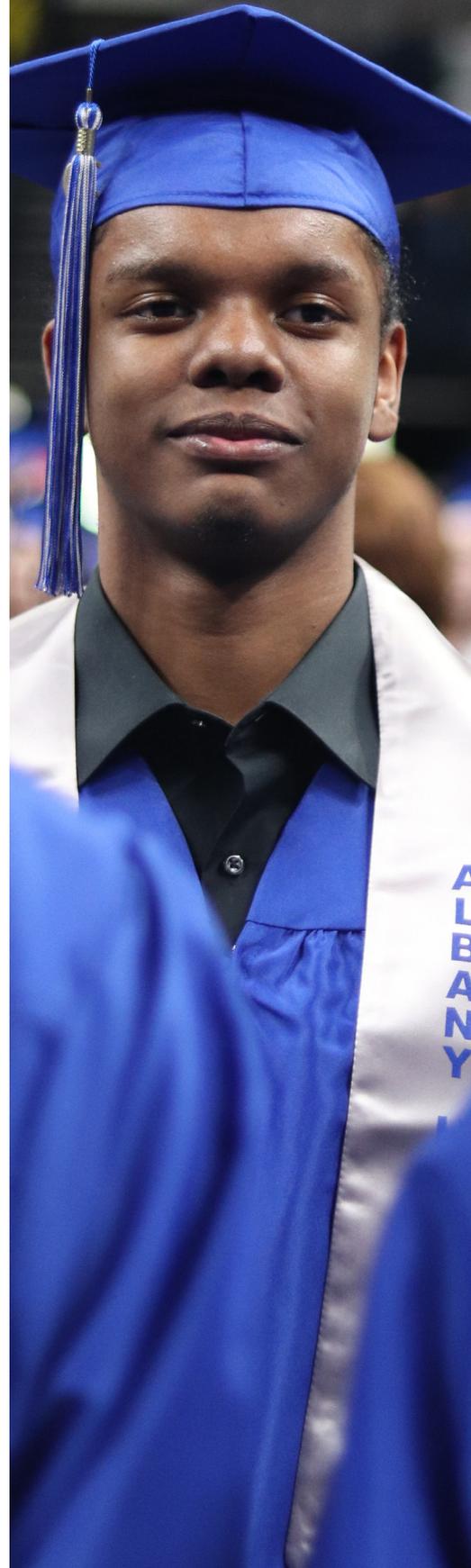


Albany High School

Course Offerings
2020-21

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Four unique academies

Albany High has four academies, each with its own theme: Citizenship, Discovery, Innovation and Leadership. These physically smaller learning environments are designed to help students feel connected, involved and engaged.

Students are assigned to each academy through a lottery they are encouraged to enter. The lottery is open to all incoming freshmen, new students and current Albany High students wishing to change academies.

All four academies offer the core courses necessary for graduation and have high expectations for all students. Students take English, math, science and social studies in the academy to which they are assigned.

Students have the opportunity to take advanced courses including Advanced Placement, International Baccalaureate and University in the High School courses.

Honors, Special Education and English as a New Language classes also are available in every academy. While all students will be assigned to an academy, they also can take part in Abrookin Career and Technical Center programs.

Classes in physical education, band, orchestra, chorus, art and health include students from all academies.

Each academy is made unique by the electives it offers and the themes woven into the core curriculum. However, students can take electives in different academies and the electives are equally available to all.



Citizenship Academy

Theme: global awareness and multiculturalism

Citizenship Academy may be of interest to students considering careers in international studies, journalism, education, social services or culinary.

Global awareness is an understanding of concepts that affect our world: namely, environmental, social, cultural, political and economic relations. Students in Citizenship Academy are provided the skills to navigate and embrace cultural differences. Applying the knowledge of global and cultural perspectives prepares students for academic, professional and social success as productive global citizens. Also, Citizenship Academy is particularly relevant to students considering taking part in the International Baccalaureate Program.

Opportunities in Citizenship Academy

- Join Passport for Good
- Earn a New York State Seal of Biliteracy for being proficient in listening, speaking, reading and writing in one or more languages, in addition to English (students in any academy can access the Seal of Biliteracy)
- Experience global foods and gourmet cooking in Culinary Arts courses
- Immerse yourself in different cultures through multiple foreign language studies
- Join French Honor Society
- Participate in related after-school clubs including International Club, Chinese Club, French Club, Spanish Club and 21st Century Cooking
- Pursue a Career and Technical Education endorsement in Human Services, Nutrition, Health and Wellness, and Culinary Arts Pathways



Discovery Academy

Theme: communication and performing arts

Discovery Academy may be of interest to students considering careers in acting, computer animation, directing, fashion, graphic arts, music, photography, videography or web design.

Discovery Academy allows these students to explore courses that will provide them with the 21st-century skills necessary to be successful in the information age.

Discovery Academy students will learn about information, media and technology in courses such as Studio in Art/Electronic Media, Graphic Arts, Animation or Digital Filmmaking. Their communication and collaboration skills will soar as they participate in the Theatre Ensemble. Students will have a chance to further explore their creative side in courses such as Photography, Fashion Illustration, Piano, Just Dance! and World Drumming.

Opportunities in Discovery Academy

- Participate in related after-school clubs including Music Composition, Photography, Cosmetology and Dance
- Complete an independent study/University in the High School program in advanced art
- Earn an Advanced Regents Diploma by completing a five-unit art sequence
- Learn the many facets of production in filmmaking and Digital Audio Workstation
- Perform in musical and student-written productions of Theatre Ensemble
- Earn a New York State license in cosmetology or barbering
- Perform in award-winning music performance groups, including vocal, jazz, wind and symphonic ensembles, and concert band



Innovation Academy

Theme: science, technology and engineering

Innovation Academy may be of interest to students considering careers in chemistry, computer programming, engineering, forensics, health professions or technology.

Innovation Academy focuses on science, technology and engineering to help students succeed in today's challenging and competitive world. Innovation Academy will empower students with the skills necessary to problem-solve, think critically and creatively, and collaborate!

Science is all around us as we interact with the complexity of the natural universe. Technology shapes our everyday lives as we turn on our computers, smartphones, microwaves and countless devices that make our lives more efficient. Engineering provides us the thinking necessary to innovate, create and invent, tackling the challenges of a growing society.

Choose Innovation Academy to prepare for some of the most in-demand and fastest-growing careers in information technology, medicine and health care.

Opportunities in Innovation Academy

- Explore Project Lead the Way pre-engineering courses
- Earn New York State certification as a nursing assistant
- Collect, preserve and analyze forensic evidence
- Pursue opportunities for internships, field trips, guest speakers and more
- Complete our new Computer Science pathway
- Join the Robotics Team to compete with national and international teams
- Delve into our Nanoscale Science courses
- Join our Forensic Science Club
- Pursue a Career and Technical Education endorsement in Automotive Technologies, Pre-Engineering or Health Science



Leadership Academy

Theme: civic and social responsibility

Leadership Academy may be of interest to students considering careers in business information, construction technology, entrepreneurship, executive management, hospitality, human resources, government, law and tourism.

Students choose Leadership Academy to establish themselves as leaders in the community and prepare themselves for careers in business, finance and management.

Leadership Academy is committed to the following five pillars: diversity, academic excellence, innovative curriculum and professional development, high-quality instructional systems, and family and community partnerships.

Leadership Academy builds the intellect and ethics of students so as to develop future productive leaders of society. Every Leadership Academy student will be provided the opportunity to graduate with 12 college credits and may participate in an internship aligned to the career pathway of their choosing.

Opportunities in Leadership Academy

- Align students' interests to the business world by participating in career excursions as freshmen
- Participate in job-shadowing experiences at local businesses and organizations as a sophomore
- Pursue business internship opportunities in a career as a junior/senior
- Complete an accounting pathway and earn Accounting Basic certification
- Develop "soft" skills such as attitude, communication and time management, and learn how to build relationships in an occupational field
- Earn scholarships and accumulate college credits to offset the cost of higher education
- Join our Model UN, Falcon Council (Student Government) and Multicultural clubs
- Explore careers in the construction industry and earn a Career and Technical Education endorsement



Advanced course options

Albany High School offers students a variety of advanced classes that can lead to credit at colleges, universities and technical schools. The classes are offered through several avenues.

Advanced Placement (AP) classes give high school students the opportunity to tackle college level work while they're still in high school. A student who takes an AP class and performs well on the AP exam at the end of the course can earn college credit and possibly bypass required introductory courses. Learn more on page 12.

International Baccalaureate (IB) classes can be taken individually or as part of the IB diploma program. IB is internationally recognized as a rigorous and intensive series of college-level courses taken by motivated students. A student who takes an IB class and performs well on the exam at the end of the course can earn college credit and possibly bypass required introductory courses. Learn more on pages 13-16.

University in the High School (UHS) allows students to take classes at Albany High and earn college credit from a specific college or university. The courses are offered at a significantly reduced cost or no cost. Learn more on pages 10-11.

What are the expectations of advanced courses?

Compared with regular high school courses, advanced courses are designed to challenge and encourage higher-level thinking. Depending on the subject, you may read at higher levels, write higher quality essays, analyze material, synthesize ideas, solve problems and evaluate. Most advanced courses are comparable to college courses. The intellectual skills and interests you can develop in advanced courses – critical reading, analyzing data sets, synthesizing evidence to develop new insights, etc. – will equip you for lifelong learning. Your investment in any advanced course is sure to provide many returns.

I'm not sure I'm interested in college credit. Why should I take an advanced course?

Taking advanced courses provides you with additional learning opportunities. The courses give you the kind of background and preparation that will prove beneficial in your college courses or career, and an advanced course exam grade shows your college or employer 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 advanced course. What do I need to succeed?

You need to be willing and you need to be able. Students need to be motivated to study and learn at the college level. If you are committed to participating actively in advanced courses and doing the out-of-class assignments, you have met a major prerequisite for success. Successful students are those who keep up and 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 advanced course?

First, discuss your interest with your current teacher, current AP/IB/UHS teachers and your counselor. You should also discuss the coursework with your parents.

University in the High School

Albany High School students can earn college credits at a significantly reduced cost or no cost through University in the High School (UHS). Students take a class or classes at Albany High and receive credit from a specific college or university.

This “dual enrollment” can result in college credit from Hudson Valley Community College (HVCC), The College of Saint Rose, Rochester Institute of Technology (RIT), SUNY Potsdam or SUNY Albany. The cost per credit is significantly reduced, making these courses a great way for students to get college credit before graduating

high school. The credits are transferable to most colleges and universities with some exceptions.

Students taking these courses at Albany High have the option to take the college credit portion, but it is not required. Students not taking the course for college credit will still remain in the class at Albany High for high school credit. Students who are interested in dual enrollment courses should discuss this with their parents and school counselor.

Students in grade 9 are not eligible for UHS credit.

Department	University in the High School Course Name	Albany High School Course Name
Art	Video Production for Internet (Saint Rose)	Digital Film 1 or 2
Business	Computer Concepts and Applications (HVCC)	Advanced Computer Applications
	Advanced Business Math (HVCC)	Advanced Business Math
	Business Concepts and Applications (HVCC)	Business Concepts and Applications
	Principles of Accounting (SUNY Potsdam)	Advanced Accounting
English	Writing About Literature (SUNY Potsdam)	Horror Fiction and Film
	African/African American Literature (SUNY Albany)	African-Americans and Women in Literature
	Creative Writing (SUNY Albany)	Creative Writing
	Journalism (HVCC)	Journalism
Math	Pre-Calculus (HVCC)	Calculus with Precalculus
	Pre-Calculus (HVCC)	Precalculus
	Intermediate Algebra (HVCC)	Intermediate Algebra
	Elementary Statistics (SUNY Albany)*	Statistics

University in the High School *(continued)*

Department	University in the High School Course Name	Albany High School Course Name
Pre-Engineering	Design and Drawing for Production (RIT)	Design and Drawing for Production
	Computer Integrated Manufacturing (RIT)	Computer Integrated Manufacturing
	Civil Engineering and Architecture (RIT)	Civil Engineering and Architecture
Science	Introduction to Anatomy and Physiology (SUNY Potsdam)	Anatomy and Physiology
World Languages	Contemporary French Language 3 (SUNY Potsdam)*	French 4
	Oral and Written French 1 (SUNY Potsdam)*	French 5
	Intermediate Spanish 1 (SUNY Albany)*	Spanish 4
	Intermediate Spanish 2 (SUNY Albany)*	Spanish 5
	Intermediate Chinese 2 (SUNY Albany)	Chinese 4

*Course may be co-seated with Advanced Placement or International Baccalaureate courses.



Advanced Placement

Albany High School offers a robust Advanced Placement course selection.

AP courses are college-level courses that will culminate with an AP exam. Nationally, the AP program is administered by the College Board, which develops the course curriculum for each course.

Students enrolled in AP courses are expected to take the AP examination in May and will be

charged a registration fee. A fee reduction may be available based on financial need.

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 student transcripts.

AP class offerings are listed below.

Department	AP Course Name	Albany High School Course Name
The Arts	Music Theory	AP Music Theory
	Two-Dimensional Design or Drawing	AP Two-Dimensional Design/Drawing*
	Three-Dimensional Design	AP Three-Dimensional Design*
English	English Language and Composition	AP English Language and Composition*
	English Literature and Composition	AP English Literature and Composition*
Math	Statistics	Statistics*
	Calculus AB	AP Calculus AB
	Calculus BC	AP Calculus BC
Social Studies	World History	AP World History
	European History	AP European History
	U.S. History	AP U.S. History*
	U.S. Government and Politics	AP U.S. Government and Politics
	Microeconomics	AP Economics
	Psychology	AP Psychology
Science	Biology	AP Biology
	Environmental Science	AP Environmental Science
	Chemistry	AP Chemistry
	Physics C: Mechanics	AP Physics C: Mechanics
Technology	Computer Science Principles	AP Computer Science Principles*
World Languages	French Language and Culture	French 5 Honors AP 2*
	Spanish Language and Culture	Spanish 5 Honors AP 2*

*Course may be co-seated with University in the High School or International Baccalaureate courses.

International Baccalaureate Program (IB)

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be inquirers, open-minded, knowledgeable, caring, thinkers, risk-takers, communicators, balanced, principled and reflective.

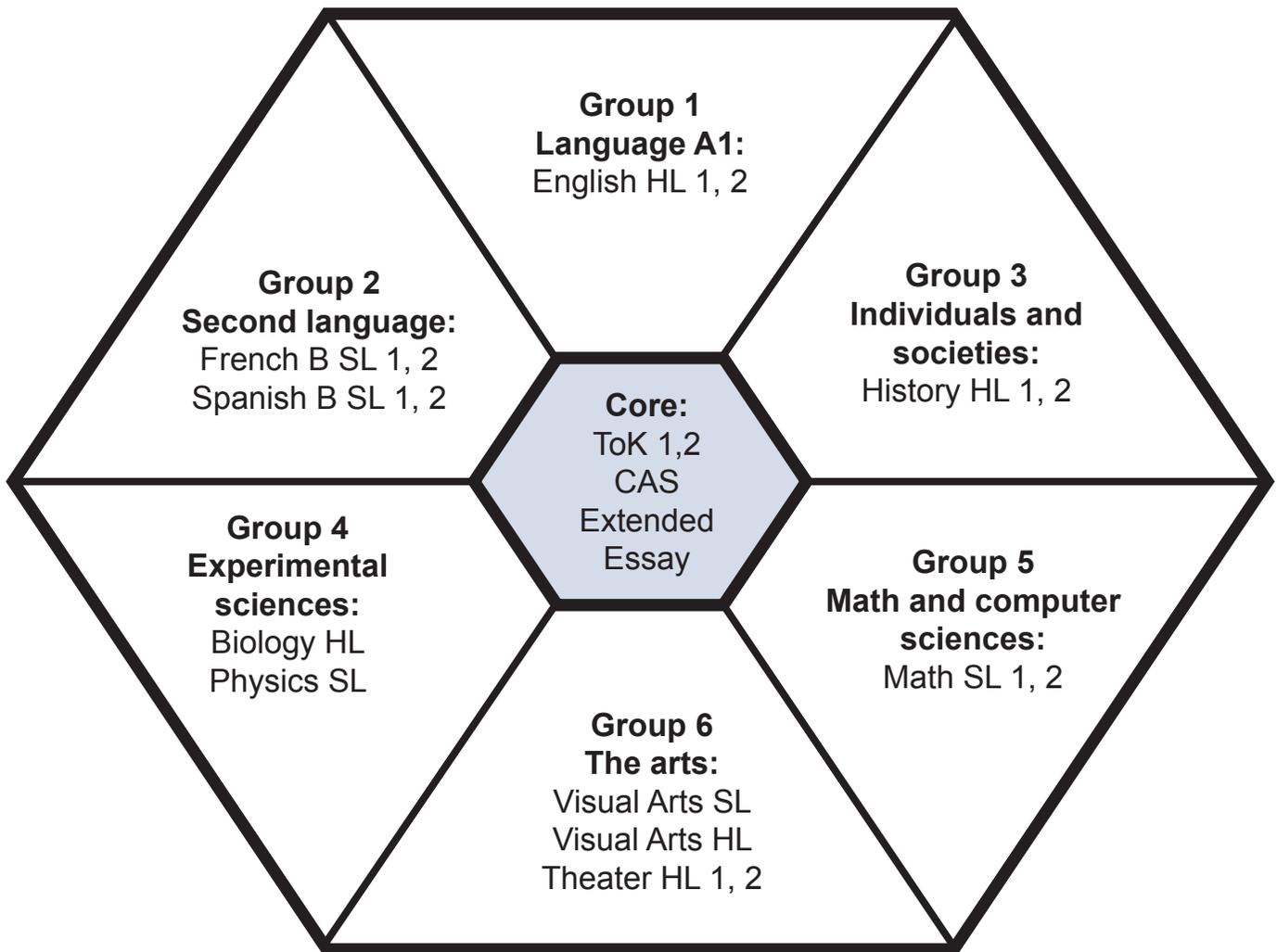
The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, help individuals and groups become responsible members of local, national and global communities.

The curriculum utilized to achieve these goals is based on what the IB calls “the hexagon model” (see page 14). 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, known as the IB Core – 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.

Studies indicate that the IB program is positively correlated to academic success in college. The program is geared for high-school juniors and seniors and provides students with the leadership skills necessary for success in the 21st century. In order to successfully complete the requirements for the IB diploma, each student must take three higher-level courses, three standard-level courses and successfully complete the components of the IB Core.



IB Subject Areas



Higher Level (HL) - These are courses that meet the 240 hour IB requirement, and are typically over the course of two years.

Standard Level (SL) - These are courses that meet the 150 hour IB requirement, and are typically 1½ periods.

Students may elect to take certificate courses or pursue the full diploma program. There is a cost for a certificate course, with eligibility for a fee reduction or waiver.

Diploma program students must complete the following over two years:

- A total of six IB courses: three Higher Level (HL) courses; three Standard Level (SL) courses;
- Creativity, action, service (CAS) – the equivalent of three hours per week over the two years
- An extended essay research paper
- Theory of Knowledge course (TOK) offered at Albany High over two years

IB class offerings

Department	IB Course Name	Albany High School Course Name
Group 1	English A HL1	English 11 IB HL 1*
	English A HL2	English 12 IB HL 2*
Group 2	French B SL 1	French 4 Honors IB 1*
	French B SL 2	French 5 Honors IB 2*
	Spanish B SL 1	Spanish 4 Honors IB 1*
	Spanish B SL 2	Spanish 5 Honors IB 2*
Group 3	History HL 1	IB HL 1 History of the Americas*
	History HL 2	IB HL 2 History of the Americas – 20 th Century World History
Group 4	Biology HL 1	IB HL 1 Biology
	Physics SL	IB SL Physics
Group 5	Mathematics SL 1	Algebra2/IB Mathematics SL 1*
	Mathematics SL 2	IB SL 2 Mathematics: Application and Interpretations*
Group 6	Theater HL 1	IB HL 1 Theater
	Theater HL 2	IB HL 2 Theater
	Visual Arts SL	IB SL Visual Art
	Visual Arts HL 1	IB HL 1 Visual Art
	Visual Arts HL 2	IB HL 2 Visual Art
Core	Theory of Knowledge 1	IB Theory of Knowledge (juniors)
	Theory of Knowledge 2	IB Theory of Knowledge (seniors)

*Course may be co-seated with AP courses.

IB program *(continued)*

All course descriptions are in their respective departments with the exception of the IB core courses/ requirements listed below:

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 formulating an appropriate research question, engaging in a personal exploration of a topic, communicating ideas and developing an argument.

IB CAS (Creativity, Action, Service)

CAS enables students to enhance their personal and interpersonal development by learning through experience. Students participate in community service activities alongside their academics. 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. The project concludes with a written reflection that provides evidence of learning outcomes.

IB Theory of Knowledge

Grades 11-12 (½ credit) each

Theory of Knowledge (TOK) is the core course of the 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. The following is from 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.





Graduation requirements: Credit requirements

The following New York State Diploma credit requirements are applicable to all students enrolled in grades 9-12.

Subject	Minimum number of credits for Local Diploma, Regents Diploma and Regents Diploma with Advanced Designation
English	4
Social Studies Distributed as follows: <ul style="list-style-type: none"> • U.S. History (1) • Global History and Geography (2) • Participation in Government (1/2) • Economics (1/2) 	4
Science Distributed as follows: <ul style="list-style-type: none"> • Life Science (1) • Physical Science (1) • Life Science or Physical Science (1) 	3
Mathematics	3
Languages Other than English (LOTE)	1*/3**
Visual Art, Music, Dance and/or Theater	1
Physical Education (participation each semester)	2
Health	0.5
Electives	3.5/1.5**
Total	22

* Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate

** Advanced designation requires 3 language and 1.5 elective credits

Graduation requirements: Examination requirements

Regents diploma for all students

Regents Exam or passing score on a Department Approved Alternative	Number of Exams	Passing Score
English Language Arts (ELA)	1	65
Math	1	65
Science	1	65
Social Studies	1	65
Pathway (see information on pages 22-23)	1 or CDOS	65 if Regents Exam
Compensatory Safety Net (see information on pages 22-23)	N/A	

Regents diploma via appeal for all students

Regents Exam or passing score on a Department Approved Alternative	Number of Exams	Passing Score
English Language Arts (ELA)	1	1 Regents exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents exams with a score of 65 or above
Math	1	
Science	1	
Social Studies	1	
Pathway (see information on pages 22-23)	1 or CDOS	
Compensatory Safety Net (see information on pages 22-23)	N/A	

Local diploma via appeal for all students

Regents Exam or passing score on a Department Approved Alternative	Number of Exams	Passing Score
English Language Arts (ELA)	1	2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65 or above
Math	1	
Science	1	
Social Studies	1	
Pathway (see information on pages 22-23)	1 or CDOS	
Compensatory Safety Net (see information on pages 22-23)	N/A	

Local diploma for students with disabilities

Regents Exam or passing score on a Department Approved Alternative	Number of Exams	Passing Score
English Language Arts (ELA)	1	55 ^{*^}
Math	1	55 ^{*^}
Science	1	55 ^{*^}
Social Studies	1	55 ^{*^}
Pathway (see information on pages 22-23)	1 or CDOS	55 ^{*^} if Regents Exam
Compensatory Safety Net (see information on pages 22-23)	Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics.	

*A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma.

^In the event a student with a disability is unable to attain a passing score on any Regents examination the student may be eligible for a Superintendent Determination of a local diploma.

Local diploma via appeal for English Language Learners

Regents Exam or passing score on a Department Approved Alternative	Number of Exams	Passing Score
English Language Arts (ELA)	1	Either the ELA Re-gents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 or above, OR 1 Regents exam with a score of 60-64 and the ELA Regents exam with a score of 55-59 for which appeals have been granted by the district, and the remaining Regents exams with a score of 65 or above
Math	1	
Science	1	
Social Studies	1	
Pathway (see information on pages 22-23)	1	
Compensatory Safety Net (see information on pages 22-23)	N/A	

Regents Diploma with Advanced Designation

Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in multiple ways. Students seeking the Regents diploma with advanced designation may choose from the following assessment options:

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 math, 2 science (1 must be life science and 1 must be physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam OR a 5 unit sequence in the arts, CTE, music, business or technology
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 must be life science and 1 must be physical science), 1 pathway (other than Science or math) or complete the requirements for the CDOS Commencement Credential = 7 or 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam OR a 5 unit sequence in the arts, CTE, music, business or technology
STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math, 2 science (1 must be life science and 1 must be physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam or a 5 unit sequence in the arts, CTE, music, business or technology
STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (1 must be life science and 1 must be physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam OR a 5 unit sequence in the arts, CTE, music, business or technology

Graduation requirements: Additional information

1) Pathways:

A student must either:

- Complete all the requirements for the Career Development and Occupational Studies (CDOS) Commencement Credential found at p12.nysed.gov; or
- Pass an additional math Regents examination in a different course or Department Approved Alternative; or
- Pass an additional science Regents examination in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents examination in a different course or Department Approved Alternative; or
- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- Pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
- Pass a Department approved pathway assessment in the Arts; or
- Pass a Department approved pathway assessment in a Language other than English (LOTE)

See Multiple Pathways and Department Approved Alternatives at p12.nysed.gov.

2) Appeals:

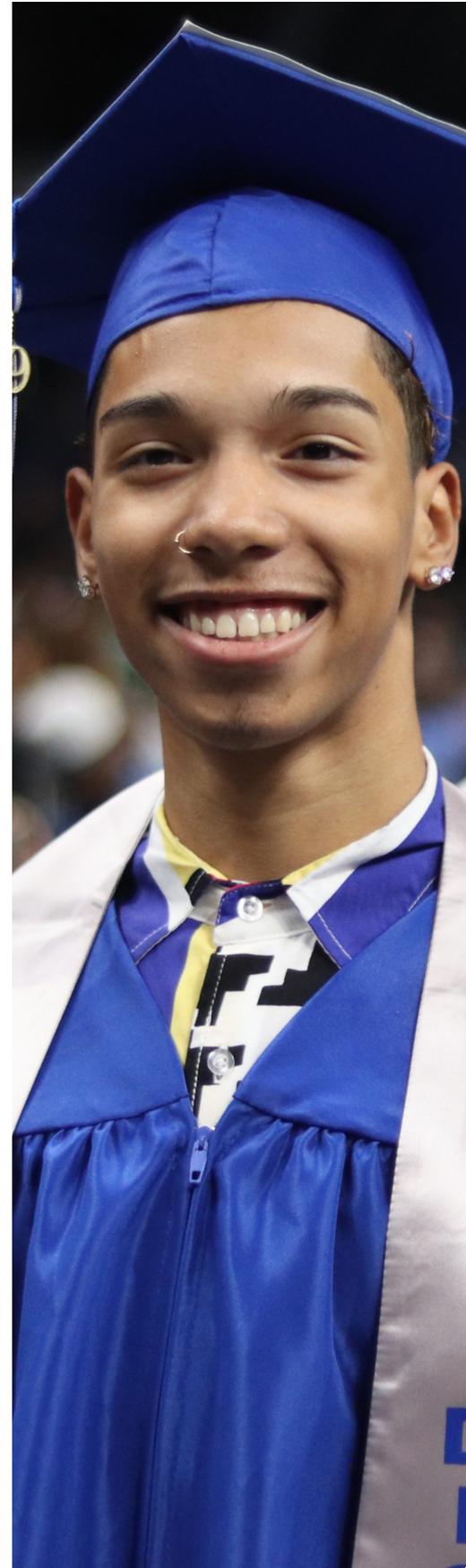
Appeals are subject to local district approval. More information on the appeal to graduate with a lower score on a Regents examination can be found at p12.nysed.gov.

3) Special Endorsements:

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

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

CTE Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes the requirements of a state approved CTE pathway which includes a three part industry examination.



4) Languages other than English (LOTE) exempt students:

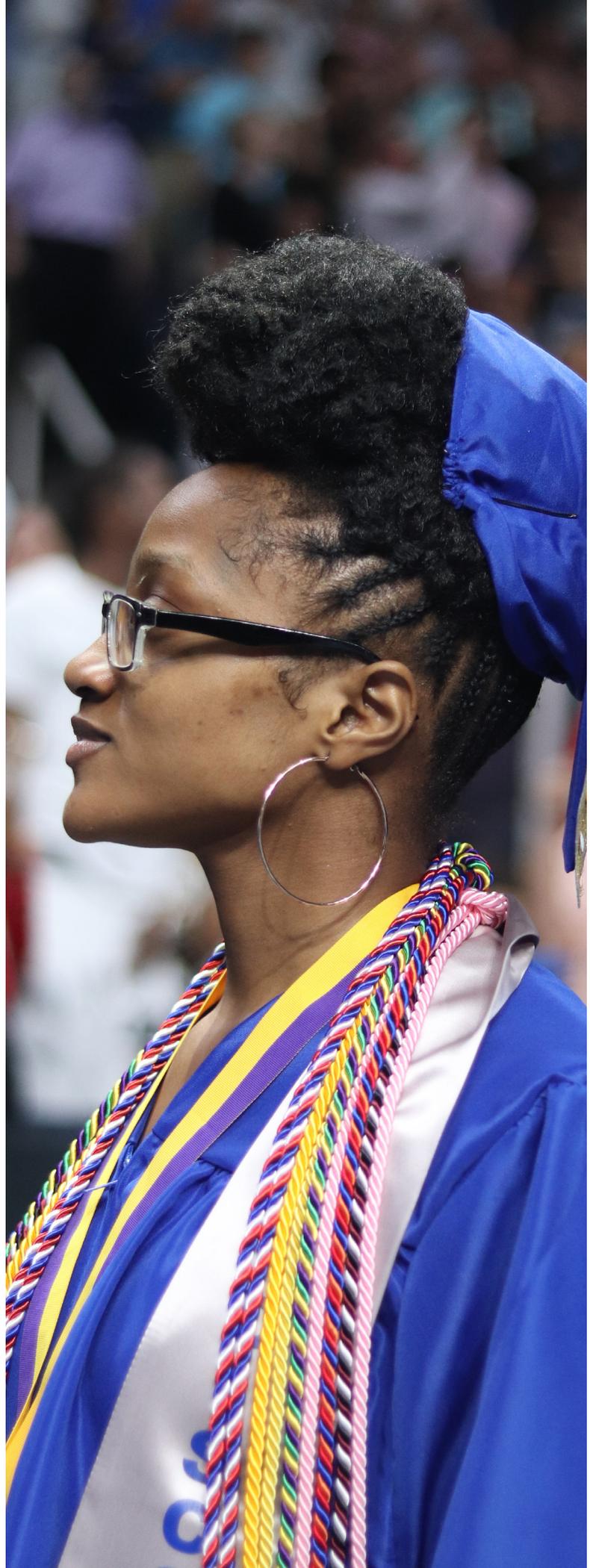
Students with disabilities may be excused from the requirement from the required units of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate. A LOTE exempt student who seeks a Regents diploma with advanced designation does NOT have to complete the 5 unit sequence in the Arts or CTE in lieu of LOTE in order to meet the assessment requirements for the advanced diploma.

5) Superintendent determination of a local diploma

Students with disabilities who are unable to attain a local diploma through the various safety net provisions may be eligible for a superintendent determination of a local diploma under certain conditions. For more information on the superintendent determination of a local diploma go to p12.nysed.gov.

6) Social Studies requirement for students entering grade 9 prior to September 2016

All students first entering grade 9 in 1985 and thereafter but prior to September 2016, shall earn four units of credit in social studies. Such requirement shall include: one unit of credit in American history and one half unit of credit in participation in government and one half unit of credit in economics.



NCAA Division I or II Athletics

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 ncaaclearinghouse.net.

The responsibility falls upon each student to keep track of his or her requirements and eligibility status and can be done by reviewing the following:

- Review eligibility requirements in your freshmen/sophomore years at eligibilitycenter.org
- Register at the beginning of your junior year at eligibilitycenter.org
- Request your transcript electronically through Naviance 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); 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 920 or an ACT sum score of 70 (end of junior year)
- Ask your guidance counselor to submit your final transcript with proof of graduation through Naviance (end of senior year)



Albany High's NCAA-approved courses

The responsibility falls upon each student to keep track of his or her requirements and eligibility status and can be done by reviewing the following:

English

English 9 Honors, English 10 Honors, English 11 Honors, Creative Writing, African-Americans and Women in Literature, IB HL 1 English, IB HL 2 English, Horror Fiction and Film, AP Literature, AP Language, American Experience Honors, World Experience Honors, English 12 Prep

Social Studies

World History 1 Honors, AP World History, World History 2 Honors, AP European History, US History and Government 11 Honors, AP American History, IB/AP Hist Amer HL, AP Economics, AP U.S. Government and Politics, IB Hist Amer HL 1, IB Hist Amer HL 2, Part. In Government, Psychology, Sociology, American Experience Honors, World Experience Honors

Mathematics

Algebra, Geometry R, Algebra 2, Precalculus, Calculus with Precalculus, IB Math SL 1, IB Math SL 2, AP Calculus AB, AP Calculus BC, Statistics

Science

Living Environment: Biology Honors, AP Biology, AP Chemistry, Core Chemistry, Earth Science, Env Studies/Earth Science, Physics, AP Physics, Intro to Nanoscale Science and Engineering, Advanced Nanoscale Science and Engineering, Intro to Forensic Science, Anatomy and Physiology, AP Environmental Science

Additional core

Chinese 1, Chinese 2, Chinese 3, Chinese 4, French 1, French 2 Honors, French 3 Honors, AP French, Spanish 1, Spanish 2 Honors, Spanish 3 Honors, Spanish 4 Honors, AP Spanish



Art

Students interested in studying fine art, fashion design, illustration, architecture, photography or media arts 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. AP 2-D Design, AP 3-D Design and Art Portfolio Development are three courses designed to offer advanced art students the opportunity to develop art portfolios for college admission and art career readiness.

All art sequences begin with Studio in Art, Studio in Art: Electronic Media, Studio in Art: Crafts or Design and Drawing for Production. A five-unit art sequence may be substituted for a sequence in foreign language on an Advanced Regents Diploma.

Visual and Media Arts Sequences

Grade	2-D Sequences	Media Arts Sequences	3-D Sequences	IB Sequences
9	Recommended Studio in Art or Design/Drawing for Production	Recommended Studio in Art: Electronic Media	Recommended Studio in Art: Crafts	Recommended Studio in Art or Studio in Art Crafts or Studio in Art Electronic Media or Design and Drawing for Production
10	Drawing and Painting 1 or Fashion Illustration	Photo 1 or Drawing and Painting 1	Studio in Pottery and Sculpture or Advanced Studio in Art: Crafts	Drawing and Painting 1 or Fashion Illustration or Photography 1 or Pottery and Sculpture or Advanced Studio in Art Crafts
11	Drawing and Painting 2 in sequence or AP 2-D Design/ Drawing or Advanced Fashion Illustration in sequence or Portfolio or IB Visual Art SL	Photo 2 in sequence or Digital Film 1 or Graphic Arts 1 or Animation or Portfolio or IB Visual Art SL	Advanced Studio in Pottery and Sculpture (in sequence) or AP 3-D Design or Portfolio or IB Visual Art SL	IB Visual Art SL or IB Visual Art HL (year 1 of 2); co-seated with an advanced art course with alternating day lab
12	Courses listed above in sequence	Courses listed above in sequence or Digital Film 2 or Graphic Arts 2	Courses listed above in sequence	IB Visual Art SL or IB Visual Art HL (year 2 of 2); co-seated with an advanced art course with alternating day lab

COMPREHENSIVE FOUNDATION COURSES

Studio in Art

Grades 9-12 (1 credit)

This is a gateway foundation course designed to introduce students to a wide variety of art media through learning the elements of art and principles of design. The projects in this course will be both two and three-dimensional in nature and help students develop their skills and creative talents. Studio in Art students may continue in advanced level art courses, such as Drawing and Painting 1 and Fashion Illustration. This course meets the fine arts graduation requirement and satisfies prerequisites for advanced level art classes.

Studio in Art: Crafts

Grades 9-12 (1 credit)

This is a gateway foundation course designed to introduce students to a wide variety of arts and crafts through learning the elements and principles of art. The projects created in this course will be three-dimensional in nature and help students develop their talents. This course will serve to guide students' interests in the section of advanced level art courses that may include Studio in Pottery and Sculpture and Three Dimensional Design. This class is open to all students to meet their fine arts graduation requirement and satisfies prerequisites for advanced level art classes.

Studio in Art: Electronic Media

Grades 9-12 (1 credit)

This is a gateway foundational course designed to explore how to solve visual literacy problems through graphic design, digital photography and filmmaking. All projects are based on the elements of art and principles of design. After Electronic Media, students may continue in Film 1, Photography 1 or Graphic Arts 1. This course satisfies the art/music requirement for graduation and prerequisites for advanced courses in Media Arts.

Design and Drawing for Production

Grades 9-12 (1 credit)

University in the High School/RIT

Design and Drawing for Production provides students with opportunities to be creative and apply their decision-making and problem-solving skills to various design problems. Students will use powerful computer hardware and software (Inventor) to develop 3-D models of objects. Using this computer-aided design system, students will learn the design process by creating, analyzing, drawing and producing a model. Tuition credit fees apply. Fee waiver or reduction may be available to eligible students.

TWO-DIMENSIONAL ART COURSES

Drawing and Painting 1

Grades 10-12 (1 credit)

PREREQ: Any foundation level art 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. Coursework includes a variety of short-term exercises, long-term projects and written assignments.

Drawing and Painting 2

Grades 11-12 (1 credit)

PREREQ: Drawing and Painting 1

This is an advanced-level course that allows students to further their ability and understanding of two-dimensional art. This course focuses on the principles of design through the use of a variety of drawing and painting media. Students will develop a strong sense of design through project-based assignments that may include media such as graphite, oil pastel, colored pencil, chalk pastel and charcoal. Students will also develop painting skills and techniques using acrylic and tempera paints and inks. Students will explore the style

of many artists throughout history and study topics like portraiture, landscapes and abstraction.

Fashion Illustration

Grades 10-12 (1 credit)

PREREQ: Any foundation level art course

This course is intended for students in grades 10-12 who are interested in exploring careers in the fashion industry. Students will 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. After Fashion Illustration, students may continue in Advanced Fashion Illustration.

Advanced Fashion Illustration

Grades 11-12 (1 credit)

PREREQ: Fashion Illustration

University in the High School/SUNY Albany

This course is intended for students who are interested in exploring careers in the fashion industry. Students will study costume and fashion history, finalize a fashion portfolio by creating original designs and study the techniques necessary to successfully depict costumes and fabrics on the fashion figure. Collaborative opportunities will be explored with the theater arts program and/or media arts programs. After Advanced Fashion Illustration, students may continue in Portfolio or Drawing and Painting 1 or 2 (in sequence).

AP Two-Dimensional Design/Drawing

Grades 11-12 (1 credit)

PREREQ: Painting 1

Students are expected to submit a drawing and two-dimensional design portfolio. Students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied. In addition to developing a portfolio, students will be expected to photograph and catalogue images of their work, participate in critiques, keep an original sketchbook for developing ideas, and study artists,

art movements and terminology. Students may take the course for credit from SUNY Albany. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

Art Portfolio Development

Grades 11-12

PREREQ: Studio in Art

Art Portfolio Development is for the serious art student interested in pursuing art in college. The course will concentrate on developing a professional art portfolio. Each person will have a portfolio ready to present for college admission at the end of the course. Observational drawing and experimental – as well as abstract – painting will be the main focus of the year. The final exam will consist of the finished portfolio, a resume, and artist statement and portfolio review.

MEDIA ARTS COURSES

Graphic Arts 1

Grades 10-12 (1 credit)

PREREQ: Preferred: Studio in Art: Electronic Media and Photography 1

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.

Graphic Arts 2

Grades 11-12 (1 credit)

PREREQ: Graphic Arts 1

Graphics Arts 2 is the third course in a sequence that began with Studio in Art: Electronic Media (preferred). This advanced course explores how to solve visual literacy problems through digital media. Students will learn topics such as book cover design, branding and visual identity, advertising, motion graphics and package design. Portfolio preparation will be created for those interested in pursuing a career in communications or graphic arts.

Photography 1

Grades 10-12 (1 credit)

PREREQ: Any foundation level art course; Studio in Art: Electronic Media is recommended

Photography 1 is designed to elevate the quality of students' photographs and provide a better understanding of the medium. This introductory course is designed to provide students with a basic understanding of digital imaging. Students will take their own photos using DSLR cameras and edit their work in Photoshop. They will make aesthetic evaluations of work through critiques. Historic and contemporary achievements in photography will be examined in order to enrich student appreciation of the medium. Students will also explore how technology impacts current trends in the field. After successful completion of Photography 1 students can continue on the Media Arts sequence to Photography 2, Graphic Arts 1, Digital Film 1 or Animation.

Photography 2

Grade 11-12 (1 credit)

PREREQ: Photography 1

Photography 2 reinforces the skills taught in Photography 1. Students begin the year with a short review of the topics taught in Photography 1. Students will continue to use DSLR cameras to take photographs in this course. Photography 2 focuses on enhancing Photoshop skills and creating a digital and printed portfolio. Critiques are an essential part of this course. This allows students the opportunity to deeply reflect and analyze a variety of art and grow as a 21st century learner. In Photography 2, students will analyze both historical and contemporary photographs. After Photography 2, students may continue in Digital Film 1 or Graphic Arts 1.

Animation

Grades 11-12

PREREQ: Studio in Art Electronic Media, Photography 1 or Graphic Arts 1

Students will create various forms of animation using hand-drawn zoetropes and various software including Stop Motion and Adobe Animate. Students will learn the different steps of production from storyboarding, creating, and editing using many Adobe Creative Cloud programs including Animate, After Effects and Premiere. Students will compile their finished projects into a Digital Portfolio.

Digital Film 1

Grades 11-12 (1 credit)

PREREQ: Studio in Art Electronic Media, Photography 1 or Graphic Arts 1

University in the High School/ College of Saint Rose (Digital Film 1 or 2, not both)

This course is an introduction to film process: pre-production, production and post-production. Students in this course are exposed to a variety of creative and technical experiences used by professionals in the field. Examples of projects covered in this course are music video, public service announcement, silent narrative and narrative with dialogue. The course is a desirable elective for students interested in fine arts, media creation and communication arts. After Digital Film 1, students may continue in Digital Film 2 Photography 1, Graphic Arts 1 or Animation. Tuition credit fees apply. Fee waiver or reduction may be available to eligible students.

Digital Film 2

Grades 11-12 (1 credit)

PREREQ: Digital Film 1

University in the High School/ College of Saint Rose (Digital 1 or 2, not both)

This is an advanced course for students looking to continue working with the film medium. Students will work more independently, shoot in the field and potentially sign out equipment. They will also gain a deeper understanding of filming

in a studio setting. After Digital Film 2, students may continue in Photography, Graphic Arts 1 or Animation. Tuition credit fees apply. Fee waiver or reduction may be available to eligible students.

THREE-DIMENSIONAL ART COURSES

Advanced Studio in Art: Crafts

Grades 10-12

PREREQ: Studio in Art: Crafts

This course will expand upon the skills and knowledge learned in Studio in Art: Crafts. Traditional craft forms and the art of making crafts have had a major resurgence in our society. Connections between art, crafts and other subject areas will be emphasized to reinforce learning in and outside the classroom. Students will work hands-on with a variety of mediums including, but not limited to, basketry, paper-making, book-binding, embroidery, ceramics, weaving, fabric art and various other traditional-turned-modern craft forms such as macramé, batik and creating natural pigments. Learning experiences include research and history as well as modern day applications of each craft form.

AP Three-Dimensional Design

Grades 11-12 (1 credit)

PREREQ: Advanced Studio in Art: Crafts or Studio in Pottery and Sculpture

This is a college-level course in which students will further explore creating art in three-dimensional forms. This includes, but is not limited to, weaving, basketry, pottery, sculpture and fabric sculpture. Upon completion of a portfolio to be submitted toward the end of the year, students may receive a college course credit with a passing grade of 3 or higher.

Studio in Pottery and Sculpture

Grades 10-12 (1 credit)

PREREQ: Any foundation level art class

An introductory three-dimensional 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.

Advanced Studio Pottery and Sculpture

Grades 11-12 (1 credit)

PREREQ: Studio in Pottery and Sculpture

An advanced course in three-dimensional studies. Students will refine technical skills of pottery techniques with the manipulation of clay and other sculpture materials. Evaluation includes quarterly independent projects, midterm and final projects. Assessment will be based upon art production, portfolio/process trail and essays or tests.

IB ART COURSES

IB SL Visual Art

Grades 11-12 (1 credit, plus .5 lab)

PREREQ: any foundation visual art course (recommended)

IB SL Visual Art is a one year course that includes an additional, alternating lab class requirement. The course encourages students to challenge their own creative and cultural expectations and boundaries. It is a rigorous course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. Students are required in this course to create and exhibit 4-7 artworks, including a process portfolio and a comparative study. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment

through visual arts. Exam fees apply. Fee waiver or reduction may be available to eligible students.

IB HL Visual Art (years 1 and 2)

Grades 11-12 (1 credit, plus .5 lab)

PREREQ: any foundation visual art course (recommended)

IB HL 1 and 2 Visual Art include an additional, alternating lab class requirement. IB HL 1 Visual Art is the first year of a two-year sequence. IB HL 2 Visual Art is the second year of a two-year sequence. Work will be submitted for assessment at the culmination of year 2. The IB HL Visual Art course encourages students to challenge their own creative and cultural expectations and boundaries. It is a rigorous course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. Students are required in this course to create 9-11 artworks, including a process portfolio and a comparative study. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. This course includes a lab period held alternating days. Exam fees apply. Fee waiver or reduction may be available to eligible students.

Business

The Albany High School Business Education Department offers students business skills useful in high school, college and career. Computer technology is used in nearly all course offerings. Interested students can access a business sequence or take business courses as electives.

CTE Business Pathways

Pathway/ grade	9	10	11	12
Business Accounting	College and Career Preparation Seminar (Course description on page 73)	Business Math or Advanced Business Math	Accounting 1	Advanced Accounting and Career Exploration Internship Program
Business: Administrative Professional	College and Career Preparation Seminar (Course description on page 73)	Computer Applications 1 and 2	Accounting 1 and Web Design	Advanced Computer Applications and Career Exploration Internship Program

Career and Financial Management

Grades 10-12 (1 credit)

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.

Accounting 1

Grades 10-12 (1 credit)

Accounting 1 prepares students to keep accurate financial records for a business. The complete accounting cycle is presented, and students learn the basic procedures used to operate a business. Using manual skills, students perform accounting tasks for service businesses organized as proprietorships and for merchandising businesses organized as partnerships. Students will learn how to construct main financial statements and get a foundation on which to continue studying business and accounting at the collegiate level.

Advanced Accounting

Grades 11-12 (1 credit)

PREREQ: Accounting 1 or Algebra Regents

University in the High School/SUNY Potsdam

Students will broaden and improve their knowledge, understanding and application of accounting principles. Students learn more advanced, complex accounting principles using manual and computer skills. Course includes budgeting, cost concepts and cost allocation, methods of depreciation and information related to operating, investing and financing activities. Students perform accounting tasks for merchandising businesses organized as partnerships and corporations. Students who take the course may earn four credits from SUNY Potsdam. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

Business Math

Grades 10-12 (1 credit)

(meets requirement for Mathematics diploma credit)

PREREQ: Algebra 1

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 get into financial difficulties. This course will help them manage their own finances.

Advanced Business Math

Grades 11-12 (1 credit)

PREREQ: Algebra Regents exam

University in the High School/HVCC

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 take the course and earn four credits from Hudson Valley Community College. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

Business Concepts and Applications

Grade 12 (1 credit)

University in the High School/HVCC

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 take the course and earn four credits from Hudson Valley Community College. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

Business Law

Grades 11-12 (1 credit)

Students can increase their knowledge and understanding of rules and regulations that will greatly impact their lives after high school graduation. Topics will include civil and criminal laws, contracts, tenant and landlord relationships, employment and types of insurance. This is a good informational course for those thinking of entering the legal profession.

Computer Applications 1

Grades 9-12 (½ credit)

(Alternate days for a full year)

This course will provide students with instruction in Microsoft 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.

Computer Applications 2

Grades 9-12 (½ credit)

PREREQ: Computer Applications 1 (Alternate days for a full year)

This course is the second part of Computer Applications 1. Students will continue to increase speed and accuracy on the computer. More advanced instruction in Microsoft Word, Excel and proper use of the Internet will be explored.

Advanced Computer Applications

Grades 10-12 (½ credit)

PREREQ: Computer Applications 1 University in the High School/HVCC (Alternate days for a full year)

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, database management and the Internet. The Microsoft Office suite and Windows Operating Systems are the software products used. Students may take the course and earn three credits from HVCC. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

Sports and Entertainment Marketing

Grades 11-12 (1 credit)

This course introduces students to the sports and entertainment industry. It focuses on the marketing of sports as it applies to professional leagues, teams, events, amateur sports, sporting goods and sports media. It is a project-based computer class that looks at the marketing of 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.

Financial Literacy

Grades 11-12 (½ credit)

(Alternate days for a full year)

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.

Web Design

Grades 9-12 (½ credit)

This course is designed to provide an understanding of the methods and techniques of developing websites using today's commonly accessible tools and technology. Students will learn about site design, purpose and enhancing work by including various types of media. Students will discuss and analyze current popular websites and create a number of their own website projects.



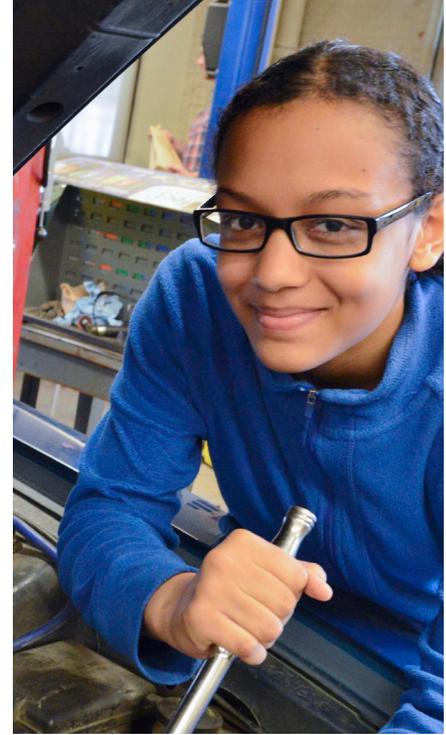
Career and Technical Education

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

It is anticipated that upon graduation, CTE students will have a marketable skill that will qualify them for entry-level positions or entry into advanced education programs such as a two-year community college, a four-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 a local business/ community organization or through virtual experiences depending on the program of study and specializations. Students are awarded a CTE technical 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 college credit, advanced credit and/or exemption from entry level coursework when they pursue further education.

Grade	Culinary Arts	Construction	Cosmetology	Certified Nursing Assistant	Automotive Technologies	Barbering
9	College and Career Preparation Seminar (see page 73 for course description)					
10	Culinary Arts 1	Construction Tech 1	Cosmetology 1	Health Science	Automotive Tech 1	Barbering 1
11	Culinary Arts 2	Construction Tech 2	Cosmetology 2	Health Science 2	Automotive Tech 2	Barbering 1/ Barbering 2 (if Barbering 1 was taken in grade 10)
12	Culinary Arts 3	Construction Tech 3	Cosmetology 3	Health Science 3	Automotive Tech 3	Barbering 2 (if Barbering 1 was taken in grade 11)



Barbering 1

Grades 10-11 (1 credit)

This course is an introduction to barbering. Students will be introduced to all aspects of the barbering industry. The students will learn all safety and sanitation requirements for state licensure. Student will learn the basics in the following areas: workplace safety; health bacteriology, decontamination and infection control; anatomy and physiology; chemistry as applied to barbering; properties and disorders of the skin, scalp and hair; shampoos, rinses, conditioners and treatments; haircutting and shaping; shaving and facial massage; hairstyling; hair coloring; artificial hair; and procedures. Proper attendance is encouraged for all students considering licensure. Students are required to complete a total of 500 hours before they are allowed to take their NYS Barbering Exam.

Barbering 2

Grades 10-12 (2 credits)

PREREQ: Barbering 1

Barbering students will continue their learning of the barbering industry. Students will continue improving their skills and techniques in haircutting and shaping, shaving and facial massage, and hairstyling procedures. Practice on customers and mannequins will be encouraged. Students are also introduced to state board

procedures and business practices. Proper attendance is encouraged for all students considering licensure. Students are required to complete a total of 500 hours before they are allowed to take their NYS Barbering Exam.

Construction Technologies 1

Grades 10-12 (1 credit)

This course is an introduction into the Construction Technology pathway. The course starts with learning basic hand and power tools commonly used in carpentry. Students learn about common building materials and wood products used in homebuilding and woodworking. Students will practice their skills by building small woodworking projects, which, after grading, are brought home. Students will also learn blueprint reading as it relates to homebuilding. This will be followed by basic floor, wall and roof framing concepts as they apply to residential construction. Students will build a scale model house, applying their knowledge from blueprint reading and framing, to bring together the basic concepts of how a real house is constructed.

Construction Technologies 2

Grade 11 (2 credits)

PREREQ: Construction Technologies 1

Construction Technology 2 expands into larger scale building projects

like a shed or auxiliary building and goes into more advanced building techniques. The large scale project is a group effort that integrates full scale framing concepts and techniques in floor, wall and roof framing. Additionally, this course will introduce students to other trade areas such as electricity, plumbing and masonry. Students build their own wall, then install wire circuits for switches and outlets, as well as make plumbing connections using copper, PEX and PVC. The wall will then be finished with sheetrock, as the students learn how to tape and perform sheetrock repair. Students will also learn about foundations, building layout and surveying.

Construction Technologies 3

Grade 12 (3 credits)

PREREQ: Construction Technologies 2 or instructor approval

Articulation agreement with SUNY Delhi - 6 credit hours

Construction Technology 3 gives students the opportunity to participate in work based learning, applying and building upon their skills in a real world setting. This involves working with local companies and businesses, participating in a pre-apprenticeship, or completing a campus based project. Additionally, students learn about energy efficient building principles and practices, including insulation, ventilation, and windows and doors. Students also learn

about the finishing phases of homebuilding which include stair building, cabinets, and interior trim and finish work. At the end of this course, students will be prepared to enter the workforce or enter an apprenticeship program in the field of construction. Students will participate in a Cooperative Education internship with local businesses to apply what they have learned in class in a real world environment. Students who complete this course also have the opportunity to earn credits or exemption from entry-level courses if they attend SUNY Delhi.

Cosmetology 1

Grade 10 (1 credit)

This course is an introduction to cosmetology. Students are grounded in theory as they study general science, hair care, skin care, nail care, communication and business skills. While students practice practical applications of all aspects of beauty culture, this course also emphasizes personal safety and sanitation. Cosmetology career opportunities are explored. Students are encouraged to continue the pathway to Cosmetology 2 and Cosmetology 3 to work towards the professional requirements to obtain licensure. To keep it fun and exciting, students get to participate in spa days, community service and presentations from guest speakers in the beauty industry. Attendance is a vital component since this course is measured in clock hours.

Cosmetology 2

Grade 11 (2 credits)

PREREQ: Cosmetology 1

This 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 leadership activities provide many opportunities to enhance classroom instruction and career development.

Cosmetology 3

Grade 12 (3 credits)

PREREQ: Cosmetology 2 or instructor approval

This 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 haircutting 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 leadership activities provide many opportunities to enhance classroom instruction and career development. Successful completion of the Cosmetology pathway and required 1,000 hours will qualify students to sit for the NYS licensing exam. Students can receive 6 credits for Bryant and Stratton and Educational Opportunity Center (EOC) in Troy (up to 500 cosmetology hours toward their NYS license).

Culinary Arts 1

Grade 10 (1 credit)

This course is an introduction to culinary arts field. Students will explore the basics of culinary, safety and sanitation. Students will work in a professional kitchen and be exposed to the tools, equipment and techniques to be successful in the food service industry. Students

will participate in catering events to practice skills such as food preparation, customer service and kitchen management. Students will take the ServSafe exam, an industry level credential that indicates proficiency in food safety and sanitation in a professional kitchen.

Culinary Arts 2

Grade 11 (2 credits)

PREREQ: Culinary Arts 1

This course will build on the skills learned in Culinary 1. Students will apply their learning of the foundations of restaurant management. By using the language and skills of the hospitality industry, students will gain practical experience in a restaurant-style kitchen. Students will learn how to use all industrial kitchen equipment; deep fryers, ovens, grill, broiler, meat slicers, food processors, dough mixers, dishwashing machines and coffee makers. Culinary 2 students will advance their baking skills and preparation of soups, salads, sandwiches and sauces. Catering events and other leadership activities will provide opportunities to enhance classroom instruction and career development. Students will refine their customer service skills by working with local chefs and community organizations to cost out food, create and prepare menus for catering functions.

Culinary Arts 3

Grade 12 (3 credits)

PREREQ: Culinary Arts 2 or instructor approval

Advanced Standing at Schenectady County Community College (4 credits)

Students will combine the knowledge and skills learned in the previous years to specialize in the hospitality industry. The third year student will rotate through the roles of baker, assistant cook, sanitation and manager towards earning their Pro-Start certification. Students will take on a leadership role at catering events and other community activities. Students will participate in a cooperative education internship experience at local businesses in the community building on their knowledge and preparation as they enter the culinary arts field.

Students who complete this course also have the opportunity to earn credits or exemption from entry-level courses if they attend SCCC.

Health Science 1

Grade 10 (1 credit)

This course is the beginning of the Health Science pathway. It allows students to explore career opportunities in the health care field. Information about the most recent health care trends, jobs and industry information is imparted through the use of media, classroom activities, research projects and guest speakers. Using real-life scenarios and application-driven activities, students learn the responsibilities and challenges of being health care professionals and deepen their knowledge of various career options. In addition to building their understanding of technical concepts, students evaluate the qualifications required for specific careers and develop personal career plans to pursue work in the health care industry and extend their knowledge of oral and written communication in health science.

Health Science 2

Grade 11 (2 credits)

PREREQ: Health Science 1

This course is for students who are moving towards a career in health care. Health Science 2 applies the skills and knowledge that were learned in Health Science 1, while further challenging students to learn more about the health care field. Students will study medical terminology, infection control, interpersonal skills, and body systems. Students will also engage in hands-on medical techniques such as assessing vital signs, patient safety, and other entry level skills. Students will also have exposure to gain knowledge from guest speakers, as well as attending field trips. At the successful completion of this course, students will be prepared to enroll in Health Science 3: Certified Nursing Assistant.

Health Science 3: Certified Nurse Assistant (CNA)

Grade 12 (3 credits)

PREREQ: Health Science 2 or instructor approval

8 students maximum enrollment per section

Articulation agreement for advanced standing at Mildred Elley and Maria College

This course is the third and final segment of the Health Science Pathway. Health Science 3 provides students with a strong and comprehensive foundation in nursing skills and theory. Students also explore the knowledge, skills and attitudes needed to be successful in post-secondary programs. Students learn theory the first half of the year, then mid-year travel to various long-term care facilities where they perform hands-on care. Health Science 3 reinforces the academics learned in Health Science 1 and 2 as they pertain to the elderly. CPR certification is obtained. Certified Nursing Assistants (CNA) is a high demand occupation. CNA is a great entry level position into the health care system, as well as a part-time job for college students. Upon successful completion of the course requirements, students are eligible to take the New York State Nurses Aide Certification exam.

Automotive Technologies 1

Grade 10 (1 credit)

This course is an introduction to automotive technologies and will provide a comprehensive study including hands-on repair of the automobile engine and brakes as well as innovative projects that will stretch student 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.

Automotive Technologies 2

Grade 11 (2 credits)

PREREQ: Automotive Technologies 1

This course will provide a comprehensive study, and align the student towards a career in the automotive industry. In this class we master the skills of scanner operation, brake systems, exhaust and emissions, NYS inspections, as well as wheels, tires, and wheel bearings. We focus on student centered live work on customer vehicles that offers real life experience in-house. The work-based learning experience for this course is a school-based enterprise.

Automotive Technologies 3

Grade 12 (3 credits)

PREREQ: Automotive Technologies 2

College articulation with HVCC (3 credits)

This course will provide a comprehensive study including hands-on repair of the automobile engine performance system as well as innovative projects that will stretch student thinking. Mastery of skills includes 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 external cooperative education internship experience at a business in the community. This concludes in a national Automotive Service (ASE) exam, an industry recognized credential that certifies the student as an entry level mechanic. Students who complete this course also have the opportunity to earn credits or exemption from entry-level courses if they attend HVCC.

English Language Arts

(See English as a New Language section on pages 40-43 for all ENL course descriptions)

Grade 9 Courses

English 9 Honors, English 9 ENL

Grade 10 Courses

English 10 Honors, English 10 ENL, World Experiences Honors, Journalism (elective; does not qualify for mandated English Language Arts credit)

Grade 11 Courses

English 11 Honors, English 11 ENL, American Experience Honors, AP Language and Composition, English 11 IB HL 1, Journalism (elective; does not qualify for mandated English Language Arts credit)

Grade 12 Courses

Senior Symposium/African-Americans and Women in Literature, Senior Symposium/Horror Fiction and Film, Senior Symposium/Creative Writing, English 12 ENL, AP Literature and Composition, English 12 IB HL 2, English 12 Prep/Senior Symposium, English 12 Prep ENL, Journalism (elective; does not qualify for mandated English Language Arts credit)

English 9 Honors

(1 credit)

The focus of this course is to challenge students to read, write and think critically through the study and analysis of literary and informational text. Students will explore a variety of diverse texts through the lens of equity, relationships and the human condition. These texts are strategically selected to highlight how authors use literary elements and techniques to create meaning and convey purpose. The English 9 Honors program places great emphasis on the writing process and how to effectively and persuasively craft an argument that can be substantiated with sufficient and relevant evidence and valid reasoning. Cornerstone texts include *Of Mice and Men* by John Steinbeck, *The Tragedy of Romeo and Juliet* by William Shakespeare, and excerpts from *To Kill a Mockingbird* by Harper Lee. Students will also have opportunities to self-select texts of interest to hone literary analysis skills. Explicit instruction in effective collaboration

is an ongoing focus in this course. Each unit includes common assessments and benchmark exams aligned to the New York State Next Generation Learning Standards in English Language Arts in which all students will participate.

English 10 Honors

(1 credit)

The focus of this course is to challenge students to read, write, and think critically through the study and analysis of literary and informational text. Through the lens of social justice, students will explore a variety of diverse texts that are strategically selected to highlight how authors use literary, structural and rhetorical techniques to create meaning, convey purpose and powerfully persuade others. The English 10 Honors program places great emphasis on the writing process and how to effectively and persuasively craft an argument that can be substantiated with sufficient and relevant evidence and valid reasoning. Students will also conduct an extensive research

project in which they explore instances of genocide and human rights violations throughout world history. Working collaboratively in order to develop an appreciation for the ideas of others and hone the skill of analyzing perspective is a major focus in this course. Cornerstone texts include *The Tragedy of Julius Caesar* by William Shakespeare, *Night* by Elie Wiesel, and a major work by Toni Morrison. Students will also have opportunities to self-select texts of interest to hone literary analysis skills. Each unit includes common assessments and benchmark exams aligned to the New York State Next Generation Learning Standards in English Language Arts in which all students will participate.

World Experiences Honors

English 10 Honors (1 credit) and *World History II Honors* (1 credit)

This interdisciplinary course centers on the cooperative discovery of history and literature throughout the world from the 18th century to present global

issues. It is designed to help students establish connections between the political ideas, movements and events that have shaped the world and the literary movements that have created global cultures. Chronological and topical approaches to literature and history provide the framework for the study of world experiences. Students will read a variety of short and longer texts that complement the exploration of world history and relevant primary source documents. This course supports preparation for the New York State Regents examination in English Language Arts administered at the end of eleventh grade. It culminates with the New York State Regents examination in Global History and Geography, which is a graduation requirement.

English 11 Honors

(1 credit)

The focus of this course is to challenge students to read, write, and think critically through the study and analysis of literary and informational text. Students will explore a variety of diverse texts that trace the history of the United States, while considering the ideas upon which our nation is founded, including who does and doesn't have access to the notion of the American Dream. Texts are strategically selected to highlight how authors use literary, structural, and rhetorical techniques to create meaning, convey purpose and powerfully persuade others and explicitly include a variety of voices throughout history, with particular focus on those who are often underrepresented or marginalized. The English 11 Honors program places great emphasis on the writing process and how to effectively and persuasively craft an argument that can be substantiated with sufficient and relevant evidence and valid reasoning. Working collaboratively in order to critically analyze thematic intent, author's purpose, and multiple perspectives through powerful academic discourse is a major focus of this course. Cornerstone texts include *The Crucible* by Arthur Miller, *Their Eyes Were Watching God* by Zora Neale Hurston, *The Great Gatsby* by F. Scott Fitzgerald, and

Fences by August Wilson. Each unit includes common assessments and benchmark exams aligned to the New York State Next Generation Learning Standards in English Language Arts in which all students will participate. This course culminates with the New York State Regents examination in English Language Arts, which is a graduation requirement.

American Experience Honors

English 11 Honors (1 credit) and U.S. History Honors (1 credit)

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. This course culminates with the New York State Regents examinations in both U.S. History and Government and English Language Arts, which are graduation requirements.

AP Language and Composition

Grade 11 (1 credit)

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. Students enrolled in this course are required to take the AP Language and Composition examination in May as well as the New York State Regents Examination in English Language Arts, the latter of which

is a graduation requirement. It is important to note each college has established guidelines for granting credit based on the student's score on the AP examination. AP exam fee applies; fee waiver or reduction may be available.

English 11 IB HL 1

(1 credit)

In English 11 IB HL 1, 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. Through the course, students will develop a personal appreciation of language and literature, skills in literary criticism using a range of texts from different periods, styles and genres, an understanding of the formal, stylistic and aesthetic qualities of texts, strong powers of expression – both written and oral, an appreciation of cultural differences in perspective, and an understanding of how language challenges and sustains ways of thinking. This course culminates in the New York State Regents examination in English Language Arts, which is a graduation requirement. Students are also strongly encouraged to take the AP Language and Composition examination. This class is a prerequisite for English 12 IB HL 2.

Senior Symposium/ Creative Writing

(1 credit)

PREREQ: Successful completion of the New York State Regents Examination in English Language Arts

University in the High School/SUNY Albany

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. 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 fiction and non-fiction, students will work on refining syntax, voice and appropriate style. This course is strongly recommended for students preparing for college. Creative Writing (second semester) affords students the opportunity to further develop their writing talents by experimenting with a variety of forms and techniques. Areas of study will include short fiction, poetry, feature articles and dramatic dialogue. This course is based on the premise that students must write daily in order to further develop their writing skills. Students will also explore other areas, including writing theory and publishing, which will provide a comprehensive view of the creative writing process. Through class assignments, peer editing and the study of professional works, students will create and submit a final portfolio that displays growth as a writer. Students may take the course for SUNY Albany credit. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

Senior Symposium/ African-Americans and Women in Literature

(1 credit)

PREREQ: Successful completion of the New York State Regents examination in English Language Arts

University in the High School/SUNY Albany

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 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) will focus on students reading, analyzing and discussing works of fiction and non-fiction that deal with topics of race, class and gender as placed in historical context and as seen through a feminist lens. This course examines the rhetoric surrounding societal views about race, class and gender. Specifically, this course will explore how race, class and gender influence writers and the interpretation of their work. This is a writing-intensive course. The goal of this course will be to critically analyze the works of seminal writers and to learn the historical and biographical background necessary to understand the literature of the period. Students may take the course and earn credits from SUNY Albany. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

Senior Symposium/ Horror Fiction and Film

(1 credit)

PREREQ: Successful completion of the New York State Regents examination in English Language Arts

University in the High School/SUNY Potsdam

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 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 is 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. Students may take the course for SUNY Potsdam credit. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

English 12 Preparatory/ Senior Symposium

(1 credit)

This course is designed for seniors who still need to pass the New York State Regents examination in English Language Arts for graduation credit; emphasis will be placed on preparing for success on this exam. In the first half of the course, students will hone test-taking strategies while working toward developing as a reader and writer relative to text analysis and argumentation. 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. 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.

English 12 IB HL 2

Grades 11-12 (1 credit)

PREREQ: English 11 IB HL 1 or AP Language and Composition

International Baccalaureate English is a demanding, exciting 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. Students are strongly encouraged to take the AP Literature and Composition examination in May. IB registration and exam fee applies; fee waiver or reduction may be available.

AP Literature and Composition

Grade 12 (1 credit)

PREREQ: Successful completion of the New York State Regents examination in English Language Arts. It is also recommended the student take AP Language and Composition in preparation for this course.

In the Advanced Placement course in 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. Students enrolled in this course are required to take the AP Literature and Composition examination in May. It is important to note each college has established guidelines for granting credit based on the student's score on the AP exam. AP exam fee applies; fee waiver or reduction may be available.

ELECTIVES

Journalism

Grades 10-12 (1 credit)

University in the High School/HVCC

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. Three HVCC credits are available to students enrolled in Journalism for the whole year. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

Regents Reading and Writing Tier 2 or 3

Grades 10-12 (No credit)

Regents Reading and Writing is an Academic Intervention Service (AIS) course designed to provide additional support for students who have demonstrated need based on prior performance. This course further develops students' reading and writing skills to prepare them for the New York State Regents examination in English Language Arts, which is a graduation requirement. The course will focus on the skills necessary for essay writing, reading comprehension, study skills, research skills and note-taking strategies.

English as a New Language (ENL)

Entering 9-10

Entering-SIFE 9-10

Grades 9-10 (1 credit)

PREREQ: Most current NYSITELL or NYSESLAT score

This course is designed for students who may have gaps of two or more years in their formal education and/or little or no background in the English language. In this three-period class, students will acquire rudimentary skills and an everyday working English vocabulary. They will be offered opportunities to practice basic pronunciation, self-expression and grammatical structures. One period of this three-period block will be dedicated to developing English Language Arts (ELA) skills and will be co-taught by a specialist in ELA/reading. The ultimate goal of this section of English as a New Language is to help these students to acclimate to their new surroundings and to their new culture. The intent of this course is to prepare students to progress to the emerging, transitioning and expanding levels of ENL and soon be on their way to fulfilling the requirements of a high school diploma.

Entering 11-12

Entering-SIFE 11-12

Grades 11-12 (1 credit)

PREREQ: Most current NYSITELL or NYSESLAT score

This course is designed for students who may have gaps of two or more years in their formal education and/or little or no background in the English language. In this three-period class, students will acquire rudimentary skills and an everyday working English vocabulary. They will be offered opportunities to practice basic pronunciation, self-expression and grammatical structures. One period of this three-period block will be dedicated to developing English

Language Arts (ELA) skills and will be co-taught by a specialist in ELA/reading. The ultimate goal of this section of English as a New Language is to help these students acclimate to their new surroundings and new culture. The intent of this course is to prepare students to progress to the emerging, transitioning and expanding levels of ENL and soon be on their way to fulfilling the requirements of a high-school diploma.

Emerging 9-10

Grades 9-10 (1 credit)

PREREQ: Most current NYSITELL or NYSESLAT score

At this level of English as a New Language, students will receive two periods of instruction in English language acquisition that will focus on listening, reading, writing and speaking skills and the development of academic language. One period of this two-period block will be dedicated to developing English Language Arts (ELA) skills and will be co-taught by a specialist in ELA/reading. The intent of this course is to prepare students to progress to the transitioning, expanding and commanding levels of ENL and soon be on their way to fulfilling the requirements of a high school diploma.

Emerging 11-12

Grades 11-12 (1 credit)

PREREQ: Most current NYSITELL or NYSESLAT score

At this level of English as a New Language, students will receive two periods of instruction in English language acquisition that will focus on listening, reading, writing and speaking skills and the development of academic language. One period of this two-period block will be dedicated to developing English Language Arts (ELA) skills and will be co-taught by a specialist

in ELA/reading. The intent of this course is to prepare students to progress to the transitioning, expanding and commanding levels of ENL and soon be on their way to fulfilling the requirements of a high school diploma.

Transitioning 9-10

Grades 9-10 (1 credit)

Transitioning 11-12

Grades 11-12 (1 credit)

PREREQ: Most current NYSITELL or NYSESLAT score

This one-period course is for students at the intermediate level of English acquisition. While students in this course have a good working knowledge of conversational English, this class will help them refine their reading and writing skills to help them be more successful in their core content classes. This course is a companion to English 9 ENL, English 10 ENL, English 11 ENL and English 12 ENL. The intent of this course is to prepare students to progress to the expanding or commanding levels of ENL and soon be on their way to fulfilling the requirements of a high school diploma.

SHELTERED ENL

Sheltered ENL classes are primarily designed for the entering, emerging and low-transitioning ENL student as determined by his or her most recent NYSITELL or NYSESLAT score and their ENL teacher.

CORE CLASSES

Topics in Algebra ENL

Grade 9 (1 credit)

Topics in Algebra are designed to develop student conceptual understanding of skills and content reflective of essential learnings from grade 8 and the foundational



standards necessary for Algebra 1. This course will develop math skills and processes in effort to ensure success in Algebra 1 during the following academic year. Using second language acquisition methodologies, this course will broaden the ENL 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. Students earn one math credit at the successful completion of this course. Students enrolled in Topics in Algebra will participate in mid- and end-of-year assessments, but not the Algebra 1 Regents.

Algebra 1 ENL

Grades 9-10 (1 credit)

Algebra 1 is the first mathematics course for high school students, leading to the Algebra Regents exam. This course provides students with broad exposure to the basic concepts of Geometry, and reinforces Algebra skills

such as solving equations and working with ratio and proportion. Geometry topics covered are: angles and segments, triangles, transformations, quadrilaterals, congruence and similarity, trigonometry, solids, and constructions. Using second language acquisition methodologies, this course will broaden the ENL 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 math credits required for graduation. Students enrolled in Algebra 1 participate in the Algebra Regents examination administered in June. A graphing calculator will be provided for in-class use.

Economics ENL

Grade 12 (½ credit)

This course prepares ENL students for civic engagement and domestic and global citizenry by drawing on

their personal experiences in their own countries while developing their knowledge of the American government, political, and economic systems. Students in this class will be taught using second-language acquisition methodologies and ENL learning strategies. 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. This course culminates with a capstone project that incorporates skills and concepts taught in both Participation in Government and Economics.

English 9 ENL

(1 credit)

This course offers the opportunity for ENL students who are at the Transitioning, Expanding, or Commanding level to focus on

reading, vocabulary development and writing using second-language acquisition methodologies. A variety of genres will be studied and analyzed throughout this course including fiction, non-fiction, poetry, and drama. The English 9 ENL program places great emphasis on the writing process and how to effectively and persuasively craft an argument that can be substantiated with sufficient and relevant evidence and valid reasoning. Benchmark assessments are done throughout the school year to monitor student progress.

English 10 ENL

(1 credit)

This course offers the opportunity for ENL students who are at the Transitioning, Expanding, or Commanding level to continue to focus on reading, vocabulary development and writing using second-language acquisition methodologies. The English 10 ENL program places great emphasis on the writing process and how to effectively and persuasively craft an argument that can be substantiated with sufficient and relevant evidence and valid reasoning. Students demonstrate learning through traditional and authentic assessments, including individual and group projects. Tenth-grade students undertake a research project, a literary analysis project, and become familiar with varied literary genres (drama, fiction, nonfiction, poetry and short stories). Students will enhance their speaking and listening skills through public speaking opportunities. Benchmark assessments are done throughout the school year to monitor student progress.

English 11 ENL

(1 credit)

This course offers the opportunity for ENL students to study literature and advanced writing using second-language acquisition methodologies. Students read fiction, non-fiction, poetry and drama, and engage in a variety of tasks and assessments to develop advanced reading comprehension and literary analysis skills. The English 11 ENL program places great emphasis on the writing

process and how to effectively and persuasively craft an argument that can be substantiated with sufficient and relevant evidence and valid reasoning. Special attention is also paid to expanding students' academic vocabulary and linguistic awareness of English. This course culminates with the New York State Regents examination in English Language Arts, which is a graduation requirement.

English 12 ENL

(1 credit)

PREREQ: Successful completion of the New York State Regents examination in English Language Arts

This course offers the opportunity for ENL students to continue their studies in literature and advanced writing using second-language acquisition methodologies. Student writing will focus on analytical, argumentative and research based writing with an emphasis on developing claims and supporting a thesis statement. Student writing will also include the creation and development of a college essay as well as a focus on the college application process. Academic language and vocabulary are enhanced to better prepare students to be college and career ready

English 12 ENL Preparatory/ Senior Symposium

(1 credit)

This course is designed for seniors who still need to pass the New York State Regents examination in English Language Arts for graduation credit; emphasis will be placed on preparing for success on that exam using second-language acquisition methodologies. In the first half of the course, students will hone test-taking strategies while working toward developing as a reader and writer relative to text analysis and argumentation. 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. 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.

Living Environment ENL

Grade 9 (1 credit)

This course continues to work and support ENL students who are expected to pass the Living Environment Regents exam. The ENL students in this class will be taught using second language acquisition methodologies and ENL learning strategies. The course includes the study of the organization of living things, the structures and functions of human body systems, reproduction and development, genetics, evolution, ecology and human impact on the environment. Students are required to have 1,200 documented lab minutes in order to sit for the Regents exam.

Participation in Government ENL

Grade 12 (½ credit)

This course prepares ENL students for civic engagement and domestic and global citizenry by drawing on their personal experiences in their own countries while developing their knowledge of the American government, political, and economic systems. This course is interdisciplinary and will draw upon life experiences beyond the classroom and school. Students will analyze, monitor and discuss governmental issues and policies in this course. It culminates with a capstone project that incorporates skills and concepts taught in both Participation in Government and Economics.

U.S. History ENL

Grade 11 (1 credit)

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. This course traces U.S. History chronologically through 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. Students will be prepared through second language acquisition methodologies and ENL strategies to pass the Regents exam at the end of this course.

World History 1 ENL

Grade 9 (1 credit)

World History 1 ENL is an introduction to World History. It includes units on introduction to world history, the first civilizations, classical societies, expanding global connections and global interactions from 1400-1750. All of these units will be addressed through the lens of enduring issues. Within these units, ENL strategies will be used to introduce students to Social Studies skills such as gathering, interpreting and using evidence, chronological reasoning and causation, comparing and contextualizing, geographic reasoning, evaluating economic systems and civic participation.

World History 2 ENL

Grade 10 (1 credit)

World History 2 ENL continues the study of World History 1 ENL. This class includes units on revolutions, industrialization and empires, crisis and achievements of the twentieth century and contemporary issues. Within these units, ENL strategies will be used to introduce to practices of historians such as gathering, interpreting and using evidence, chronological reasoning and causation, comparing and contextualizing, geographic reasoning, evaluating economic systems and civic participation. A Regents exam is given at the end of this course.



Family and Consumer Sciences (FACS)

There are two CTE pathways available to students through FACS.

Nutrition, Health and Wellness focuses on students who want a career in nutrition, dietetics, sports nutrition and medicine, food science and personal training. Human Services focuses on students who want a career working with children or adults in a social work or school setting, or in career fields that require customer service.

Interested students can access a FACS pathway or take a FACS class as an elective.

Students who complete a pathway take a CTE certified industry exam will earn a CTE endorsement on their diploma.

FACS at a glance

Grade(s)	Semester 1	Semester 2
9	College and Career Preparation Seminar (course description on page 73) Food and Nutrition Food Preparation and Nutrition	College and Career Preparation Seminar (course description on page 73) Lifespan Studies Food and Nutrition
9-12	Careers in Health and Human Services Nutrition, Health and Wellness	Introduction to Health and Human Services Adolescent Psychology
11	Global and Gourmet Foods Food Science (third year science credit)	Child Development
12	Career Exploration Internship Program (CEIP)	Career Exploration Internship Program (CEIP)

Food and Nutrition

Grades 9-12 (½ credit)

First semester only

This course provides students with basic food preparation skills and nutrition awareness. Students will investigate nutrients and how their choices in food can affect healthy living; learn about the food groups and plan healthy balanced menus; practice kitchen safety and sanitation, learn kitchen measurements, equivalents and recipe parts; use kitchen equipment

and appliances properly; work in teams to design, prepare and serve nutritious food recipes; and apply science, technology, engineering art and math (STEAM) principles within the context of the course.

Food Preparation and Nutrition

Grades 9-12 (½ credit)

Second semester only

PREREQ: Food and Nutrition

This course will reinforce the principles of nutrition and basic food

preparation skills learned in Food and Nutrition. Students will practice safety and sanitation; prepare foods from all food groups and desserts with greater skill and techniques; present foods to be evaluated by others; learn table service and settings; research careers related to food, nutrition or food preparation; research technological appliances that make preparation easier; and explore issues relating to the path of food from farm to table.

Global and Gourmet Foods

Grades 10-12 (1 credit)

PREREQ: Food Preparation and Nutrition and Food and Nutrition

This course offers you the opportunity to experience preparing and tasting foods from other cultures. Students will investigate recipes and prepare foods from various regions and countries; explore the issues and conditions which affect the availability and quality of food in the global market; discover how other cultures have influenced regional food found in America; and examine the environmental, social, health and economic costs of food production.

Food Science

Grades 11-12 (1 credit)

This course is organized into four disciplines: introduction to food science, food biochemistry, food microbiology, and the future of food science. This class encourages students to use their knowledge of food and science to participate in food experiments and discover how science affects the foods we eat. Students should be advised this is not a cooking class; it's a class where food is part of the experiment.

Lifespan Studies

Grades 9-12 (1/2 credit)

This course provides students with a broad foundation of knowledge, skills, and attitudes necessary to promote growth and development across the lifespan: child, prenatal development, infancy, toddlerhood, and aging. Topics include observing children; child, parent, family, and community connections; brain development and prenatal development; postnatal period; infancy; toddlerhood years; special challenges for children, adult and elder years; and career pathways across lifespan. Students may have opportunities to observe and interact with young children and the elderly. This course meets the New York State parenting education requirement.



Child Development

Grades 10-12 (1 credit)

PREREQ: Lifespan Studies OR Adolescent Psychology

This course explores the many factors related to the health, welfare and development of children from the prenatal stage to age 12. Students will learn how children grow and develop physically, socially, emotionally and intellectually during each stage of life. Students also will discuss psychological theories and current issues related to each stage. In addition, the course addresses the legal and optimal requirements for the physical, emotional, social and cognitive development of children with special needs. Students who are interested in psychology, social work, health care, medicine, education or child care should take this class.

Adolescent Psychology

Grades 10-12 (1/2 credit)

PREREQ: Lifespan Studies

This course provides an understanding of positive youth development. Students study the cultural and historical perspectives of adolescence, theories of psychology, research strategies, and career pathways. Students explore physiological, cognitive and psychological transitions of adolescence. Other topics include: identity formation, relationships, communication skills, social reasoning, independence and autonomy, the adolescent in society-family, peers, school, work, leisure, local and global community, health and wellness,

media and technology, public policy and advocacy, and support systems. This course meets the New York State parenting education requirement.

Careers in Health and Human Services

Grades: 9-12 (1/2 credit)

This course is for students who are interested in careers that work with people. Human services workers are those ready to offer a helping hand to people. Students will explore a variety of career opportunities in the human services field and gain an understanding of the skills and knowledge necessary to work effectively in it. Students will also look at careers that focus on the phases of human growth, demonstrate an understanding and sensitivity to individual, ethnic and cultural differences among individuals and families and analyze their personal skills, interests and career goals.

Nutrition, Health and Fitness

Grades 10-12 (1/2 credit)

If you are concerned about what you are putting into your body, this is the course for you. This course will relate the concepts of nutrition, diet and exercise to good health. It focuses on healthy eating and will examine the role of nutrients in the body, eating disorders, types of exercise, fad vs. healthy diets, caloric intake vs. caloric output and normal eating. Students will be able to prepare healthy meals and make choices about food that contribute to their wellness now and in the future.

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. This course can be taken any year after grade 9.

Health Education

Grades 10-12 (½ credit)

(Alternate days for a full year)

This course is designed to equip students with the skills, knowledge and attitudes for an optimal quality of life and 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 and relationship management, stress management and advocacy.

JROTC

The Junior Reserve Officer Training Corps (JROTC) Leadership Education and Training program prepares high school students for leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. This is accomplished by teaching leadership, organizational skills, wellness, goal setting and diversity. Extracurricular activities include color guard, drill team, rifle team competition, service learning projects and participation in local community events.

JROTC-LET 1

Grades 9-12

PREREQ: Students must agree to wear the uniform once per week and meet JROTC grooming and discipline standards.

Students learn about basic leadership theory, goal setting, good study habits and conflict resolution. They are given responsibilities which will help prepare them for leadership opportunities as they advance in the program. Students wear the JROTC uniform once a week.

JROTC-LET 2

Grades 9-12

PREREQ: Students must agree to wear the uniform once per week and meet JROTC grooming and discipline standards.

Students continue to learn about leadership skills and qualities in addition to first-aid and effective problem solving techniques. They

are given more responsibility and opportunities to hold leadership positions such as team leader and squad leader. Students wear the JROTC uniform once a week.

JROTC-LET 3

Grades 9-12

PREREQ: Students must agree to wear the uniform once per week and meet JROTC grooming and discipline standards. Successful completion of LET 1 or prior enrollment in JROTC at another school.

Prepares students to assume key leadership roles assumed by LET 4 students. Instruction focuses on leadership strategies, presenting, planning skills and social responsibilities. Students at this level usually assume the duties of junior leaders in the program. Students wear the JROTC uniform once a week.

JROTC-LET 4

Grades 9-12

PREREQ: Students must agree to wear the uniform once per week and meet JROTC grooming and discipline standards. Successful completion of LET 1 or prior enrollment in JROTC at another school.

Students at this level assume the highest leadership roles and are given the responsibility of running the program. Instruction focuses on self-examination of personal leadership styles, teaching and counseling skills. Students are introduced to the NEFE High School Financial Planning Program which exposes students to the financial responsibilities associated with adult life after high school.



Mathematics

(See English as a New Language section on pages 40-43 for all ENL course descriptions)

Grade	Regents sequence	Advanced Regents sequence	Accelerated Regents Sequence (Algebra in Grade 8)
9	Topics in Algebra or Algebra 1 (Algebra 1 ENL)	Algebra 1	Geometry R
10	Algebra 1 or Geometry S/R	Geometry R	Algebra 2
11	Geometry S/R or Algebra 2 and/or elective	Algebra 2	Advanced math electives
12	Optional mathematics elective	Advanced math electives	Advanced math electives

REGENTS MATHEMATICS COURSES

Topics in Algebra

Grade 9 (1 credit)

Topics in Algebra is designed to develop student conceptual understanding of skills and content reflective of essential learnings from grade 8 and the foundational standards necessary for Algebra 1. This course will develop math skills and processes in effort to ensure success in Algebra 1 during the following academic year. Students earn one math credit at the successful completion of this course. Students enrolled in Topics in Algebra will participate in mid- and end-of-year assessments, but not the Algebra 1 Regents.

Students earn one math credit at the successful completion of this course. Students enrolled in Topics in Algebra will participate in mid- and end-of-year assessments, but not the Algebra 1 Regents.

Algebra 1

Grades 9 -10 (1 credit)

Algebra 1 is the first Regents mathematics course for high school students and ends with

the Algebra Regents exam in June. This course will broaden mathematical knowledge while developing algebraic skills and processes that allow the student to use a variety of techniques to solve problems in a variety of settings. Successful completion of this course will result in one of the three math credits required for graduation.

Algebra 1 Themes and Connections: AIS Math Test Prep for Algebra

Grades 10-12 (¼-1/2 credit)

PREREQ: This course is designed to give additional support to students who have not passed their Algebra 1 Regents exam

This course is for students who have earned an algebra course credit but have not yet passed the Algebra 1 Regents exam. This course is designed to prepare students for successful completion of the Algebra 1 Regents through focus on connections between major topics such as solving equations and inequalities, systems of equations and inequalities, and an introduction to the family of functions.

Geometry S (School Level)

Grades 10-11 (1 credit)

PREREQ: Algebra 1

This course provides students with broad exposure to the basic concepts of geometry and reinforces algebra skills such as solving equations and working with ratio and proportion. Geometry topics covered are angles and segments, triangles, transformations, quadrilaterals, congruence and similarity, trigonometry, solids and constructions. Upon successful completion of this course, students may continue to Regents-level geometry or an elective math class.

Geometry R (Regents Level)

Grades 9-10 (1 credit)

PREREQ: Algebra 1

Geometry is the second course of the math Regents sequence for high school students who have passed Algebra and the Algebra 1 Regents. Topics covered will include congruence, similarity, trigonometry, volume, proofs, coordinate geometry and circles. Students enrolled

in Geometry R participate in the Geometry Regents examination administered in June. Following this course, students move to Algebra 2 and/or a math elective.

Algebra 2/IB Mathematics SL 1

Grades 10-12 (1 credit)

PREREQ: Algebra 1, Geometry R

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. The course includes an extension of the study of functions that started in Algebra 1. It will include rational expressions, exponential and logarithmic functions, the complex number system, fundamentals of trigonometric functions and a basic 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. Exam fees apply. Fee waiver or reduction may be available to eligible students.

Intermediate Algebra

Grade 10-12 (1 credit)

3 HVCC credits

PREREQ: Algebra 1, Geometry S/R

University in the High School/HVCC

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. Intermediate Algebra is a course suitable as a bridge course leading from Geometry to Algebra 2. Students may take the course and earn three credits from Hudson Valley Community College. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

Math in Trades

Grades 11-12 (1 credit)

PREREQ: Algebra 1

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.

Practical Consumer Math

Grades 11-12 (1 credit)

PREREQ: Algebra 1

Practical Consumer Math is designed for students to gain practical math competence through real-world examples of situations that arise daily. Students will gain the knowledge to develop a budget, manage their finances and budget their paychecks on a daily basis for the duration of the course. They also will learn how to determine housing costs and monthly expenses; what knowledge is needed to manage a household effectively; how to read and interpret nutrition information on food packages along with using that nutritional information when planning meals; and how to make wise decisions when shopping or eating out. The emphasis of this course is to provide real-life problem solving skills for students that they can use after graduation.

ADVANCED MATHEMATICS ELECTIVES

Precalculus

Grades 11-12 (1 credit)

University in the High School/HVCC

PREREQ: Successful completion of Algebra 1, 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. Students may take the course and earn four credits from Hudson Valley Community College. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

Calculus with Precalculus

Grades 11-12 (1 credit)

University in the High School/HVCC

PREREQ: Successful completion of Algebra 1, 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. Students may take the course and earn four credits from Hudson Valley Community College. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

AP Calculus AB

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

AP Calculus AB 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 insure 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; AP exam fee applies. Fee waiver or reduction may be available.

AP Calculus BC

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 AP Calculus AB. Students who successfully complete this course will be prepared to take the Advanced Placement examination in Calculus BC; AP exam fee applies; fee waiver or reduction may be available.

IB Mathematics: Application and Interpretation 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 a precalculus curriculum 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 fee applies; fee waiver or reduction may be available.

Statistics

Grades 11-12 (1 credit)

Minimum PREREQ: Algebra 1, Geometry and Algebra 2

University in the High School/SUNY Albany

This college-level course introduces students to the concepts and tools necessary for collecting, analyzing and drawing conclusions from data. This course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics, and is heavily dependent on a graphing calculator and computer technology. This course will be useful for any student considering study in science, engineering, business, psychology or the social sciences. Students who successfully complete this course will earn three credits from SUNY Albany through University in the High School. Tuition credit fees apply. Students may choose to take the AP Statistics exam to receive AP credit, but are responsible for learning AP material not covered in the UHS curriculum. Fee waiver or reduction may be available for the AP exam or SUNY Albany tuition. (see pages 10-11 to learn more about University in the High School).

Music

The one-year art/music requirement may be satisfied with any music ensemble, Music in our Lives or Music Theory course.

Grade	Band Pathway	Choral Pathway	Strings Pathway	Music Production and Technology Pathway
9	Concert/Symphonic Band or World Drumming or Piano 1	Vocal Music	Orchestra or Advanced Orchestra (by audition)	Music in Our Lives or Music Theory or Piano 1
10	Any course above or Wind Ensemble and/or Jazz Improvisation Ensemble and/or Music Theory and/or Piano 2 and/or World Drumming 2	Any course listed above or Select Choir (by audition) and/or Music Theory	Orchestra or Advanced Orchestra (by audition) and/or Music Theory	Any course listed above or Digital Audio Workstation 1 or Piano 2
11	Any course above in sequence and/or AP Music Theory	Albanettes and Troubadours (by audition) or any course listed above in sequence and/or AP Music Theory	Any course listed above in sequence and/or AP Music Theory	Any course listed above in sequence and/or AP Music Theory or Digital Audio Workstation 2
12	Any course listed above in sequence	Any course listed above in sequence	Any course listed above in sequence	Any course listed above in sequence

Music in Our Lives

Grades 9-12 (1 credit)

Music In Our Lives is a full-year elective music course open to all students seeking to fulfill graduation requirements toward a Regents Diploma. Students will develop an awareness and appreciation of music from different historical and cultural traditions by studying a variety of music genres through history; listening to examples and making music using keyboards and drums; and studying music technology. Students will gain an understanding of style, mood and themes in music through music critiques. The Music In Our Lives course content includes listening and performing to different genres

of music performed with a variety of media, instruments and voice; composing or arranging music; studying basic music theory, history and contemporary music; and creating an independent music project, a course requirement.

Piano 1

Grades 9-12 (1 credit)

This course is designed to present the beginning high school piano student with group instruction utilizing the electronic piano keyboarding experience. Students will develop skill in learning to play the piano through the application of popular and familiar song material. Beginning concepts,

such as basic music theory, chord construction, rhythmic and harmonic knowledge will be applied throughout this course in both the bass and treble clefs. Students will gain confidence in their performance skills through critique and recitals as their skills develop.

Piano 2

Grades 10-12 (1 credit)

PREREQ: Piano 1

This course is designed as a continuance of Piano 1. Students will continue learning to play the piano through an electronic piano keyboarding experience through the application of popular and familiar song material. Music selection will

be based upon the current skill level of each student. Students will continue to gain confidence in their performance skills through critique and recitals as they progress through the course.

World Drumming

Grades 9-12 (1 credit)

This course is presented to the beginning percussion student. No musical background is required for this course. Students will focus on hand drumming and explore rhythmic motives derived from different cultures rich in percussive music. The concept of poly-rhythms and rhythm stacking through Africa, Latin, and Caribbean music will be examined and practiced through the use of music reading as well as by note memorization. Students will perform on various hand drum instruments of varying styles and cultures. Rhythmic content will progress from the easy to medium level. Topics will include reading skills, technique, and general musicality. Students will perform individually and as a group during class.

World Drumming 2

Grades 10-12 (1 credit)

PREREQ: World Drumming 1

This course is designed as a continuation of World Drumming. Students will continue learning to play percussion through learning and playing rhythms on various hand drums from various cultures. Topics will include reading skills, note memorization, technique, and general musicality while playing at intermediate skill levels. Students will perform individually and as a group during class.

Concert/Symphonic Band

Grades 9-12 (1 credit)

PREREQ: Completion of middle school instrumental music program (Symphonic Band/Wind Ensemble) and/or middle/high school band teacher recommendation

Concert/Symphonic Band is open to all students who have demonstrated proficiency in performance standards upon leaving middle school. Students

will develop ensemble techniques through the performance of quality band literature and exercises. The group rehearses daily throughout the year and performs in at least two concerts. Performance attendance is a mandatory requirement. Regular small group instrumental lessons are offered during school as part of this course requirement.

Wind Ensemble

Grades 9-12 (1 credit)

PREREQ: Middle/high school band teacher recommendation and/or blind panel audition

Wind ensemble students will demonstrate advanced skills musically and personal/group responsibility. Students will be auditioned for this advanced group. Wind Ensemble meets daily throughout the year and performs in at least two school concerts. School lessons will be provided in small instrumental ensembles during the school day as part of this course requirement.

Orchestra

Grade 9-12 (1 credit)

PREREQ: Completion of middle school orchestra program and/or middle/high school teacher recommendation

This course offers students the opportunity to participate in a full string ensemble. The program supports student experimentation with a vast array of musical literature. In addition to daily class instruction, every student is assigned to a weekly technique class. Participation in school concerts is a course requirement.

Digital Audio Workstation 1

Grades 10-12 (1 credit)

PREREQ: Music in Our Lives, Piano 1 or Music Theory

This music course is an introduction to digital audio software. Students will explore the full functions of Garage Band and FL Studios using modern technology for recording samples, MIDI sequencing, looping and video music composition. Students will be introduced to writing and production techniques in hop-hop styles. Topics include

the social and cultural aspects of hip-hop music as they pertain to the music's origins and early pioneers, the analysis of stylistic and musical characteristics, and instruction in the use of sequencing software in hop-hop production. Students will be involved in multiple projects and real-life scenarios, and they will learn from industry professional guest speakers.

Digital Audio Workstation 2

Grades 11-12 (1 credit)

PREREQ: Digital Audio Workstation 1

This course is designed as a continuation of Digital Audio Workstation 1. Students will continue to explore the full functions of Garage Band and FL Studios using modern technology for recording samples, MIDI sequencing, looping and music composition. Students will continue writing and composing music in hip-hop styles. Students will be involved in multiple projects that engage their learning of different social and cultural aspects influencing their own compositions of hip-hop music.

Advanced Orchestra

Grades 9-12 (1 credit)

PREREQ: Orchestra or by audition

Advanced Orchestra is an advanced course designed to challenge the most skilled strings students. Through rehearsal and advanced performance of music literature, students will further develop their skills and musical knowledge. Analysis of performances by great orchestras and artists covering major periods of music will be ongoing. In addition to daily class instruction, every student is assigned to weekly technique class. Participation in school concerts is a course requirement.

Music Theory

Grades 9-12 (1 credit)

PREREQ: Music in Our Lives or completion of a music class

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 with a theory text, music recordings, keyboard, discussion and analysis of material, and composition. Class participation is a crucial element for success in this course. Successful completion of this course will help prepare for students who are interested in continuing on in AP Music Theory.

Vocal Music

Grades 9-12 (1 credit)

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. Regular small group voice lessons are offered during school as part of this course requirement. 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 general interest in singing within a group. Students will gain knowledge in sight-reading.

Select Choir

Grades 9-12 (1 credit)

PREREQ: Vocal Music or equivalent experience

This course offers further study of choral singing in a more challenging and accelerated rehearsal setting. Students will study, analyze and perform a variety of demanding choral works from various genres and periods, with an increased emphasis on concepts of choral singing, including tone, quality, dictation, phrasing and expression. Students will engage in more advanced warm-ups, sight-singing, solfeggio and rehearsal techniques. Regular small group voice lessons are offered during school as part of this course requirement. 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. Students will participate in a multi-part choir and gain knowledge of solfeggio and sight-reading.

Albanettes and Troubadours

Grades 10-12

PREREQ: Vocal Music or Select Choir and/or by blind panel audition

This course offers the opportunity for students to further study and develop in choral singing within an ensemble. Students will 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, including tone quality, diction, phrasing and expression. Students will engage in advanced warm-ups, sight singing, solfeggio, multi-part 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 knowledge of solfeggio and sight-reading. Successful completion of Music Theory is highly recommended.

Jazz Improvisation

Grades 10-12 (1 credit)

PREREQ: Completion of middle school instrumental music program (symphonic band/wind ensemble)

This course will develop musical creativity in high school instrumental students and is open to all students who have demonstrated proficiency in band performance standards. It will familiarize students with jazz standards, Jazz Fusion and contemporary music direction through perceptive listening and performance on instruments. This ensemble performs frequently in the community.

Applied Music

Grades 9-12 (½ credit)

PREREQ: Application approval through the Fine Arts Department

Students engaged in private music lessons (piano, voice, choir, instrumental) outside of the school day are eligible for (½ credit) per each year in high school. Students must apply for the credit through the Fine Arts Department. The application will include signed permission from the student,



parent/guardian, outside instructor and the Fine Arts Supervisor. A minimal weekly time is required for lessons and practice with a completed practice log signed off by the outside instructor, and submitted each quarter. An end-of-year evaluation conducted by the instructor is required before any credit can be approved or added to a student transcript at the end of a school year.

AP Music Theory

Grades 9-12 (1 credit)

PREREQ: Music Theory and/or teacher recommendation

Students will analyze music through score study, part writing, harmonization, melodic and harmonic dictation and sight singing. Students will achieve this through the study 18th-century part-writing rules and 20th-century harmonic analysis. Each student will be required to take the AP Music Theory exam in the spring; exam fees apply. Fee waiver or reduction may be available.

Performing Arts



Theatre Arts

Grades 9-12 (1 credit)

This introductory course satisfies the Regents requirement for either one credit of art or music. The course provides an overview of the Eight Elements of Theater: participants, scenario, time, place, movement, costumes, sound and purpose. Through this framework, students explore theater through games, improvisations, acting, design and playwriting. The goals of the class are to improve student self-confidence, presentation and collaboration skills, imagination and flexibility, and to develop a deeper understanding and appreciation for the human condition.

Drama

Grades 10-12 (1 credit)

PREREQ: *Theatre Arts or teacher recommendation*

Drama focuses on acting and performing. In this course, students will explore and perform original works of their creation. With an emphasis on issues of social justice, participants will write and perform original plays, which will tour the middle and elementary schools. Students will also participate in a mentoring program at Albany School of Humanities. (This course can be taken more than once.)

After School Performing Arts Studies

Grades 9-12 (1 or 2 elective credits [1-credit seat time: 3½ hours/week; 2-credit seat time: 7 hours/week])

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 theater, film/video, play/screenwriting) and receive training in that discipline during set hours. To fulfill a portion of their seat-time requirement, students will work in other disciplines as a means to enrich understanding of their chosen field, through training, projects and performances. Acting, playwriting and technical theater will always be available; other disciplines may or may not be available. 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, teamwork, language acquisition and decoding skills (text analysis, script writing and choreography), in addition to developing their artistry. This course can be taken more than once.

IB Theater HL 1 and IB HL Theater 2 (year 1 and 2)

Grades 11-12 (1 credit) per year, IB Certificate or Diploma

IB Theatre HL 1 is the first year of a two-year sequence. IB Art Theater 2 is the second year of a two-year sequence. Work will be submitted for assessment at the culmination of year two. The IB Theater course is a two-year program that involves exploring, designing, directing and performing theater that is inspired by research in world theater tradition. Students are required to work alone as well as collaboratively to fulfill four performance-based assessments within the two-year program. The course meets two days per week after school. Exam fees apply. Fee waiver or reduction may be available to eligible students.

Just Dance!

Grades 9-12 (1 credit)

This course is for the beginning dance student who is interested in the study and performance of dance. Just Dance! topics of study include modern dance, jazz, African, tap, Flamenco, ballet, hip hop and the basic elements of choreography. Students will learn the basic techniques of these dance styles and their history and development through time. This course requires active physical participation as well as written work. Students will be required to wear appropriate attire to dance and also be required to perform. This course can be taken more than once.

Physical Education

Physical Education is a required subject for all students. Students must complete four years of physical education in order to be eligible for graduation. Classes meet every other day.

Physical Education (Co-Ed)

Grades 9-12 (½ credit)

(Alternate days for a full year)

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 and should meet the needs of all students. The 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. The primary goal is for students to make the connection between exercise and the role it plays in the quality of life.

Modified Physical Education

Grades 9-12 (½ credit)

(Alternate days for a full year)

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.

ATHLETIC OPTION PROGRAM

Varsity student-athletes in grades 10-12 will have the option of opting out of physical education class for one quarter for the year due to their participation on a varsity athletic team. Once students have officially joined a roster, they will have limited time to request to opt out of PE for the designated quarter. There are additional criteria; therefore, interested students should see their school counselor or PE teacher for more information. More information can also be found at albanyschools.org/athletics.

FITNESSGRAM PHYSICAL FITNESS TESTING

All students in the City School District of Albany participate in physical fitness testing during the course of the school year. Ideally, testing will be administered at the beginning and 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. Fitnessgram results are shared every year with families.

ELECTIVE OFFERINGS

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

- 1) Students have the opportunity to participate in a variety of activities throughout the year (see chart below)
- 2) Physical education uniform – sneakers are required. To earn an “A” or 100, students have to wear appropriate workout clothing (athletic shorts, t-shirt, sweatpants, sweatshirt, and sneakers that tie).

Possible sports and activities available

Please note, sports and activity offerings are based on space and available equipment per class period.

First quarter	Second and third quarters	Fourth quarter
Cooperative games Fitness Football Soccer Tennis Track Ultimate frisbee Volleyball	Badminton Basketball Bowling Cooperative games Dance Fitness Martial arts Pickleball Swimming Team handball Volleyball Yoga/relaxation	Baseball/softball Basketball Backyard games Cooperative games Fitness Football Soccer Tennis Track Ultimate frisbee

Science

(See English as a New Language section on pages 40-43 for all ENL course descriptions)

Grade	Regents Sequence	Advanced Regents Sequence	Accelerated Regents Sequence
9	Living Environment or Environmental Science or Living Environment ENL	Living Environment	Earth Science or Chemistry (Living Environment in Grade 8)
10	Living Environment or Environmental Science or Core Chemistry	Earth Science or Chemistry	Chemistry or Physics
11	Environmental Science or Core Chemistry or Science elective	Chemistry or Physics	Physics or AP, IB, or elective science course
12	Optional science elective	Physics or AP, IB, or elective science course	AP, IB, or elective science course

Prerequisites listed for science courses are the minimum science (and, in some cases, mathematical) background required for success in a given course; any deviation must be recommended by the student's counselor, teacher, or principal. Completion of hands-on science lab experiments and activities including submission of satisfactory written lab reports for at least 1,200 documented laboratory minutes are required for admission to Regents exams in science.

REGENTS SCIENCE COURSES

Living Environment: Biology Honors

Grades 9-12 (1 credit)

Living Environment is the study of biological science and the living world around and inside us. Topics include biochemistry and metabolism, cellular structures, human body systems, reproduction and development, genetics and biotechnology, evolution, ecology and human impact on the environment. In addition to this Regents Biology class, students are required to take a lab component. This course culminates in the New York State Regents examination in Living Environment.

Principles of Biology: AIS Science Prep for Living Environment Regents

Grades 10-12 (¼ to ½ credit per semester)

This course is designed for students who need additional support in preparing for the Regents exam in Living Environment after successfully completing the course. The objective of this course is to utilize and improve literacy skills through the themes of biology. Students will explore the principles of biology, and create connections among these principles. In addition, students will conduct an array of experiments and activities to improve their understandings of these principles.

Physical Setting: Earth Science

Grades 9-12 (1 credit)

This course is an in-depth study of the earth and 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 landforms, identification of rocks and minerals, meteorology and forces in space. In addition to this Regents Earth Science class, students are required to take a lab component. The course culminates in the New York State Regents examination in Earth Science.

Physical Setting: Chemistry

Grades 10-12 (1 credit)

PREREQ: Successful completion of Regents Algebra 1 and one Regents Science Course

An in-depth study of the atom, its structure, bonds that link atoms together to form molecules, chemical



reactions in natural and manmade 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. In addition to this Regents Chemistry class, students are required to take a lab component. The course culminates in the New York State Regents examination in Chemistry.

Physical Setting: Physics

Grades 10-12 (1 credit)

PREREQ: Two Regents-level Science courses and Geometry

This course is an in-depth study of the fundamental concepts of mechanics (forces, dynamics, work and energy, conservation of energy, internal energy and heat); wave phenomena (introduction to waves, common characteristics of periodic waves, periodic wave phenomena, light); electricity (static electricity, electric current, magnetism, electromagnetic induction, electromagnetic radiation, electron beams); and atomic and nuclear physics (the nucleus, nuclear reactions). In the required lab, concepts from the physics class are verified by the students using equipment relative to the scientific process. In addition to the Regents Physics

class, students are required to take a lab component. This course culminates in the New York State Regents examination in Physics.

SCIENCE ELECTIVES

Environmental Studies/ Earth Science

Grades 9-12 (1 credit)

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 Science credit requirement and has a local final exam.

Core Physical Setting: Chemistry

Grades 10-12 (1 credit)

This course is based on the Physical Setting: Chemistry

Core curriculum. Students are exposed to introductory concepts of chemistry. The 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.

Introduction to Forensic Science

Grades 11-12 (1 credit)

PREREQ: Living Environment and one physical setting science course

Through student-centered classroom activities, participants will develop skills in observation, data collection and documentation, analysis, critical thinking, communication, creative writing and the application of technology as they become detectives who evaluate crime scene evidence. The following topics will be explored: introduction to forensic science, fingerprints, fiber and hair analysis, blood spatter and typing, DNA evidence, toxicology, anthropology, entomology, accelerants and firearm analysis. This course satisfies the NYS third-year science requirement for graduation.

The Science of Cosmetology

Grades 11-12 (1 credit)

PREREQ: Living Environment, one other science course, and Cosmetology 1

The purpose of this course is to engage cosmetology students in the science content that supports their studies of cosmetology or a related career field. This course will focus on cellular anatomy and physiology and chemical processes with an emphasis on the composition and treatment of human hair, skin, and nails. Students will apply their learning during the hands on laboratory experience integrated in this curriculum. This course has a local final exam.

Introduction to Nanoscale Science and Engineering

Grades 10-12 (1 credit)

PREREQ: Living Environment

Nanotechnology seems to be dominating this century in almost all areas of development and applications. This includes sports, food, cosmetics, clothing, medicine, cars, aircraft, light electronic devices, paints, and many more. 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 field trips and/or guest lectures.

Med. Tech: Introduction to Medical Science

Grades 11-12 (1 credit)

PREREQ: Living Environment

This course will help prepare students interested in entering a two- or four-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.

ADVANCED SCIENCE ELECTIVES

AP Biology

Grades 10-12 (1 credit)

PREREQ: Living Environment: Biology and Physical Setting: Chemistry

A course of study with a focus in the areas of cytology and cell processes; biochemistry and energetics; molecular genetics and heredity; and selected physiological and ecological systems. Evolution is the unifying concept at all levels of biological organization. Students build skills in explaining biological concepts; analyzing visual representations; building questioning methods; representing, describing, analyzing, and interpreting data; and engaging in argumentation. This course includes an inquiry component with students spending at least 50 percent of their time in the biology lab. AP exam is conducted in the spring. AP exam fee applies; fee waiver or reduction may be available.

IB HL Biology

Grades 11 and 12 (2 credits; 1 credit per year)

PREREQ: Living Environment; Physical Setting: Chemistry; and Geometry

This two-year biology course covers molecular and cell biology, genetics, ecology, evolution and

biodiversity, and human physiology during the first year, then nucleic acids, metabolism, plant biology, and animal physiology in the second year with an additional topic (neurobiology and behavior, biotechnology, ecology and conservation, or human physiology) selected by the instructor. This class includes an extra lab period to allow students to go into greater depth for each topic and to experience a great amount of laboratory work, much of which is independent and original. IB students are required to take the IB assessments as well as participate in a collaborative interdisciplinary project from to explore a topic in depth during their final three semesters of this two-year sequence. Exam fees apply. Fee waiver or reduction may be available to eligible students.

AP Environmental Science

Grades 10-12 (1 credit)

PREREQ: Living Environment and one Regents-level physical setting science course

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. AP exam is conducted in the spring. AP exam fee applies; fee waiver or reduction may be available.

AP Chemistry

Grades 11-12 (1 credit)

PREREQ: Living Environment; Physical Setting: Chemistry; and Geometry

AP Chemistry is designed to be the equivalent of a first-year college general chemistry course. This course presents a rigorous treatment of the following concepts: nuclear and atomic structure; periodicity, covalent bonding and

molecules; organic chemistry; predicting reactions, measurement and stoichiometry; thermochemistry, phases; gases, liquids and solids; solutions; kinetics; equilibrium; acids and bases; electrochemistry 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. AP exam is conducted in the spring. AP exam fee applies; fee waiver or reduction may be available.

AP Physics C: Mechanics

Grades 11-12 (1 credit)

PREREQ: Physical Setting: Physics and Precalculus

This is an advanced calculus-based course on college level mechanics. Students explore concepts like kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. By confronting complex physical situations or scenarios, the course is designed to enable students to develop the ability to reason about physical phenomena using important science practices such as creating and analyzing representations of physical scenarios, designing experiments, analyzing data and using mathematics to model and to solve problems. This course culminates in a spring AP Physics exam. Exam fees apply. Fee waiver or reduction may be available to eligible students.

IB Physics SL

Grades 11-12 (1 credit)

PREREQ: Living Environment; Physical Setting: Chemistry; and Geometry

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 course aims to provide opportunities for scientific study and creativity that will stimulate and challenge students; 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. Exam fees apply. Fee waiver or reduction may be available to eligible students.

Advanced Nanoscale Science and Engineering

Grades: 11-12 (1 credit)

PREREQ: One Regents-level Science course and Introduction to Nanoscale Science and Engineering

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.

Anatomy and Physiology

Grades 11-12 (1 credit)

University in the High School/SUNY Potsdam

PREREQ: Living Environment and one other science 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. Student may earn SUNY Potsdam credit. Tuition credit fees apply. Fee waiver or reduction may be available.

Social Studies

(See English as a New Language section on pages 40-43 for all ENL course descriptions)

Grade 9 Courses

World History 1 Honors, World History I ENL, AP World History

Grade 10 Courses

World History 2 Honors, World History 2 ENL, World Experiences Honors, AP European History

Grade 11 Courses

U.S. History Honors, U.S. History ENL, American Experiences Honors, AP U.S. History, IB History of the Americas HL

Grade 12 Courses

Participation in Government Honors, Economics Honors, Participation in Government ENL, Economics ENL, AP U.S. Government and Politics, AP Economics (Microeconomics), IB HL 2 History of the Americas (20th Century World History)

Electives (does not qualify for mandated Social Studies credit)

AP Psychology, Sociology, Anthropology, World Themes 1 and 2, U.S. Themes 1 and 2

World History 1 Honors

Grade 9 (1 credit)

World History 1 honors challenges students to explore World History. The course includes units on introduction to world history, the first civilizations, classical societies, expanding global connections and global interactions from 1400-1750. Within these units, students will be introduced to the practices of historians such as gathering, interpreting and using evidence, chronological reasoning and causation, comparing and contextualizing, geographic reasoning, evaluating economic systems and civic participation. Upon completion, this course will provide the necessary skills for students to successfully enter an AP course of study.

AP World History

Grade 9 (1 credit)

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course also 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 precedents that, along with geography, set the human stage prior to 1,000 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 is given at the end of the course. AP exam fee applies; fee waiver or reduction may be available.

World Experiences Honors

Grade 10 (1 credit) English 10 Honors and (1 credit) World History 2 Honors

This interdisciplinary course centers on the cooperative discovery of history and literature throughout the world from the 18th century to present global issues. It is designed to help students establish connections between the political ideas, movements and events that have shaped the world and the literary movements that have created global cultures. Chronological and topical approaches to literature and history provide the framework for the study of world experiences. Students will read a variety of short and longer texts that complement the exploration of world history and relevant primary source documents. This course supports preparation for the New York State Regents examination in English Language Arts administered at the end of eleventh grade, and also culminates with the New York State Regents examination in Global History and Geography, which is a graduation requirement.

World History 2 Honors

Grade 10 (1 credit)

World History 2 Honors continues the study of World History 1 Honors by picking up the conclusion of the ninth-grade course. This class includes units on revolutions, industrialization and empires, crises and achievements of the twentieth century, and contemporary issues. Within these units, students will be introduced to the practices of historians such as gathering, interpreting and using evidence, chronological reasoning and causation, comparing and contextualizing, geographic reasoning, evaluating economic systems and civic participation. Upon completion, this course will provide the necessary skills for students to successfully enter an AP course of study. This course culminates with the New York State Regents examination in Global History and Geography.

AP European History

Grade 10 (1 credit)

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History, students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices and methods employed by historians: analyzing historical evidence, contextualization, comparison, causation, change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. An AP exam and a Regents exam in Global History are given at the end of the course. AP exam fee applies. Fee waiver or reduction may be available.

U.S. History Honors

Grade 11 (1 credit)

The focus of this course is to challenge students to study areas in U.S. history. This 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; a 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. This course culminates in the New York State Regents examination in U.S. History and Government.

The American Experience Honors

(1 credit) English 11 Honors and (1 credit) U.S. History Honors

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. This course culminates with the New York State Regents examinations in both U.S. History and Government and English Language Arts, which are graduation requirements.

IB HL 1 History of the Americas

Grade 11 (1 credit)

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 Regents exam. Exam fees apply. Fee waiver or reduction may be available to eligible students.

AP U.S. History

Grade 11 (1 credit)

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the

same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. An AP exam and a Regents exam in US history are given at the end of the course. AP exam fee applies. Fee waiver or reduction may be available.

Participation in Government Honors

Grade 12 (½ credit)

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 and discussing issues and policies are the fundamental activities of this course. This course culminates with a capstone project that incorporates skills and concepts taught in both Participation in Government and Honors Economics.

AP U.S. Government and Politics

Grade 12 (1 credit)

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; and institutions of national government and public policy. An AP exam is given at the end of the course. AP exam fee applies; fee waiver or reduction may be available.

Economics Honors

Grade 12 (½ credit)

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. This course culminates with a capstone project that incorporates skills and concepts taught in both Participation in Government and Economics.

AP Economics (Microeconomics)

Grade 12 (1 credit)

The purpose of AP 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. An AP exam is given at the end of this course. AP exam fee applies; fee waiver or reduction may be available.

IB HL 2 History of the Americas (20th Century World History)

Grade 12 (1 credit)

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 offered as a Certificate Class to any Albany High student who has met basic IB prerequisites. This course is a study of the major events of the 20th century and how they shaped

the world we live in today, with a deeper focus on the following topics: the causes, practices and effects of 20th-century wars, authoritarian and single party states, the Cold War and the rise of aggressive nations (Germany, Italy and Japan) in the lead-up to World War II. This course also offers students an opportunity to engage in college-level research of a historical topic. Students will pick a research topic and be guided through the process of finding sources, analyzing them and organizing them into a research paper. IB registration and exam fee applies; fee waiver or reduction may be available. This course may be taken in lieu of Participation in Government and all Economics classes.

ELECTIVES

AP Psychology

Grades 10-12 (1 credit)

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 facts, principles and phenomena affecting human behavior, AP Psychology will help students 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. This course culminates with students taking the AP Psychology exam. AP exam fee applies; fee waiver or reduction may be available.

Sociology

Grades 11- 12 (1/2 credit)

This one-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.

Anthropology

Grades 11-12 (½ credit)

The purpose of this one-semester course is to give students an overview of how humankind got here and the direction of civilization in the 21st century. In addition, the course will help students understand that human behaviors that appear odd are, when looked at from an anthropological perspective, similar in all humans. Topics to be studied include primate behavior; marriage and family structures; environmental adaptation and its effects on human behavior; sexual behaviors and mores; human social and physical evolution; violence and its effect on human behavior; and art forms (cave painting, graffiti, tattooing, body piercing, clothing, music, etc.). Class discussion, documentary and ethnographic video are the primary instructional methods.

World Themes 1 and 2

Grades 11-12 (½ credit per semester)

This one-semester course is designed for students who need additional support in preparing for the Regents exam in World History 2 after successfully completing the course. The objective of this course is to utilize and improve literacy skills through the lens of world history. Students will explore world history in a variety of ways, predominantly through the use of primary and secondary sources which include reading passages, analysis of historical perspective/bias, charts, graphs and map interpretation. In this course, we will use a theme-based approach to analyze enduring issues and topics in world history. This course will chart changes and continuities along with similarities and differences that exist in the major domains of history: social, political, economic, interactions and culture. Students will earn a half-credit or whole credit once successful on this exam.

United States Themes 1 and 2

Grade 12 (½ credit per semester)

The objectives of this course are to utilize and improve literacy skills through the lens of American history. Students will explore American history in a variety of ways, predominantly through the use of primary and secondary sources including reading passages, analysis of historical perspective/bias, charts, graphs and map interpretation. In this course, we will use a theme-based approach to analyze enduring issues and topics in American history. This course will chart changes and continuities along with similarities and differences that exist in the major domains of history: social, political, economic, interactions, and culture. This semester course is designed for students who need additional support in preparing for the Regents exam in United States History after successfully completing the course. Students will earn a half-credit or whole credit once successful in this exam.



Special Education

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), 12:1:2, 12:1:4 and 8:1:2.

INDIVIDUALIZED EDUCATION PLAN

Students who have a disability that adversely impacts their learning may qualify for an Individualized Education Plan (IEP). The IEP describes the student's educational strengths and needs related to the disability. It also outlines the special education program, related service(s), IEP goals, assistive technology needs, and program and testing accommodations. Albany High School offers a continuum of special education services for students with disabilities.

RELATED SERVICES

Students with disabilities may be recommended for related services (counseling, speech therapy, occupational therapy, physical therapy, etc.). Related services may be provided within the general education classroom, in a special education classroom, or in a therapy room. Related services may be individual or group.

CONSULTANT TEACHER SERVICES

Grades 9-12

(1 credit per core class)

This program is provided as a direct and/or indirect service to students with disabilities. Direct consultant teacher services are provided to the student. Indirect consultant teacher services are provided by the special education teacher to general education teachers. The general education teacher and the special education teacher collaborate to provide specially designed instruction. Students in this program

are fulfilling requirements to earn a Local or Regents Diploma.

RESOURCE ROOM

This service is provided outside of the general education general education classroom and consists of a special education teacher working with a group of students to address their IEP goals. Instructional groups consist of a maximum of five students and occur at a minimum of three hours weekly. Students in this program are fulfilling requirements to earn a Local or Regents Diploma.

INTEGRATED CO-TEACHING SERVICES

Grades 9-12

(1 credit per core class)

This program is designed for students who require specially designed instruction to support them in achieving the grade-level curriculum and state learning standards. Students in the integrated co-teaching classroom receive instruction from both a general education teacher and a special education teacher who plan, deliver, and differentiate instruction for all students. Students in this program are fulfilling requirements to earn a Local or Regents Diploma.

REGENTS SPECIAL CLASS (15:1:1, 12:1:2, 8:1:2)

Grades 9-12

(1 credit per core class)

This program is designed for students who require specially designed instruction to support them in achieving the grade-level

curriculum and state learning standards. Students in a special class program receive instruction in a smaller classroom ratio as determined by an Individualized Education Plan (IEP). Instruction is designed to support and improve student skills in core subjects. Students in this program are fulfilling requirements to earn a Local or Regents Diploma.

SPECIALIZED READING (15:1)

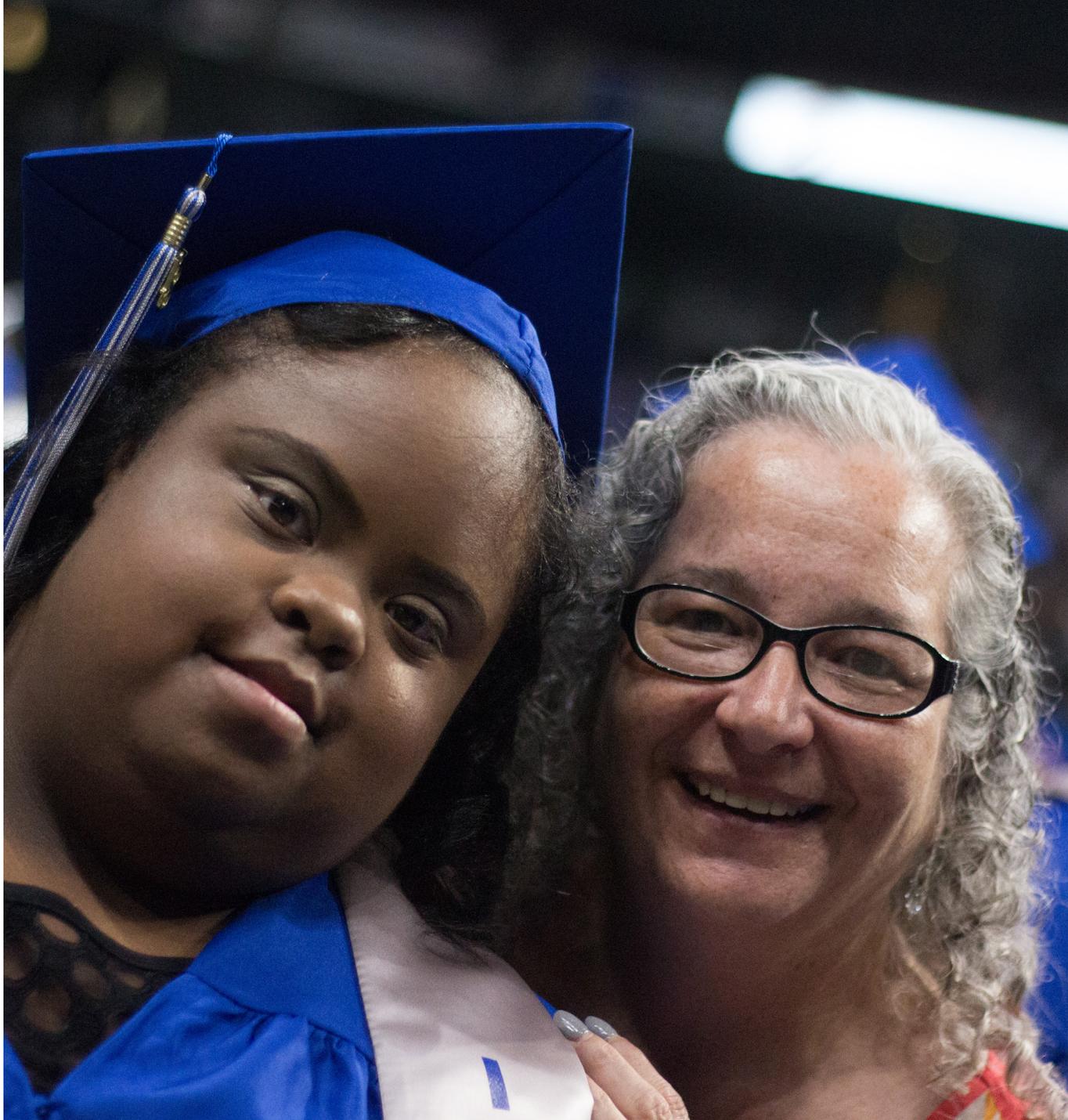
This program is designed for students who present with reading skill deficits. Students work in Lexia PowerUp Literacy, an online reading program, that supports them in developing fundamental reading skills in a structured, sequential manner.

LIFE SKILLS SPECIAL CLASS (15:1:1, 12:1:2 and 12:1:4)

This program provides services to students with disabilities working to develop the vocational and social skills necessary to maximize independence in work, home, and the community. These students are eligible for the New York State Alternate Assessment (NYSAA) and are fulfilling requirements to earn a Skills Achievement Commencement Credential (SACC).

COLLEGE-BASED TRANSITION PROGRAM (Sage College of Albany)

The College-Based Transition Program is an adult program for students ages 18-21 who have



received the Skills Achievement Commencement Credential (SACC). Students learn functional academics, audit college courses, and volunteer at a variety of potential employment sites on the Sage College of Albany campus. Students work on increasing independence by improving social, communication, employability and self-advocacy skills.

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) (15:1:1)

This course is designed for students

who are working towards a CDOS as their only exiting credential. Students work on developing vocational skills (conducting a job search, resume writing, interviewing, etc.) and are placed at community job sites with minimal assistance from a job coach. The 15:1:1 CDOS special class program emphasizes functional academics, independent living and daily living skills.

TRANSITION COORDINATION

Transition coordination is a direct service available that focuses

on improving the academic and functional achievement of students with disabilities and facilitates the transition from high school to post-secondary. Transition services include orientation and referral to adult/post-secondary services such as care management, ACCES-VR (vocational and rehabilitation services), New York State Office of People with Developmental Disabilities, and support services on college campuses.

Technology Education

Technology education, the study of human innovation, provides an opportunity for students to apply and manage knowledge and resources related to the human-made world. It incorporates collaborative, application-oriented, activity-based strategies to develop creative thinking skills while solving real-world problems. Technology education prepares students to become contributing members of our technological society and use it to improve the quality of life for all people.

Introduction to Energy and Robotics

Grades 9-12 (½ credit)

(Alternate days for a full year)

This course is divided into two equal-length areas. In energy systems, students 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. In 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.

Engineering Essentials

Grades 10-12 (1 credit)

PREREQ: Drawing and Design for Production

Engineering Essentials is a full-year course and is appropriate for students in grades 10-12. In this course, students explore the work of engineers and their role in the design and development of solutions to real-world problems. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the exploration of a variety of engineering disciplines, such as manufacturing, digital electronics, and mechanical engineering.

CTE Pre-Engineering Pathways

Students are awarded a CTE Technical 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 college credit, advanced credit and/or exemption from entry level coursework when they pursue further education.

Grade(s)	Suggested Course Sequence
9-10	<ul style="list-style-type: none"> College and Career Readiness Design and Drawing for Production
10-12	<ul style="list-style-type: none"> Civil Engineering and Architecture Computer Integrated Manufacturing Engineering Essentials (Must take two courses; students can take the CTE industry exam in grade 11 if they have completed/enrolled in three Pre-Engineering courses)
12	<ul style="list-style-type: none"> Engineering Design and Development Career Exploration Internship Program (CEIP) CTE industry exam; internship

Students must take Design and Drawing for Production, Engineering Design and Development and any one of the three courses in bold, along with the CEIP internship course senior year.



Computer Science Essentials

Grade 10-12 (1 credit)

In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps, develop websites and learn how to make computers work together to put their design into practice. Students will apply computational thinking practices, build their vocabulary and collaborate just as computing professionals do to create products that address topics and problems important to them. Students will experience the major topics, big ideas and computational thinking practices used by computing professionals to solve problems and create value for others. This course will empower students to develop computational thinking skills while building confidence that prepares them to advance to Computer Science Principles.

AP Computer Science Principles

Grade 11-12 (1 credit)

PREREQ: Computer Science Essentials

Computer Science Principles is a PLTW/AP course where students will work to implement the College Board's AP Computer Science Principles framework. Students work in teams to develop computational thinking and solve problems. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The

course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. AP exam fee applies; fee waiver or reduction may be available.

Design and Drawing for Production (Pre-Engineering)

Grades 9-12 (1 credit)

University in the High School/RIT

Design and Drawing Production provides students with opportunities to be creative and apply their decision-making and problem-solving skills to various design problems. Students will use powerful computer hardware and software (Inventor) to develop 3-D models of objects. Using this computer-aided design system, students will learn the design process by creating, analyzing, drawing and producing a model. Tuition credit fees apply. Fee waiver or reduction may be available to eligible students.

Computer Integrated Manufacturing (Pre-Engineering)

Grade 10-12 (1 credit)

PREREQ: Design and Drawing for Production

University in the High School/RIT

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.

Tuition credit fees apply. Fee waiver or reduction may be available to eligible students.

Civil Engineering and Architecture (Pre-Engineering)

Grades 10-12 (1 credit)

PREREQ: Design and Drawing for Production

University in the High School/RIT

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. Tuition credit fees apply. Fee waiver or reduction may be available to eligible students.

Engineering Design and Development (Pre-Engineering)

Grades 11-12 (1 credit)

PREREQ: Two 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.

Grade	Project Lead the Way Courses	Capstone Course – Completion of any two Project Lead the Way courses
9	Design and Drawing for Production	N/A
10	Design and Drawing for Production, Civil Engineering and Architecture*, Computer Integrated Manufacturing*, Computer Science Essentials	N/A
11	Design and Drawing for Production, Civil Engineering and Architecture*, Computer Integrated Manufacturing*, Computer Science Essentials, AP Computer Science Principles	Engineering Design and Development
12	Design and Drawing for Production, Civil Engineering and Architecture*, Computer Integrated Manufacturing*, Computer Science Essentials, AP Computer Science Principles	Engineering Design and Development

*Design and Drawing for Production is a required prerequisite.

World Languages

All students are required to earn one high school credit in language. Students must pass this course to fulfill the graduation requirement. Students pursuing an Advanced Regents Diploma must pass the Languages Other than English (LOTE) Checkpoint B assessment in the language they have chosen after the third year of study. Students pursuing an Advanced Regents Diploma may select a five-credit sequence in career and technology education, art or music in lieu of a three-credit sequence in language. However, those students still must earn one high school credit in language to fulfill the graduation requirement.

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 and more.

Chinese	French	Spanish
Mandarin Chinese 1	French 1	Spanish 1
Mandarin Chinese 2	French 2 Honors	Spanish 2 Honors
Mandarin Chinese 3	French 3 Honors	Spanish 3 Honors
Mandarin Chinese 4 SUNY Albany	French 4 Honors – AP 1/IB SL 1/ SUNY Potsdam	Spanish 4 Honors – AP 1/IB SL 1/SUNY Albany
Mandarin Chinese 5	French 5 Honors – AP 2/IB SL 2/ SUNY Potsdam	Spanish 5 Honors – AP 2/IB SL 2/SUNY Albany

CHINESE

Mandarin Chinese 1

Grades 9-12 (1 credit)

This exciting introductory course is open to all who wish to communicate with speakers of the world's most commonly spoken language! Students will practice the four skills of listening, speaking, reading and writing and also explore the culture of one of the world's oldest continuous civilizations. A school exam completes this course. There are no prerequisites for this course except a thirst for knowledge and a desire to try new things!

Mandarin Chinese 2

Grades 10-12 (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. Content will focus on school, leisure activities and food, and cultural topics include school culture, hobbies, time and money, as well as food, dining and table etiquette. Daily homework and revision of characters is required.

Mandarin Chinese 3

Grades 11-12 (1 credit)

PREREQ: Mandarin Chinese 2

This course will continue the emphasis on communicative competence in Mandarin, while at the same time expanding students' repertoire of characters. Content will focus on weather, traditional Chinese festivals, shopping, clothing and colors. Upon successful completion of the NYS Mandarin Chinese Checkpoint B Assessment at the close of this course, students will not only complete the required graduation sequence, but also earn credit towards an advanced Regents diploma. Daily homework and revision of characters is required.

Mandarin Chinese 4

Grade 11-12 or placement (1 credit)

PREREQ: Successful completion of the NYS Mandarin Chinese Checkpoint B Assessment.

University in the High School/SUNY Albany

This university-level course provides intensive practice in all four skills: listening, speaking, reading and writing. The course will focus on the themes of body and health, house and home, directions, travel and yet more food and dining. Students will also have an opportunity to explore Chinese culture through fiction and film. Daily homework and revision of characters is required. Students may take the course and earn credits from SUNY Albany. Tuition credit fees apply. Fee waiver or reduction may be available.

Mandarin Chinese 5

Grades 11-12 (1 credit)

PREREQ: Intermediate Mandarin Chinese A, native speaker, or placement by instructor

In this course, students will further refine skills in Mandarin Chinese. Through composition and conversation practice, students will master more complex grammatical structures. There will be a heavy emphasis on vocabulary acquisition and character recall. Abundant writing opportunities will help hone skills in summarizing and analyzing ideas into coherent essays. Minor attention will be given to classical forms as encountered in writing. Students will develop poise and confidence in extemporaneous speech and further hone dictionary skills.

FRENCH

French 1

Grades 9-12 (1 credit)

This course is an introduction to French and the countries where it is spoken. Students develop basic proficiency in understanding, speaking, reading and writing. Any student who did not pass eighth-grade French as well as the grade 8 proficiency I examination must take French 1. A school examination completes this course.

French 2 Honors

Grades 9-12 (1 credit)

PREREQ: Successful completion of French 8 or French 1

This concentrated course is designed to review and reinforce the basic linguistic structures that students need in order to reach proficiency in French. The focus of French 2 Honors will be on comprehension and communicative activities while at the same time integrating reading, writing and culture. A school examination completes this course.

French 3 Honors

Grades 10-12 (1 credit)

PREREQ: Successful completion of French 2 Honors

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. The skills of speaking, listening, reading and writing will prepare the students for the year-end Checkpoint B assessment.

French 4 Honors – AP 1/ IB SL 1/SUNY Potsdam

Grades 11-12 (1 credit)

PREREQ: French 3 or 3 Honors (grades 10-12 only) and successful completion of the Checkpoint B Assessment in French

University in the High School/SUNY Potsdam

This course is taken as Part 1 of a two-year sequence leading to the IB standard level exam and/or the Advanced Placement French language exam. This is an advanced-level course with primary emphasis on expanding students' understanding of culture and development of the French language through the exploration of Francophone themes. There will be an extensive grammar review and practice. The course will focus on the four skills of listening, speaking, reading and writing. Students may take the course and earn credits from SUNY Potsdam. Tuition

credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

French 5 Honors – AP 2/ IB SL 2/SUNY Potsdam

Grades 11-12 (1 credit)

PREREQ: French 4 Honors/ IB 1/AP 1 (grades 11-12 only)

University in the High School/SUNY Potsdam

This course is taken as Part 2 of a two-year sequence leading to the IB standard level exam and/or the Advanced Placement French Language exam. 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. Students take the AP exam, which carries college credit dependent on the score earned. AP and/or IB exam fee applies; fee waivers or reduction may be available. Students may take the course and earn credits from SUNY Potsdam. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

SPANISH

Spanish 1

Grades 9-12 (1 credit)

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 grade 8 proficiency examination must take Spanish 1. A school examination completes this course.

Spanish 2 Honors

Grades 9-12 (1 credit)

PREREQ: Successful completion of Spanish 8 or Spanish 1

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 2 Honors will be on comprehension and communicative activities while at the same time integrating reading, writing and culture. A school examination completes this course.

Spanish 3 Honors

Grades 10-12 (1 credit)

PREREQ: Successful completion of Spanish 2 Honors or native Spanish speakers and grade 9 Spanish transition students (former Dual Language Program students)

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. The skills of speaking, listening, reading and writing will prepare the students for the year-end Checkpoint B Assessment.

Spanish 4 Honors – AP 1/ IB SL 1/SUNY Albany

Grades 10 - 12 (1 credit)

University in the High School/SUNY Albany

PREREQ: Spanish 3 Honors (grades 10-12 only)

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 through the exploration of Spanish-speaking countries and cultures. There will be extensive grammar review and practice. The course will focus on the four skills of listening, speaking, reading, and writing. AP and/or IB exam fee applies; fee waivers or reduction may be available. Students may take the course and earn credits from SUNY Albany. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

Spanish 5 Honors/IB 2/ AP 2 SL/SUNY Albany

PREREQ Spanish 4 Honors/ IB 1/ AP 1 (grades 10-12 only)

University in the High School/SUNY Albany

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 students with advanced communication skills. The students will be exposed to complex vocabulary and grammar through the study of literature, civilization and culture. Students are expected to perfect their communication skills 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. 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 an IB certificate. AP and/or IB exam fees apply; fee waiver or reduction may be available. Students may take the course and earn credits from SUNY Albany. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 10-11 to learn more about University in the High School).

Spanish for Native Speakers

Grades 10-12 (1 credit)

PREREQ: Native speaker of Spanish in grades 10-12; ability to understand and speak Spanish at native or near-native speaker fluency

Este programa está diseñado para estudiantes cuya lengua materna es el 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 latinos. 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. Students will develop their reading, listening, writing and speaking skills in Spanish. In addition, students will study Hispanic history and culture as well as the political and socio-economic issues facing the Spanish-speaking world. Students also will be introduced to the study of grammar and literature of the Spanish language, and will be expected to participate orally through debates, 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.

Career Exploration Internship Program

Career Exploration Internship Program

Grade 12 (½ credit)

This course allows students to complete a non-paid internship experience in a career field that is of interest to them. Students are required to complete 54 hours at their internship and 27 hours of classroom instruction. Students can explore such careers as accounting, biology, criminal justice, child care, engineering, health care, journalism, law, medicine and teaching. This program gives students a firsthand opportunity to learn about a particular career. Students gain insight into the skills and educational requirements of that career prior to college. Students planning to enroll need to make a commitment of four to five hours a week to meet their internship hours obligation. In addition, students will also have one class meeting a week to meet the 27 hours of classroom instruction. CEIP is a 1/2 unit elective course open to all students in grade 12. Students who choose to enroll in this elective course are expected to demonstrate a level of responsibility and commitment appropriate for the workplace. Characteristics such as honesty, integrity, ethics, teamwork and a positive attitude are expected. Applications to enroll in this program may be obtained from guidance counselors.



College and Career Readiness

College and Career Preparation Seminar

Grade 9 required course (½ credit)

(Alternating days for a full year)

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, and personal and social readiness.

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

AVID

Grade 9-12 (1 credit) each year

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, point-of-confusion questions from any core subject area.

Students attend field trips and enjoy speakers from careers and professions during the AVID class to foster an awareness of college and career options. Cooperative learning and applications that simulate the “real world” after high school are hallmarks of AVID. AVID is designed to provide support for at-risk students who possess academic potential but may not be working to the best of their abilities. Students trade 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.



Smart Scholars Program

Smart Scholars is a New York State grant-funded program for students in the academic “middle” – those whose average is in the range of 75 to 90. Students apply for and are accepted into Smart Scholars at the end of grade 8 or the beginning of grade 9.

Smart Scholars students are expected to earn 24 college credits by the end of grade 12 through the University in the High School (UHS) program (see pages 10-11) at Albany High. Students can also access Advanced Placement (AP) courses. Both UHS and AP support students as they prepare for college. While opportunities exist in all content areas, there is a focused pathway in Computer Science that could result in an on-campus course at SUNY Albany and an internship with the New York State Office of Information Technology Services during senior year. The Computer Science pathway is focused on web development and cybersecurity.

All Smart Scholars students are expected to enroll in the AVID elective class (see page 73) that will support and prepare students for college-level courses both in high school and college. Tutoring is a part of the AVID course, as are access to college speakers, college tours and preparation in the skills necessary to be successful in college.

The grant is geared toward students who are historically underrepresented in advanced courses or students who may be the first in their families to potentially attend college. However, all are welcome to apply. Students should see their middle or high school counselor for more information.



Course Interest Sheet

Student Name

Guidance Counselor

Current grade

Student ID

Date

My student is interested in the following courses for next year:

Required Courses

English

Social Studies

Mathematics

Science

Elective Courses

Elective #1

Elective #2

Elective #3

Alternate Electives

Elective #1

Elective #2

Long Range Planning

In the future, my student is considering the following course or program:

All students will be scheduled for physical education and lunch. Please note that a student must complete the pre-requisite in order to be enrolled in some courses. Your child's counselor will meet with your child individually to discuss options and finalize the schedule.

Parent/Guardian Signature

Parent/Guardian Phone

Parent/Guardian Email

Notes

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Vista
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Board of Education

Anne Savage, President

Vickie Smith, Vice President

Tabetha Wilson, Secretary

Sridar Chittur, Ph.D.

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Kimberly Rohring
Deputy Superintendent, Business and Finance Division

Cecily L. Wilson-Turner, Ed.D.
Assistant Superintendent, Elementary Instruction Division

Lori A. McKenna
Assistant Superintendent, Secondary Instruction Division

Kent Baker
Assistant Superintendent, Assessment, Accountability and Technology Innovation Division

Ron Lesko
Director, Communications and Operations Division

Karen Bechdol
Director, Curriculum and Instruction Division

Eileen Leffler
Director, Grants and Program Development Division

Matthew Petrin
Director, Human Resources Division

Our guiding principles

Our vision

The City School District of Albany will be a district of excellence with caring relationships and engaging learning experiences that provide equitable opportunities for all students to reach their potential.

Our mission

The mission of the City School District of Albany is to work in partnership with our diverse community to engage every learner in a robust educational program designed to provide the knowledge and skills necessary for success.

Our goals

Increase student achievement; enhance the delivery of quality instruction; build our leadership capacity and increase accountability; empower families; partner with our diverse community

Albany High School

700 Washington Ave.
Albany, NY 12203

Jodi Commerford, Principal
Roderick W. Gilmour III, Vice Principal
(518) 475-6200

Abrookin Career and Technical Center

Andrea Marques, Academy Principal
(518) 475-6400

Citizenship Academy

Kandie Antonetti, Academy Principal
Nicole Newman, Academy Assistant Principal

Guidance Counselors:
Laurie Bebb and Warren Horner
(518) 475-6220

Discovery Academy

Richard Shea, Academy Principal
Michael Lopez, Academy Assistant Principal

Guidance Counselors:
Kimberly Baker and Jennifer Quinn
(518) 475-6230

Innovation Academy

Joseph Slichko, Academy Principal
Kenneth Klein, Academy Assistant Principal

Guidance Counselors:
Marty Anderson and Ryan Whitcher
(518) 475-6240

Leadership Academy

Lawrence Moultrie, Academy Principal
Alexandrea LaCoss, Academy Assistant Principal

Guidance Counselors:
Thomas Barresi and Karen Moorby
(518) 475-6250

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City School District of

ALBANY