>
<td>Culinary Arts II</td>
<td>3</td>
<td>Culinary Arts III</td>
<td>2</td>
</tr>
<tr>
<td>Construction</td>
<td>Career and Financial Management</td>
<td>1</td>
<td>Construction Tech I</td>
<td>1</td>
<td>Construction Tech II</td>
<td>2</td>
<td>Construction Tech III</td>
<td>3</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>Career and Financial Management</td>
<td>1</td>
<td>Cosmetology I</td>
<td>1</td>
<td>Cosmetology II</td>
<td>2</td>
<td>Cosmetology III</td>
<td>3</td>
</tr>
<tr>
<td>Certified Nursing Assistant</td>
<td>Career and Financial Management</td>
<td>1</td>
<td>Health Sciences I</td>
<td>1</td>
<td>Health Sciences II</td>
<td>2</td>
<td>Health Sciences III</td>
<td>3</td>
</tr>
<tr>
<td>Emergency Medical Technician</td>
<td>Career and Financial Management</td>
<td>1</td>
<td>Health Sciences I</td>
<td>1</td>
<td>Health Sciences II</td>
<td>2</td>
<td>Health Sciences III</td>
<td>2</td>
</tr>
<tr>
<td>Automotive Technologies</td>
<td>Career and Financial Management</td>
<td>1</td>
<td>Automotive Tech I</td>
<td>1</td>
<td>Automotive Tech II</td>
<td>2</td>
<td>Automotive Tech III</td>
<td>3</td>
</tr>
</tbody>
</table>

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## College and Career Pathways

### Business, Technology and Science Elective Pathways

<table>
<thead>
<tr>
<th>***BUSINESS PATHWAYS</th>
<th>Grade 9</th>
<th>Units</th>
<th>Grades 10 and 11</th>
<th>Grade 12</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Career and Financial Management</td>
<td>1</td>
<td>Accounting I, Business Math HVCC, Business Law</td>
<td>Business Explorations</td>
<td>3</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>***TECHNOLOGY PATHWAYS</th>
<th>Grade 9</th>
<th>Units</th>
<th>Grade 10</th>
<th>Units</th>
<th>Grade 11</th>
<th>Units</th>
<th>Grade 12</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Essentials</td>
<td>Design and Drawing for Production (DDP)</td>
<td>1</td>
<td>IT Essentials</td>
<td>1</td>
<td>Digital Electronics HVCC</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Lead The Way</td>
<td>Design and Drawing for Production (DDP)</td>
<td>1</td>
<td>Computer Integrated Manufacturing, Engineering Design and Development, Civil Engineering and Architecture, Principles of Engineering</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>SCIENCE ELECTIVE PATHWAYS</th>
<th>Grades 9 and 10</th>
<th>Science Electives for Students in Grades 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nanoscience</td>
<td>Living Environment, Chemistry, AP Biology, Physics</td>
<td>Intro to Nanoscale Science and Engineering</td>
</tr>
<tr>
<td>Medical Science</td>
<td>Living Environment, AP Biology, Core Chemistry, Chemistry, Chemistry AP</td>
<td>Intro to Medical Science, Anatomy and Physiology, Health Education Explorations, Emergency Medical Technician</td>
</tr>
<tr>
<td>Forensics</td>
<td>Living Environment, Chemistry, AP Biology</td>
<td>Intro to Forensic Science, Criminal Justice Explorations</td>
</tr>
</tbody>
</table>
### College and Career Pathways – Family and Consumer Sciences and Core Elective Pathways

<table>
<thead>
<tr>
<th>FAMILY AND CONSUMER SCIENCE PATHWAYS</th>
<th>Grade 9</th>
<th>Units</th>
<th>Grade 10</th>
<th>Units</th>
<th>Grade 11</th>
<th>Units</th>
<th>Grade 12</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing, Textile And Design</td>
<td>Career and Financial Management</td>
<td>1</td>
<td>Clothing and Textiles</td>
<td>0.5</td>
<td>Clothing Production</td>
<td>0.5</td>
<td>Fashion and Design</td>
<td>1</td>
</tr>
<tr>
<td>Food And Nutrition</td>
<td>Career and Financial Management</td>
<td>1</td>
<td>Food and Nutrition</td>
<td>0.5</td>
<td>Food Prep and Nutrition</td>
<td>0.5</td>
<td>Applied Food Science</td>
<td>1</td>
</tr>
<tr>
<td>Human Services</td>
<td>Career and Financial Management</td>
<td>1</td>
<td>Lifespan Studies</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CORE SUBJECT AREA ELECTIVES

Students in Grades 9-12 May Take Electives in the Core Pathway. Some Electives Have Prerequisites.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>JOURNALISM</td>
</tr>
<tr>
<td>History and Government</td>
<td>Anthropology, Sociology, Psychology AP, IB Psychology SL</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Intermediate Algebra HVCC, Precalculus HVCC</td>
</tr>
</tbody>
</table>
Advanced Placement (AP) courses are available at Albany High School.

An AP course is essentially a college-level program developed to prepare students to take an AP exam at the conclusion of the course. Students who perform well on AP exams may find their college course requirements reduced, or may qualify for advanced course work in their freshman year of college. Nationally, the AP program is administered by the College Board, which develops the course curriculum for each course, trains teachers and designs and administers AP examination. Currently Albany High School offers 21 AP courses.

<table>
<thead>
<tr>
<th>Department</th>
<th>AP course name</th>
<th>Albany High course code and name</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English Language and Composition</td>
<td>135 AP English Language and Composition OR 126.3 IB/AP English HL</td>
</tr>
<tr>
<td></td>
<td>English Literature and Composition</td>
<td>136 AP Literature and Composition OR 136.6 IB II AP English HL</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>French Language and Culture</td>
<td>354 French 5H/APII/IBII/SUNY A4</td>
</tr>
<tr>
<td></td>
<td>Spanish Language and Culture</td>
<td>388.3 Spanish 5H/APII/IBII/SUNY A4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History</td>
<td>205 AP World History</td>
</tr>
<tr>
<td></td>
<td>European History</td>
<td>208 AP European History</td>
</tr>
<tr>
<td></td>
<td>United States History</td>
<td>218.3 IB/AP History of the Americas HL</td>
</tr>
<tr>
<td></td>
<td>United States Government and Politics</td>
<td>231 AP United States Government and Politics</td>
</tr>
<tr>
<td></td>
<td>Microeconomics</td>
<td>237 AP Economics</td>
</tr>
<tr>
<td></td>
<td>Macroeconomics and Microeconomics</td>
<td>237.4 IB Economics SL</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>243 AP Psychology</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>324.3 IB/AP Biology HL</td>
</tr>
<tr>
<td></td>
<td>Environmental Science</td>
<td>327 AP Environmental Science</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>326 AP Chemistry (offered odd years only)</td>
</tr>
<tr>
<td></td>
<td>Physics C: Mechanics</td>
<td>328 AP Physics</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Statistics</td>
<td>285 AP Statistics</td>
</tr>
<tr>
<td></td>
<td>Calculus AB</td>
<td>280 Mathematics 12 AP-1</td>
</tr>
<tr>
<td></td>
<td>Calculus BC</td>
<td>278 Mathematics 12 AP-2</td>
</tr>
<tr>
<td>The Arts</td>
<td>Music Theory</td>
<td>680 Music Theory</td>
</tr>
</tbody>
</table>

All course descriptions are in their respective departments.

Please be aware: Students enrolled in AP courses are expected to take the AP examination in May and will be charged a registration fee of approximately $91 for each course. A fee reduction may be available based on financial need; please see the AP coordinator of the AP/IB office for more information.

Students MUST take the AP exam associated with the course in order to receive the AP designation on their transcript. Failure to do so will result in removal of the AP designation from any course taken and notification of college if necessary. In the instance where an AP course is co-seated with IB, HVCC or SUNY credit, students must fulfill at least one of the testing requirements in order to retain the higher-level course distinction on their transcript.
Advanced Placement

What is Advanced Placement?
Advanced Placement, or AP, classes allow Albany High students to pursue college-level work while in high school. Based on their performance on AP exams, students can earn credit, advanced placement or both for college.

Why take AP classes?
• Gain the edge in college prep
• Get a head start on the type of work you will confront in college
• Improve your writing skills and problem-solving techniques
• Develop the study habits needed for rigorous coursework
• Stand out in the college admissions process
• Demonstrate your maturity and readiness for college
• Show your willingness to push yourself
• Emphasize your commitment to academic excellence
• Broaden your intellectual horizons
• Explore the world from a variety of perspectives
• Study subjects in greater depth and detail
• Assume responsibility for your own reasoning, analyzing and understanding

How difficult are AP courses?
Compared with regular high school courses, AP courses are usually more demanding. Depending on the subject, you may read and write more, analyze material, synthesize ideas, solve problems and evaluate. Most AP classes are comparable to sophisticated college courses, so they aren’t easy, but they’re not impossibly difficult, either. The intellectual skills and interests you can develop in AP courses – critical reading, analyzing data sets, synthesizing evidence to develop new insights, etc. – will equip you for lifelong learning. Your investment in any AP course is sure to provide many returns.

I’m not sure I’m interested in college credit or advanced placement. Why should I take an AP course and exam?
Taking an AP course provides you with extra learning opportunities. The course gives you the kind of background and preparation that will prove beneficial in your college courses, and an AP grade shows your college that you have learned college-level material and deserve credit and/or advanced placement for meeting that challenge.

I’m not sure I am ready for an AP course and examination. What do I need to succeed?
You need to be willing and you need to be able. “Willing” means motivated to study and learn on the college level. If you are committed to participating actively in an AP class and doing the out-of-class assignments, you have met a major prerequisite for success. “Keeping up” is a basic practice for any college-level course. These courses move rapidly and cover a lot of ground. Successful students are those who keep up or, better; stay a little ahead of the required reading. You must also be able to do the work. Your record in earlier courses is the most obvious indicator of that ability.

How do I get into an AP course?
First, discuss your interest with your current teacher, talk to current AP teachers and your counselor to find out if he or she feels you can handle the extra work. You should also discuss AP course work with your parents.
# Art

**SEQUENCE OPTIONS**

Sequence Options for art are listed below:

## Visual Arts Sequence

**Foundation Level**

- 600 Studio in Art OR 1 credit
- 604 Design and Drawing for Production 1 credit
- 622 Drawing and Painting I 1 credit
- 624 Drawing and Painting II 1 credit

3-credit sequence

<table>
<thead>
<tr>
<th>Any art course</th>
<th>1 credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>(excluding Foundation Level)</td>
<td>1 credit</td>
</tr>
<tr>
<td>626 IS Advanced Art</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

### Second level

- 622 Drawing and Painting I 1 credit
- 608 Pottery and Sculpture 1 credit
- 614 Graphic Arts 1 credit
- 612 3-D Design 1 credit
- 621 Fashion Costume Design 1 credit
- 624 IB Art/Design 1 credit

## Media Arts Sequence

**Foundation Level**

- 602 Studio in Art Electronic Media OR 1 credit
- 604 Design and Drawing for Production 1 credit

Plus 2 credits from any of the following:

- 614 Graphic Arts 1 credit
- 618 Photography I 1 credit
- 603 Digital Filmmaking and Television Production 1 credit
- 607 Advanced Digital Filmmaking and Television Production 1 credit
- 621 Fashion Illustration and Costume Design 1 credit
- 620 Advertising Design 1 credit

3-credit sequence

<table>
<thead>
<tr>
<th>610 Advanced Studio in Pottery and Sculpture OR 1 credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>612 3-D Design</td>
</tr>
</tbody>
</table>

## Ceramics and Sculpture Sequence

**Foundation Level**

- 600 Studio in Art OR 1 credit
- 604 Design and Drawing for Production 1 credit
- 608 Studio in Pottery and Sculpture 1 credit
- 610 Advanced Studio in Pottery and Sculpture OR 1 credit

### 3-credit sequence

<table>
<thead>
<tr>
<th>Any art course</th>
<th>1 credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>(excluding Foundation Level)</td>
<td>1 credit</td>
</tr>
<tr>
<td>610 Advanced Studio in Pottery and Sculpture OR</td>
<td>1 credit</td>
</tr>
<tr>
<td>612 3-D Design</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

## IB Sequence

**Foundation Level**

- 600 Studio in Art 1 credit

### Fine Arts Sequence

**Foundation Level**

- 600 Studio in Art OR 1 credit
- 604 Design and Drawing for Production 1 credit

Plus 2 credits from either:

- 150 Drama 1 credit
- 138 Humanities 1 credit

OR any other art or music course (excluding foundation level)

### 3-credit sequence

**RECOMMENDATIONS**

- All students are invited to participate in the art program
- Foundation-level art classes (600/603/604) are required prior to taking advanced-level classes. All students need to pass Studio in Art, Design and Drawing for Production, or Studio Art Electronic Media before enrolling in any advanced art course.
- Students interested in careers in fine art, commercial art, industrial design, architecture, photography or media are encouraged to take a five-credit visual arts sequence including electives in areas of career interest.
- Students interested in studying fine art, fashion design, architecture, photography or graphic art at the college level are encouraged to develop a competitive admissions portfolio from any advanced art courses for those colleges that require a portfolio as part of their admissions process.
**COMPREHENSIVE FOUNDATION COURSES**

**600  Studio in Art**  
Grades 9-12  1 credit  
**PREREQ: None**  
This course introduces the student to the art elements, principles of design and the art-making of various cultures. A variety of media and studio techniques are explored. It satisfies the prerequisites for all other art courses and the Regents requirement for art or music.

**602  Studio in Art – Electronic Media Art**  
Grades 9-12  1 credit  
**PREREQ: None**  
A foundational course that is designed to explore how to solve visual literacy problems through graphic design, digital photography, videography, and animation and television production using the Elements of Art and Principles of Design.  
*This course satisfies the Art/Music requirement for graduation and is a gateway to advanced courses in Media Art.*

**604  Design and Drawing for Production (Pre-Engineering)**  
Grades 9-12  1 credit  
**PREREQ: None**  
4 RIT credits available $200  
DDP provides you with opportunities to be creative and to apply your decision-making and problem-solving skills to various design problems. You will use powerful computer hardware and software (Inventor) to develop 3-D models of objects. Using this computer-aided design system, you will learn the design process by creating, analyzing, drawing, and producing a model. This course may be used as part of the art sequence, and it satisfies the Regents Art/Music graduation requirement.

**VISUAL ARTS**

**622  Drawing and Painting I**  
Grades 10-12  1 credit  
**PREREQ: Studio in Art or Design and Drawing for Production**  
Drawing and Painting I is a Regents-level course. In this course, students will develop basic skills and techniques of drawing and painting with a variety of materials. They will develop creative problem solving skills, review basic art theory, cover a study of western art history and begin preparation of a portfolio. Course work includes a variety of short term exercises, long term projects and written assignments.

**624  Drawing and Painting II**  
Grades 11-12  1 credit  
**PREREQ: Drawing and Painting I, or equivalent course through an accredited institution, i.e. Sage, New York State Summer School of the Arts, the Arts Center of the Capital Region or two-year background in photography, architecture, or pottery and sculpture**  
This course is the backbone instruction for a strong portfolio. Focus is on drawing and painting media and will follow the SUNY curriculum for beginning drawing. College credit is available through the University at Albany for qualified juniors and seniors.

**626  Independent Study in Advanced Art**  
**Grade 12  1 credit**  
**PREREQ: Drawing and Painting II**  
This course will focus on painting techniques, advanced drawing techniques, and mixed media techniques. Much of the class work will be independent study. Emphasis is placed on portfolio completion and development as well as experimentation and self-direction.

**627  Art History**  
Grades 9-12  6 credits total  
**PREREQ: Students qualified to take this course must successfully complete a year of Studio Art or Design and Drawing for Production. The course would be designed to enrich students who plan to pursue a college program in the Arts or Humanities, particularly students enrolled in IB or AP courses**  
**Part I:** This elective course covers basic concepts in art history from prehistoric to renaissance art. Students will learn to examine both the cultural and aesthetic implications of art on the world history though a concentrated study of quintessential works.

**MEDIA ARTS**

**603  Digital Filmmaking and Television Production**  
Grades 11-12  1 credit  
**PREREQ: Studio in Electronic Media Art (preferred) or Drawing and Design for Production**  
This course is an introduction to video production techniques. Students in this course are exposed to a variety of creative and technical experiences used by professionals in the field. Informational, promotional and creative “school-appropriate” programming will be developed with opportunity to present it on the public air waves. The course is a desirable elective for students interested in the fine arts, media creation and communication arts.

**607  Advanced Digital Filmmaking and Television Production**  
Grades 11-12  1 credit  
**PREREQ: Studio in Electronic Media, Digital Filmmaking and Television Production**  
This course covers all the elements of film and television production. It is a hands-on experience to learn how to create TV programs as well as documentary production using TV studio equipment, video field cameras and non-linear editing software. Students use the programs on the College of Saint Rose TV Network as well as Time Warner Cable.

**612  Three-Dimensional Design**  
Grades 10-12  1 credit  
**PREREQ: Studio in Art or Design and Drawing for Production**  
This course will develop students’ understanding and appreciation of the interaction of form in space and ways to manipulate and respond to it. Students will explore the principles of design as applied to the elements and attributes of form. Evaluation will include visual problem-solving through sketchbook, critique and sculptural design projects ranging from assemblage to carving to mold making.
Art, continued

614 Graphic Arts
Grades 10-12 1 credit
PREREQ: Studio in Art or Design and Drawing for Production
This is an introductory course in Graphic Arts. We will explore digital as well as traditional graphic design concepts and techniques along with their relationship to the art elements and principles of design. Most assignments and projects are created on computers using Adobe Photoshop and Illustrator.

618 Studio in Photography
Grades 10-12 1 credit
PREREQ: Studio in Art or Design and Drawing for Production
Studio in Photography is an introductory course designed to provide students with a basic understanding of digital imaging in Photoshop. The elements and principles of art and design form the foundation for all visual assignments. In this course, students will create a photography portfolio as well as numerous images in a series to demonstrate a basic mastery of the computer program and aesthetic capabilities associated with digital camera techniques. Prior knowledge of Photoshop is not required.

619 Advanced Studio in Photography
Grade 11-12 1 credit
PREREQ: Studio in Photography
Advanced photography is a course designed for students who have taken Studio in Photography previously. At the advanced level, students are encouraged to explore each project in more depth and with greater scope, while working within the parameters of the assignment to create individual, artistic styles. Students will keep a photography journal and be required in the final quarter to complete a major social issues photo series.

620 Advertising Design
Grades 10-12 1 credit
PREREQ: Studio in Art or Design and Drawing for Production
This course introduces students to the graphic and layout techniques used to sell products. Emphasis is placed on three areas: the effect of media and advertising on society, manipulation of visual and verbal advertising components and the production of graphic design projects. In addition, this course explores the development of original cartoon/comic book imagery and animation.

621 Fashion Illustration and Costume Design
Grades 10-12 1 credit
PREREQ: Studio in Art or teacher recommendation
This course is intended for students grades 10-12 who are interested in exploring careers in the fashion industry. The students would study costume and fashion history, develop a fashion portfolio by drawing the human form, and study the techniques necessary to successfully depict costumes and fabrics on the fashion figure.

632 Two-Dimensional Design
Grades 11 – 12 1 credit
This is an advanced course for juniors and seniors that focuses on developing two-dimensional design skills. Computer software imaging applications are utilized as well as traditional hand rendering techniques. The curriculum of the University at Albany 2-D Design program is the foundation for the course. Students may take the course for UAlbany credit for a fee.

POTTERY AND SCULPTURE

608 Studio in Pottery and Sculpture
Grades 10-12 1 credit
PREREQ: Studio in Art, or Design and Drawing for Production
An introductory 3-D course designed to further studies in the elements of art and the principles of design, art history and the art of different cultures. Students explore ceramics and sculpture materials. Development of technical skills is emphasized. Evaluation includes quarterly independent written projects, midterm and final projects. Assessment may include art production, portfolio/process trail, and essays, or tests.
The Albany High School Business Education Department offers students life skills useful in high school, college and future work. Computer technology is used in nearly all course offerings. Students not seeking a Business sequence may select courses as electives.

412 Career and Financial Management
Grades 9-12 1 credit
PREREQ: None. Successful completion of this course is required for all students pursuing a CTE diploma.
The purpose of this course is to provide students with knowledge about business, the economy, careers and financial literacy. It is a project-based computer class that introduces economic and management concepts used to help students become successful in the workplace.

418 Accounting I
Grades 10-12 1 credit
PREREQ: None (meets requirements for the third credit of Mathematics)
Accounting I provides an overview of rules and procedures of accounting for profit-making businesses. It will prepare students to keep accurate financial records in order to make wise business decisions.

424 Business Math
Grades 11-12 1 credit
PREREQ: Algebra Regents exam (meets requirements for the third credit of Mathematics)
This course is an interdisciplinary business course option that will prepare students for the financial world they will encounter. Statistics show that a large percentage of young adults gets into financial difficulties. This course will help them manage their own finances. The course also is for students who have successfully passed the Algebra I exam. The course was designed to meet commencement level math and CDOS standards upon graduation.

424-7 Advanced Business Math
Grades 11-12 1 credit
PREREQ: Algebra Regents exam
This course reviews basic arithmetic and algebra skills through factoring trinomials and applies those skills to topics including ratio and proportion; percentages; simple interest; commercial discounts and purchases and present value. Income statement calculations and analysis will include sales, cost of goods sold, markup and operating expenses. Students may receive 4 college credits from HVCC for a fee.

425 Business Concepts and Applications
Grades 11-12 1 credit
PREREQ: None
The objective of this course is to provide students with the fundamental knowledge necessary in understanding and appreciating the concepts and issues facing the global world of business in the 21st century. Topics in this course will provide students with an awareness of the many facets of a modern business including but not limited to marketing, finance, management and legal/ethical issues. In addition, the student will gain an appreciation for the importance of attendance, conduct and personal appearance in business settings. Students may receive 4 college credits from HVCC for a fee.

426 Business Law
Grades 11-12 1 credit
PREREQ: None
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.

428 Economics and Business
Grade 12 ½ credit
PREREQ: None
At the successful completion of this course, the students will be prepared to make rational economic choices as citizens of a state, nation, and the world. Students will learn a logical way of thinking about economic matters through graphic representations and online research and reporting. Meets requirements for half-credit Social Studies IV “Economics.”

429 Your Voice in our Government
Grade 12 ½ credit
PREREQ: None
This ½-credit course is an exciting new option for seniors who are required to take Participation in Government. Your Voice in Our Government is a hands-on class designed to provide the students with an appreciation and understanding of their civic responsibility. Students will identify local and national societal issues related to the world of work. The students will also learn how they can directly interact with public policy processes to make a difference for their community. Meets requirements for half-credit Social Studies IV “Economics.”

436 Advanced Computer Applications (Semester)
436-5 (Alternate)
Grades 10-12 ½ credit
PREREQ: Computer Applications I
This course introduces the student to advanced information processing concepts and applications. Students will receive hands-on experience learning advanced features in word processing, spreadsheets, and database management, and the Internet. The Microsoft Office suite and Windows Operating Systems are the software products used. Students may earn 3 college credits from HVCC.
445  Computer Applications I
445-5  (Alternate)
Grades 9-12 ½ credit
PREREQ: None
This course will provide students with instruction in Microsoft Office Word. Students also will learn to type an average of 35-45 words per minute and proper use of the Internet. Successful completion of this course will enhance students’ employability profile as a result of software proficiency and keyboarding skills. Computer experience is not a requirement for this course.

446  Computer Applications II
446-5  (Alternate)
Grades 9-12 ½ credit
PREREQ: Computer Applications I
This course is the second part of Computer Applications I. Students will continue to increase speed. Instructions in Microsoft Word, Excel, PowerPoint, and proper use of the Internet will be provided.

448  Sports and Entertainment Marketing
Grades 11-12 1 credit
PREREQ: None
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.

449  Financial Literacy
(Alternate only)
Grades 11-12 ½ credit
PREREQ: None
This course is designed to develop skills and knowledge that will be used to help students develop sound money-management skills and inform them of the financial planning process. Topics include: budgeting and all that it entails, including sources of income, taxes, benefits and costs of spending; career as it relates to earning potential and what employers are looking for; savings and investments; inflation, risks and returns and relationships between saving and investing; credit, its purpose and the importance of managing and using it wisely; and insurance, how it works, types and costs.

497-5  Web Design (Alternate)
Grades 9-12 ½ credit
PREREQ: None
The purpose of this course is to provide a basic understanding of the methods and techniques of developing a simple to moderately complex website using the standard web page language XHTML, Dreamweaver, Photoshop or comparable. Students also will learn site design and layout techniques as well as basic search engine analysis.
Career and Technical Education

Career and Technical Education (CTE) programs offered at the Abrookin Career and Technical Center include a wide variety of programs designed to meet the interests and needs of all students and industry employment opportunities.

It is anticipated that upon graduation the student will have a marketable skill that would qualify him/her for an entry-level position or entry into an advanced education program such as a 2-year community college, a 4-year college, a special technical school, an apprenticeship program or further training in a branch of the military service.

During senior year, students participate in a work-based learning experience at local business/community organizations or through virtual experiences depending on the program of study and specializations. Students are awarded a Technical Skill Endorsement on their Regents diplomas upon completion of an approved program of study. Additionally, students completing a three-year CTE program of study generally are given advanced credit and/or exemption from certain coursework if they pursue further education.

**498 Construction Technologies I** (Formerly Foundations of Working with Wood)

**Grades 10-12** 1 credit

**PREREQ:** NONE

An introduction to construction technologies. This exploratory course will offer the student the opportunity to design and construct wood projects and furniture pieces. It is a hands-on introductory course with built-in flexibility to encourage creativity and varied interests. This course includes units in the use of hand and power tools, craftwork, furniture construction and bench work. There will be a public exhibit toward the end of the course to allow students the opportunity to show off their work. Afterwards, students will be allowed to take home their finished products.

**500 Construction Technologies II**

**Grades 11-12** 2 credits

**PREREQ:** 498 Construction Technologies I

This 2-credit course will provide a comprehensive study including blueprint reading; floor systems; wall and ceiling framing; roof framing and applications; exterior finishing; basic stair layout; electrical safety; residential electrical services; plumbing, masonry, roofing repair, electricity, painting, welding; HVAC; drain, waste, and vent systems; plastic pipe and fittings; and copper pipe and fittings. This course prepares the student with an overall perspective of the various fields of construction. Students will become familiar with the trade that best suits his/her interest and ability job skills for entry into the workforce. The work-based learning experience for this course is a school-based enterprise. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**501 Construction Technologies III**

**Grades 12** 3 credits

**PREREQ:** 500 or instructor approval

This 3-credit course will provide a comprehensive study of Construction Technologies including use of an organizational approach to construction management, programs and portfolios. Students are also introduced to the convergence of architecture, construction and engineering in today's workplace. At this point, students may specialize in one or more trade areas such as welding, plumbing, electrical, masonry or carpentry. The work-based learning experience for this course is a school-based enterprise and co-op placement. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**504 Carpentry I**

**Grades 10-12** 1 credit

**PREREQ:** None

An introduction to carpentry. This exploratory course will offer the student the opportunity to design and construct wood projects and furniture pieces. It is a hands-on course with built-in flexibility to encourage creativity and varied interests. This course includes units in the use of hand and power tools, craftwork, furniture construction and bench work. There will be a public exhibit toward the end of the course to allow students the opportunity to show off their work. Afterwards, students will be allowed to take home their finished products.

**505-2 Carpentry II**

**Grades 11-12** 2 credits

**PREREQ:** 504

Carpentry II is a continuation of Carpentry I. Second-year students will be introduced to power tools that are common in the trade. Trade-related math would be introduced at this level. Carpentry II students will become familiar with working sketches and how they are applied to the trade. Second-year students will become familiar with various types of residential framing and actually construct a house on a scaled-down level. Other areas of instruction will consist of installing doors and windows, and installation of drywall, suspended ceilings and concrete form work. Hands-on participation is a must. The work-based learning experience for this course is a school-based enterprise. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.
Career and Technical Education, continued

505-3 Carpentry III
Grade 12 3 credits
PREREQ: 505-2 or instructor approval
Carpentry III is a continuation of Carpentry II, with the third-year students reviewing learned practices and techniques. The student will be introduced to blueprint reading, detailed concrete form-work, roof construction and roofing materials, stair construction, interior finish and cabinetmaking. Where applicable, students will participate on “live” projects. Again, hands-on participation is a must. All students will participate in field, job shadowing or work co-op employment experiences. Further studies may be pursued at technical colleges such as SUNY Delhi, Hudson Valley Community College and SUNY Cobleskill. The work-based learning experience for this course is a school-based enterprise and Co-op placement. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

513 Cosmetology I
Grade 10 1 credit
PREREQ: None
An introduction to cosmetology. In this 1-credit course, students will be introduced to the many aspects of the beauty culture: hair color, cutting and styling, and skin and nail care, along with business skills needed to operate a salon or spa.

*Successful completion of Cosmetology I, II and III will qualify students to sit for the NYS licensing exam. Students who do not complete this three-year program of study will need to pursue additional post-secondary training to complete required hours needed to sit for the NYS licensing exam.

514-2 Cosmetology II
Grades 11-12 2 credit
PREREQ: 513
This 2-credit course will provide a comprehensive study and practice of the knowledge and skills required to achieve NYS licensing competency, including hairdressing, beauty therapy, nail services and spa services. Students will learn all aspects of hair coloring from basic chemistry to color analysis and testing, state-required procedures, corrective techniques, advanced and specialized techniques, working with wigs, extensions and hair pieces and advanced haircutting techniques. Additional, content includes barbering, facials, manicures, hair cutting, chemical relaxing and restructuring, wet hair styling and hair coloring and lighting. Skills in mathematics, science, biology, leadership, and problem-solving are reinforced in this course. The work-based learning experience for this course is a school-based enterprise. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

514-3 Cosmetology III
Grade 12 3 credits
PREREQ: 514-2 or instructor approval
This 3-credit course will provide a comprehensive study and practice of the knowledge and skills required to achieve NYS licensing competency including: hairdressing, beauty therapy, nail services and spa services. Students will continue with advanced cutting techniques for adults and children, advanced skin care procedures, facials, advanced makeup and nail work. Students will also begin the transition to the workplace with studies of State regulations for salons, ethics, business plans and communications, and placement in a work-based learning experience. The work-based learning experience for this course is a school based enterprise and Co-op placement. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Successful completion of Cosmetology I, II and III will qualify students to sit for the NYS licensing exam. Students who do not complete this three-year program of study will need to pursue additional post-secondary training to complete required hours needed to sit for the NYS licensing exam.

515 Culinary Arts I
(Formerly Exploring Cooking and Baking)
Grades 10-12 1 credit
PREREQ: None
An introduction to culinary arts. In this 1-credit course, you will explore the basics on how to make homemade soups, sauces, stir-fry, pasta dishes, breads, pastries and desserts. You will use a professional kitchen and be exposed to the tools, equipment and techniques used to create and follow recipes. It will be your choice to use the skills and knowledge at home or to further your pathway in the culinary arts field.

516 Culinary Arts II
Grades 11-12 2 credits
PREREQ: 515
In this 2-credit class, students learn through practical experience and theory in the restaurant kitchen. They learn language, work habits, skills and knowledge needed in the hospitality, tourism, and food industries. Emphasis is given on the many different careers in this field, including the importance of personal hygiene, sanitation and the many varieties of tools and equipment of the trade. Beginning instructions in safety and in the everyday usage of equipment and tools such as French knives, meat slicers, dough mixers, deep fryers, microwaves, dishwashing machines and coffee makers are covered. Students will master skills in baking and preparation of soups and sauces, salads and sandwiches. Catering, dining room and restaurant-management skills are an integral part of the curriculum. The work-based learning experience for this course is a school-based enterprise. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.
Career and Technical Education

517 Culinary Arts III
Grade 12 3 credits
PREREQ: 516 or instructor approval
The third-year student combines the knowledge and skill of the previous years to specialize in the hospitality, tourism, and food industries. The third-year student will be working more in the capacity of baker, assistant cook, and/or earning certification in foundations of restaurant management or ProStart culinary arts. Students’ time is focused on external placement in the industry work environment. The student at the end of the year will have the necessary information, skills and work experience needed for gainful employment or further advanced education. Completion of this program may lead to 3 college credits from Schenectady Community College. The work-based learning experience for this course is a school-based enterprise and co-op placement. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

521 Health Sciences I
(Formerly Intro to Health Services)
Grades 10-12 1 credit
PREREQ: None
An introduction to the health sciences. Consider taking this course to explore the health sciences and the many occupational opportunities you can pursue. While students learn about different jobs and the day-to-day responsibilities in those jobs, they’ll also learn medical terminology, develop their interpersonal skills and understand the expectations expected of them should they pursue a career in health. Not every job in this field requires a college education, but there’s always room for advancement for those that want to continue their education.

522 Health Sciences II
(Formerly Health Occupations)
Grades 11-12 2 credits
PREREQ: 521
This course is a state-mandated prerequisite course for the CNA program. The course prepares individuals with the basic skills and knowledge to enter the medical field in a variety of situations. Students will be introduced to occupations in hospitals, nursing homes, physician offices, outpatient surgical centers and other health facilities. Emphasis is on the health care system, legal/ethical issues, infection control, medical terminology, interpersonal skills and core clinical skills relative to employment in a health care facility. This course can be taken in conjunction with the CNA course.

523 Health Sciences III:
Certified Nurse Assistant (CNA)
Grade 12 3 credits
PREREQ: 522 with instructor approval
10 student maximum enrollment per section
The 3-credit course provides students with a strong foundation in comprehensive nursing skills and theory. It is designed to prepare students to render care in a long-term care facility as a nursing assistant. Students are placed in long-term care facilities under the supervision of a Registered Nurse (RN) to complete clinical requirement for certification. This course prepares students to be efficient and caring members of the health care team. The course reinforces the academics learned in Health Sciences I and II as they pertain to the elderly population, and emphasis is placed on professional development, communications, safety, bioethical/legal practices, infection control, healthcare delivery systems, assessment and diagnostic practices, health maintenance practices, problem-solving and decision-making. A 1 credit online component, which is taught through Blackboard is incorporated and reinforces the course content. The work-based learning experience for this course is a school-based enterprise and Co-op placement. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

524 Health Sciences III:
Emergency Medical Technician (EMT)
Grade 12 2 credits
PREREQ: 522 or instructor approval.
*Students must be 18 years old by the June course completion in order to sit for the NYS examination. 20 student maximum enrollment per section.
This 2-credit course covers anatomy and physiology, initial patient survey and triage, airway management, oxygen therapy, and treatment of bleeding, shock, cardiac arrest, fractures, spinal injuries and other medical emergencies. Additional areas of study include automated external defibrillation and general pharmacology. Students will also earn CPR certification. The course is designed for anyone interested in working in public safety, including fire, police and ambulance operations. Students must meet all requirements to take the New York State Emergency Medical Technician (EMT) exam that will be discussed by the instructor at orientation. College credits can be earned. The work-based learning experience for this course is a school-based enterprise and co-op placement. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

527 CISCO IT Essentials
Grades 10-12 1 credit
PREREQ: Successful completion of Geometry
The computer services industry is the fastest growing industry in the United States today. By becoming a computer networking technician, you will be in demand by employers all over the country. Employers are looking for people with computer networking skills and are willing to pay high salaries to certified technicians. The networking technician program is designed to help meet the overwhelming demand for skilled technicians. Students will learn theory, design, implementation and maintenance of computer networks. You may even have the opportunity to explore computer networking careers by participating in an internship in your senior year. In this internship, you work with employers in the field and continue to get hands-on experience you will need to become a certified technician. The culmination of this program is a final exam given by an outside testing center toward CCNA (CISCO Certified Network Associate).
Career and Technical Education, continued

528  CISCO Networking Academy Discovery 1 and 2
Grades 11-12  1 credit
PREREQ: 527 CISCO IT Essentials
This course is the second part of the CISCO Networking Curriculum. Upon completion of this course, students will be eligible to take the CCNA test, which is administered by CISCO systems. Course content includes IPX and Novell protocols, LAN segmentation utilizing bridges, switches, routers and Ethernet protocols. The second half of the year includes WAN configuration, frame relay, ISDN protocols and a threaded case study. Students also should be involved in an internship to gain real-life, on-the-job experience.

534  Automotive Technologies I (Formerly Basic Car Care)
Grades 10  1 credit
PREREQ: None
An introduction to automotive technologies. This 1-credit course will provide a comprehensive study including hands-on repair of the automobile engine and brakes as well as innovative projects that will stretch the students’ thinking. Service procedures for engine repair include engine diagnosis, removal and reinstallation, cylinder head and valve train diagnosis and repair, engine block assembly diagnosis and repair, and lubrication and cooling systems diagnosis and repair. Service procedures for brakes include hydraulic system diagnosis and repair; drum brake diagnosis and repair; disc brake diagnosis and repair; power assist units diagnosis and repair; and electronic brake, traction, and stability control systems diagnosis and repair.

535  Automotive Technologies II
Grades 11-12  2 credit
PREREQ: 534
This 2-credit course will provide a comprehensive study including hands-on repair of the automobile’s electrical system as well as innovative projects that will stretch students’ thinking. Service procedures include general electrical system diagnosis; battery diagnosis and repair; starting system diagnosis and repair; charging system diagnosis and repair; lighting system diagnosis and repair; gauges, warning devices, and driver information systems diagnosis and repair; horn and wiper/washer diagnosis and repair; and accessories diagnosis and repair. The work-based learning experience for this course is a school-based enterprise. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

536  Automotive Technologies III
Grades 12  3 credit
PREREQ: 535 or instructor approval
This 3-credit course will provide a comprehensive study including hands-on repair of the automobile’s engine performance system as well as innovative projects that will stretch students’ thinking. Service procedures include general engine diagnosis; computerized engine controls diagnosis and repair; ignition system diagnosis and repair; fuel, air induction, and exhaust system diagnosis and repair; emissions control systems diagnosis and repair; and engine related service. The work-based learning experience for this course is a school-based enterprise and co-op placement. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

SPECIAL EDUCATION SERVICE LEVEL COURSES

497  Building Trades I
Grades 9-12
This course trains students for entry level careers within the construction, facilities maintenance, and the custodial fields. Students are engaged in academic and practical hands on lessons. Students in the program will complete group projects that are work based in nature, involve problem solving, utilize hands on skill and will benefit the school and local communities.

499  Hospitality and Lodging I
Grades 9-12
This course trains students for entry level careers within hospitality and lodging industry through real world knowledge, skills, and job training. Students are engaged in academic and practical hands on lessons. Students can also earn professional certification from the American Hotel and Lodging Educational Institutes Start Program.

COMMUNITY PARTNERSHIPS

454  CEIP: Career Exploration Internship Program (Unpaid)
Grades 9-12  ½-1 credit
PREREQ: 14 years or older and departmental approval
The Career Exploration Internship Program (CEIP) assists students in understanding the linkages among school, work and postsecondary education. CEIP allows students to learn about a variety of career options through a non-paid worksite experience in a career area of interest. This program can be extremely beneficial to students by helping them clarify career interests and decide upon a program major in postsecondary education. CEIP is a partnership between education institutions and business and industry to provide students, as early as age 14, the opportunity to learn firsthand about the skills and education requirements necessary for career areas in which they have an interest.

This experience allows students to play an integral part in designing their high school program and in choosing courses that will help them reach their college and career objectives. Through this partnership, educators and employers engage in providing students with meaningful learning experiences and share the critical task of helping students develop self-direction and decision-making skills. Students need to complete either 54 or 108 worksite hours and the corresponding 27 or 54 hours of supporting in-school instruction, depending upon the amount of credit being earned. This instruction may be delivered in a variety of ways (e.g., classroom setting, seminar setting, one on one instruction, independent study).
Career and Technical Education, continued

542  CTE Cooperative Work Experience Program  
(Paid or Unpaid)

Grades 11-12  ½-2 credits

PREREQ: 16 years or older and enrollment in or completion of an occupational program

A Career and Technical Education Cooperative Work Experience Program (co-op) provides an important link between the classroom and the workplace for students age 16 and older. It enhances and adds relevance to classroom learning. High school students often find learning on an abstract level challenging and learn more readily when they see the theory in operation and have an opportunity to practice what they are learning. The co-op is essentially a partnership that links school, community and business/industry to provide a real-world environment in which students are given the opportunity to apply, and thereby enhance, the knowledge and skills obtained in the classroom.

The work experience (paid or unpaid) component of co-op is related to the student’s CTE program of study, with the primary goal to develop career relevancy and competence. These work experiences can also motivate at-risk students to remain in school and improve their academic achievement. Co-op helps a student develop 21st-century skills, including initiative, human relations, and the attitudes and behaviors necessary for success in the workplace and community.

Students need to complete 150, 200, 450 or 600 worksite hours and the corresponding 27, 54, 81 or 108 hours of supporting in-school instruction, depending upon the amount of credit being earned. This instruction may be delivered in a variety of ways (e.g., classroom setting, seminar setting, one on one instruction, independent study).

*The nature of certain kinds of employment or programs may make it necessary to schedule co-op experiences during the summer months.

Career and Technical Education courses at a glance:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
<th>Credit</th>
<th>Prerequisite</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-12</td>
<td>498 Construction Technologies I</td>
<td>1</td>
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<td>11-12</td>
<td>500 Construction Technologies II</td>
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<td>CTE Certified</td>
</tr>
<tr>
<td>12</td>
<td>501 Construction Technologies III</td>
<td>3</td>
<td>500</td>
<td>CTE Certified / NOCTI</td>
</tr>
<tr>
<td>10-12</td>
<td>504 Carpentry I</td>
<td>1</td>
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<td>CTE Certified</td>
</tr>
<tr>
<td>11-12</td>
<td>505-2 Carpentry II</td>
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<td>504</td>
<td>CTE Certified</td>
</tr>
<tr>
<td>12</td>
<td>505-3 Carpentry III</td>
<td>3</td>
<td>505-2</td>
<td>CTE Certified / NOCTI</td>
</tr>
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<td>10-12</td>
<td>527 CISCO Essentials</td>
<td>1</td>
<td>Geometry</td>
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<tr>
<td>11-12</td>
<td>528 CISCO Networking Academy Discovery I and II</td>
<td>1</td>
<td>527</td>
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<td>1</td>
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<td>514-2 Cosmetology II</td>
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<td>3</td>
<td>514-2</td>
<td>CTE Certified / NYS exam / NOCTI</td>
</tr>
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<td>3</td>
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<td>CTE Certified / NYSCNA Exam</td>
</tr>
<tr>
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<td>523 Health Sciences III: EMT</td>
<td>2</td>
<td>522</td>
<td>18 years of age/ NYSEMT Exam</td>
</tr>
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<td>1</td>
<td>None</td>
<td>CTE Certified</td>
</tr>
<tr>
<td>11-12</td>
<td>536-2 Automotive Technology II</td>
<td>2</td>
<td>535</td>
<td>CTE Certified</td>
</tr>
<tr>
<td>12</td>
<td>536-3 Automotive Technologies III</td>
<td>3</td>
<td>536-2</td>
<td>CTE Certified / NOCTI</td>
</tr>
</tbody>
</table>

TECHNICAL ENDORSEMENT ON DIPLOMA

Students enrolled an approved school district or BOCES career and technical education program who successfully complete all requirements earn a technical endorsement to be affixed to the high school diploma. Requirements leading to the technical endorsement include:

Student requirements:
- Completion of a minimum of 22 units of credit;
- Passing grades on 5 required Regents examination(s) or approved alternatives; and
- Successful completion of a 3-part technical assessment (written, demonstration, project components).

Program requirements:
- Completion of work-based learning experiences as provided by the approved program; and
- Completion of a work-skills employability profile.

The technical endorsement is imprinted on a seal to be affixed to the diploma and includes the phrase, “Career and Technical Endorsement.”
111.5 College and Career Preparation Seminar

Grade 9 required course ½ credit

Alternating days

In this course students will set goals and develop a plan and pathway for high school success aligned with college and career goals.

Students will explore the five pillars of readiness from the Ramp Up Curriculum:
- Academic
- Admissions
- Career
- Financial
- Personal and Social Readiness

Teachers will also reinforce the planning, note-taking and study skills strategies from the AVID (Advancement Via Individual Determination) Program.

153 AVID

Grade 9 1 credit

AVID (Advancement Via Individual Determination) is designed to support students, particularly those in the academic middle, so that they can attend college and achieve their fullest potential. It also serves to level the playing field for students who are historically underrepresented in advanced courses, as well as students who may be the first in their families to potentially attend college.

AVID supports its students by teaching and reinforcing specific study and organizational skills, encouraging students to take more rigorous and challenging classes, providing skills necessary to succeed in college and ultimately preparing them for success at a four-year university/college. AVID students have skilled tutors, often college students studying to be teachers or studying one of the major subject areas. Tutors are scheduled regularly in the class to facilitate tutorials on student generated POC (point of confusion) questions from any core subject area.

Students attend field trips and enjoy professional class visits to foster an awareness of college and career options. Projects are rich in content, cooperative learning and applications that simulate “the real world” after high school. AVID is designed to provide support that may be lacking for at-risk students who possess academic potential but may not be working to the best of their abilities. Students sacrifice a potential study hall period or an elective class for the opportunity to participate in this structured program. Students and parents sign a contract to help reinforce the requirements of the program. The AVID program is the feeder program to Smart Scholars.

SMART SCHOLARS

141 Campus Experience I HVCC

Grade 12 ½ semester
½ credit each course

HVCC advisors will select a variety of 8 a.m. and 9 a.m. college classes held at HVCC. Students will select and attend two. During the semester, students will earn credit for the Hudson Valley Community College course.

141.7 Campus Experience II HVCC

Grade 12 ½ semester
½ credit each course

HVCC advisors will select a variety of 8 a.m. and 9 a.m. college classes held at HVCC. Students will select and attend two. During the semester, students will earn credit for the Hudson Valley Community College course.
### English Language Arts

#### GRADE 9
- English 9
- English 9H

#### GRADE 10
- English 10
- English 10H
- Journalism**

#### GRADE 11
- English 11
- English 11H
- English 11 ELL
- American Experience with Honors**
- AP English Language and Composition
- IB II AP English HL Senior Symposium:
  - African-Americans and Women in Literature
  - Literature of the United States

#### GRADE 12
- English 12 ELL
- AP Literature and Composition
- IB II AP English HL Senior Symposium:
  - AP English Language and Composition and Film
  - Fiction Writing
  - Journalism**

** Elective; does not qualify for mandated English credit

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### GRADE 10

#### 110 English 10
1 credit
**PREREQ: None**
The 10th-grade course continues preparation for the mandated Comprehensive English Regents. Student writing will focus on the refinement of literary and persuasive essays, with an emphasis on contrast and comparison of literary elements. Tenth-grade students undertake the second of the four-year continuum of research projects. Students will become familiar with varied literary genres (drama, fiction, nonfiction, poetry and short stories). Quarterly internal assessments are done throughout the school year to monitor student progress.

#### 108 English 10H
1 credit
**PREREQ: None**
The focus of this course is to challenge self-motivated students to read and think critically through the study and analysis of literature, print and electronic media. Writing pieces are designed to develop literary response and expression. A formal research paper is assigned during the second semester. Students demonstrate learning through traditional and authentic assessments, including individual and group projects. Literary selections will work in conjunction with Global and Geography curriculum. Quarterly internal assessments are done throughout the school year to monitor student progress.

#### GRADE 11

#### 118 English 11
1 credit
**PREREQ: None**
Aligned with New York state learning standards, this Regents course is designed to focus on listening and note-taking activities, literary analysis, vocabulary development and diverse writing tasks ranging from expository to persuasive to comparison/contrast. This course includes a survey of traditional and contemporary literature, with an emphasis on American writers. The course prepares the student for the Comprehensive English Regents, an exit exam required for graduation. Students have the opportunity to take English 11 HVCC for college credit. Those students will be required to pay college tuition and will follow a college syllabus and curriculum.

#### 116 English 11H
1 credit
**PREREQ: None**
Part of this rigorous curriculum will include independent tasks, intensive vocabulary development for SAT preparation, and in-depth literary analysis and mastery of varied writing processes ranging from creative to analytical. This course includes a survey of traditional and contemporary literature, while preparing the student for the Comprehensive English Regents. To fulfill requirements, students must prepare an extended task project in the fourth quarter.

#### 129 The American Experience with Honors Option
1 credit English 11
1 credit U.S. History
**PREREQ: None**
This interdisciplinary course centers on the cooperative discovery of the history and literature of the United States. It is designed to help students establish connections between the political ideas, movements and events that shaped our country and the artistic movements that have created our culture. Chronological and topical approaches to literature and history provide the framework for the study of the American experience. Students read a variety of short and longer texts that complement the exploration of United States history and primary source documents including the U.S. Constitution and landmark Supreme Court cases. All students are required to take the U.S. History and Government and English Regents exams at the conclusion of the course. An enriched honors curriculum will be offered to students who have the interest, ability and motivation to explore topics studied in greater depth. Honors students will be required to complete additional and/or different assignments that, in addition to the aforementioned, are focused on the societal perception of “The American Dream” and how this concept has evolved over time.

To receive an Honors designation, complete the honors assignments in both courses in all quarters. Submit a letter of intent signed by the student and his/her parent/guardian the first quarter interim due date. The Honors designation will be included on the student’s final transcript at the end of the school year.
English Language Arts

**135 AP English Language and Composition**

1 credit  
**PREREQ:** None

In the Advanced Placement course in English Language and Composition, students are engaged in becoming skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. A performance-based assessment (collaborative project) takes the place of an in-class final examination. It is important to note each college has established guidelines for granting credit based on the student’s score on the AP examination. It is recommended the student take English 9H and 10H in preparation for this course.

**126.3 IB/AP English HL**

1 credit  
**PREREQ:** None

International Baccalaureate English A is a demanding, exciting, literature-based course of study spanning both the junior and senior years. With a focus on a global consciousness, students will read a range of literature encompassing works from varied and comprehensive genres (drama, poetry, novel and short story prose, and prose other than novel and short story), period (pre 1800, 1800-1900, 20th century) and cultural perspective. Particular attention is paid to the study of language and literature in translation. In keeping with the IB mission to create independent, original thinkers, students will be required to actively engage in critical analysis and dialogue about their texts. To illuminate both the depth and breadth of thinking in our greatest works, texts will be studied in comparison and also through “close read.” IB Assessments span both years, with internal Oral Commentary and Presentation in the spring of the junior year and a combination of independent essays and “scripts” (on demand/IB created tests) in the senior year. For students considering the IB program, English 9H and 10H are recommended. Students will additionally be prepared to take the AP English Language and Composition at the conclusion of the first year.

**GRADE 12**

**128.4 Senior Symposium/African Americans and Women in Literature**

1 credit  
**PREREQ:** None

Senior Symposium (first semester) will prepare students to be college and career ready by engaging them in the process that will aid them in making this important transition successfully. Key topics will include resume writing, cover letters, career inventories, college applications/essays and research. Guest speakers and college visits will also be an important component of this course. Also, this course will foster students’ abilities to produce clear expository prose through emphasis on the writing process, audience analysis, topic selection, thesis support, development, editing, and revision. Using models of both fiction and non-fiction, students will work on refining syntax, voice, and appropriate style. This course is strongly recommended for students preparing for college. African Americans and Women in Literature (second semester) is designed to introduce students to important African American and female authors and present their works in a historical and culturally-specific context. Students will trace themes of race, class, and gender in literature by African-American and female authors in an effort to deepen student appreciation and understanding of their significant contributions to American life.

**128.5 Senior Symposium/Fiction Writing**

1 credit  
**PREREQ:** None

Senior Symposium (first semester) will prepare students to be college and career ready by engaging them in the process that will aid them in making this important transition successfully. Key topics will include resume writing, cover letters, career inventories, college applications/essays and research. Guest speakers and college visits will also be an important component of this course. Also, this course will foster students’ abilities to produce clear expository prose through emphasis on the writing process, audience analysis, topic selection, thesis support, development, editing, and revision. Using models of both fiction and non-fiction, students will work on refining syntax, voice, and appropriate style. This course is strongly recommended for students preparing for college. Horror Fiction and Film (second semester) uses popular mythology to explore the dark, squalid areas of popular culture. This semester-long course examines society’s dreams and the myths it creates through horror fiction and film. Specifically, this course will explore the relationship of horror fiction and film and the underlying use of gender, race, class, ethnicity, and the power within. Several films will be viewed and related works of horror fiction are required reading. The goal of this course will be to look beneath the surface of the films and texts in order to develop a theory of the horror genre as it relates to modern culture. Students wishing to take the course will need to submit a signed parent/guardian permission slip to their guidance counselor.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade Levels</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>130</td>
<td>Senior Symposium/ English 12 Preparatory</td>
<td>11-12</td>
<td>1</td>
<td>This course is designed for seniors who still need to pass the New York State Comprehensive Regents exam for graduation credit. The course focuses on the engagement of the four tasks for the Regents exam, which are essay writing from a listening passage, essay writing from paired passages of fiction and non-fiction, and literature essays using the critical lens. Senior Symposium (second semester) will prepare students to be college and career ready by engaging them in the process that will aid them in making this important transition successfully. Key topics will include resume writing, cover letters, career inventories, college applications/essays, and research. Guest speakers and college visits will also be an important component of this course. Also, the course will foster students' abilities to produce clear expository prose through emphasis on the writing process, audience analysis, topic selection, thesis support, development, editing and revision. Using models of fiction and non-fiction, students will work on refining syntax, voice and appropriate style.</td>
</tr>
<tr>
<td>136.6</td>
<td>IB II AP English HL</td>
<td>11-12</td>
<td>1</td>
<td>International Baccalaureate English is a demanding, exciting, literature-based course of study spanning both the junior and senior years. With a focus on global consciousness, students will read a range of literature encompassing works from varied and comprehensive genre (drama, poetry, prose- novel and short story, and prose- other than novel and short story), period (pre-1800, 1800-1900, 20th century) and cultural perspective. Particular attention is paid to the study of language and literature in translation. In keeping with the IB mission to create independent, original thinkers, students will be required to actively engage in critical analysis and dialogue about their texts. To illuminate both the depth and breadth of thinking in our greatest works, texts will be studied in comparison and also through “close reading.” IB assessments span both years, with internal oral commentary and presentation in the spring of the junior year and a combination of independent essays and “scripts” (on-demand/ IB-created tests) in the senior year.</td>
</tr>
<tr>
<td>137</td>
<td>AP Literature and Composition</td>
<td></td>
<td>1</td>
<td>PREREQ: Successful completion of the comprehensive English Regents exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In the Advanced Placement course in English Literature and Composition, students are engaged in critical analysis of diverse literary texts ranging from classical to contemporary. Intensive analysis of rhetorical techniques, comparative study of genres and universal themes, exploration of modes of discourse and collaborative projects provide students with a number of cultural intellectual contexts. Students will consider how different kinds of literary criticism may enrich, stimulate and challenge their understanding of texts. A performance-based assessment (collaborative project) takes the place of an in-class final exam. It is important to note each college has established guidelines for granting credit based on the student’s score on the AP exam. It is recommended the student take English 9H, English 10H and AP Language and Composition in preparation for this course.</td>
</tr>
<tr>
<td>144</td>
<td>Journalism</td>
<td>10-12</td>
<td>1</td>
<td>PREREQ: None</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This is primarily a workshop course in which all aspects of producing a newspaper are covered with an emphasis on The Nest, Albany High School’s student newspaper. Topics covered in print and electronic journalism include general reporting, news articles, features, editorials and headline construction. In addition, students participate in video production and outside journalism projects. Guest speakers provide practical insight into newspaper and television journalism.</td>
</tr>
<tr>
<td>156</td>
<td>Regents Reading and Writing</td>
<td>9-10</td>
<td>No</td>
<td>PREREQ: None</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Regents Reading and Writing is an Academic Intervention Service (AIS) course designed to provide additional support for ninth- and tenth-grade students who have demonstrated need based on prior performance. This course further develops students reading and writing skills to prepare them for the English Regents exam that all students must pass to graduate. The course will focus on the skills necessary for essay writing, reading comprehension, study skills, research skills and note-taking strategies.</td>
</tr>
</tbody>
</table>
Family and Consumer Sciences

Our mission is to prepare individuals to be competent, confident and caring in managing their personal, family and career lives.

The three programs of study available through Family and Consumer Sciences (FACS) support this statement and allow students to transfer their knowledge of academics into real world situations. Each of the three programs of study is designed for students to gain knowledge and develop skills in nutrition, growth, parenting, management, finances, apparel and careers.

FACS courses are important for students who are interested in foods and nutrition, fashion, child care, human services, interior design and family life. Courses offered in the Family and Consumer Sciences Department are important electives for any individual preparing to live independently after high school, regardless of his/her anticipated career.

FACS courses meet or exceed both the state and national FACS standards, the CDOS Standards, the 28 NYS Learning Standards of other content areas and the NYS Common Core Standards, and are an integral structure of the curriculum. The focus of FACS continues to be on helping students to become independent, contributing and functioning members of their families and the larger community. This is where academics merge with real life.

**PROGRAM OF STUDY REQUIREMENTS**

Students acquiring 3 units of credit in FACS career and technical education plus the one-unit LOTE (Language Other Than English) requirement may be exempt from the Checkpoint B LOTE Examination requirement for the Advanced Regents Diploma, and may receive the NYS Technical Endorsement on the Regents Diploma.

<table>
<thead>
<tr>
<th>Food and Nutrition</th>
<th>Textile and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Nutrition ½ credit</td>
<td>Clothing and Textiles ½ credit</td>
</tr>
<tr>
<td>Food Preparation and Nutrition ½ credit</td>
<td>Housing and Environment ½ credit</td>
</tr>
<tr>
<td>Lifespan Studies ½ credit</td>
<td>Clothing Production ½ credit</td>
</tr>
<tr>
<td>Career and Financial Management ½ credit</td>
<td>Fashion Industry ½ credit</td>
</tr>
<tr>
<td>Global and Gourmet Foods 1 credit</td>
<td>Interior Design ½ credit</td>
</tr>
<tr>
<td>Food Science 1 credit</td>
<td>Career and Financial Management ½ credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Services and Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifespan Studies ½ credit</td>
</tr>
<tr>
<td>Adolescent Psychology ½ credit</td>
</tr>
<tr>
<td>Developing Self and Family ½ credit</td>
</tr>
<tr>
<td>Child Development 1 credit</td>
</tr>
<tr>
<td>Career and Financial Management ½ credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses to be paired for 1 credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>562 Food and Nutrition/563 Food Preparation and Nutrition</td>
</tr>
<tr>
<td>562 Food and Nutrition/568 Lifespan Studies</td>
</tr>
<tr>
<td>580 Clothing and Textiles/588 Fashion Industry</td>
</tr>
<tr>
<td>580 Clothing and Textiles/582 Housing and Environment</td>
</tr>
</tbody>
</table>

*(This combination may be used to satisfy one credit of the art/music graduation requirement.)*
Family and Consumer Sciences

562  Food and Nutrition CORE
Grades 9-12  ½ credit
First or second semester
PREREQ: None
This course is the prerequisite for FACS 563 and is one of the prerequisites for Global and Gourmet Foods. The course does not have to be taken the same school year as 563 Food Preparation and Nutrition.

Students will prepare nutritious and inexpensive foods from all areas of the food groups using food-preparation equipment, utensils and appliances and ingredients normally found in the home. All foods prepared are for student consumption – no food produced in this course may be sold. This course will cover the basics of nutrition, menu planning and food preparation skills which will fill most of the first ten weeks of this course, with no food preparation taking place. The second half of the semester will consist of both textbook learning, research and food labs. Approximately 18 labs, including 4 demonstrations, will provide the student with the basics to prepare healthy and nutritionally balanced meals at home.

563  Food Preparation and Nutrition
Grades 9-12  ½ credit
Second semester only
PREREQ: FACS 562 Food and Nutrition CORE
This course, the second in the Food and Nutrition sequence covering nutrition and food preparation skills, will reinforce the principles of nutrition and basic food preparation skills. Students will apply basic consumer skills in the research and selection of basic household appliances; identify the pros and cons of workplace design and management; identify the nutritional needs of individuals throughout the lifespan; explore the path of food from farm to table and the myriad of issues relating to the U.S. food supply. As in FACS 562, students will prepare foods from all food groups but will use recipes that require greater skills and techniques.

This course is the prerequisite to FACS 566 - Global and Gourmet Foods; it does not have to be taken the same school year as Food and Nutrition CORE.

566  Global and Gourmet Foods
Grades 10-12  1 credit
PREREQ: FACS 563 Food Preparation and Nutrition and FACS 562 Food and Nutrition CORE

Global and Gourmet Foods introduces students to the ways in which the culture and traditions of regions and countries influence food choices. Students will identify and prepare foods from various regions and countries to compare cuisines, ingredients used, and preferred cooking methods. Students will also examine the issues and conditions which affect the availability and quality of food in the global market. Current issues related to global nutrition from production through consumption will be explored. Students will have the opportunity to examine the wide variety of career paths in the global and gourmet foods fields and identify the knowledge and skills necessary for success within these fields. In the event this course is not offered due to insufficient enrollment, students will be scheduled in FACS 567, Food Science.

568  Lifespan Studies CORE
Grades 9-12  ½ credit
The approximate average lifespan of humans in our country is 75 years. This course will cover human growth and development from conception to death and prepares students to understand the physical, socio-emotional, and cognitive growth and development that occurs throughout the lifespan. The course will also cover some theories of human development; prenatal development and human development from infancy to death.

567  Food Science
Grades 11-12  1 credit

Food Science is a part of every stage of the production, processing, preparation, evaluation and uses of food. In this course students will use biology, chemistry and microbiology to understand scientific principles as they relate to food and the food industry. For example, understanding how crystals grow is a basic scientific experiment. In this class, we’ll grow some in a supersaturated borax solution; then in a supersaturated sugar solution, and then make some fudge and prevent crystals from forming. Laboratory results will sometimes be subject to taste testing and other sensory evaluation, but students should be advised that this is not a cooking class. All New York State students must complete three units of science at the commencement level. The Food Science curriculum has been designed to fulfill the third year science requirement for all students.

570  Developing Self and Family (Family Dynamics)
Grades 10-12  ½ credit
First or second semester
PREREQ: FACS 568 Lifespan Studies CORE
This course explores the various components of relationships and the actions and reactions that make them healthy or volatile. Some of the topics covered include: relationship roles and responsibilities; expectations individuals have of each other; factors that impact relationships (power, conflicting interests, peer pressure, life events); building self-esteem and self-image through healthy interactions with others; communication styles; individual and group goal setting and decision making; preventing and managing stress and conflict; and addressing violence and abuse. Meets NYS parenting requirements.

576  Adolescent Psychology
Grades 10-12  ½ credit
First or second semester
PREREQ: FACS 568 Lifespan Studies CORE
As a teenager, you probably feel like you’re sometimes on an emotional roller coaster. Believe it or not, that’s absolutely normal. In this course you will explore contemporary teen problems, your own values and morals, your existence in relationships and family, and the many choices and decisions you will have to make during adolescence. You will also study several psychological theories explaining the behavior that is exhibited during adolescence. Meets NYS parenting education requirements.
Family and Consumer Sciences

Family and consumer, continued

580  Clothing and Textiles CORE
Grades 9-12  ½ credit
First semester
PREREQ: None
From the earliest history, clothing has been a basic human need. Decisions regarding clothing styles and the textiles used to create those styles are basic expressions of each person's unique self. This course will explore the history of fashion, culture, design principles, textile fibers, equipment, construction, wardrobe-planning and career pathways in clothing. Students will gain an understanding of color, design, personal style, and appropriate clothing choices.

Two sewing projects are planned. Sewing equipment identification and clothing construction will not be taught until 2nd quarter. There is a lab fee of $25 to cover the cost of fabric. Students who purchase fabric supplies will be able to take their projects home. Students who choose not to pay the lab fee will work on community service projects. Community service projects will be donated to organizations. This course, along with FACS 582 - Housing and the Environment CORE, when taken in the same academic school year, can count as the Fine Arts Credit.

581  Clothing Production
Grades 9-12  ½ credit
First semester
PREREQ: 580 Clothing and Textiles CORE
Clothing Production is a more advanced clothing course that challenges students to improve skills in clothing construction. Students will learn to handle difficult fabrics, create a textile portfolio, fit garments, make creative changes to commercial patterns, restyle outdated clothing, make repairs, work with advanced and computerized sewing machines and further explore the fashion industry. Students must be prepared to purchase their own pattern and materials at the local fabric store. Cost will vary with student's own selection of materials.

582  Housing and Environment CORE
Grades 9-12  ½ credit
Second semester
PREREQ: None
Have you ever thought about a career in real estate, interior design or architecture? Do you wonder what housing may be like in the future? Do you need to do some remodeling – paint, curtains, new furniture – in the home you have now? Or do you need to kick your brother/sister out of the room you’re sharing? This course will help you with these dilemmas while you become aware of the influence of history, culture and environment surrounding your housing choices. Evaluate the latest technological household appliances and equipment, draw floor plans, create rooms that express color and style, and select household furniture and furnishings.

This course and FACS 580/ Clothing and Textiles CORE can count as the Fine Arts credit if both courses are taken during the same academic year.

583  Interior Design
Grades 9-12  ½ credit
First or second semester
PREREQ: 568 Lifespan Studies CORE
Interior Design is aimed at those students who have an interest in becoming an interior decorator or interior designer. While applying elements and principals of design to interior planning, students will have the opportunity to study some of the leading interior designers and decorators in the field. Architectural drawings and features will be studied. Students will use hands-on techniques to produce miniature models and small-scale replicas. Career options in interior design/decorating will be investigated. As an extra bonus, students will explore Albany's rich architectural environment through field trips and independent homework assignments.

588  The Fashion Industry
Grades 10-12  ½ credit
Second semester
PREREQ: 580 clothing and Textiles CORE, 582 Housing and Environment CORE
If you want to become a fashion designer or work in the fashion industry, this course invites you to take an in-depth look at the development of fashion. Fashion is not only what you see on the clothing racks, in the magazine ads or the runway; it reflects historical, social, cultural, political, economic and technological influences. In order to get to where you see fashion, the fashion industry has been hard at work for over a year. We'll take a behind-the-scenes look at the fashion industry, starting with textile science, fashion design and illustration, fashion marketing and merchandising, and finishing up with apparel construction. You also will research the global fashion industry and its impacts on people worldwide.
Family and Consumer Sciences

Career and Technical Education courses at a glance:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Credit</th>
<th>Prerequisite</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>9, 10, 11, 12</td>
<td>580 Clothing and Textiles</td>
<td>582 Housing and Environment</td>
<td>1</td>
<td>None</td>
<td>Art/music credit</td>
</tr>
<tr>
<td>10, 11, 12</td>
<td>581 Clothing Production</td>
<td>588 The Fashion Industry</td>
<td>1</td>
<td>580/582</td>
<td></td>
</tr>
<tr>
<td>10, 11, 12</td>
<td>583 Interior Design</td>
<td>560 Career and Financial Management</td>
<td>1</td>
<td>580/582</td>
<td></td>
</tr>
<tr>
<td>9, 10, 11, 12</td>
<td>562 Food and Nutrition</td>
<td>563 Food Preparation and Nutrition</td>
<td>1</td>
<td>None</td>
<td>Can be applied to Culinary Arts approved program</td>
</tr>
<tr>
<td>10, 11, 12</td>
<td>568 Lifespan Studies</td>
<td>576 Adolescent Psychology</td>
<td>1</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>10, 11, 12</td>
<td>568 Lifespan Studies</td>
<td>568 Lifespan Studies</td>
<td>½</td>
<td>None</td>
<td>Either semester</td>
</tr>
<tr>
<td>11, 12</td>
<td>567 Food Science</td>
<td></td>
<td>1</td>
<td>None</td>
<td>3rd year science credit, OR elective credit, OR 5th unit of FACS</td>
</tr>
<tr>
<td>10-12</td>
<td>566 Global and Gourmet Foods</td>
<td></td>
<td>1</td>
<td>563 /562</td>
<td></td>
</tr>
<tr>
<td>11, 12</td>
<td>584 or 587 FACS Independent study</td>
<td></td>
<td>½ or 1</td>
<td>Department approval</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>574 Child Development</td>
<td></td>
<td>1</td>
<td>568 OR 576</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>525 Early Childhood Assistant II (CTE)</td>
<td></td>
<td>2</td>
<td>524 ECA I</td>
<td></td>
</tr>
</tbody>
</table>

All students must pass a Semester 1 course before they can be scheduled to take a Semester 2 course.

Health Education

Health education is a required subject for all students. Students must complete a one-half unit course in order to be eligible for graduation.

836 Health Education
Grades 10-12 ½ credit
Alternate days for a full year

This course is designed to provide opportunities for students to achieve the skills, knowledge, and attitudes that will allow for the attainment of an optimal quality of life through the development and maintenance of total well-being. This course is designed to be a continuation of the skills and knowledge learned at the elementary and middle school levels and provides each student with knowledge-based experience through which responsibility, decision-making and confidence are constantly nurtured.

Health Education focuses on the development of six essential skills: goal setting and planning, decision-making, effective communication, self-management, stress management and resource management. We utilize the traditional conceptual areas as topics for discussion to reach the desired outcomes for each skill.
International Baccalaureate Program (IB)

The IB Diploma program was established in the late 1960s to create international schools so that globally mobile students could be guaranteed a high-quality education regardless of the nation-state in which they found themselves. From catering to this small, elite population, the program has grown to the point where it is now internationally recognized as a symbol of academic excellence. The IB program's aims, highlighted in the publication “The Diploma Programme,” are to:

- Provide an internationally accepted level of qualification for entry into higher education;
- Promote international understanding;
- Educate the whole person, emphasizing intellectual, personal, emotional, and social growth; and
- Develop inquiry and thinking skills and the capacity to reflect upon and to evaluate actions critically.

The curriculum utilized to achieve these goals is based on what the IB calls “the hexagon model” (see page XX). It features six subject groups: primary language, second language, social sciences, experimental sciences, mathematics and the arts. It also features components unique to the program – a 4,000-word extended essay, a specialized course entitled Theory of Knowledge, and a public service element known as “creativity, action, service,” or CAS.

The program is geared for high-school juniors and seniors. Studies indicate that the IB program is positively correlated to academic success in college. The program also provides the leadership skills necessary for our students in the 21st century. In order to successfully complete the requirements for the IB Diploma, each student must satisfactorily complete at least one course from the above-mentioned six groups. Additionally, each student must take three higher-level courses, three standard-level courses and successfully complete the components special to the course.

Sound interesting? If so, please call the IB coordinator for Albany High at 475-6354.

The IB Courses currently offered based on demand at Albany High School include:

<table>
<thead>
<tr>
<th>IB course group</th>
<th>IB course name</th>
<th>Albany High course code and name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>English A HL 1</td>
<td>126.3 IB/AP English HL</td>
</tr>
<tr>
<td></td>
<td>English A HL 2</td>
<td>136.6 IB II AP English HL</td>
</tr>
<tr>
<td>Group 2</td>
<td>French ab initio SL a</td>
<td>348.7 French 3H/IBaiA</td>
</tr>
<tr>
<td></td>
<td>French ab initio SL b</td>
<td>352 French 4H/API/IBiB/SUNY A4</td>
</tr>
<tr>
<td></td>
<td>French B SL 1</td>
<td>352 French 4H/API/IBiB/SUNY A4</td>
</tr>
<tr>
<td></td>
<td>French B SL 2</td>
<td>354 French 5H/APIII/IBII/SUNY A4</td>
</tr>
<tr>
<td></td>
<td>Mandarin ab initio SL 1</td>
<td>410.4 IB Mandarin Chinese Ab Initio 1</td>
</tr>
<tr>
<td></td>
<td>Mandarin ab initio SL 2</td>
<td>411.4 IB Mandarin Chinese Ab Initio 2</td>
</tr>
<tr>
<td></td>
<td>Spanish ab initio SL a</td>
<td>384.7 Spanish 3H/IBaiA</td>
</tr>
<tr>
<td></td>
<td>Spanish ab initio SL b</td>
<td>386.3 Spanish 4H/IB/SUNY A4</td>
</tr>
<tr>
<td></td>
<td>Spanish B SL 1</td>
<td>386.3 Spanish 4H/IB/SUNY A4</td>
</tr>
<tr>
<td></td>
<td>Spanish B SL 2</td>
<td>388.3 Spanish 5H/APIII/SUNY A4</td>
</tr>
<tr>
<td>Group 3</td>
<td>History HL 1</td>
<td>218.3 IB/AP History of the Americas HL</td>
</tr>
<tr>
<td></td>
<td>History HL 2</td>
<td>219.4 IB II History of the Americas HL - Communism</td>
</tr>
<tr>
<td></td>
<td>Economics SL</td>
<td>237.4 IB Economics SL</td>
</tr>
<tr>
<td></td>
<td>Psychology SL</td>
<td>243.4 IB Psychology SL</td>
</tr>
<tr>
<td>Group 4</td>
<td>Biology HL 1</td>
<td>324.3 IB/AP Biology HL</td>
</tr>
<tr>
<td></td>
<td>Biology HL 2</td>
<td>325.3 IB II Biology HL</td>
</tr>
<tr>
<td></td>
<td>Chemistry SL</td>
<td>326.4 IB Chemistry SL</td>
</tr>
<tr>
<td></td>
<td>Physics SL</td>
<td>328.4 IB Physics SL</td>
</tr>
<tr>
<td>Group 5</td>
<td>Mathematics SL 1</td>
<td>260 Algebra 2/IB Mathematics SL 1</td>
</tr>
<tr>
<td></td>
<td>Mathematics SL 2</td>
<td>283.3 IB Mathematics SL 2</td>
</tr>
<tr>
<td>Group 6</td>
<td>Music SL</td>
<td>680.4 IB Music SL</td>
</tr>
<tr>
<td></td>
<td>Theatre HL 1</td>
<td>162.3 IB Theatre HL 1</td>
</tr>
<tr>
<td></td>
<td>Theatre HL 2</td>
<td>162.4 IB Theatre HL 2</td>
</tr>
<tr>
<td></td>
<td>Visual Arts SL</td>
<td>626.4 IB Art/Design SL</td>
</tr>
<tr>
<td></td>
<td>Visual Arts HL 1</td>
<td>624.3 IB Art/Design HL 1</td>
</tr>
<tr>
<td></td>
<td>Visual Arts HL 2</td>
<td>626.3 IB Art/Design HL 2</td>
</tr>
<tr>
<td>IB Core</td>
<td>Theory of Knowledge 1</td>
<td>100.3 IB Theory of Knowledge (for juniors)</td>
</tr>
<tr>
<td></td>
<td>Theory of Knowledge 2</td>
<td>100.4 IB Theory of Knowledge (for seniors)</td>
</tr>
</tbody>
</table>
All course descriptions are in their respective departments with the exception of the IB CORE course listed below:

**101.3 IB Extended Essay**
The Extended Essay is a 4,000-word, in-depth study of a topic chosen from one of the subjects offered in the IB program. Its purpose is to acquaint the student with the type of independent research and writing skills expected by universities. Emphasis is placed on the process of engaging impersonal research, the communication of ideas and information in a legal and coherent manner, and the overall presentation of the essay in compliance with these guidelines.

**99.3 IB CAS**
*(Creativity, Action, Service)*
CAS is a framework for experiential learning, designed to involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time. The most meaningful CAS experience comes from spending time with others to build relationships and to develop the self-worth of both server and served. The CAS coordinator will assist in the design and construction of ALL CAS schedules. The activities should be undertaken gradually, be appropriately adapted to the circumstances and take into account the student’s aptitude and preferences. Some type of commitment to one situation or organization for a length of time is recommended as well as smaller scale projects. CAS should build self-esteem, self-confidence, autonomy and self-reliance.

**100.3 (for juniors)**
**100.4 (for seniors)**

**IB Theory of Knowledge**
*Grades 11-12 ½ credit each*
For many students, Theory of Knowledge (TOK) is the lynchpin of the entire IB experience. It is central to the educational philosophy of the Diploma Program, offering students and their teachers the opportunity to reflect critically on what knowledge is in various cultures and at various times. How we know what we know and how we learned it are central to the TOK experience. A thoughtful and purposeful inquiry into different ways of knowing and different kinds of knowledge, TOK is composed almost entirely of questions. Says the IB course description booklet, “The stated aim of TOK is that students should become aware of the interpretive nature of knowledge, including personal and ideological biases, regardless of whether, ultimately, these biases are retained, revised, or rejected.” TOK encourages the intercultural understanding central to today’s globally interdependent world. The external assessment will be based on a 1,200- to 1,600-word essay written on a topic prescribed by IB. Internal assessments will be based on teacher-rated student presentations.
International Baccalaureate Program (IB)

ALBANY HIGH SCHOOL IB TRACKING SHEET

Name: _____________________________________________________________

Candidate Type: Certificate, taking a few courses ____

Anticipated first year of Diploma Program ____

Diploma-Second year of Diploma Program ____

Diploma program students must complete the following over two years:
• Six subjects chosen from the six subject groups (Group 6 is optional but six total courses are still required)
• Three of the six subjects are studied at higher level (courses representing 240 hours)
• The remaining three subjects are studied at standard level (courses representing 150 hours)
• Complete an extended essay research paper
• Theory of Knowledge course (TOK) offered at AHS over 2 years
• Participate in creativity, action, service (CAS) the equivalent of 3 hours per week over the 2 years

Approximate cost of full diploma is $820

Certificate Candidates: Any student not seeking a full IB Diploma:
• History of Communism in America is available for any seniors who have completed AP U.S. History and satisfies the state Participation in Government and Economics requirements.
• ANY IB Standard Level elective is available for seniors who have completed the prerequisites for an AP level of the same subject
• Approximate cost of a certificate course is $250 for the first one and $100 for each additional one.

Group 1
Language A1:
☐ English HL 1, 2

☐ TOK 1, 2

☐ CAS

☐ Extended essay

Topic: ____________

Group 2
Second language:
☐ French B SL 1, 2
☐ Spanish B SL 1, 2
☐ Mandarin ai. SL 1, 2

Group 3
Individuals and societies
☐ History HL 1, 2
☐ Economics SL
☐ Psychology SL

Group 4
Experimental sciences:
☐ Biology HL 1, 2
☐ Physics SL

Group 5
Mathematics and computer sciences
☐ Math SL 1, 2

Group 6
The arts:
☐ Art SL 1
☐ Art HL 1, 2
☐ Theater HL 1, 2
## Mathematics

### REGENTS MATHEMATICS COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grades</th>
<th>Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>250</td>
<td>Algebra I</td>
<td>9-10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PREREQ: None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Algebra I is the first mathematics course for high school students and it leads to the Regents exam in June. This course will broaden the student's mathematical knowledge while developing algebraic skills and processes that allow the student to use a variety of techniques to successfully solve problems in a variety of settings. Successful completion of this course will earn one of the three math credits required for graduation. A graphing calculator will be provided for in-class use. However, it is recommended that all students enrolled in Algebra I purchase a TI-84 for personal use; TI-84 Plus approximate cost is $120.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 259         | Geometry                                 | 9-10            | 1      |       |
|             | PREREQ: 250 Algebra I and 65% or higher (75% recommended) on the Algebra I Regents exam in June. Geometry is the second course of the math Regents sequence for high school students. This course is intended for students who have passed the Algebra Regents. This course offers an integrated approach to the study of geometric relationships and properties of geometric figures. Successful completion of this course will count as one of the three math credits required for graduation. Students enrolled in Geometry participate in the Regents Examination administered in June. |

| 260         | Algebra 2/IB Mathematics SL 1           | 10-12           | 1      |       |
|             | PREREQ: Algebra I, Geometry, and 65% or better on Algebra I and Geometry Regents (80% recommended) |
|             | Algebra 2/IB Mathematics SL 1 is the third course of the Regents math sequence leading to a Regents examination and the first year of a two-year IB sequence in standard level mathematics assessed in the second year. It will include rational expressions, exponential and logarithmic functions, the complex number system, fundamentals of trigonometric functions and an extensive study of probability and statistics. Successful completion of this course will count as one of the three math credits required for graduation. Passing the Regents exam is a partial requirement for the Advanced Regents Diploma. Students have the opportunity to take this course for college credit. Those students will be required to pay college tuition, and will follow a college syllabus and curriculum. Calculator: TI-84 Plus; approximate cost is $120. |

| 261         | AIS Math Lab – Algebra 2                | 10-12           | 0      |       |
|             | PREREQ: Performance in Geometry or Intermediate Algebra of 70% or below, or performance in Algebra 2 of 65% or below, and/or teacher recommendation. |
|             | Math Lab – Algebra 2 is for students who need individualized support to promote successful completion of the Algebra 2 Regents graduation requirements. |

| 264         | AIS Math Test Prep for Algebra          | 10-12           | 0      |       |
|             | PREREQ: Successful completion of Algebra I without success on Algebra I Regents |
|             | This course is for students who have earned an Algebra course credit but failed the Algebra I Regents examination. This course is designed to prepare students for successful completion of the NYS Algebra I Regents examination. |

| 267         | AIS Math Lab – Geometry                 | 10-12           | 0      |       |
|             | PREREQ: Performance in Algebra of 70% or below or lower than 65% on Geometry Regents and/or teacher recommendation |
|             | Math Lab – Geometry is for students who need individualized support to promote successful completion of the Geometry Regents graduation requirements. |

| 287         | Intermediate Algebra                    | 11               | 1      | 3 HVCC |
|             | PREREQ: Algebra I, Geometry, and 65% or better on Algebra I and Geometry Regents |
|             | Intermediate Algebra is a non-Regents college level course that addresses the principles of algebra and introductory trigonometry. Topics of study include: operations with polynomials, first-degree equations, special products, factoring, algebraic fractions, exponents, radicals, quadratic equations, right angle trigonometry, and graphing linear equations. Topics in addition to traditional Regents curriculum include matrices and systems of equations with three variables. This course is offered for both local and HVCC credit. Three HVCC credits are available at an extra charge. Students must be enrolled in Intermediate Algebra for the whole year to get HVCC credit in addition to school credit, as this part of the curriculum is covered in the fall. Intermediate Algebra is a course suitable as a bridge course leading from Geometry to Algebra 2. Calculator: TI-84 graphing calculator cost: approximately $120. HVCC credit fee: Approximately $150. |

| 296         | Math in Trades                          | 9-12             | 1      |       |
|             | PREREQ: Algebra I and 65% or higher on the Algebra I Regents |
|             | Math in Trades is designed to provide students with practical mathematics skills that can be applied to a variety of trade and technical areas. This can include the areas of nursing, construction, automotive, electrical, drafting and several other occupations. The emphasis of this course is to provide real-life problem solving opportunities for students that they can later apply to their occupation upon the completion of high school. |
Mathematics, continued

299 Technology of Mathematics

Grades 9-12 1 credit

PREREQ: Algebra I and 65% or higher on the Algebra I Regents

Technology of Mathematics will explore applications of technology in the real world using both familiar and unfamiliar mathematical concepts. The graphing calculator will be the emphasized technology in the first half of the course. Computer applications such as Geometer’s Sketchpad will be used in the second half of the course. Calculator: TI-84 graphing calculator cost: approximately $120.

ADVANCED MATHEMATICS ELECTIVES

278 Mathematics 12 AP-2

Grade 12 1 credit

PREREQ: Successful completion of Algebra, Geometry, Algebra 2/IB Mathematics SL 1 sequence or approved course combination, and Calculus with Precalculus or IB Mathematics SL 2

This college-level course in calculus is somewhat more intense and extensive than Math 12 AP-1 (see course # 280 above). Students who successfully complete this course will be prepared to take the Advanced Placement examination in Calculus BC. Calculator: TI-Nspire CAS; approximate cost is $150. AP exam fee: approximately $91.

280 Mathematics 12 AP-1

Grade 12 1 credit

PREREQ: Successful completion of Algebra, Geometry, Algebra 2/IB Mathematics SL 1 sequence or approved course combination, and Calculus with Precalculus or IB Mathematics SL 2

Math 12 AP-1 is a college-level course in calculus and related analytical geometry, including all topics ordinarily given in a college freshman mathematics course. It is designed to ensure that the student will be able to take more advanced courses in mathematics and allied fields in college. Students who successfully complete this course will be prepared to take the Advanced Placement examination in Calculus AB. Calculator: TI-Nspire CAS; approximate cost is $150. AP exam fee: approximately $91.

282 Calculus with Precalculus/HVCC

Grades 11-12 1 credit 4 college credits

PREREQ: Successful completion of Algebra I, Geometry, Algebra 2 sequence or approved course combination

Calculus with precalculus is designed for students who will move into advanced levels of mathematics including AP Calculus AB or BC. It is expected that accelerated Regents and strong advanced Regents level students will complete calculus with precalculus. Other college-bound students may elect this course as well. Calculus with precalculus integrates precalculus topics into the concepts and techniques of Calculus I. This course will prepare students for Math 12 AP or college-level calculus. Four Hudson Valley Community College credits are available on successful completion of this course. HVCC credit requires registration and the payment of a fee to HVCC. HVCC Tuition: Approximate cost: $150. Calculator: TI-Nspire Calculator Approximate cost: $150.

283.3 IB Mathematics SL 2:

Grades 11-12 1 credit

PREREQ: Successful completion of Algebra, Geometry, Algebra 2/IB Mathematics SL 1 sequence or approved course combination

IB Mathematics SL 2 is designed as both the second year in the IB Math Sequence and as a preparation for AP Calculus AB or BC. The course includes precalculus curricula as well as elements of AP Statistics and AP Calculus. Precalculus topics include but are not limited to a mastery level trigonometry unit, linear algebra, higher order polynomials and curve sketching, finite and infinite sequences. Calculus topics covered kinematics, slopes of tangents and normals, area under a curve and volume of revolution. Probability and statistics topics include binomial and normal distributions and probability theory. This is a very rigorous, inquiry-based course with an emphasis on concept development and connections between the curricular areas rather than procedure. This course leaves a student well prepared to take an AP Calculus course or college calculus in the following year. Students will take an IB assessment in the spring as well as complete an independent research project. IB registration and exam fees: Approximate total cost: $270. Calculator: TI-Nspire Calculator Approximate cost: $150.

285 AP Statistics

Grades 11-12 1 credit 3 UAlbany credits

Minimum PREREQ: Algebra I and Geometry; plus the demonstrated ability to read and write clearly

AP Statistics is a college level course in statistics and statistical analysis. There is an opportunity to receive 3 college credits from the University at Albany through the University in the High School program. It does not require an extensive background in higher mathematics; however, competency in the first two courses of the Regents sequence is necessary. The calculation of statistical information is done with graphing calculators and computers. However, AP Statistics does require the ability to think clearly, solve problems and apply formulas appropriately to the analysis of data. Students will research and develop a data analysis project as the core of their studies. AP Statistics is an excellent choice for students going into fields such as the sciences, sociology, political science, journalism and other fields where an understanding of data analysis is desirable. Because AP Statistics uses calculators extensively, students are encouraged to purchase a graphing calculator for use in this course. Students who successfully complete this course will be prepared to take the Advanced Placement examination in Statistics. Calculator: TI-84; approximate cost is $120. AP exam fee: approximately $91. UAlbany fee: approximately $150.

286 Precalculus/HVCC

Grades 11-12 1 credit 4 college credits

PREREQ: Successful completion of Algebra I, Geometry, Algebra 2 and Trigonometry sequence or approved course combination

Precalculus is designed for students who will move into advanced levels of mathematics. However it is not intended as a preparation for AP Calculus. It is expected that advanced Regents students may complete precalculus as a fourth math credit, and that other college-bound students will elect this course. The course content includes analytic geometry, polar coordinates, advanced algebra, complex numbers and calculus. Four Hudson Valley Community College credits are available on successful completion of this course. HVCC credit requires registration and the payment of a fee to HVCC. HVCC Tuition: Approximate cost: $150. Calculator: TI-Nspire calculator Approximate cost: $150.
Mathematics

MINIMUM REGENTS DIPLOMA REQUIREMENTS FOR MATH

All students must pass the Integrated Algebra Regents exam with a score 65 or higher, and earn a total of three credits in mathematics to graduate and qualify for a Regents Diploma.

<table>
<thead>
<tr>
<th>Sequence/grade</th>
<th>Regents sequence</th>
<th>Advanced Regents sequence</th>
<th>Accelerated Regents sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Algebra I</td>
<td>Algebra I</td>
<td>Geometry I</td>
</tr>
<tr>
<td>10</td>
<td>Geometry or elective</td>
<td>Geometry I</td>
<td>Algebra 2</td>
</tr>
<tr>
<td>11</td>
<td>Geometry, Algebra 2 and/or elective</td>
<td>Algebra 2</td>
<td>Math AP, IB, HVCC or elective</td>
</tr>
<tr>
<td>12</td>
<td>Algebra 2 or elective</td>
<td>Math AP, IB, HVCC or elective</td>
<td>Math AP, IB, HVCC or elective</td>
</tr>
</tbody>
</table>

Regents Diploma

Three math credits plus a grade of 65 or higher on any one of the following Regents exams: Integrated Algebra, Geometry OR Algebra 2

Advanced Regents Diploma

Three math credits plus a grade of 65 or higher on each of the following Regents exams: Integrated Algebra, Geometry AND Algebra 2

Regents Diploma with Advanced Designation in Mathematics

Three math credits plus a grade of 85 or higher on each of the following Regents exams: Integrated Algebra, Geometry AND Algebra 2
The one-year art/music requirement may be satisfied by Music in Our Lives or through participation in either Symphonic Band, Wind Ensemble, Choir, Orchestra or Vocal Music I.

678  Music in Our Lives  
Grades 9-12  1 credit  
PREREQ: None  
A full-year elective music course open to all students seeking to fulfill graduation requirements toward a Regents Diploma. Content of Music in Our Lives includes: (1) listening to music performed by a variety of performance media, (2) performing at a recreational level on a social or electronic instrument, (3) composing or arranging music in some medium, and (4) study of basic theory, history and contemporary music theater. Finally, a special-interest independent project is required to receive credit for the course, as mandated by New York State.

648  Orchestra  
Grades 9-12  1 credit  
PREREQ: completion of the Essential Elements lesson book 2 or equivalent  
This course offers the student an opportunity to participate in a full string ensemble. The program affords students an area of experimentation with a wealth of musical literature. In addition to daily class instruction, every student is assigned to weekly technique class. Participation in school concerts is a course requirement.

650  Advanced Orchestra  
Grades 9-12  1 credit  
PREREQ: By audition only  
The advanced orchestra is an advanced placement organization designed to challenge the most skilled string students. The course is designed to provide a greater development of students’ skills and musical knowledge through rehearsal and performance of advanced music literature. Analysis of performances by great artists and orchestras covering major periods of music will be ongoing. Class will meet daily and every student is assigned to weekly technique class. Participation in school concerts is a course requirement.

658  Vocal Music  
Grades 9-12  1 credit  
PREREQ: None  
This course offers an introduction to the fundamentals of choral singing. Students will study, analyze, and perform a variety of choral works from various genres and time periods in a rehearsal setting. Students will engage in a variety of vocal activities including warm-ups, sight-singing, solfeggio and rehearsing choral music in several parts. As a part of this course, students are required to come to three small-group voice lessons within each quarter of the school year, allowing for more individualized instruction. Student participation in rehearsals and concerts is a necessary and vital component to success in this course. This course is appropriate for students who have experience and/or a genuine interest in singing within a group.

640  Concert/Symphonic Band  
Grades 9-12  1 credit  
PREREQ: Audition showing instrumental competence at the high-school level  
Membership in the Concert/Symphonic Band is open to all students who have demonstrated proficiency in performance standards. The ensemble aims at developing ensemble techniques through the performance of quality band literature and exercises. The group rehearses daily throughout the year and performs at concerts, parades and home football games. Performance attendance is a mandatory requirement. Absence from a required performance will affect quarterly grades. Weekly, small group instrumental lessons are offered in school as part of this course requirement.

642  Wind Ensemble  
Grades 9-12  1 credit  
PREREQ: By audition only  
Membership will be extended to those students who demonstrate a mature attitude, as well as musically advanced skills. Students will be auditioned for this advanced group. Students will be encouraged to seek recommended private instruction. Weekly lessons will be provided in small instrumental ensembles during the school day. The Wind Ensemble is small by nature, and achieving balanced instrumentation will be part of the selection process. The wind ensemble meets daily throughout the year and performs for evening concerts. Members of this group are also required to participate in parades and home football games. Absence from a required performance will affect quarterly grades.

656  Music Theory  
Grades 9-12  1 credit  
PREREQ: Teacher recommendation and competence on an instrument/voice  
This course offers an introduction to the fundamentals of music, including concepts of rhythm, pitch, harmony and melody. Students will study these topics through participation in class activities which will utilize a theory text, various music recordings, keyboard, discussion and analysis of material, and composition. Class participation is a crucial element to succeeding in this course. The successful completion of this course will prepare those students interested in continuing on to Advanced Placement Music Theory (680).

680  Select Choir  
Grades 9-12  1 credit  
PREREQ: Successful completion of Vocal Music I or equivalent experience and teacher recommendation  
This course offers further study of choral singing in a more challenging and accelerated rehearsal setting. Students will further study, analyze and perform a variety of more demanding choral works from various genres and time periods, with an increased emphasis on concepts of choral singing, including tone quality, diction, phrasing, and expression. Students will engage in more advanced warm-ups, sight-singing, solfeggio and rehearsal techniques. As a part of this course, students are required to come to five small group voice lessons within each quarter, allowing for more individualized instruction. Student participation in rehearsals and concerts is a necessary and vital component to success in this course, with an expectation of increased effort and responsibility. This course is appropriate for students who have experience singing in a multi-part choir, and knowledge of solfeggio and sight-reading.
**Music**

Music, continued

**668  Albanettes**

Grades 9-12  1 credit

PREREQ: By audition only

This course offers the opportunity for the further study and development of choral singing within a small female ensemble. Students will further study, analyze, and perform a variety of more demanding choral works from various genres and time periods, with an increased emphasis on a capella singing, as well as concepts of choral singing, including tone quality, diction, phrasing and expression. Students will engage in more advanced warm-ups, sight-singing, solfeggio and rehearsal techniques. Student participation in rehearsals and concerts is a necessary and vital component to success in this course, with an expectation of increased effort and responsibility. This course is appropriate for students who have experience singing in a multi-part choir and the ability to read music with advanced knowledge of solfeggio and sight-reading. Enrollment and successful completion of Music Theory or equivalent experience is highly recommended.

**676  Jazz Improvisational**

Grades 10-12  1 credit

PREREQ: By audition only

This course will develop musical creativity in high school instrumental students. It will familiarize students with jazz standards, jazz fusion and contemporary pop music direction through directed listening and actual performance. A major goal will be to prepare students for higher education in jazz studies, professional playing or individual expression in a pertinent art form.

**680  Advanced Placement Music Theory**

Grades 10-12  1 credit

PREREQ: Music in Our Lives, Music Theory/AP Theory and or teacher recommendations

The goal of the AP Music Theory course is to develop the student’s ability to analyze music through score study, part-writing, harmonization, melodic and harmonic dictation, and sight-singing. This is achieved through the study of 18th-century part-writing rules and 20th-century harmonic analysis. Each student is required to take the AP Music Theory exam in the spring.

**680.4  IB Music SL**

Grades 11-12  1 credit

PREREQ: Music in Our Lives, Music Theory/AP Theory and or teacher recommendations

The study of traditional western music and non-western music such as Eastern/Asian and African/South American music. Specific IB requirements are

1. Musical Investigation (written work of 1,200-1,500 words)
2. One of three performances (group, solo or composition)
3. An in-depth study of a work selected by IB. This includes analysis of the score, research of the composer and selected composition.
4. Exam in May.
Performing Arts

150 Drama
Grades 11-12 1 credit
PREREQ: None
A course in acting, stagecraft, and exploring the world of theater. A variety of plays will be analyzed for character development, structure, and thematic importance. Acting technique will be studied and students will examine various interpretations of the same role. Lighting, sound, set design and construction will be learned experientially through class projects. Field trips to dramatic productions are an expected form of class participation.

152 Theatre Arts
Grades 9-12 1 credit
PREREQ: None
This course satisfies the Regents requirement for either one credit of art or music. The course is designed to provide the beginning actor with a fresh approach to the study of drama through a wide variety of experiences. The course focuses on the mechanics of acting. Students will work with a variety of styles of plays and develop skills for character development and an enhanced awareness of theme as it provides a basis for the playwright's story. Guest speakers and hands-on workshops will be provided and field trips to local and out-of-area staged productions will take place. Culmination of the course will include vignettes of larger plays that will be staged and presented for select audiences within the high school community. The course will build the skills and confidence essential to participation in larger-scale productions.

162 After School Performing Arts Studies
Grades 9-12 1 or 2 elective credits (1-credit seat time: 3 ½ hours/week; 2-credit seat time: 7 hours/week)
PREREQ: None
This full-year practicum is designed to provide participants with the basics of all aspects of the performing arts, with a hands-on, project-based approach to learning. Participants declare a primary area of study (acting, dance, technical theatre, film/video, play/screen writing) and receive training in that discipline during set hours. To fulfill a portion of their seat time requirement, they will work in other disciplines as a means to enrich understanding of their chosen field, through training, projects and performances. (Availability of disciplines would depend on funding for auxiliary staff during a given year; however, acting, playwriting and technical theatre would always be available. The choral music department has expressed interest in coordinating a branch of this course in the future.) This course is designed to meet the demands of students interested in performing arts classes who are unable to fit electives into their regular school hours. Through all of the disciplines explored, students will grow in self-confidence, public speaking, team work, language acquisition and decoding skills (text analysis, script writing and choreography), in addition to developing their artistry.

162.3 IB Theater HL 1
Grades 9-12 1 or 2 elective credits
(1-credit seat time: 3 ½ hours/week; 2-credit seat time: 7 hours/week)
PREREQ: None
This is the first year of a two-year course designed to provide participants with the basics of all aspects of the performing arts, with a hands on, project-based approach to learning. Participants declare a primary area of study (acting, dance, technical theatre, film/video, play/screen writing) and receive training in that discipline during set hours. To fulfill a portion of their seat time requirement, they will work in other disciplines as a means to enrich understanding of their chosen field, through training, projects and performances. (Availability of disciplines would depend on funding for auxiliary staff during a given year, however, acting, playwriting and technical theatre would always be available. The choral music department has expressed interest in coordinating a branch of this course in the future.) This course is designed to meet the demands of students interested in performing arts classes who are unable to fit electives into their regular school hours. Through all of the disciplines explored, students will grow in self-confidence, public speaking, team work, language acquisition and decoding skills (text analysis, script writing and choreography), in addition to developing their artistry. An IB Assessment is required at the end of the course sequence.
Physical Education is a required subject for all students. Students must complete four years of physical education in order to be eligible for graduation.

800 Physical Education (Co-Ed)
Grades 9-12 ½ credit

810 Modified Physical Education
Grades 9-12 ½ credit

Physical Education in the City School District of Albany is an integral and required part of the total educational experience. Physical Education at Albany High School stresses individualized and lifetime fitness-centered activities. Our program is student-centered and focuses on participation in physical activity. Although physical activity is the centerpiece, other unique and worthy objectives are attained through a program that offers a variety of activities and experiences.

Physical Education is much broader than sport as it includes physiology, theory, health, nutrition, activities and games. It uses sport as its mode to teach physical fitness. It encompasses and should meet the needs of everyone in the student population. Our goal is to expose students to a wide variety of activities so that they can use the ones they discover they enjoy as a vehicle towards achieving lifetime fitness and health. We want students to be able to make the connection between exercise and the role it plays in the quality of their lives.

MODIFIED ACTIVITIES
Modified activities are offered to those students with temporary or permanent disabilities as well as those students recommended by their physical education teacher. Instruction is based upon the individual needs of the student.

FITNESSGRAM PHYSICAL FITNESS TESTING
All students in the City School District of Albany will participate in physical fitness testing during the course of the school year. Ideally, testing will be administered at the beginning and at the end of the school year. Data will be used to drive the physical education curriculum and identify areas of strengths and weaknesses in the physical fitness levels of our students.

ELECTIVE OFFERINGS
Significant changes have been made to the high school physical education program to insure student success and to get students active:

1) Partial electives – students select activity (see below)

2) Phys ed uniform – sneakers are appropriate attire; need to change for an “A”

1st-quarter elective pairings
• Track/ultimate Frisbee
• Volleyball/tennis
• Badminton/pickleball
• Football/basketball
• Soccer/speedball
• Fitness/dance

2nd- and 3rd-quarter elective pairings
• Basketball/volleyball
• Commercial fitness (tae-bo, yoga, kickboxing)/dance
• Handball/basketball
• Pickleball/bowling
• Ultimate Frisbee/basketball
• Floor hockey/basketball

4th-quarter elective pairings
• Softball/football
• Track/ultimate Frisbee
• Cross country/soccer
• Volleyball/tennis
• Soccer/speedball
• Fitness/dance

*elective pairings may change due to space limitations and available equipment
### SCHEDULING STUDENTS FOR SCIENCE

Possible science pathways could be, but are not limited to:

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 8</td>
<td>Living Environment</td>
<td>Earth Science</td>
<td>Regents Chemistry or Regents Physics</td>
<td>Elective</td>
</tr>
<tr>
<td>Living Environment</td>
<td>Earth Science</td>
<td>Chemistry or Chemistry Honors</td>
<td>Physics or Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

The student may take the course listed or any elective as long as the student has the necessary prerequisite.

Three units of science are required of all students for graduation as follows:
- 1 course based on the Living Environment Core
- 1 course based on the Physical Setting Core (earth science, chemistry, physics)
- Student must pass one Regents examination for a Regents Diploma or two Regents exams (one from the Living Environment and one from the Physical Setting) for an Advanced Regents Diploma.
- The third year of science must be based on the NYS math/ science/technology standards

Prerequisites listed for science courses are to be interpreted as the minimum background required for success in a given course, and any deviation must be within a recommendation from the student’s counselor or principal. Completion of required laboratory experiments and activities, including submission of acceptable written reports of all experiments and activities, is mandated for admission to Regents exams in science.

### 306 Physical Setting Earth Science

**Grades 9-12 1 credit**

**PREREQ:** Enrollment in or completion of high school math course

An in-depth study of the earth, the constructive and destructive forces shaping it, including mountain-building, earthquakes, volcanism, sea floor spreading, erosion weathering and rock formation. Other topics include astronomy, oceanography and meteorology. Lab activities include map work, study of land forms, and identification of rock and minerals and forces in space.

### 308 Environmental Studies/ Earth Science

**Grades 10-12 1 credit**

**PREREQ:** None

This course will help prepare students interested in entering a two- or four-year college program majoring in an environmental science-related profession. Students will focus on earth science concepts themed and infused with environmental issues. This course is a study of local and global environmental issues. An analysis of the scientific and societal implications of such environmental issues as pollution, food and people, environment and careers, population dynamics and environmental health will be correlated in the context of current events. This course does not end in a Regents exam. It can be used to meet the Physical Setting requirement and has a local final exam.

### 310 Living Environment: Biology Honors

**Grades 9-12 1 credit**

**PREREQ:** None

An advanced study of living systems, including extended topics in biochemistry, human physiology, embryonic development, genetics and ecology.

### 312 Living Environment: Biology

**Grades 9-12 1 credit**

**PREREQ:** None

A study of the organization and maintenance of living things, reproduction and development, the human body and evolution. Labs include work with microscope, dissection material and various living systems.

### 315 Chemistry Honors

**Grades 10-12 1 credit**

**PREREQ:** Mastery completion of Algebra and two regents science courses (85% or above average)

Chemistry Honors is an enriched course in chemistry offering intensive laboratory activities, expanded concepts and in-depth curriculum. The coursework is quantitative, geared toward preparation of the SAT II in chemistry and is fast-paced. Students will take both the Regents exam in chemistry and a local final exam.

### 316 Physical Setting Chemistry

**Grades 10-12 1 credit**

**PREREQ:** Science course, mastery and completion of Algebra and one Regents exam

An in-depth study of the atom, its structure, bonds that link atoms together to form molecules, chemical reactions in natural and man-made processes and the transfer of energy. In lab, the dynamics of chemical reactions will be studied to understand energy relationships. Data collection, analysis and a firm understanding of the scientific process are integral segments of the lab.
Science, continued

318 Core Physical Setting: Chemistry
Grades 10-12 1 credit
PREREQ: Successful completion of Living Environment and Regents exam
This course is based on the Physical Setting: Chemistry Core. Students are exposed to basic/introductory concepts of chemistry. This course covers topics in basic atomic structure, acids/bases, formula and equation reading and writing, organic chemistry, metric system, math for chemistry, elements and the periodic table. Lab is included in class activities. The course is designed to assist students in meeting graduation requirements and does not end in a Regents exam. It can be used to meet the physical setting requirement. This course has a local final exam.

324 AP Biology
Grades 11-12 1 credit
PREREQ: Living Environment: Biology (312) and Physical Setting: Chemistry (316)
A course of study with a focus in the areas of cytology, biochemistry, molecular genetics and selected physiological systems. Evolution at the different levels of organization is the unifying concept. Some independent study is required and a strong interest in Living Environment: Biology is essential. Prerequisites may be waived in the event of strong student interest coupled with evidence of strong academic performance. Laboratory will be conducted on alternate days.

324.3 IB/AP Biology Higher Level
Grade 11 1 credit
PREREQ: None
This two-year biology course covers the standard AP Biology topics in the first year. In addition, an extra period every four days allows students to go into greater depth on each topic. IB Biology also requires students to experience a great amount of laboratory work, much of which is independent and original. The AP final exam is required in May of this first year. The second year of the course consists of a half-year each of the following topics: evolution, neurobiology and behavior, applied plant and animal science, ecology and conservation or further human physiology. Topics are selected by the instructor. Each topic will be covered at an advanced level, with emphasis on laboratory experiences. Extensive laboratory reports are required. The IB final exam will be taken at the end of the school year.

IB Biology students also are required to participate in a collaborative interdisciplinary project to explore a topic in depth. They will begin planning the project in May and June of their junior year and it will be due senior year. Enrolled students also must write a 4,000-word essay on a selected topic that is due in February of senior year.

326 AP Chemistry
(offered even years only)
Grades 11-12 1 credit
PREREQ: Successful completion of Algebra I and Living Environment: Biology and Physical Setting: Chemistry
A first-year college chemistry course stressing such areas as atomic structure, molecular geometry, acid base theory and thermodynamics. Prerequisites may be waived if high math and science ability are demonstrated. This course may be taken for joint Regents and AP credit. This course has a lab component scheduled with this class.

326.4 IB Chemistry Standard Level (odd years only)
Grades 11-12 1 credit
PREREQ: Successful completion of Geometry, Algebra 2 and Trigonometry and Physical Setting: Chemistry; students also should have completed IB Math SL1 and the first year of IB Biology HL
This is a rigorous, extended first-year college chemistry course (2 college semesters) stressing atomic structure, molecular geometry, thermodynamics, kinetics and equilibrium, acid base theory, thermodynamics and organic chemistry with an advanced laboratory program.

327 AP Environmental Science
Grades 10-12 1 credit
PREREQ: Living Environment, Earth Science, and Algebra
AP Environmental Science is designed to be the equivalent of a one-semester introductory college course in environmental science that includes a laboratory and field investigation component. Emphasis is placed on the scientific principles, concepts and methodologies required to understand interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them.

328.4 IB Physics Standard Level (even years only)
Grades 11-12 1 credit
PREREQ: None
The IB Physics Standard Level course is a survey course that presents a view of physics from both a historical and a modern perspective. Emphasis is placed on the use of mathematical analysis and scientific inquiry to investigate the mysteries of natural phenomena.
• The IB Physics course will aim to provide opportunities for scientific study and creativity that will:
• Stimulate and challenge students to provide a body of knowledge, methods and techniques that characterize science and technology;
• Develop an ability to analyze, evaluate and synthesize scientific information;
• Encourage an appreciation for the importance of collaboration and communication during scientific activities; and
• Develop and apply students’ information technology skills in the study of science.
Science, continued

328 AP Physics
Grades 11-12  1 credit
PREREQ: Successful completion of Living Environment: Biology and Physical Setting: Physics and completion of Precalculus
An advanced math-based course on the college level stressing mechanics. High math ability is a must. Calculus as a prerequisite or co-requisite is recommended.

330 Med.Tech: Introduction to Medical Science
Grades 11-12  1 credit
PREREQ: Successful completion of Living Environment and Regents exam and completion of Physical Setting course
This course will help prepare students interested in entering a 2or 4 year college program majoring in a health or medical related profession. Whether interested in being a paramedic, pharmacist, nurse, or doctor this course will introduce students to the fast-paced world of medicine and its many branches. Topics include pharmacy, radiology (X-ray, MRI, CT scan, and ultrasound), hematology, microbiology, physical therapy, dermatology (wound classification, care, suturing techniques), respiratory therapy, etc. Students learn to read and write using medical terminology. The course includes a mandatory additional lab component; it is lab intensive and designed to simulate a real life medical environment. This course can be used to meet the third year science requirement for the Regents or Advanced Regents Diploma. The course ends in a local final examination.

332 Physical Setting Physics
Grades 10-12  1 credit
PREREQ: Successful completion of 2 Regents science courses and Algebra I
This course is an in-depth study of the fundamental concepts of motion, sound, light, electronics and atomic theory. In the required lab, concepts from the physics class are verified by the students using equipment relative to the scientific process.

334 Introduction to Nanoscale Science and Engineering
Grades 10-12  1 credit
PREREQ: Students must have passed Living Environment course in Living Environment, Chemistry, Physics, and all related Regents exams. Students may take the course concurrently with Regents Physics
Developed in collaboration with the College of Nanoscale Science and Engineering at SUNY Polytechnic Institute, this is an advanced college preparatory course that explores applications of nanoscale science and engineering. The ability to fabricate, characterize and utilize material structures on the nanometer scale has had and will continue to have a direct impact on developments in physics, chemistry and biology. Practical applications of nanotechnology have revolutionized bioengineering, electronics, manufacturing engineering, medicine, transportation and space exploration. Students will be introduced to basic concepts, techniques and tools that are central to this rapidly developing field. Students should have a thorough understanding of basic physical, chemical and biological laws and principles in order to understand how these concepts behave at the nanoscale level. This course has a mandatory lab component, and students will experience the fabrication labs at the SUNY Polytechnic Institute’s College of Nanoscale Science and Engineering.

335 Advanced Nanoscale Science and Engineering
Grades: 11-12  1 credit
PREREQ: Students must have passed Regents science courses in Living Environment, Chemistry, Physics, and all related Regents exams. Students may take the course concurrently with Regents Physics
Developed in collaboration with the College of Nanoscale Science and Engineering at SUNY Polytechnic Institute, this course introduces students to nanoscience, the study of atoms, molecules, and objects whose size is on the nanometer scale (1-100 nanometers). Based on the introductory concepts of chemistry and physics, students will explore nanoscience, nanotechnology, and how this emerging field is critical to innovation in the 21st century. Classroom experiences will be enriched through guest lecturers from SUNY Polytechnic and visits to SUNY Polytechnic’s nanoscience facility.

337 Anatomy and Physiology
Grades 11-12  1 credit
PREREQ: Student must have passed both the Living Environment course and its related Regents exam and the Physical Setting Chemistry Regents course
This science elective is designed for students who wish to pursue careers in medicine, nursing, physiotherapy and health-related fields. Students begin by mastering the terminology and memorizing a substantial core of basic concepts related to the structure and function of the human body. In the process, they are also provided with a mental framework for organizing new information, the ability to access additional information when needed by referring to relevant print or electronic data sources and the understanding of how to apply their knowledge to solve particular problems. Assessments include tests, practicals, labs, quizzes, homework assignments and a final quarter project or final exam.
526  Health Career Explorations

1 year  2 credits

PREREQ: None

Health Explorations provides an insider’s study of the health care industry. Students enrolled in the program rotate through a variety of health-care settings that allows them to directly experience health-care delivery. In addition, students are exposed to services related to health care delivery in the form of volunteer positions. Participating providers include physical therapy, chiropractic, optometry, orthopedics, VA Hospital, Albany Fire Department, St. Margaret’s Center, Ronald McDonald House Charities including the Ronald McDonald House Dental Care Van, 7th Floor Family at Albany Medical Center, Albany Regional Dialysis Center and various other placements. Students receive 2 credits for health occupations. This course may lead to 3 biology credits and 3 English credits at UAlbany. Approximate cost: $200.

540  Criminal Justice – Legal Professions Career Exploration

1 year  2 credits

PREREQ: None

HEAR YE, HEAR YE! This class is now in session for seniors interested in the law and or criminal justice career field. This course will provide in-depth study of the various career opportunities on the federal, state, and local levels of the justice system. Various legal professions will also be explored in depth. Students will rotate into different areas to observe and assist professionals in their fields. Possible locations are courts, law offices, public defender offices, state police academy, and probation department and correction agencies. When you complete this course you will earn 2 credits in criminal justice occupations. This course may lead to 6 credits from The College of Saint Rose, and 3 English credits from UAlbany. Approximate cost: $200.

541  Education Explorations

1 year  2 credits

PREREQ: None

Education Explorations provide a learning opportunity for high school seniors that take you out of Albany High and gives you an insider’s look at what it is like to work in the field of education. That means you will be immersed in the everyday life of an elementary teacher. Students enrolled in this program are placed within the City School District of Albany’s elementary schools. You will earn how teachers prepare and choose classroom activities and instructional methods and how they evaluate students. Explore multiculturalism and the philosophies behind teaching and how students respond to different learning environments. This course may lead to 6 credits from The College of Saint Rose and 3 English credits from UAlbany. (approximate cost $130) and 3 English credits from UAlbany. Approximate cost: $200.
204  World History I
Grade 9  1 credit
PREREQ: None
Grade 9 includes units on introduction to world history, the ancient world, civilizations and religions (4000 B.C.-500 A.D.); expanding zones of exchanges and encounters (500-1200); and global interactions (1260-1650).

205  World History I Honors
Grade 9  1 credit
PREREQ: None
World History I Honors includes introduction to world history and units on the ancient world, civilizations and religions (4000 B.C.-500 A.D.); expanding zones of exchanges and encounters (500-1200); and global interactions (1260-1650). Upon completion, this course will provide the necessary skills for students to successfully enter an AP course of study.

205  AP World History
Grade 9  1 credit
PREREQ: None
The purpose of the AP course in World History is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past thousand years of global experience, the course builds on an understanding of cultural, institutional, and technological precursors that, along with geography, set the human stage prior to 1000 C.E. (Common Era). Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from that point to the present. Specific themes provide further organization to the course, along with the consistent attention to contact among societies that form the core of world history as a field of study. AP exam (which could allow students to earn college credit) is given at the end of the course.

207  World History II
Grade 10  1 credit
PREREQ: None
World History II continues the study of World History I by picking up at the conclusion of the ninth-grade course. This class includes units on the first global age (1450-1770); an age of revolutions (1750-1914); a half-century of crisis and achievement (1900-1945); and the 20th century since 1945. A Regents exam is given at the end of grade 10.

208  AP European History
Grade 10  1 credit
PREREQ: None
This course is taught at the freshman college level with strong emphasis upon a conceptual approach to themes found in European History. Interpretative writing and reading skills are stressed. AP exam (which could allow students to earn college credit) and Regents exam in Global History are given at the end of the course.

208  World History II Honors
Grade 10  1 credit
PREREQ: None
World History II continues the study of World History I by picking up at the conclusion of the ninth-grade course. This class includes units on the first global age (1450-1770); an age of revolutions (1750-1914); a half-century of crisis and achievement (1900-1945); and the 20th century since 1945. Upon completion, this course will provide the necessary skills for students to successfully enter an AP course of study. (Quarterly internal assessments are given throughout the year; Regents exam given at the end of the course).

217  U.S. History
Grade 11  1 credit
PREREQ: None
The grade 11 course is a chronologically organized study of major eras in United States History and Government, with an emphasis on the post-industrial nation. The course is divided into seven major eras including: constitutional foundations, industrialization of the U.S., progressive responses to industrialization at home and abroad, prosperity and depression; the United States in the age of global crisis, world in uncertain times (1950-1980) and 1980-Present. A Regents exam is given at the end of this course.
Social Studies, continued

218  U.S. History Honors

Grade 11  1 credit
PREREQ: None
This course is chronologically organized study of major eras in United States history and government, with an emphasis on the post-industrial nation. The course is divided into seven major eras including: constitutional foundations, industrialization of the U.S., progressive responses to industrialization at home and abroad, prosperity and depression; the United States in the age of global crisis, world in uncertain times (1950-1980) and 1980-present. Upon completion, this course will provide the necessary skills for students to successfully enter an AP course of study. Quarterly internal assessments are given throughout the year; a Regents exam is given at the end of the course.

218.3  IB/AP History of the Americas HL

Grade 11  1 credit
PREREQ: None
The IB program in history is an intensive two-year study of the Group 3 area of Individuals and Societies. This course is designed to provide highly motivated students with a rigorous program that will examine various aspects of history in great depth. In addition to extensive content knowledge, students will obtain reading, writing, research and critical thinking skills commensurate with the best college students. An emphasis also will be placed on preparing students for success on the U.S. History and Government exam.

219  AP U.S. History

Grade 11  1 credit
PREREQ: Recommended 95% average in Global 10, 90% average in Global 10 Honors, or 85% average in European History AP
This course can be taken as an alternative to the regular U.S. History course. It is intended for students who wish to study history in greater depth and earn college credit. The course stresses investigation of varying interpretations of important events in American history. Students will receive extra training in research, writing, and speaking skills in preparation for college study. AP and Regents exams are given at the end of this course.

230  Participation in Government

Grade 12  ½ credit
PREREQ: None
The Participation in Government course is interdisciplinary, for it will be drawn from areas beyond the defined social studies curriculum and will include life experience beyond classroom and school. This course will be related to problems or issues addressed by students. In addition, the term participation must be interpreted in the broad sense to possibly include an actual community service program or out-of-school internship, and in-class, in-school activities that involve students in the analysis of state public issues. Analyzing, monitoring, discussing issues and policies are the fundamental activities of this course. Local exam given at course end.

231  AP U.S. Government and Politics

Grade 12  1 credit
PREREQ: None
This course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Topics include: constitutional underpinnings of U.S. government; political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government and public policy. The course satisfies requirements for both Economics and Participation in Government. An AP exam is given at the end of the course.

236  Economics

Grade 12  ½ credit
PREREQ: None
This course should provide students with the economic knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world. The course is designed to emphasize rational decision-making, and to encourage students to become wiser consumers as well as better citizens. Local exam given at the end of this course.

237  AP Economics (Microeconomics)

Grades 12  1 credit
PREREQ: None
The purpose of an AP course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. This course satisfies requirements for both Participation in Government and Economics. An AP exam is given at the end of this course.

ELECTIVES

129  The American Experience with Honors Option

Grade 11  1 credit English 11 or 1 credit U.S. History
PREREQ: None
This interdisciplinary course centers on the cooperative discovery of the history and literature of the United States. It is designed to help students establish connections between the political ideas, movements and events that shaped our country and the artistic movements that have created our culture. Chronological and topical approaches to literature and history provide the framework for the study of the American experience. Students read a variety of short and longer texts that complement the exploration of United States history and primary source documents including the U.S. Constitution and landmark Supreme Court cases. All students are required to take the U.S. History and Government and English Regents exams at the end of the course. An enriched honors curriculum will be offered to students who have the interest, ability and motivation to explore topics studied in greater depth. Honors students will be required to complete additional and/or different assignments that are focused on the societal perception of “The American Dream” and how this concept has evolved over time.

To receive an Honors designation, complete the honors assignments in both courses in all quarters. Submit a letter of intent signed by the student and his/her parent/guardian the first quarter interim due date. The Honors designation will be included on the student’s final transcript at the end of the school year.
**Social Studies, continued**

**219.4  IB II History American Communism**  
*Grade 12  1 credit*  
**PREREQ: None**

This is the second year of the Group 3 Higher Level course. It is a required class for all IB Diploma candidates but is also being offered as a Certificate Class to any Albany High student who has met IB prerequisites. The course focuses on a study of the major events and movements of the 20th century. This course will require a student to examine, in-depth, two prescribed subjects as well as three world history topics.  
The prescribed subjects chosen are:  
• The USSR under Stalin, 1924-41  
• The Cold War, 1960-79  

The 20th-century world history topics include:  
• The rise and rule of single-party states  
• The Cold War  

IB assessments include the following:  
• A three-part external assessment  
• An internal assessment based on the writing of an historical investigation  
Successful completion of the class will earn the student IB college credit. (Certificate credit available)

**237.4  IB Economics Standard Level**  
*Grades 11-12  1 credit*  
**PREREQ: None**

The purpose of IB Economics is to give students a thorough understanding of how the basic questions of economics are answered on the individual, national and international levels. Students will gain an understanding of the roles of producers and consumers in the economy, and how individuals, markets and governments make economic decisions.  
IB Standard Level Economics introduces students to five major areas of study: scarcity and economic systems, microeconomics, macroeconomics, international economics and development economics. Students will be able to attain an understanding of basic economic terms, apply economic theory to explain current economic events be able to interpret and analyze economic data. Central to success in this class is the ability to evaluate different economic theories and to integrate domestic economic priorities with global responsibilities. IB students will be co-seated with AP students. IB students will complete papers one and two at the conclusion of the course. A portfolio of four commentaries, 650 words each, will be required. IB students will be offered the option of taking the AP exams in macroeconomics and microeconomics at the conclusion of the course.

**240  Sociology**  
*Grades 11-12  1/2 credit*  
**PREREQ: None**

This second-semester course affords the student an opportunity to examine various aspects of American society. Topics to be examined and discussed are: the family; child/sex abuse; violence in society; sex discrimination; addiction; TV/media; population and environmental issues. Class discussion and video are the primary instructional methods.

**243.4  IB Psychology Standard Level**  
*Grades 11-12  1 credit*  
**PREREQ: None**

This will be offered as a Standard Level, full-year elective in social studies. Throughout the course we explore the three major perspectives of psychology: the biological perspective, the cognitive perspective and the socio-cultural perspective. The other topic that will be explored is different every year and is considered an option. Our students will explore how each of these approaches treats topics such as learning, behavior, motivation, personality, and intellectual development. The completion of a simple experiment is also required for IB credit (certificate credit available). Students will be prepared for the AP Psychology exam in the spring.

**244  AP Psychology**  
*Grades 10-12  1 credit*  
**PREREQ: None**

The study of psychology introduces students to systematic and scientific study of human and animal behavior. In addition to providing a basic understanding of the fact, principles and phenomena affecting human behavior, AP Psychology will help students to develop an understanding of some of the historic principal themes of modern psychology, an ability to critically analyze data and other evidence used in developing psychological theory and an ability to express psychological understanding both orally and through written expression.
Albany High School is committed to making sure all students receive a quality education that fits within the framework of their individual needs. Our special-education programs provide specially designed instruction and services to help meet the unique needs of students with disabilities.

Programs for students with disabilities are offered in academic settings that range from the general-education classroom to self-contained classrooms with fewer students and more teacher support. Student-to-teacher ratios in the special class programs include 15:1:1 (15 students, one teacher and one aide), 12:1:1, 12:1:4 and 8:1:1.

**RELATED SERVICES**

Related services are developmental, corrective and other supportive services that a student with a disability may need. Common related services include, but are not limited to: speech and language, occupational, physical therapies, teacher of the visually impaired, skilled nursing, orientation and mobility and/or psychological counseling services. Related services may be provided in conjunction with other regular or special education programs.

**CONSULTANT TEACHER SERVICES**

This service is provided by a certified special-education teacher and may be delivered as a direct service and/or an indirect service. Consultant teacher services must be provided a minimum of two hours per week in any combination of direct or indirect consultant teacher services. The student’s individualized education plan (IEP) will specify how often the service will be provided and which academic areas are to be supported – English language art and math, for example – based upon the individual students needs.

**DIRECT AND INDIRECT CONSULTANT TEACHER SERVICES**

A direct consultant teacher is a special-education teacher who provides direct support and instruction to students with disabilities in a general-education classroom. The student’s IEP identifies the subject(s) where consultant teacher services will be provided.

An indirect consultant teacher is a special-education teacher who helps general-education and special-area teachers adjust the learning environment and/or modify the instructional methods to meet the individual needs of a student with a disability in a general-education class.

**RESOURCE ROOM**

Resource room programs are special-education programs for students with disabilities in either special or general education classes who need specialized supplemental instruction in a small-group setting for part of the school day. Resource room instruction is provided in addition to general-education or special-education classroom instruction the student receives. It is not provided in place of the student’s regular instruction. Resource Room composition and grade level combinations vary based on student needs.

**INTEGRATED CO-TEACHING SERVICES**

This program is designed for students whose learner characteristics significantly impact their academic progress in identified core academic areas. These students require significant differentiation of curriculum and specially designed instruction to support them in achieving the grade level curriculum content and State learning standards. Students in the integrated co-teaching classroom receive instruction from both a general-education and a special-education teacher who plan, deliver, and evaluate instruction for all students. Both educators are responsible for the implementation of student IEPs, differentiation of instruction, assessment of student achievement and utilization of a classroom management plan as needed.

**REGENTS SPECIAL CLASS (15:1:1)**

This program is designed for students whose learning challenges affect their academic achievement in all areas based on standardized testing, curriculum-based assessments and response to intervention. These students typically demonstrate cognitive, language, and/or academic deficits. These students receive their core academic instruction in one or more subject area (English language arts, math, science, social studies) a self-contained setting outside the general education classroom where specialized instruction is designed to meet the similar needs of a group of students.

Students may be exempt from foreign language requirements due to individual cognitive, academic and/or language needs. Students also may be eligible for the following graduation diplomas or credentials: Regents Diploma, Local Diploma, Career Development Credential and Occupational Studies Commencement Credential.

**SOCIAL-EMOTIONAL SPECIAL CLASS (12:1:1)**

This program is designed for students with significant behavior-management needs and below-average social skills. A student in this class may have a mental health diagnosis which affects relationships with peers and adults. A student in the class also may have significant difficulties with language skills, self-regulation and transitions and may need a behavior plan. They require constant and consistent adult direction and support in a structured classroom environment. These students receive the majority of their instruction within the self-contained setting (outside of the general education classroom) where specialized instruction is designed to meet the similar needs of a group of students.

**SOCIAL-EMOTIONAL SPECIAL CLASS (8:1:1)**

This program is designed for students with significant behavior-management needs and below-average social skills. Students in this class also present with intensive mental health, behavioral, social and emotional management needs that severely affect their overall progress and engagement within less restrictive learning environments. These students demonstrate a long-standing pattern of aggressive acting-out behaviors and non-compliance which have not responded to intensive interventions. The students require constant and consistent adult direction and support in a structured classroom environment. These students receive the majority of their core instruction (English language arts, science, math, social studies) within a highly structured self-contained setting that includes a detailed classroom behavior-management plan where specialized instruction is designed to meet the similar needs of a group of students.
Special Education, continued

AUTISM SPECIAL CLASS (12:1:2)

This is an intensive multi-age program for students whose learning characteristics are consistent with a diagnosis of autism spectrum disorder that significantly impairs their ability to be successful within the general-education setting. Students in this class typically demonstrate anxiety related to social situations, transitions and environmental changes. These students also may have sensory and motor needs, and their communication, social and adaptive skills are delayed. The students receive academic instruction within a highly structured setting that includes a detailed classroom behavior-management plan and assistive technology as appropriate. Students may be New York State Alternate Assessment (NYSAA) eligible. These students receive the majority of their instruction within the self-contained setting (outside of the general education classroom) where specialized instruction is designed to meet the similar needs of the group of students.

LIFE SKILLS SPECIAL CLASS (15:1:1 AND 12:1:4)

This program is designed for students with significant developmental delays who are pursuing a Skills Achievement Commencement Credential (SACC). Students in this program have significant intellectual disabilities. Students may have significantly delayed language skills, motor skills, social skills and delayed adaptive behavior. Students are New York State Alternate Assessment (NYSAA) eligible. These students receive the majority of their instruction within the self-contained setting (outside of the general education classroom) where specialized instruction is designed to meet the similar needs of a group of students.

COLLEGE-BASED TRANSITION PROGRAM

Students with disabilities who have received the Skills and Achievement Commencement Credential and are between 18 to 21 years old may attend the post-secondary education program at Sage College of Albany. Students must meet eligibility guidelines for New York State Education Department ACCESS-VR and/or New York State Office of Persons with Developmental Disabilities (OPWDD). The essential goals of this program are to increase students’ level of independence, offer employment experience to students to enhance the successful transition to a full or part time job in the community, improve communication and socialization skills and to be well-informed citizens and contributing members to their community.

TRANSITION COORDINATION

Secondary transition is a vitally important component of the Individualized Education Plan (IEP) that all schools, under the Individuals with Disabilities Education Act (IDEA), are required to address. Transition is a coordinated set of activities that is focused on improving the academic and functional achievement of students with a disability and facilitating students’ movement from school to post-school.

SPECIAL EDUCATION ELECTIVES

497 Building Trades I

Grades 9-12 Credit 0

PREREQ: None

This course trains students for entry-level careers within the construction, facilities maintenance and custodial fields. Students are engaged in academic and practical hands-on lessons. Students in the program will complete group projects that are work-based in nature, involve problem solving, utilize hands-on skills and will benefit the school and local communities.

560 Introduction to Occupations/Human Development

Grades 9-12 ½ credit

PREREQ: None

This one-credit course is designed to help students develop transferable skills essential to all occupations and to explore various occupational choices. The student will study the employment process, learn how to manage personal and financial resources, learn how to fill out and file income tax reforms and develop knowledge of economic systems. Students will prepare a resume, participate in simulated interviews and gain an understanding of the psychology of the workplace. Students will also learn strategies for success in interacting with young children, other adolescents, adults and the elderly.

575 Life Skills Extended ALT

Grades 9-12 ½ credit

PREREQ: None

So you think you’re grown? Or are you? This class is designed to support the student’s work experience job. Students will be able to fill out job applications, discuss work ethics, explore career options and discuss future goals. A unit entitled “Safe Work/Safe Workers,” preparing students to enter the workforce and obtain their working papers, will be presented. Students will learn to develop a budget and manage money, search for an apartment, set up bank accounts, establish and maintain credit and avoid identity theft. So be prepared to learn how to get help and ideas for living on your own in the real world. You will learn the steps necessary for becoming an independent young adult.
Technology courses are an introduction to a variety of occupations. They have been designed to meet the needs of all students and offer an opportunity to develop skills that will be of value, regardless of a student’s career choice. Technology courses provide the basics for program at Abrookin Career and Technical Center, and can be used in conjunction with occupational courses to form interdisciplinary sequences.

**527 CISCO IT Essentials**  
Grades 10-12  1 credit  
**PREREQ:** Successful completion of Geometry  
The computer services industry is the fastest growing industry in the United States today. By becoming a computer networking technician, you will be in demand by employers all over the country. Employers are looking for people with computer networking skills and are willing to pay high salaries to certified technicians. The networking technician program is designed to help meet the overwhelming demand for skilled technicians. Students will learn theory, design, implementation and maintenance of computer networks. You may even have the opportunity to explore computer networking careers by participating in an internship in your senior year. In this internship, you work with employers in the field and continue to get hands-on experience you will need to become a certified technician. The culmination of this program is a final exam given by an outside testing center toward CCNA (Cisco Certified Network Associate).

**528 CISCO Networking Academy Discovery 1 and 2**  
Grades 11-12  1 credit  
**PREREQ:** 527 CISCO IT Essentials  
This course is the second part of the CISCO Networking Curriculum. Upon completion of this course, students will be eligible to take the CCNA test, which is administered by CISCO systems. Course content includes IPX and Novell protocols, LAN segmentation utilizing bridges, switches, routers and Ethernet protocols. The second half of the year includes WAN configuration, frame relay, ISDN protocols and a threaded case study. Students also should be involved in an internship to gain real-life, on-the-job experience.

**554 Introduction to Energy and Robotics (ALT)**  
Grades 9-12  ½ credit  
This course is divided into two equal-length areas:  
- Energy systems: Study the six forms of energy: mechanical, nuclear, electrical, heat, light and chemical. Projects include low/high voltage wiring, wire splicing, and various electronic projects.  
- Robotics: Using the VEX robotics building system, students will build two VEX robots. The first robot each student will build and program is a simple follow-the-instruction type machine. The second robot will be built in teams of 3-4 students and will be designed to compete against other robots in the class and play a specific game. Students will have to design, construct and program this robot to play the game.
591 Digital Electronics
Grades 10-12  1 credit  4 RIT credits $200
PREREQ: None
In this course, you will be introduced to the digital circuits found in video games, watches, calculators, digital cameras, etc. You will study the application of digital-logic circuits and how digital devices are used to control automated equipment. You will use industry-standard electronic design software, Circuit-Maker, to build and export designs to a printed circuit auto routing program that generates printed circuit boards. You will then construct the circuit using resistors, capacitors, diodes and ICs.

595 Principles of Engineering
Grades 10-12  1 credit  4 RIT credits $200
PREREQ: None
This course is a hands-on, laboratory-based course that introduces the concepts of engineering. Exploring various technology systems and manufacturing processes helps students learn how engineers use math, science and technology in an engineering problem-solving process to benefit people. Students are provided with access to wood, metal and electronic hand tools for individual, small group and large group projects. The course also includes concerns about social and political consequences of technological change.

597 Engineering Design and Development
Grades 11-12  1 credit
PREREQ: 2 Project Lead the Way courses
In this engineering research course, students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. Students must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year.

PROJECT LEAD THE WAY

What is Project Lead the Way?
Project Lead the Way is an elective program for students who are thinking about a high-tech career or just have an interest in technology. If your interest includes computer-aided design and drawing, robotics, mechanical engineering, electrical engineering or other technology fields, Project Lead the Way offers an opportunity to explore your interests while still in high school.

Does Project Lead the Way offer a Regents Diploma?
Yes. Students enroll in the same subjects and take all the Regents that other students take. Many students will qualify for an Advanced Regents Diploma. Project Lead the Way is designed for the serious student.

How do I learn more?
See your guidance counselor at your school or contact the Technology Department at Albany High School.

590 Design and Drawing Production
(pre-engineering)
Grades 9-12  1 credit  4 RIT credits $200
PREREQ: None
Design and Drawing Production provides you with opportunities to be creative and to apply your decision-making and problem-solving skills to various design problems. You will use powerful computer hardware and software (Inventor) to develop 3-D models of objects. Using this computer-aided design system, you will learn the design process by creating, analyzing, drawing, and producing a model.

593 Computer Integrated Manufacturing
Grade 10-12  1 credit  4 RIT credits $200
PREREQ: Design and Drawing for Production
This course applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Design and Drawing for Production. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included.

596 Civil Engineering and Architecture
Grades 10-12  1 credit  4 RIT credits $200
PREREQ: Design and Drawing for Production
This course provides an overview of the fields of civil engineering and architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state-of-the-art software to solve real-world problems and communicate solutions to hands-on projects and activities. The course covers the role of civil engineers and architects, project planning, site planning, building design and project documentation.
World Languages and English as a New Language

LANGUAGES OFFERED:

• Spanish
• French
• Chinese

PROGRESSIONS

Chinese
• Mandarin Chinese 1-5
• Man Ab Initio 1
• Man Ab Initio 2 native speaker only)

French
• 1
• 2 or 2H
• 3 or 3H
• 4H/IB 1/AP 1
• 5H/IB 2/AP 2

Spanish
• 1
• 2 or 2H
• 3 or 3H
• 4 or 4H/IB 1/AP 1
• 5H/IB 2/AP 2

Students planning to attend a four-year college should consider taking at least three years of language in high school. Proficiency in a foreign language is highly useful or required for those anticipating pursuing many careers such as:

• Art history
• Banking and finance
• Government
• International advertising and management
• Interpreting

• Journalism/publishing
• Research
• Scientific translation
• Teaching
• Tourism

CHINESE

404 Mandarin Chinese 1
Grades 9-12 1 credit
PREREQ: None
This exciting introductory course is open to all who wish to communicate with speakers of the world's most commonly spoken language! You will practice the four skills of listening, speaking, reading and writing and explore the culture of one of the world's oldest continuous civilizations. A school exam completes this course.

405 Mandarin Chinese 2
Grades 9-12 1 credit
PREREQ: Mandarin Chinese 1
This course will further hone the four basic skills of listening, speaking, reading and writing. During the year there will be a gradual emphasis placed on written forms of the language. Throughout the year we will be exploring the topics of clothing, colors, health, daily routines and honorifics (polite language). Some attention will be placed on traditional Chinese cultural items such as acupuncture. More independent revision of characters is expected. A school exam completes this course.

406 Mandarin Chinese 3
Grades 9-12 1 credit
PREREQ: Mandarin Chinese 2 or IB Mandarin Chinese Ab Initio 1
This course continues the emphasis on communicative competence in Mandarin while at the same time expanding your repertoire of simplified character. You will also learn through contacts with members of the Chinese community. Upon successful completion of the sample NYS Mandarin Chinese comprehensive exam at the close of this course, you will not only complete your required graduation sequence, but also earn credit toward an advanced Regents diploma.

410 Mandarin Chinese 4
Grades 9-12 1 credit
PREREQ: Successful completion of the sample NYS Mandarin Chinese comprehensive exam
This university-level course provides intensive practice in all of the skill areas. You will gain a deeper appreciation of Chinese culture and society through cinema, guest speakers, Tang dynasty poetry and simple modern prose. You will also learn how to use a Chinese dictionary and begin to examine traditional characters. This course will provide a solid foundation for future success on the Chinese AP exam or the SAT II subject test. A school examination completes this course. If interested, you may earn 5 college credits from University at Albany. These credits carry a tuition fee of approximately $150.
**World Languages, continued**

### FRENCH

#### 340 French 1
Grades 9-12 1 credit
**PREREQ:** None
This course is an introduction to the use of French and the culture of the countries where it is spoken. The student will develop basic communicative proficiency in understanding, speaking, reading and writing French. Any student who did not pass eighth-grade French as well as the final exam must take French 1. A school exam completes this course.

#### 342 French 2 Honors
Grades 9-12 1 credit
**PREREQ:** Successful completion French 8 or French 1, passing the final exam and teacher recommendation
The student will acquire a more thorough understanding of French grammar, structure and usage. The student will also be introduced to culturally relevant topics that will entail periodic use of technology as a supplemental tool. A school examination completes this course.

#### 344 French 2
Grades 9-12 1 credit
**PREREQ:** Passing French 8 and the final exam or passing French 1
Speaking and listening skills are continued and more emphasis is placed on reading and writing skills. A school examination completes the course.

#### 348.7 IB French 3H/IBaIA
Grades 10-12 1 credit
**PREREQ:** French 2H
This course continues the aggressive pace of French 2 Honors. While students will experience a higher concentration of immersion in the target language, more complex grammatical structures will be introduced. The student will refine the already acquired use of simple tenses, both in speaking and writing. Communication skills are practiced through the production of dialogs based on functional language used in a variety of real-life situations and other varied means of participation (questions/answer, games, projects, etc.). Activities are performance-based to stimulate student autonomy and responsibility for individual work. Extensive exposure to cultural topics from primary sources via the internet, video and French newspapers and periodicals will be an integral part of the course. Students will be prepared for the next level French 4H/ AP 1/IB 1. The skills of speaking, listening, reading, and writing will prepare students for a comprehensive school-based exam.

### 411 Mandarin Chinese 5
Grades 11-12 1 credit
**PREREQ:** Intermediate Mandarin Chinese A or native speaker or placement by instructor
In this course, you will further refine your skills in Mandarin Chinese. Through composition and conversation practice, you will master more complex grammatical structures. There will be a heavy emphasis on vocabulary acquisition and character recall. Abundant writing opportunities will help you hone your skills in summarizing and analyzing ideas into coherent essays. Minor attention will be given to classical forms as encountered in writing. You will develop poise and confidence in extemporaneous speech and further hone your dictionary skills.

### 410.4 IB Mandarin Chinese Ab Initio 1
Grades 11-12 1 credit
**PREREQ:** Successful admission into the IB program
This exciting course is open to anyone in the IB program and no previous knowledge of Mandarin Chinese is required. At a brisk pace, you will explore the language spoken by most of the world’s population. You will prepare approximately one hour of homework each night and you will be required to attend tutorials two hours a week after school. A school examination completes this course.

### 411.4 IB Mandarin Chinese Ab Initio 2
Grade 12 1 credit
**PREREQ:** IB Mandarin Chinese AB Initio 1
In this course, we will continue our aggressive acquisition of elementary Mandarin and students will continue to master Chinese script in preparation for the IB exam. The homework load will intensify, and students will spend one hour per night and three hours over weekends consolidating their knowledge. This course is both a credit course and assessed externally by the IB organization in March (aural/oral) and May (reading/writing) of each school year. A short research paper in Chinese is required of each student by the IB examiners. Success on the IB examination completes the language requirement for your IB diploma. Students who are not in the IB diploma sequence may opt to take the IB exam as a certificate course verifying their linguistic/competence. This may enable you to waive certain world language requirements at university.

### 350 French 3
Grades 10-12 1 credit
**PREREQ:** French 2
The skills of speaking, listening, reading, and writing will prepare the students for a comprehensive school-based exam.

### 351 French 4
Grades 10-12 1 credit
**PREREQ:** French 3/French 3H
This is a course with primary emphasis on grammar review and language functions, along with readings from short selections of French literary genre, culture segments, newspaper and magazine articles and music and video. Composition and conversation practice will aid students in refining their already-assimilated grammar and syntax. This course is also designed to give qualified students an opportunity to earn three college credits through the University in High School Program at the University at Albany. There is a tuition fee of $150. Interested students may also enroll in this course for high school credit only with no fee.

### 352 French 4H/ AP 1/IB 1/IBaIB
Grades 11-12 1 credit
**PREREQ:** French 3/French 3H
This course may be taken as a one-year course or as part 1 of a two-year sequence leading to the IB standard level exam and/or the Advanced Placement French Language exam. The primary emphasis of this course is to expand students’ understanding and development of the French language through the exploration of contemporary themes of the Francophone world. Extensive grammar review and acquisition of advanced grammatical structures will focus on basic proficiency in the four skills of listening, speaking, reading, and writing. Introduction to authentic texts both literary and non-literary will be an integral part of the course. Active student involvement is of a high priority on an individual, small group or paired performance level. An array of authentic materials and strategies are utilized to entice students to become a successful Self-learner. A school exam completes this course. Interested students who have not previously received college credit in the University in High School Program (course 351 French 4 may opt to earn College credits) from the University at Albany. These credits carry a tuition fee of approximately $150.
World Languages and English as a New Language

**SPANISH**

**370  Spanish 1**  
Grades 9-12  1 credit  
**PREREQ:** None  
This course is an introduction to Spanish and the countries where it is spoken. Students will develop basic communicative proficiency in understanding, speaking, reading and writing. Any student who did not pass eighth-grade Spanish as well as the final exam must take Spanish 1. A school examination completes this course.

**374  Spanish 2 Honors**  
Grades 9-12  1 credit  
**PREREQ:** Successful completion Spanish 8 or Spanish 1, passing the final exam and teacher recommendation  
This concentrated course is designed to review and reinforce the basic linguistic structures that students need in order to reach proficiency in Spanish. The focus of Spanish 2H will be on comprehension and communicative activities while at the same time integrating reading, writing and culture. A school examination completes this course.

**376  Spanish 2**  
Grades 9-12  1 credit  
**PREREQ:** Passing Spanish 8 and the final exam or passing Spanish 1  
Speaking and listening skills are continued and more emphasis is placed on writing skills. The reading of cultural materials and stories is increased. A school examination completes the work.

**380  Spanish 3**  
Grades 10-12  1 credit  
**PREREQ:** Spanish 2, 2H  
The skills of speaking, listening, reading, and writing will prepare the students for a comprehensive school exam.

**384.7 Spanish 3H/IBAI A**  
Grades 10-12  1 credit  
**PREREQ:** Spanish 2H or teacher recommendation from Spanish 2  
This course consists of oral and written assignments on a variety of topics chosen to increase the student’s proficiency in the structures and vocabulary of the language. Emphasis is placed on active communication aimed at the development of oral and comprehension skills. This course also includes some literary pieces of authors from Spain and Latin America. The skills of speaking, listening, reading and writing will prepare the students for a comprehensive school exam.

**386  Spanish 4**  
Grades 10-12  1 credit  
**PREREQ:** Spanish 3/Spanish 3H  
This is a course with primary emphasis on grammar review, readings, contemporary Hispanic civilization, writing and conversation. It is designed to give qualified students an opportunity to earn college credit. There is also a tuition fee of approximately $150. Successful completion of this course will result in three credit hours from SUNY Albany which can be transferred to most other colleges. Interested students may enroll in this course for high school credit only at no fee.

**386.3 Spanish 4H/IB I/Ap I/SL**  
Grades 10 - 12  1 credit  
**PREREQ:** Spanish 3 or 3H  
This course is taken as Part 1 of a two-year sequence leading to the IB standard level exam and/or the Advanced Placement Spanish Language exam. This is an advanced-level course with primary emphasis on expanding students’ understanding of culture and development of the Spanish language thorough the exploration of Hispanic themes. There will be an extensive grammar review and practice. The course will focus on the four skills of listening, speaking, reading, and writing. It is designed to give qualified students an opportunity to earn college credit provided the student has not previously received credit for a University in High School Program Spanish language course (386 Spanish 4). If successfully completed, students are eligible to receive four hours of college credit from the University at Albany for a cost of $150.

**388.3 Spanish 5H/IB II/ Ap 2 SL**  
**PREREQ:** Spanish 4H/IBI /API  
This course is taken as Part 2 of a two-year sequence leading to the IB standard level exam and/or the Advanced Placement Spanish Language exam. This course is for an advanced group in communication skills. The students will be exposed to advanced vocabulary and grammar through the study of literature, civilization, and culture. Students are expected to perfect their communication in the four skill areas of listening, speaking, reading, and writing. The students take the AP exam that carries college credit dependent on the score earned. If successfully completed, students are eligible to receive four hours of college credit from SUNY Albany for a cost of $150.
World Languages, continued

Students who successfully complete both years of IB Spanish will have also fulfilled the requirements for the Standard Level in Language needed to receive their IB diploma. A school exam completes this course as well as the IB and/or the Advanced Placement exam in Spanish. Students who are not in the IB diploma program but have completed the two-year sequence may opt to take the IB exam for the certificate course.

392  Spanish for Native Speakers

Grades 9-12 1 credit

PREREQ: Native speaker of Spanish; ability to understand and speak Spanish at native or near-native speaker fluency

Este programa está diseñado para estudiantes cuya lengua materna es español. En estas clases, el estudiante aprenderá el lenguaje español y lo perfeccionará a través del estudio de la historia, cultura y literatura de los países latinoamericanos. También se estudiarán los problemas políticos y socio-económicos que enfrenta el mundo hispano-hablante. Estos cursos de español satisfacen el requisito de idiomas extranjeros requerido.

This college preparatory course is for students whose home language is Spanish. The student will develop their reading, listening, writing and speaking skills in Spanish. Students will study Hispanic history and culture as well as the political and socio-economic issues facing the Spanish-speaking world.

In this class, the student will be introduced to the study of grammar and literature of the Spanish language. The student will be expected to participate orally through debates, oral presentations, demonstrations, speeches and student lectures. Writing assignments for this course will focus on writing for academic and professional purposes. The differences between formal and informal language, both oral and written, will be stressed throughout the year. Students may, upon recommendation of the instructor, sit for the AP Spanish Language exam in May. This course counts toward the NYS mandated foreign language requirement. A school examination completes this course.

ENGLISH AS A NEW LANGUAGE (ENL)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>391</td>
<td>English as a New Language Novice 1</td>
</tr>
<tr>
<td>392</td>
<td>English as a New Language Novice 2</td>
</tr>
<tr>
<td>393</td>
<td>English as a New Language Novice 3</td>
</tr>
</tbody>
</table>

Grades 9-12 1 credit

PREREQ: None

This course is designed for the student who has extremely little or no background in the English language. It is geared toward the absolute beginner who, in most cases, fits the profile of a newly-arrived individual of high-school age who has not had the opportunity to study English in an academic setting. Here, students will acquire the most basic of skills (i.e. the Roman alphabet) and an everyday working vocabulary, first through the use of pictures then as written words. They will be drilled on basic pronunciation, self-expression and simple grammatical structures. They will also acquire the basics in reading with emphasis on text manipulation for basic comprehension of literal vs. idiomatic language. An orientation to the layout and format of a textbook will be presented. The ultimate goal of this section of English as a New Language is to help these individuals to acclimate to their new surroundings, a different culture and the customs of our society. It is hoped that these students will be able to transition to beginning, intermediate and advanced levels of ENL and be soon on their way to fulfilling the requirements of a high school diploma.

394  English as a New Language A

395  English as a New Language B

396  English as a New Language C

Grades 9-12 1 credit

PREREQ: None

At the beginning level of English as a New Language, these three courses are available for students who may have recently arrived in the United States or who still have difficulty expressing themselves in oral and written English. Emphasis is on oral communication, idiomatic language, pronunciation and basic grammar. All three courses are required for beginning ENL students with little or no experience with the English language.
World Languages and English as a New Language

SHELTERED ENL

Sheltered ENL classes are designed for English-language learners (ELLs) and will focus on ENL methodologies and learning strategies.

250.9 ELL Algebra I
Grade 9 1 credit
PREREQ: None
Algebra I is the first mathematics course for high school students, leading to the Algebra Regents exam. This class is designed for the English language learner and will focus on using ENL methodologies and learning strategies. This course will broaden the student’s mathematical knowledge, while developing algebraic skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Successful completion of this course will earn one of the three credits required for graduation. Students enrolled in Algebra I participate in the Algebra Regents examination administered in June. A graphing calculator will be provided for in-class use. However, it is recommended that all students enrolled in Algebra I purchase a TI-84 for personal use; approximate cost is $120.

424.2 ELL Business Math
Grades 10-12 1 credit
PREREQ: Algebra I ELL Regents school examination
This course is an interdisciplinary business course option that will prepare students for the financial world they will encounter. This class is designed for the English language learner (ELLs) and will focus on using ENL methodologies and learning strategies. Statistics show that a large percentage of young adults get into financial difficulty. This course will help them manage their own finances. The course also is for students who have successfully passed the Algebra I exam. The course was designed to meet commencement level math and CDOS standards upon graduation. Meets requirements for the third credit of mathematics.

121 English 11 ELL
Grade 11 1 credit
PREREQ: None
English-language learners are expected to pass the English Regents. This course offers the opportunity for foreign students to be taught with ELL methodologies. This course will enable foreign students to better accomplish the extensive preparation needed for the Comprehensive English Regents exam at the conclusion of their 11th-grade.

123 English 12 ELL
Grade 12 1 credit
PREREQ: None
This course continues to work and support foreign English language learners who have successfully completed the Comprehensive English Regents exam. It will continue work in communication skills, literacy, and help prepare students for graduation and life experiences.

312.9 ELL Living Environment Bio
Grade 9 1 credit
PREREQ: None
This course continues to work and support English language learners who are expected to pass the Living Environment Regents exam. The ELLs in this class will be taught using ENL methodologies and learning strategies. The course is a study of the organization and maintenance of living things, reproduction and development, the human body and evolution. Labs include work with microscopes, dissection material and various living systems.

207.9 ELL World History II
Grade 10 1 credit
PREREQ: None
This course continues to work and support English language learners who are expected to pass the Global Studies Regents exam. The ELLs in this class will be taught using ENL methodologies and learning strategies. World History II continues the study of World History I by picking up at the conclusion of the ninth-grade course. Global 10 includes units on the first global age (1450-1770); the age of revolutions (1750-1914); a half-century of crisis and achievement (1900-1945); and the 20th century since 1945. A Regents exam will be given at the end of Grade 10.

217.9 ENL U.S. History
Grade 11 1 credit
PREREQ: None
This course continues to work and support English Language Learners (ELLs) who are expected to pass the U.S. History Regents exam. The ELLs in this class will be taught using ENL methodologies and learning strategies. The grade 11 course is a chronologically organized study of major eras in United States history and government with an emphasis on the post-industrial nation. The course is divided into seven major eras including constitutional foundations; industrialization of the United States; progressive responses to industrialization; at home and abroad; prosperity and depression; the United States in the age of global crisis; world in uncertain times (1950-1980); and 1980 to the present. A Regents exam will be given at the end of the course.

450 ENL Computer Applications
Grades 9-12 1 credit
PREREQ: None
This course is designed for the student who has little or no background with the English language and terminology of computers. Students will learn basic keyboarding skills and introduction to word processing. This full year course will take students from beginning level to more advanced computer applications using Microsoft Word.
Dear Parents:

The Albany High School English department is so pleased to offer Senior Symposium/Horror Fiction and Film, a new senior elective for 12th-grade students. In conjunction with a semester-long focus on college and career-readiness, students will spend second semester exploring the genre of horror fiction and film through a critical lens, engaging in both analytical discussions and writing as a means of preparing them for the demands of post-secondary study. As a genre, horror uses popular mythology to explore the dark or wild zones of popular culture. Psychologist Carl Jung once said, “Myth is society's dream.” This class calls into question society’s dreams and the myths that develop from them in horror fiction and film, particularly in regard to gender, race, class, sexuality, ethnicity, and power. Students will screen several films and read related works of horror fiction over the course of the semester. Our goals will be to look beneath the surface, to develop a theory of the horrific in relation to culture and its artifacts, and to employ a range of theoretical methods to critique both the texts and films.

In the United States, the Motion Picture Association of America (MPAA), through the Classification and Rating Administration (CARA), issues ratings for movies. The current system was instituted in November 1968. As a result of this, many of the earlier films will not have an assigned rating that is consistent with today’s standards. However, the contemporary pieces assigned a rating will range from “PG” to an “R” rating.

In order for students to enroll in this course, their parent/guardian must sign the form below indicating that they have permission to view films related to the curriculum that have an “R” rating, as well as those made before 1968 that may contain violence more suitable for an adult audience. Please sign the form below and return it to your child’s guidance counselor. If you have any questions, please contact your child’s guidance counselor or K-12 ELA Supervisor Robyn Brady at 475-6070.

I, __________________________________________, give my 12th-grade student, __________________________________________ , permission to view R-rated films while enrolled in the English course Senior Symposium/Horror Fiction and Film. I understand that the films selected will be tied directly to the curriculum, as well as the expectation that the content of these films will be examined maturely from a critical perspective.

Parent/Guardian Signature: ________________________________ Date: _____

Student Signature: ________________________________ Date: _____

VISION
Staff, students, parents, and community will work together to ensure every student will graduate within four years career-ready, college-ready and as engaged citizens of our global society.
## Appendix B

### College and Career Pathways Worksheet

<table>
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<th>PROGRAM OF STUDY</th>
<th>Grade 9 Units</th>
<th>Grade 10 Units</th>
<th>Grade 11 Units</th>
<th>Grade 12 Units</th>
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ALBANY HIGH SCHOOL
700 Washington Ave.  •  Albany, NY 12203  •  (518) 475-6200

Ms. Cecily L. Wilson-Turner
Albany High School Principal

Citizenship Academy
475-6220
Principal: John Rivers, Ed.D.
Home School Coordinator: Lionel Harris
Guidance Counselors: Laurie Bebb and Warren Horner

Discovery Academy
475-6230
Principal: Jodi O’Connor
Home School Coordinator: Aaron Harrell
Guidance Counselors: Kimberly Baker and Jennifer Quinn

Innovation Academy
475-6240
Principal: Julie Barber
Home School Coordinator: Deon Thomas
Guidance Counselors: Marty Anderson and Melanie Roman

Leadership Academy
475-6250
Principal: Jennifer Houlihan
Home School Coordinator: Torrie Chapple-Chapman
Guidance Counselors: Kristy Koldis and Karen Moorby