

Schenectady High School

Course Catalog 2020-2021



TODAY A LEARNER
TOMORROW A LEADER



Dear Schenectady High School Patriots, Future Patriots and Families:

Schenectady High School is a school that believes in the success of every child and, as our mission states, promotes college and career readiness for ALL learners. This SHS course catalog encompasses a comprehensive look at the tremendous opportunities for students that are seeking to hone their academic skills, while focusing on specific areas of interest. The expectation for all students is that they successfully complete all the necessary graduation requirements, while striving to become competitively ready for college and career aspirations.

As we prepare for the upcoming school year, I ask that each of you ready yourselves with thinking and planning that supports your academic success. Review the course catalog with your family and think of your future. Commit to yourself that moving forward you will be here, ready to learn, and ready to build the educational foundation of your future self. Read a lot, write a lot and ask as many questions as you can. With each answer and discovery you are learning. Every day is your journey towards the goal of High School graduation – at least 22 credits, and 5 Regents Exams. Be ALL IN. Through your personal effort and commitment you can flourish with great success at Schenectady High School, and beyond.

IT'S A GREAT DAY TO BE A PATRIOT!

Diane Wilkinson

SHS Principal

TEXT THE PRINCIPAL - 518 - 227 - 0310

I am interested in your thoughts, concerns and ideas!





Mission Statement

The mission of Schenectady High School is to provide a quality education for a lifetime of learning.

Schenectady High School offers hundreds of courses, electives and curriculum options designed to meet the needs and demands of a diverse student population. With a focus on preparing students to be ready for college and careers, Schenectady High School provides a rigorous academic programs that includes plenty of support to ensure each students' individual success.

The high school curriculum emphasizes English Language Arts and math skills as students work toward graduation.

The faculty at SHS encourages students to set their own learning target so they can persevere on their own paths to graduation.

Athletics

The Schenectady Patriots compete as a Class AA school in Section II of the New York State Public High School Athletic Association. SCSD believes that participation in athletics contributes to a well-rounded education, supports students' classroom success, and gives them skills and experiences that help them succeed in school and beyond.

Student Clubs

Schenectady High School offers a variety of clubs that give students opportunities to make new friends, explore new interests and get involved in service activities that benefit our community. There are more than 50 clubs to choose from, focusing on a range of subjects from anime to yoga.

Our Graduates

Students who remain in the SCSD are successful. The graduation rate of students who attend our schools from elementary through high school is 96%. Graduates continue their educations at some of the most prestigious colleges and universities. Schenectady High School graduates currently attend more than 100 colleges and universities throughout the world.

GENERAL OVERVIEW

Diploma Credits & Exam Requirements	3
Diploma Endorsements	4
Diploma Types	5
Pathways	7
NCAA Division I, II, III	8

DEPARTMENTS

AFJROTC	10
Business	11
English Language Arts	13
English as a New Language	17
Family & Consumer Science	18
Fine Arts	19
• Dance	19
• Theatre	20
• Music	21
• Visual Arts	23
Mathematics	25
Physical Education/Health	27
Science	29
Social Studies	31
Technology	35
World Languages	37

SPECIAL PROGRAMS

AVID	39
International Baccalaureate	40
Smart Scholars Early College High School	43
Smart Transfer Early College High School	43
College/University in the High School	44
Career & Technical School	45
General Education Continuum	51
Special Education	53

SCLA

Culinary Arts Programs	56
CAD Programs	57
Office Management	58
Media Arts	58
INDEX	59

APPENDIX

Course Plan	63
-------------	----



TYPES OF DIPLOMAS

Schenectady High School wants all students to earn a high school diploma. A student must fulfill all credit and test requirements to receive a diploma requirements to receive a diploma. Students from Schenectady High School may earn a Regents, Advanced Regents Diploma or IB Diploma (if applicable).

NYS DIPLOMA CREDIT REQUIREMENTS (Subject to change based on NYS Board of Ed approval)

2020/21 COURSE DESCRIPTION BOOK

Regents Diploma	Credits Earned	Advanced Regents Diploma	Credits Earned
English	4	English	4
Social Studies	4	Social Studies	4
Science	3	Science	3
Mathematics	3	Mathematics	3
Languages Other than English (LOTE)	1	Languages Other than English (LOTE)	**
Visual Art, Music, Dance, and/or Theater	1*	Visual Art, Music, Dance, and/or Theater	1*
Physical Education	2	Physical Education	2
Health	.5	Health	.5
Electives	3.5	Electives	3.5
Total	22	Total	22

*Can be fulfilled by Studio Art; Choir; Band; Orchestra; Piano; Drumming; Guitar; Music in Our Lives; Music Theory; Intro to Dance; Intro to Theatre; Design & Drawing for Production; Makerspace Product Design and Engineering

** To earn the advanced designation, the student must complete one of the following:
 A language other than English (total of three credits)
 Career and Technical Education (five credits) plus one credit in a language other than English; Career and Technical Education includes Business, Family and Consumer Sciences and Technology programs
 The arts (five credits) plus one credit in a language other than English.

NYS DIPLOMA EXAM REQUIREMENTS

Regents Diploma Exam Requirements (65 and above)	Advanced Regents Diploma Exam Requirements (65 and above)
ELA Common Core	ELA Common Core
Global Studies Regents	Global Studies Regents
US History Regents	US History Regents
One Math Regents	Algebra, Geometry and Algebra II Exams
One Science Regents	One Physical and One Living Exam
	Checkpoint B LOTE Exam **(see note above)

The Local Diploma option will be available for students with disabilities who pass the required Regents exam. Students with disabilities may be exempt from the LOTE required credit if so indicated on their IEP

NUMBER OF CREDITS REQUIRED TO PROMOTE GRADES:
 To Grade 10 – 5 Credits
 To Grade 11 – 10 Credits
 To Grade 12 – 15 Credits



SPECIAL DIPLOMA ENDORSEMENTS

AN HONORS ENDORSEMENT

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

A MASTERY IN MATH AND/OR SCIENCE ENDORSEMENT

A student meets all the requirements for a Regents Diploma with Advanced Designation AND earns at score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.

A TECHNICAL ENDORSEMENT

A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3 part technical assessment. For students who complete an SED approved Career & Technical Education Program (CTE Program) in Business Management, Microsoft Office Specialist, Integrated FACS/Business at SHS. Also CTE approved programs in Culinary, CAD, Culinary/Management and Drafting & Design Management Program at SCLA

ALTERNATE WAYS OF EARNING CREDIT

Eligible students have the option of earning up to 6.5 credits (of the 22 required) without completing specific courses of study. The school must determine that this alternative will benefit the student academically. This may be done as follows:

- A. The student achieves 85 percent or better on state-developed examinations (e.g. Regents examinations, Or state-approved examinations) and passes an oral examination or completes a special project.**
 - 1. In the areas of science laboratory requirements, where credit is through examination, laboratory requirements will be met through special projects demonstrating appropriate skills.**
 - 2. An art and music unit of credit may be earned through participation in a performing group (e.g. band, chorus, orchestra, dance group,) or by participating in advanced, out of school art or music activities as approved by the district.**
 - 3. Students who pass a second language proficiency exam will earn the first unit of credit in that language. Students who pass the Language Proficiency Exam can receive three units of credit. A special project is also required.**
- B. Simultaneous enrollment in college and high school. Students wishing to pursue college courses while still enrolled in high school should contact their counselors.**
- C. Students have the option to challenge select AP exams earning college credit, depending on final AP score. Interested students should see their school counselor prior to November 1st to get the process started.**
- D. Student athletes (Varsity only) will have the option of opting out of a semester PE class due to their participation on a school athletics team. Once students have officially joined a roster, they will have a limited time to request to opt out of PE for that semester. There are additional criteria, therefore interested students should see their School Counselor for more information.**



DIPLOMA REQUIREMENTS

SCHENECTADY HIGH SCHOOL

2020/21 COURSE DESCRIPTION BOOK

5

Diploma Type	Available to	Requirements
Regents	All Student	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives • Assessment: 5 required Regents exams(1) with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and 1 Pathway Assessment(2); or 4 required Regents exams(1) with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential <p>http://www.p12.nysed.gov/part100/pages/1005.html#regents_diploma</p>
Regents (through appeal)	All Student	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives • Assessment: 4 required Regents exams(1) with a score of 65 or better and 1 Regents exam with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and 1 Pathway Assessment(2); or 3 required Regents exams(1) with a score of 65 or better and 1 Regents exam with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential <p>Note: Non Regents Pathway exams are not subject to the Appeal Process</p> <p>http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</p>
Regents with Honors	All Student	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives • Assessment: 5 required Regents exams(1) with a computed average score of 90 or better as follows: 1 math, 1 science, 1 social studies, ELA and either 1 Pathway Assessment(2) or meet all the requirements of the CDOS Commencement Credential (no more than 2 Department approved alternatives may be substituted and will not count in the computed average) <p>http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</p>
Regents with Advanced Designation	All Student	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • Assessment: Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing <u>any one</u> of the following combinations of Regents examinations and/or Department approved alternatives if applicable: ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, 1 must be life science and 1 must be physical science) = 8 Assessments <p>In addition a student must pass either a locally developed Checkpoint B LOTE* examination or complete a 5 unit sequence in the Arts or CTE.</p> <p>http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p>
Regents with Advanced Designation with an annotation that denotes Mastery in Math	All Student	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • Assessment: Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in mathematics See 100.5(b)(7)(x) <p>http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p>
Regents with Advanced Designation with an annotation that denotes Mastery in Science	All Student	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • Assessment: Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in science See 100.5(b)(7)(x) <p>http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p>
Regents with Advanced Designation with Honors	All Student Populations	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • Assessment: Meets all assessment requirements for the Regents diploma with advanced designation (see above) with a computed average score of 90 or better (no more than 2 Department approved alternatives may be substituted and will not count in the computed average) <p>Note: The locally developed Checkpoint B LOTE* examination is not included in the computed average..</p> <p>http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</p>



Diploma Type	Available to	Requirements
Local Diploma (through Appeal)	All Student	<ul style="list-style-type: none"> ● Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. ● Assessment: 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and 1 Pathway Assessment⁽²⁾; or 2 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and meet all the requirements for the CDOS Commencement Credential Note: Non Regents Pathway exams are not subject to the Appeal process. http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore http://www.p12.nysed.gov/ciai/gradreg/Documents/CurrentAppealFor m.pdf
Local	Students with disabilities with an individualized education program (IEP) or if included on the student’s Section 504 Accommodation Plan	<ul style="list-style-type: none"> ● Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. ● Assessment: Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 math, 1 science, 1 social studies, ELA and either 1 Pathway Assessment⁽²⁾, or meet all the requirements of the CDOS Commencement Credential http://www.p12.nysed.gov/part100/pages/1005.html#assess ment; or Low Pass Safety Net and Appeal: 3 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and 1 Pathway Assessment⁽²⁾; or 2 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and meet all the requirements of the CDOS Commencement Credential Note: Non Regents Pathway exams are not subject to the Appeal process. ● Compensatory Safety Net Option: scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned. http://www.p12.nysed.gov/specialed/publications/safetynetcompensatoryoption.html Compensatory Safety Net Q&A:
Local Diploma	English Language Learners Only	<ul style="list-style-type: none"> ● Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. ● Assessment: 4 required Regents exams⁽²⁾ with a score of 65 or better and the ELA Regents exam with a score of 55-59 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7); or 3 required Regents exams with a score of 65 or better, 1 Regents exam with a score of 60-64, and the ELA Regents exam with a score of 55-59. For both the 60-64 and the 55-59 scores, an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and either 1 Pathway Assessment⁽²⁾ or meet the requirements of the CDOS Commencement Credential Note: Students who choose the CDOS pathway may still appeal an ELA score of 55-59 and on other Regents exam score of 60-64 http://www.regents.nysed.gov/common/regents/files/215p12a1.pdf
Diploma Type	Available to	Requirements
Career Development and Occupational Studies (CDOS) Commencement Credential	All students other than those who are assessed using the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> ● Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; OR Student meets criteria for a national work readiness credential Note: Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student’s exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten. http://www.p12.nysed.gov/specialed/publications/CDOScredentialmemo-613.htm
Skills and Achievement Commencement Credential	Students with severe disabilities using the NYS Alternate Assessment (NYSAA)	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student’s skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working. http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm http://www.p12.nysed.gov/part100/pages/1006.html</p>

PATHWAYS 4+1

**All students must pass
4 Required Regents Examinations:
One in each discipline**

Pathways

CDOS

CTE

STEM

Humanities

Arts

Math

English

Science

Social
Studies

+ 1

- **CTE**—After a student has successfully completed a Department approved CTE Program s/he passes an approved CTE Pathway Assessment found at the link below. The student must successfully complete BOTH the program and the assessment. Not all CTE technical assessments are approved as CTE Pathway Assessments
- **STEM**—Any additional Math or Science Regents exam or any Math or Science exam from the list of Department Approved Alternatives, after a student has completed a course in the subject.
- **HUMANITIES**—Any additional Social Studies Regents Exam or any Social Studies or English exam from the list of Department Approved Alternatives after a student has completed a course in the subject.
- **ARTS**—Any assessment from the list of Department Approved Arts Pathway Assessments after a student has been prepared in the associated content.
- **CDOS**—Students who complete all the components of the CDOS commencement credential option 1 (program) or option 2 (assessment) may use that credential to meet the +1 pathway requirement toward a local or Regents diploma. Note: CDOS may also be earned as a standalone credential for those student unable to meet the other requirements of a Regents or local diploma.
 - **CDOS Commencement Credential – Option 1:**
 - Available to all students except students assessed using the New York State Alternate Assessment seeking the Skills and Achievement Commencement Credential. Available as a stand alone credential or added to a Local or Regents diploma.
 - Criteria:
 - Career Plan
 - Employability Profile
 - Demonstrated achievement of CDOS Standards
 - 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning experiences)
 - **CDOS Commencement Credential – Option 2:**
 - Available to all students except students assessed using the New York State Alternate Assessment seeking the Skills and Achievement Commencement Credential. Available as a stand alone credential or added to a Local or Regents diploma.
 - Criteria: meeting the requirements for one of the nationally recognized work readiness credentials
 - National Work Readiness Credential
 - SkillsUSA Work Force Ready Employability Assessment
 - National Career Readiness Certificate WorkKeys—(ACT)
 - Comprehensive Adult Student Assessment Systems Workforce Skills Certification System



NCAA Division I, II, III Athletes

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at eligibilitycenter.org. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at eligibilitycenter.org.

ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA, and earn an ACT or SAT score that matches your core-course GPA.

THE ROLE OF THE STUDENT

Students are responsible for maintaining their academics throughout high school. These tips will help keep them on track for meeting academic initial-eligibility standards:

Grade 9

- Students work with their counselor to ensure they take appropriate NCAA core courses.

Grade 10

- Students register with the NCAA Eligibility Center at eligibilitycenter.org.

Grade 11

- Students work with their school counselor to ensure they will graduate on time with the required number of NCAA core courses.
- Students take the ACT or SAT and submit their scores to the NCAA Eligibility Center using code 9999.
- Students ask their counselor to upload their official transcript to the NCAA Eligibility Center at the end of the year.

Grade 12

- Students complete last NCAA core courses
- Students take the ACT or SAT again, if necessary, and submit their scores to the NCAA Eligibility Center using code 9999.
- Students should apply to the school of their choosing and confirm they have been accepted.
- Students request final amateurism certification beginning April 1 before enrolling in college in the fall.
- Students ask their counselor to upload their final official transcript with proof of graduation to the NCAA Eligibility Center.

Schenectady High School's NCAA-approved courses				
English	Social Studies	Mathematics	Science	Additional Core
ENG 9	GH 9	ALGEBRA	BIOLOGY R	ARABIC 1
ENG 9 PRE IB	GH 9 PRE IB	GEOMETRY 1	BIOLOGY 2	ARABIC 2
ENG 10	GH 10	GEOMETRY	BIO IB HL1	ARABIC 3 AB INITIO
ENG 10 PRE IB	GH 10 PRE IB	GEOMETRY ACC	BIO IB HL2	ARABIC 4 AB INITIO
ENG 11	US HIST	COLLEGE BOUND	CHEM EN H PRE IB	FRENCH 9/ACC/IB
ENG 11 H	US HISTORY H	MATH	CHEMISTRY R	FRENCH 10/ACC/IB
ENG 11 IB	HIST AMER IB YR 1	STATISTICS 1	EARTH SCI-NS	FRENCH 11/IB UNIV 1
ENG 12	CRIMINAL JUSTICE	ALGEBRA 2	EARTH SCIENCE	FRENCH 12/IB UNIV 2
ENG 12 IB	ECON	ALGEBRA 2A	ENV SCI	FRENCH I
ENG 12 UHS ADV	ECON IB SL1	ALGEBRA 2B	FORENSIC SCI	FRENCH 2
ENG 12R-NS	ECONOMICS-NS	IB MATHEMATICS SL	FORENSICS-NS	FRENCH 3
HEROES & LEG- ENDS	PART GOV	MATH STUDIES IB	PHYS IB UNIV	FRENCH 4
HIP HOP LIT	PART GOV/ECO H	PRE-CALCULUS	PHYSICS R	SPANISH 9 ACC/IB
HR FICT & FILM	PART GOVT-NS	STATISTICS UHS		SPANISH 10/ACC/IB
JOURNALISM	20 CEN TOPICS IB	CALCULUS UHS		SPANISH 11 IB - UNIV 1
SPORTS LIT	PSYCHOLOGY/IB			SPAN 12-IB UNIV 2
COMEDY & SATIRE	BUSINESS LAW			SPANISH I
CONNECTIONS IB	INTRO TO CIVIL LAW			SPANISH 2
	INTRO TO PSYCH			SPANISH 3
				SPANISH 4 UHS
				SPANISH 5 UHS



2020/21 COURSE DESCRIPTION BOOK





The Air Force Junior Reserve Officer Training Corps (JROTC) is a citizenship program designed to instill respect, discipline, responsibility and character. It is not a recruiting program, there is no military commitment. The mission of JROTC given to all the military services by Congress: "Develop citizens of character dedicated to serving their nation and community." Junior ROTC is in over 3,500 high schools throughout the world.

Air Force JROTC is an aerospace science and leadership education program. There is a four-year curriculum with scheduled academic classes and instruction covering aviation history, the science of flight and space, world cultures studies, leadership, character, life skills, health and fitness, and management. Management training encompasses creative thinking, problem solving, communication skills, and organizational skills. Teams and activities involving drill, fitness, flying and community services provides a sense of belonging and teamwork in a respectful caring environment. Cadets are required to wear the United States Air Force uniform once each week; in addition to engaging in physical fitness exercises one day each rotation.

Wellness is exercise program required for all levels. This program is comprised of 19 exercises that develop all muscle groups and provide sufficient anaerobic and aerobic intensity.

BENEFITS: If you successfully complete three years of Air Force Junior ROTC and enroll in Air Force ROTC in college, you may receive credit for the first semester of the 4-year. Each Air Force Junior ROTC unit can also nominate qualified candidates for Air Force Academy consideration. If you enter the military service, you may be able to enter two pay grades higher than your fellow enlistees if you have completed all requirements for at least two years in. Eligible Air Force Junior ROTC cadets can compete for Air Force ROTC college scholarships.

Flight Academy: Opportunity open to Air Force JROTC cadets. Scholarship, Pilot's License and college credit. Air Force and Federal Aviation Association partnering with University Aviation Programs. Once complete cadets may continue to fly through Civil Air Patrol collaboration.

AFJROTC is a program you want to be involved in!

AFJROTC CURRICULUM - FOUR-YEAR PROGRAM

Aerospace Science I	Aviation History
Leadership Education I	Leadership Education Citizenship Character and Air Force Tradition + DRILL + Unlocking Your Potential wellness
Aerospace Science II	Science of Flight
Leadership Education II	Leadership Education Communication, Awareness, and Leadership + DRILL + Financing College + NEFE Wellness
Aerospace Science III	Exploring Space - The High Frontier
Leadership Education III	Leadership Education, Life Skills and Career Opportunities + DRILL Wellness
Aerospace Science IV	1: Management of the Cadet Corps 2: Survival: Survive - Return 3: Cultural Studies: An Introduction to Global
Leadership Education IV	Leadership Education Principles of Management + DRILL Wellness

**AEROSPACE EDUCATION 1
(1 CREDIT)**

Open to grades: 9-10
Prerequisites: At least a freshman in high school, U.S. citizen, and maintaining overall academic average of 70 percent (waivers may be given for otherwise qualified candidates).

Completion of all workbook, textbook assignments and textbook chapter tests; Air Force uniform wear and physical fitness is a mandatory requirement. Uniform and all books are provided by the Air Force. This course is an initial exploration of aerospace activities and leadership techniques. It acquaints the student with the historical development of flight throughout the centuries and progresses to modern day; and the role of the United States Air Force, its customs and courtesies, with special emphasis on leadership and management techniques. Field trips will be made to operational flying units to provide the practical application of aerospace education. Course topics will include modern aircraft, its design and purpose, a history of air power with emphasis on the United States Air Force and its interaction in our modern day world. There will be opportunities to participate in leadership situations.

**AEROSPACE EDUCATION 2
(1 CREDIT)**

Completion of all workbook, textbook assignments and textbook chapter tests; Air Force uniform wear and physical fitness is a mandatory requirement. Uniform and all books are provided by the Air Force. This course will examine selected areas of aeronautics, and the component factors of aerospace power. Course topics will include the theory of flight, aircraft propulsion systems, air navigation, and military instructional techniques. This course will provide the student with the basic techniques of leadership as a Cadet to participate in Air Force drill and ceremonies.

**AEROSPACE EDUCATION 3
(1 CREDIT)**

Open to grades: 11 or 12
Prerequisites: Requires the approval of the Aerospace Science Instructors.

Completion of all workbook, textbook assignments and textbook chapter tests; Air Force uniform wear and physical fitness is a mandatory requirement. Uniform and all books are provided by the Air Force. This course examines the space programs and technologies. This course will develop in the student his/her leadership abilities as a Cadet Officer. Here an analysis is made of factors and techniques involved in leadership situations. Course topics will include lunar/planetary explorations, propulsion and guidance and control of space vehicles.

**AEROSPACE EDUCATION 4
(1 CREDIT)**

Open to grades: 12
Prerequisites: Requires the approval of the Aerospace Science Instructors.

This fourth year offers, to those students who have completed AS-I, AS-II, AS-III, during their ninth, tenth and eleventh grades respectively, three different options to continue their AFJROTC experience. The options are:
1. Management of the Cadet Corps through active incorporation of previously learned theories and leadership techniques as a key staff member;
2. Survival: Survive - Return. Survival instruction will provide training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival.
3. Cultural Studies: An introduction to the world's cultures through the study of world affairs, regional studies and cultural awareness.
Completion of all workbook, textbook assignments and textbook chapter tests; Air Force uniform wear and physical fitness is a mandatory requirement. Uniform and all books are provided by the Air Force.



Business courses include offerings in a wide variety of subject areas including finance, computer skills, marketing, human resource management, accounting and business law. Many of these courses also offer the opportunity to earn college credit through Schenectady Community College.

Grade 9 –12

- Career and Financial Management (1/2 Credit) Required for all pathways
- Computer Skills (1/2 Credit) Recommended for 9th & 10th grade Students

Grade 10—12

- Introduction to Business (1 Credit)
- Microsoft Office (1 Credit; 3 CHS Credits MGT 123)

Grade 11—12

- Advanced Microsoft Office 2013 (1 Credit; 3 CHS Credits CIS 221)
- Accounting (1 Credit) fulfills math requirement
- Business Communications (1 Credit; 3 CHS Credits BUS 212) fulfills English 12 Requirement
- Business Law (1 Credit)
- Business Math (1 Credit; 3 CHS Credits BUS 113) fulfills math requirement
- Human Resource Management (1/2 Credit; 3 CHS Credits MGT 127)
- International Business (1/2 Credit; 3 CHS Credits BUS 135)
- Financial Literacy (1/2 Credit)
- Sports & Entertainment (1 Credit)
- Yearbook (1 Credit)

BUSINESS PATHWAYS

BUSINESS MANAGEMENT PATHWAY SED APPROVED PROGRAM

- Career and Financial Management (.5 Credit)
- Human Resource Management (.5 Credit) (CHS)
- Introduction to Management and Marketing (1 Credit) (CHS)
- Business Communications (1 Credit) (CHS)
- Business Math (1 Credit) (CHS)
- Business Law (1 Credit) (CHS)
- Accounting 1 (1 Credit)
- NOCTI nationally recognized certification 15 CHS credits (A*S*K* NOCTI test)

MICROSOFT OFFICE SPECIALIST PATHWAY SED APPROVED PROGRAM

- Career and Financial Management (.5 Credit)
- Computer Skills (.5 Credit)
- Business Communications (1 Credit) (CHS)
- Human Resource Management (.5 Credit) (CHS)
- Intro to Microsoft Office (1 Credit) (CHS)
- Advanced Microsoft Office 2013 (1 Credit) (CHS)
- Microsoft Office certifications available to both Intro and Advanced Classes in the area of Word, Excel and PowerPoint. 12 CHS Credits

PATRIOT BRANCH OF THE FIRST NEW YORK FEDERAL CREDIT UNION:

Since 2005 the Patriot Branch of the First New York Federal Credit Union has been operating at Schenectady High School for the benefit of students and staff. The Patriot Branch is opened on Fridays and staffed by students enrolled in Business Education Classes. Students get hands on experience in customer service, handling cash, reconciling transactions, sales, marketing and more.



CAREER AND FINANCIAL MANAGEMENT

(1/2 CREDIT)

Required for SED CTE approved programs.

This course is required by the NYS Education Department for any student pursuing a sequence in career and technical education. The emphasis is on business and economic systems, career planning, selection and success, and financial literacy.

COMPUTER SKILLS

(1/2 CREDIT)

Recommended for 9th and 10th graders

This course is designed to introduce students to computer applications using the Microsoft Office Suite 2013. Students will learn to create, format, and edit academic, personal and business documents using Microsoft Word, Excel, PowerPoint, and Access. Students will learn effective computer keyboarding techniques, use online resources to improve their keyboarding skills and learn computer safety techniques.

INTRODUCTION TO BUSINESS CHS

(1 CREDIT) (3 CHS CREDITS, SCCC, MGT 123)

Open to 10–12 graders. This is a required course for students enrolled in the Business Management CTE Program.

This course includes all the activities associated with the marketing of Goods and services to consumers, as well as obtaining and selling products from manufacturers and suppliers from all over the world and selling these goods to people who will use them. This course will provide students with a systematic approach to starting and operating a business. Students successfully completing this course will have a solid foundation in entrepreneurial concepts that may be applied to entry level employment or enrich post-secondary study. This is a required course for students enrolled in the Business Management CTE.

MICROSOFT OFFICE

(1 CREDIT)

(3 CHS CREDITS, SCCC, BUS 127)

Open to 10–12 graders.

This course focuses on the role of computer applications in solving problems in a business environment. This class will provide an applied introduction to Microsoft business-oriented applications including Microsoft Word, PowerPoint with an emphasis on Microsoft Excel

ADVANCED MICROSOFT OFFICE 2013 CHS

(1 CREDIT)

(3 CHS CREDITS, SCCC, CIS 221)

Open to 11–12 graders.

This course provides students with the opportunity to increase their knowledge of Microsoft Office software applications including Excel, Word and Access. Students should have foundation knowledge of applications or have completed Introduction to Microsoft Office prior to taking this course. Students will have an opportunity to demonstrate their expertise in Word, Excel, Power Point and Access as defined by the industry standard Microsoft Office Specialist (MOS) certification

ACCOUNTING

(1 CREDIT) (MATH CREDIT)

(4 CHS CREDITS, SCCC, ACC 121)

Open to 11th & 12th graders

This course introduces current procedures of financial accounting and Generally Accepted Accounting Principles (GAAP). The course emphasizes the analysis of business transactions and the study of the accounting cycle. Typical areas in the course include accrual-based accounting concepts; internal controls; financial statement preparation; and accounting elements of a corporate business entity. An Excel-based software system is utilized to practice and complete many of the problems. Ethical accounting standards are embedded throughout the course materials. This is a required course for students enrolled in the Business Management CTE Program.

BUSINESS COMMUNICATIONS CHS

(1 CREDIT) (ENGLISH 12 CREDIT)

(3 CHS CREDITS, SCCC, BUS 212)

Recommended for 11th and 12th graders

This course teaches the principles of effective communication in business, both written and oral. It focuses attention on the communication process including effective listening, writing, and speaking. Students analyze business letters, reports and memos for organization of ideas, conciseness and clarity. Students are required to write business letters and memos. A business report and oral presentation will also be completed. Students will create a professional portfolio including a cover letter and resume

BUSINESS LAW CHS

(1 CREDIT)

(3 CHS CREDITS, SCCC, BUS 121)

Open to 11th & 12th grader

This course explores the foundations of business law as well as the application of business concepts in everyday life. It combines instruction with the use of various media and technology to explore real cases and support active learning. It covers topics such as contracts, criminal law, environmental law, family law and consumer protection. This is a required course for students enrolled in the Business Management CTE Program.

BUSINESS MATH CHS

(1 CREDIT) (MATH CREDIT)

(3 CHS CREDITS, SCCC, BUS 113)

Open to 12th graders

This course emphasizes the concepts of mathematics as they apply to a wide-range of personal and commercial business problems. It reinforces basic math skills and its relevance to everyday applications. These skills include the ability to solve mathematical problems, analyze and interpret data, and apply sound decision-making skills in helping students fulfill their future roles as citizens, consumers, employees, employers, investors, and entrepreneurs. The topics covered include how to dissect and solve word problems; fractions, decimals; banking; percent's and their applications; trade and cash discounts; payroll; simple interest; compound interest and present value; installment buying; depreciation; and inventory and overhead.

HUMAN RESOURCE MANAGEMENT CHS

(1/2 CREDIT)

(3 CHS CREDITS, SCCC, MGT 127)

Open to 11th and 12th graders.

This is a required course for students enrolled in both CTE approved programs

This course focuses on contemporary theory and practices relating to the management of people. Topics covered include meeting human resource challenges, managing work flows, conducting job analysis, understanding equal opportunity and the legal environment, managing diversity, recruiting/selecting employees, managing separations and downsizing, managing performance, and training. In addition, the course reviews managing compensation, rewarding performance, designing and administering benefits, developing employee relations, and managing discipline.

INTERNATIONAL BUSINESS CHS

(1/2 CREDIT)

(3 CHS CREDITS, SCCC, BUS 135)

Open to 11th & 12th graders

This course focuses on the activities of multinational corporations including importing, exporting, trade relations, marketing, consumer behavior, competition and more. We explore the effects on the products we consume, foreign exchange, international career planning and more.

SPORTS AND ENTERTAINMENT

(1 CREDIT)

Open to 11th & 12th graders

Sports and Entertainment Marketing is a unique and innovative course designed for students with an interest in the sports and entertainment industry. This course stresses the utilization of fundamental marketing concepts and will include an orientation to the sports and entertainment industry. Marketing strategies along with topics in sponsorship, pricing, marketing research, endorsements, and promotions will be part of this course. The course will develop critical thinking, decision making and communication skills through real world applications.

YEARBOOK

(1 CREDIT)

Strong interest in developing the yearbook

Have you ever been part of a team that accomplished the seemingly impossible? Would you like next year's Patriot to be the best yearbook ever? Well, that won't happen without your contribution! This course offers hands-on training in photography, copy writing, editing, page layout, and design. The course includes extensive use of the computer to produce the yearbook in a "camera ready" format. Students will work with the financial advisor to sell advertisements and market the yearbook in school and in the community. Students interested in careers in journalism, advertising, business, or any type of communications will find this course to be rewarding and valuable. You have an opportunity to be part of a lifetime of memories when you join our staff.

FINANCIAL LITERACY

(1/2 CREDIT)

Open to 11th & 12th Grade

This course focuses on furthering student understanding about the key aspects of personal finance. The central goal of this course is to develop financial competency for post high school endeavors. Topics emphasized include decision making, credit, banking, investing, insurance, paying for college, budgeting, retirement, and tax planning. In this project based learning environment, students will demonstrate mastery of course content.



Four units of English are required for high school students to graduate in New York state. Our program is designed to foster the reading, writing, listening, speaking, language, and thinking skills necessary to be college and career ready. Students will be required to read, analyze and synthesize across literary and informational texts; write for multiple audiences, tasks, and purposes; listen and speak in collaborative discussions with their peers; and demonstrate a solid command of the English language.

English classes are selected with students according to reading and writing skill level, as determined by the English teacher, state assessments, and student performance. Honors/IB classes will include students who meet the established criteria.

All 11th grade students are required by New York State to take the Common Core English Regents Examination; a student must pass this exam in order to earn a diploma in New York State.

Grade 9

- English 9
- English 9 Pre-IB

Grade 10

- English 10
- English 10 Pre-IB

Grade 11

- English 11
- English 11 H
- English 11 IB

Grade 12

- English 12 IB
- English 12 UHS
- Journalism
- Voices of Schenectady (1 Credit)
- Heroes and Legends (.5 Credit)
- Horror Fiction & Film (.5 Credit)
- Sports Literature (.5 Credit)
- Hip-Hop as Literature (.5 Credit)
- Power of Words (.5 Credit)
- African American Literature (.5 Credit)
- Laughing Matters: Comedy & Satire (.5 Credit)
- Business Communications (see description in business department)
- Intro to Education (1 Credit)

ENGLISH 9: PRE-IB

(1 CREDIT) HONORS

This course is an advanced study of reading, writing, and critical thinking. Many styles of discussion and analysis are used as students build independence in their critical thinking about literary forms. Persuasive writing and literary analysis are emphasized. Students will read a variety of literary and non-fiction texts. Students are expected to show a high level of independence and motivation in this honors class.

ENGLISH 9

(1 CREDIT)

This course focuses on reading, writing, and critical thinking. Students will participate in a variety of class activities that help build independence and proficiency in reading at grade level and developing analytical skills. Persuasive writing and literary analysis are a focus of this course. Students will read a variety of literary and non-fiction texts.

ENGLISH 10: PRE-IB

(1 CREDIT) HONORS

This course will focus on the skills students need to be successful in IB English. It is writing and reading intensive course. Students will study a variety of literary forms and focus on analyzing those forms. Students will learn how to study artistic choices writers make and how those choices impact a text. Writing and presentation will be regular forms of assessment.

ENGLISH 10

(1 CREDIT)

This course focuses on the craft of writing in the 21st century. Students will explore how contemporary writers and artist make deliberate choices to have an impact on the reader; specifically, how artists wrestle with complex issues in our modern world. Independent reading will be emphasized.

ENGLISH 11

(1 CREDIT) REGENTS

This course is a study of how the American experience is reflected in American literature. Students will continue to hone their writing and critical thinking skills through literary and non-fiction texts. Argumentative writing is emphasized. A significant amount of time will be spent preparing for the ELA exam given in June. In preparation for higher-level reading, students will learn reading strategies for complex texts.

ENGLISH A 1: LITERATURE HL YR 1

(1 CREDIT) HONORS REGENTS

Prerequisites: Average of an 85 or better in the first three quarters of Pre-IB English 10, must fit the IB Learner Profile showing interest in literature, motivation, and a desire to learn, and must complete the IB Summer Reading Assignment

This rigorous and challenging course is the first half of the two-year IB course—English A: Literature. This course promotes an appreciation of literature and knowledge of other cultures and societies. Students will complete a major literary analysis as well as several oral presentations. Students will develop their critical reading skills and increase their expertise in literary analysis. Students taking this course should be self-motivated and have a strong interest in literature.

ENGLISH 11: HONORS

(1 CREDIT) HONORS REGENTS

This advanced course is a study of how the American experience, both past and present, are reflected in American literature. Students will participate in a variety of reading activities to develop their critical thinking and writing skills. Argumentative writing is emphasized. Students will prepare for the ELA exam given in June. This course is for students preparing for UHS classes and college-level work, and students should show a high level of independence and motivation in this class.

ENGLISH A 1: LITERATURE HL YR 2

(1 CREDIT) HONORS

Prerequisites: Successful completion of English A1: Literature HL YR 1

This second year of the IB course continues to promote an appreciation of literature and knowledge of other cultures and societies. Students will read a variety of styles and literary genres including: short story and the novel, poetry, memoir and drama. Oral and written examinations are used to assess students' individual language skills, their ability to critically analyze and comment upon familiar and unfamiliar texts, and their ability to express a personal and independent response to literature. This course prepares students for the IB English exam administered in May and fulfills the Group 1 Language requirement for the IB Diploma or Certificate.

ENGLISH 12: CHS ADVANCED COLLEGE PREP

(1 CREDIT) (6 CHS CREDITS, SCCC, ENG 123 & 124)

Prerequisites: 80 or higher on ELA Exam & English 11

This challenging, College-in-the-High-School course is for students who want a rigorous course with an opportunity to earn 6 college credits. In the first semester, students will participate in an intensive writing course and will demonstrate mastery in utilizing the writing process and producing cohesive and effective essays. During the second semester, students critically analyze literature, exploring such issues as how literature reflects the human experience and writer's craft. Students will participate in a variety of classroom activities to develop their understanding of literary analysis and foster their communication skills.

HEROES AND LEGENDS

(1/2 CREDIT) ENGLISH 12 CREDIT

This course surveys various heroes and legends of literature. Students will analyze different adaptations of the hero story throughout history by studying heroes and legends such as Beowulf, Greek mythology, Thor, Joan of Arc, Davy Crocket, Mulan, Arthurian legends, Mansa Musa, and Japanese Samurai warriors. The study may also include contemporary works such as *The Watchmen* and *Iron Man*. Students will analyze and critique how these characters are developed through different forms such as text, film, music, and art.

HIP HOP AS LITERATURE

(1/2 CREDIT) ENGLISH 12 CREDIT

When and where did Hip Hop start? What is "flow"? How has rhythm and rhyme shifted due to social and political influences? This course will explore these questions as well as allow students an entire unit to explore hip hop artists of their choice and complete a multi-media project. Topics studied in this class are the history of Hip Hop and origin and sub-genres, how current events impact Hip-Hop as well as how this genre has influenced social change, and the musical and literary analysis of Hip-Hop.

HORROR FICTION AND FILM

(1/2 CREDIT) ENGLISH 12 CREDIT

Horror fiction and film 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 issues of gender, race, class, ethnicity, and the power within. Several films will be viewed and related works of horror fiction are required reading. The goal of this course will be to look beneath the surface of the films and texts in order to develop a theory of the horror genre as it relates to modern culture.

LAUGHING MATTERS: COMEDY & SATIRE

(1/2 CREDIT) ENGLISH 12 CREDIT

Do you know the World's Funniest Joke? Members of this English elective would. Laughing Matters: Comedy and Satire exposes students to the traditional Language Arts standards through the nontraditional lens of Humor and Satire. It also includes an interdisciplinary approach in which students will learn the historical, cultural and psychological impacts of comedy. Readings may include modern humor (*The Simpsons*, *The Daily Show*, Chris Rock, standup comics), "classic" humor (*Monty Python*, Flip Wilson, Freddy Prinze, Abbott and Costello, the Three Stooges) and classic humor fiction (Cervantes' *Don Quixote*, Shakespeare's *Much Ado About Nothing*).

SPORTS COMPOSITION & LITERATURE

(1/2 CREDIT) ENGLISH 12 CREDIT

This course is designed to use composition and literature—fiction, poetry, essays, biographies, journalism, and films to illuminate and refine our understanding of the impact of sports on our personal and social lives. Some of the issues to be examined are: the nature of sport itself, the role of sports in defining values, the effects of competition, and racism/sexism in sports. Students will also investigate sports journalism, surveying different journalists and creating their own journalistic piece based on a current sporting event that they attend. Students will research and write a brief report of controversial topics in sports. Many of the reading selections will be guided by the interests of the students and will be tailored to the needs of the class. Students will be expected to conduct critical analysis concerning the personal and professional influence of sports.

JOURNALISM

(1 CREDIT) ENGLISH 12 CREDIT

This course is a survey of journalism and will include a historical perspective of news as well as contemporary issues in journalism. Students will focus on various aspects of newspaper production, including copy writing, advertising, layout design, ethics, and feature writing. Students will be responsible for the production of the school's newspaper, *The Patriot*, and may be expected to make an after-school commitment.



AFRICAN AMERICAN LITERATURE

(1/2 CREDIT)

Are you interested in learning about African American writers that have transformed the literary canon? This course explores the works of African American writers from slavery through the Harlem Renaissance to present day. Through close reading of and writing about selected literary works, students will continue to develop their analytical skills in literary critique. Writing tasks will expose students to exposition, literary analysis, narrative, and description.

POWER OF WORDS: FROM SLAG TO PROFANE

(1/2 CREDIT) ENGLISH 12 CREDIT

What is the most powerful word you know? Words carry the power to divide and to heal. In this course students will work from the present to the past, studying the effect of our words and their origins. Students will learn more about culture through current slang and how language has evolved across the globe.

VOICES OF SCHENECTADY

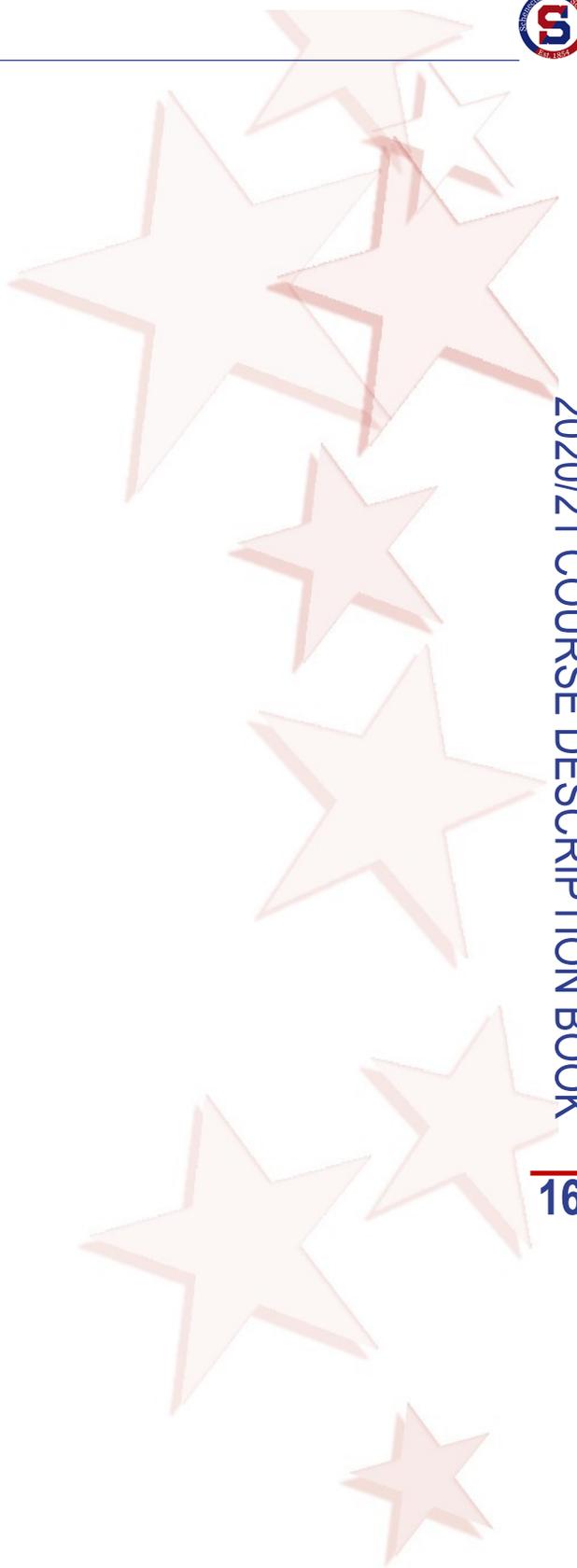
(1 CREDIT)

What is your voice? Do you want to be heard? How can we make your voice stronger? This course will empower students to operate a relevant, live-wire online presence of all of the VOICES in Schenectady High School. The site will include editorial, creative writing, original songs, podcasts, short films, artwork, and much more! Students in this class will be able to choose between a variety of roles: writer, interviewer, recruiter, actor, artist, vlogger, etc. The goal of this course would be to unite the school community on a common platform for sharing and creating.

INTRO TO EDUCATION CHS

(1 CREDIT) SIENA CREDIT ENGLISH 12 CREDIT

This course introduces students to the professional field of education and explores the complex challenges in education today. Issues may include history and philosophy of education; purpose and role of public education; rights and responsibilities of all educational stakeholders; and interactions among the school, home, and community that support and enhance student learning. In particular, this course will explore the issue of educational access, emphasizing student diversity. A field experience is required.





Students will be assessed upon registration to Schenectady High School through an interview and the NYSITELL (New York State mandated examination) if necessary. Those who receive a score that requires support, will attend the appropriate ENL class(es), based on their level of English proficiency. English Language Learners (ELL's) attend ENL classes until they test proficient on the New York State English as a Second Language Achievement Test (NYSESLAT).

The program is designed to increase students' reading, writing, listening and speaking skills to a level equivalent to that of their native speaking peers and those needed to succeed in life in the United States. These skills will be developed through the use of authentic reading materials, content area concepts, as well as materials similar to those used in the ELA classes. ELA standards are the basis, hence, students will be required to read literary and informational texts (both authentic and based on concepts from content area classes), write for multiple audiences, tasks and purposes, and listen and speak in various collaborative discussions.

All ELL's must pass all of the required Regents examinations in order to earn a diploma in New York State. This includes the English Language Arts Common Core exam that all 11th grade students are required by New York State to take and pass. All ELL's will have at least one co-taught content class. These classes are taught by a content area teacher, as well as an ENL teacher.

ENL BEGINNER 9

(1 CREDIT IN ELA; 1 CREDIT IN ENL)
9th Grade ONLY

Students in the beginner ENL classes develop their writing skills by learning to form sentences, paragraphs and eventually essays in English. This includes topics such as topic sentence, central idea, and parts of an essay. Grammar is taught both implicitly as well as explicitly, then practiced through the writing activities. Reading is developed through a variety of reduced text materials including novels, plays and authentic materials. Speaking and listening skills are developed simultaneously.

ENL BEGINNER 11-12

(1 CREDIT IN ELA; 1 CREDIT IN ENL)
11th or 12th Grade ONLY

Students in the beginner ENL classes develop their writing skills by learning to form sentences, paragraphs and eventually essays in English. This includes topics such as topic sentence, central idea, and parts of an essay. Grammar is taught both implicitly as well as explicitly, then practiced through the writing activities. Reading is developed through a variety of reduced text materials including novels, plays and authentic materials. Speaking and listening skills are developed simultaneously.

ENL INTERMEDIATE

9-10

(1 CREDIT IN ENL)
9th and 10th Grade ONLY

Ninth and 10th grade ELL's continue to develop writing skills with the focus on mastering parts of an essay and the support of a thesis. Grammar is reviewed and reinforced with the aim of increasing students' awareness in formal written English and developing written communication skills. Vocabulary growth, as well as a more in depth study of literary elements and literary devices is promoted through reading a variety of genres and analyzing content.

ENL INTERMEDIATE

11-12

(1 CREDIT IN ENL)
11 or 12 Grade ONLY

A significant amount of time will be spent preparing for the English Language Arts Common Core exam. Students will work towards mastering the writing skills required to pass the exam. This includes the application of literary elements to support a central idea, as well as choosing relevant and sufficient reasons and evidence to support a claim and counterclaim, in argument writing. Emphasis will be placed on increasing reading fluency and comprehension, as well as vocabulary development, through the reading and analysis of various forms of writings and genres.

ENL BEGINNER 10

(1 CREDIT IN ELA; 1 CREDIT IN ENL)
10th Grade ONLY

Students in the beginner ENL classes develop their writing skills by learning to form sentences, paragraphs and eventually essays in English. This includes topics such as topic sentence, central idea, and parts of an essay. Grammar is taught both implicitly as well as explicitly, then practiced through the writing activities. Reading is developed through a variety of reduced text materials including novels, plays and authentic materials. Speaking and listening skills are developed simultaneously.

Family and Consumer Science courses include offerings in three general areas - Clothing and Housing, Child Studies, and Food and Nutrition. Students get hands-on, real-life experience within these courses. All Family and Consumer Science courses count towards elective credit. Students can take the **half-credit Clothing and Textiles course and the half-credit Housing And The Environment course to fulfill their full credit Art graduation requirement.** A junior or senior can take the Applied Food Science course and have it count as their 3rd credit of science to fulfill their graduation requirement.

Grade 9

- Clothing and Textiles (.5 Credit)
- Housing and the Environment (.5 Credit)
- Child Development (.5 Credit)

Grade 10—12

- Clothing and Textiles (.5 Credit)
- Housing and the Environment (.5 Credit)
- Child Development (.5 Credit)
- Teaching Pre-K (.5 Credit) **Pre-req Child Development**
- Food Preparation and Nutrition (.5 Credit)

Grade 11—12

- Applied Food Science (1 Credit) **fulfills Science Elective**

CLOTHING AND TEXTILES

(1/2 CREDIT)

From the earliest history, clothing has been a basic human need. Decisions regarding clothing styles and the textiles used to create Those styles are basic expressions of each person's unique self. This course will explore the history of fashion, culture, design principles, equipment, and construction, wardrobe planning and career pathways in clothing. Students will gain an understanding of color, design, personal style, and appropriate clothing choices. Students are required to complete sewing projects, and may be responsible for purchasing fabric. Students will work on community service projects if they are not able to cover the cost of fabric for their individual project

HOUSING AND THE ENVIRONMENT

(1/2 CREDIT)

In this class decisions as to where to live and trends related to making these decisions are studied with emphasis placed on the sociological, cultural, and aesthetic issues in housing. The elements and principles of design are also explored as they relate to architecture and interior planning. Students research career possibilities in housing and design.

CHILD DEVELOPMENT

(1/2 CREDIT)

This course is the study of the principles of child growth and development from conception to adolescence. The course content will focus on the physical, cognitive, social and emotional domains of development.

TEACHING PRE-SCHOOL CHILDREN

(1/2 CREDIT)

This one semester class is planned for the student who enjoys working with children and wishes to increase skills learned in Child Development. Class time is spent planning and carrying out a structured Pre-k program for children ages 3 and 4, which is held at the high school. Preparing lesson plans, teaching and observing the preschooler gives students an opportunity to discuss and resolve problems that occur when working with children.

FOOD PREPARATION AND NUTRITION

(1/2 CREDIT)

The study of foods and nutrition has seen dramatic change as research evolves linking the preparation and consumption of foods to overall health and wellness. Find out what proper nutrition is and what it can do to help you keep your body running at optimum efficiency. Develop skills in meal and menu planning and food preparation. You will be required to participate in food preparation labs.

APPLIED FOOD SCIENCE

(1 CREDIT) **SCIENCE CREDIT**

Prerequisites: Open to grades 11 and 12

Food Science is a part of every stage of the production, processing, preparation, and evaluation and uses of food. This is an interdisciplinary family and consumer sciences course that will integrate the basic principles of biology, chemistry, and microbiology in the context of food and the food industry. Students enrolled in this course will apply these principles and processes to the study of food and nutrition. Students will gain an understanding of how these principles apply to the composition of foods, the nutrition of foods, food and food product development, food processing, food safety and sanitation, food packaging, and food storage. learning will involve hands-on experiences in order to encourage application to real life situations. Students will be encouraged to demonstrate their knowledge of course content through scientific methods of investigation. Investigative results will sometimes be subject to taste testing and other sensory evaluation.



SAYLES SCHOOL OF FINE ARTS

The John Sayles School of Fine Arts (SSFA) is named after one of our famous district graduates, internationally known filmmaker, John Sayles.

The school provides an integrated Regents high school curriculum with an interdisciplinary focus in visual art, music, theatre, and dance. The center is a 42,000 square foot wing at Schenectady High School that includes a black box theatre, dance studio, video production studio, media arts lab, piano lab, music studio, art studios and the Miriam Butzel Gallery, which features many student exhibit throughout the year.

In the John Sayles School of Fine Arts community partnerships provide our students extensive opportunities to work with artists in residencies, see live performances, view professional art work, as well as, to exhibit and perform in our community.

Since its debut in 1998, the Sayles School of Fine Arts Blue Roses Theatre Company has performed more than 40 shows in its impressive 250-seat Black Box Theatre.

The Sayles School of Fine Arts is one of the few schools statewide to offer dance. Students study jazz, tap, ballet and Hip-Hop. Dance Connection is the school's performance troupe.

SSFA has two jazz bands and a full band and orchestra along with four select choirs.

The visual arts curriculum offers a range of courses from Studio in Art to International Baccalaureate (IB) Visual Art.

The Henry and Miriam Butzel Gallery located in the Sayles wing showcase student and community artwork during throughout the year.

DANCE

Dance as an Alternative to Physical Education - All students may fulfill their Physical Education requirement through participation in dance class. Students will be required to wear appropriate loose fitting clothing or dance attire. Performance is part of the course requirement. Students may repeat dance courses from year to year to build on their skills.

Grade 9 -12

- Intro to Dance (1 Credit) fulfills Art requirement
- Ballet (1/2 Credit)
- Tap Dance (1/2 Credit)

Grade 10-12

- Afro-Brazilian (1/2 Credit)
- Hip-Hop and World Dance (1/2 Credit)
- Jazz Dance (1/2 Credit)
- Dance Connection (1 Credit) Requires an audition

INTRODUCTION TO DANCE

(1 CREDIT) Fine Arts Requirement

This course will introduce students to the study and performance of dance and is specifically designed for the beginning dancer. Topics of study include: Jazz, African, Tap, Ballet, and the basic elements of choreography. Students will learn the basic techniques of these dance styles as well as the history and development of these dance styles. The course requires active physical participation as well as written work.

TAP DANCE

(1/2 CREDIT)

Open to grades: 9-12. This course will be for beginning Tap students primarily, but students with prior training will be welcome to increase their knowledge of the art form and level of technical proficiency. As students gain a level of technical proficiency, they may explore the use of improvisation in Tap dance.

BALLET

(1/2 CREDIT)

Open to grades: 9 -12. This course will provide students an introduction to the study of ballet. Through emphasis of ballet technique and terminology, students will explore the cultural and historical contributions ballet has brought to the world of dance. Proper dance attire will be required. Students will be required to participate in daily technique classes.

AFRO-BRAZILIAN

(1/2 CREDIT)

Open to grades: 10-12. Students will be introduced to the study of Afro-Brazilian Dance. Topics explored may include: the role of dance in the African and Brazilian cultures, African & Brazilian instruments/songs and the significance of improvisation. Students will learn traditional dances and also explore their own movement ideas. The course requires physical participation as well as written work.

HIP HOP AND WORLD DANCE

(1/2 CREDIT)

Open to grades: 10 -12. This course will assess the cultural significance of different world dance forms and hip-hop and discuss the ways in which cultural traditions are illustrated and preserved through dance. Students will engage in group dialogue that questions the ways in which dance presents cultural values, norms, and challenges.

JAZZ DANCE

(1/2 CREDIT)

Open to grades: 10-12. This course will introduce students to the dance style of Jazz. Students will study styles of Jazz including: Hip Hop, Musical Theatre, Lyrical, and Classical Jazz. Students will also explore the topics of improvisation and solo and group choreography. Students will learn about the history and development of Jazz dance as well as the choreographers and dancers that have contributed to this dance style.

DANCE CONNECTION

(1 CREDIT)

Open to grades: 10 -12. **Requires audition. May be taken more than one time.** This performance ensemble is a select group of experienced dancers chosen by audition. Topics explored may include: choreography, performance, anatomy, and careers in dance. Students will be responsible for learning choreography, seeking performing opportunities in the community, and taking on the responsibilities of planning a performance. Previous dance experience as well as participation in community performances will be required. Dancers should have a technical background as well as the knowledge of proper dance terminology and basic movement concepts. Auditions are held in the Spring.

The Schenectady High Fine Arts department consist of Dance, Theatre, Music and Visual Arts

Students may complete sequences or concentrations State Sequence/Endorsement requires a five-credit sequence.

- Students completing courses as listed below will earn a Fine Arts Endorsement on their diploma
- Students may use the five-credit sequence in place of the Foreign Language Exam.
- The five-credit sequences as listed below meet the State Education requirement for a Regents diploma in place of the World Language sequence and Exam.

Theatre, Dance, or Fine Arts (5 Credits)

- Studio in Art
- Music Theory
- 3 Credits in Visual Arts, Music, Dance and/or Theatre

Music (5 Credits)

- Music Theory
- Advanced Music Theory or IB Music
- 3 Credits Music

Visual Arts (5 Credits)

- Studio in Art
- Drawing 1
- 3 Credits in Visual Arts

THEATRE

Grade 9–12

- Intro to Theatre (1 Credit) fulfills Art requirement
- Video Production (1/2 Credit)
- Acting I (1 Credit)

Grade 10–12

- Film Making (1 Credit)
- Advanced Acting (1 Credit)
- Life Skill Teaching Assistant (1/2 or 1 Credit)
- Writing for Stage & Screen (1 Credit)

INTRODUCTION TO THEATRE

(1 CREDIT) Fulfills Fine Arts Requirement

Introduction to Theatre will explore basic disciplines of theatre arts Ranging from performance, to writing, to designing through the development of a number of original stage presentations throughout year. Learning to collaborate with one's classmates to create a finished piece is one of the central objectives of this course.

ACTING 1

(1 CREDIT)

This course will focus on modern acting theory as developed through the teachings of Constantin Stanislavsky, Viola Spolin, and others. Students will work independently on monologues and exercises as well as present scenes with others in the class. All participants will learn the importance of both giving and receiving constructive criticism. Readings will include excerpts from current and historical texts on the craft of acting. In addition, students will read a number of classic and contemporary plays that will be chosen for scene work.

VIDEO PRODUCTION

(1/2 CREDIT)

Open to grades: 9-12.

This course will introduce students to the three stages of video production (pre-production/planning, production/shooting, post-production/editing). Projects will vary from the creation of morning announcement videos to lip-synced music videos. All participants must be willing to work within a team and appear on camera.

FILM MAKING

(1 CREDIT)

Open to grades: 10-12.

This course will require students to learn about every aspect of producing a short film, including screen writing, storyboarding, basic shooting techniques, acting and editing. Students will work on different teams to produce short films over the course of the year.

ADVANCED ACTING

(1 CREDIT)

Open to grades 10, 11, and 12.

Prerequisites: Acting I.

This course will build upon the skills taught in Acting I, and will provide opportunities for preparing longer scenes. They should also expect to work with a wider variety of challenging theatrical texts. Acting theory will be further developed, and time will be spent refining the critical skills that were introduced in Acting I. Students will prepare a formal audition monologue, and will have the opportunity to work on original student work. A studio approach will help students develop critique and observation skills and will further develop individual technique approaches.

LIFE SKILLS INTENSIVE TEACHING ASSISTANT INTERNSHIP

(1/2 OR 1 CREDIT)

Open to grades 10, 11, and 12.

Prerequisites: Recommendation from Acting Teacher

Students enrolled in the course will take on the job of Teaching Assistants in the Life Skills Intensive Theatre classes, working directly with students in the LSI Theatre course and gaining hands-on teaching experience. Students will facilitate and model activities in order to provide the LSI students with a more focused and supportive learning environment.

WRITING FOR STAGE & SCREEN

(1 CREDIT)

Open to grades 10, 11, and 12.

Students will learn basic formatting, dialogue writing, character development, plot structure and other elements of playwriting and screenwriting while developing critical skills and ability to analyze existing texts. Focus will be on encouraging development of individual voice and style in a collaborative setting. The course will also explore the essential differences (as well as similarities) between writing for the stage and writing for film or television, the techniques that each medium uses to tell stories, and what makes effective writing in each format. Exposure to and experimentation with culturally and geographically diverse styles, including contemporary "devised," non-verbal and "documentary" forms will be part of the curriculum. Research into existing playwrights and film makers of color, as well as from various world cultures will be incorporated. We will read and watch performances by authors (including student-chosen) outside of the familiar literary canon. Student work will be developed for production, so that students will have the opportunity to see their work performed on stage or filmed and edited. The course is project-focused, and will afford opportunities to create multiple short plays and films, as well as collaborative group projects.

MUSIC

Grade 9–12

- Choir (1 or 1/2 Credits) fulfills Art requirement
- Band (1 or 1/2 Credit) fulfills Art requirement
- Orchestra (1 or 1/2 Credit) fulfills Art requirement
- Wind Ensemble (1 or 1/2 Credit)
- Drumming (1/2 Credit) fulfills Art requirement
- Guitar (1/2 Credit)
- Music in our lives (1 Credit) fulfills Art requirement
- Intro to Piano (1 or 1/2 Credit) fulfills Art requirement

Grade 10–12

- Music Theory (1 Credit) fulfills Art requirement
- Jazz Band 1 (1/2 Credit) audition required
- Jazz Band 2 (1/2 Credit) audition required
- Advance Piano (1 or 1/2 Credit)
- Silhouettes Treble Choir (1/2 Credit) audition required
- Serenaders (1/2 Credit) audition required
- Chamber Choir (1/2 Credit) audition required
- Music Production (1 Credit)

Grade 11–12

- Advanced Music Theory (1 Credit, 3 CHS Credits MUS 147)
- Music IB (HL or SL) (1 Credit, 3 CHS Credits MUS 121)
- Independent Advanced Music (1 or 1/2 Credits, approval from principal and teacher)

ACADEMIC COURSES
MUSIC IN OUR LIVES
(1 CREDIT) fulfills art requirement

This course focuses on hands-on experiences, which may include the musical use of synthesizers, computers, keyboards, percussion instruments, or other instruments that may be available. Students gain listening skills, composing skills, performing skills as they develop some student driven projects. This course develops a student's awareness and appreciation for music from many different historical and cultural traditions. Students develop their ability to critique a piece of music for a better understanding of its style, moods, and themes.

MUSIC PRODUCTION
(1 CREDIT) fulfills art requirement
Open to grades 10, 11, and 12.

Music Production explores the vast possibilities of creating, editing and mixing digital music through hands on, real world, collaborative project based learning. The course offers use with Apple products like Garage Band and Pages as well as exploring other music editing software available utilized in the field. Completion in the course provides preparation for future study and essential skills for entry level industry employment

MUSIC THEORY
(1 CREDIT) fulfills art requirement
Open to grades 10, 11, and 12.
Prerequisite: Student should possess a basic ability to read music.

This course is designed to develop a student's knowledge of music theory. Sight singing, rhythmic reading, notation, major and minor scales, chord construction, elementary harmonization, and ear training are the main areas of concentration. Students will apply their musical knowledge to composing pieces for percussion and pitched instruments. Students will also gain some historical and cultural perspectives of music as they apply their understanding of music theory.

ADVANCED
MUSIC THEORY CHS
(1 CREDIT) (3 CHS CREDITS, SCCC, MUS 147)
Prerequisite: Successful completion of Music Theory or Music IB.

This class is recommended for students interested in pursuing College studies in music. Through analysis, ear training and composition, students will gain an understanding of advanced harmonization, tonality, part writing, texture, form, counterpoint and orchestration. Additionally, students will be introduced to jazz harmony, composition and analysis, as well as basic recording and production techniques.

MUSIC IB (HL OR SL)
CHS
(1 CREDIT) (3 CHS CREDITS, SCCC, MUS 121)

IB music introduces high school music students to college-level music studies. This course addresses the fundamentals of world music and music history from an analytical perspective. Special attention is given to musical analysis through listening. In addition, students select from several independent projects, including solo or group performances, compositions, and a research-based musical investigation. This course can be taken in conjunction with SSFA performance ensembles. It is offered at both the standard and higher levels, and fulfills the arts requirement for the IB diploma. Interested students should be proficient either vocally or instrumentally, and possess a basic knowledge of music theory.

INSTRUMENT COURSES
BAND
(1/2 OR 1 CREDIT)
Open to grades 9-12.
Prerequisites: An audition for the band director and/or a recommendation by the Middle School Band Director.

Band is a full-year credit-bearing course. It is designed to provide students with a varied large ensemble experience by acquainting students to quality wind band literature. Students are also provided with small group lessons where they are given the opportunity to improve their instrumental technique and learn solo and ensemble performing skills. The band serves the school by means of concerts, assemblies, and

appearances at public events. A course requirement for all performing groups including band is participation in all public performances. Typically, band members will perform in marching band as well.

ORCHESTRA
(1/2 OR 1 CREDIT)
Open to grades 9-12.
Prerequisites: An audition for the orchestra director and/or a recommendation by the Middle School orchestra Director.

The applicant should have mastered the first position. The student should be able to demonstrate traditional bowing techniques, or show promise in developing them. Orchestra meets daily and is a credit bearing class. Weekly small group lessons are provided for students to improve their solo and ensemble instrumental technique. The orchestra program is designed to give the student exposure to all types of literature for string and symphony orchestra. A course requirement for all performing groups including orchestra is participation in all public performances.



INSTRUMENT COURSES CONTINUED

WIND ENSEMBLE

(1/2 OR 1 CREDIT)

Open to grades 9-12.

Prerequisites: An audition for the band director and/or a recommendation by the Middle School Band Director.

The goal of this group is a more advanced wind band repertoire. This course is designed for the student with advanced reading and instrumental techniques. Students are also provided with small group lessons where they are given the opportunity to improve their instrumental technique and learn solo and ensemble performing skills. A course requirement for all performing groups including wind ensemble is participation in all public performances.

DRUMMING

(1/2 CREDIT) fulfills art requirement

Open to grades 9-12.

(one section per year)

No previous experience required

Students will learn the skills of drum performance including hand drumming and percussion from Africa, Latin America and the Middle East. Students will play a variety of instruments that may include djembes, congas, timbales, bongos, darbukas and shekeres. Additionally, students will study the basic stick techniques and apply them to snare drum, bass drum, drum set and drum line. Students will be required to perform at school events and may play an active role in accompanying other programs such as the dance program.

GUITAR

(1/2 CREDIT) fulfills art requirement

Open to grades 9-12.

No previous experience required

This course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at a beginning level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat-picking, singing songs, rhythmic patterns, chord study, finger-picking styles, musical forms, improvisation and performing experiences.

INTRO TO PIANO

(1/2 OR 1 CREDIT) fulfills art requirement

Open to grades 9-12.

This course is designed to present a beginning high school piano student with group instruction utilizing electronic piano keyboarding experience. The approach will be a chordal approach with application to popular and familiar song material. Students will gain familiarity with key signatures, scales, rhythmic and pitch reading in both the treble and bass clefs. Keyboard ensemble repertoire will also help their musical independence. Students will learn to critique a piece of music for its style and its cultural and historical significance. Students will gain confidence in their performance skills with recitals as their skills.

ADVANCED PIANO

(1/2 OR 1 CREDIT)

Open to grades 10-12.

Pre-requisite: Intro to Piano

This is the advanced piano class including demanding piano repertoire and study of different styles and historical periods of music. Students will have the option of participating in recitals in school and in the community. Students expand reading to all types of piano literature.

JAZZ 1 (JAZZ BAND)

(1/2 CREDIT)

Open to grades 9-12.

Prerequisite: Recommendation from Middle School Band Director, or audition for the Band Director.

This course is designed for Freshmen to cultivate jazz skills and upperclassmen to develop skills on their secondary instruments. All band and string instruments are accommodated. The Jazz Band represents at several venues and performs throughout the school and community.

JAZZ 2 (JAZZ ENSEMBLE)

(1/2 CREDIT)

Open to grades 10-12.

Prerequisite: By invitation/audition only from the band director. Completion of Jazz 1 is recommended. Limited participation

This course is designed to acquaint students to the "Big Band Sound" both from the historical and contemporary viewpoint. The Jazz Ensemble represents at several venues and performs throughout the school and community. This course requires significant time commitments by its members. The Jazz ensemble may compete annually. Students are often selected to perform in jazz combos. Credit will be awarded at the end of the year upon successful completion. Due to the level of expectations of this group, the director reserves the right to remove members that are not consistently performing to this level.

INDEPENDENT ADVANCED MUSIC

(1/2 OR 1 CREDIT)

Open to grades 11-12.

Pre-requisite: Requires the permission of the Principal and the instructor involved.

This course is intended for advanced study in a specific music discipline allowing senior music sequence students to continue their growth beyond the courses available in the music program. The student will meet with the teacher with whom they will plan, implement, and evaluate their experiences and creative focus. This course is not intended for a student whose schedule cannot accommodate a regular class. It is intended to meet the needs of highly advanced students that have exceeded the classes offered in the music program.

CHOIR COURSES

CONCERT CHOIR

(1/2 OR 1 CREDIT) fulfills art requirement

Open to grades 9-12.

The SSFA Concert Choir is open to all students who have an interest in singing. It is designed to help students develop skills such as pitch matching, harmonization, vocal production, sight reading and musical interpretation. Concert Choir performs a variety of musical styles including gospel, pop, jazz, and traditional. Concert attendance is part of students' quarterly grade. Students who want to play an instrument in band or orchestra and sing can alternate Concert Choir with an instrumental ensemble.

SILHOUETTES TREBLE CHOIR

(1/2 CREDIT)

Open to grades 9-12.

Prerequisite: Requires an audition for the director

This ensemble will concentrate on literature written and arranged for the treble (high) voices from renaissance to rock and Broadway. Performance demands include four major school concerts as well as opportunities in the community. Performance is part of course requirement.

SERENADERS

(1/2 CREDIT)

Open to grades 10-12.

Prerequisite: Requires an audition for the director

Serenaders is a select choral group that performs music of various styles from classical to popular. Membership is dependant on an audition where students need to show good musicianship. Since performing at civic events, concerts and competitions are part of this choral experience students are expected to show responsibility and good attitude. Serenaders must also perform with the Concert Choir. Attendance at sectionals and performances is essential.

CHAMBER CHOIR

(1/2 CREDIT)

Open to grades 10-12.

Prerequisite: Requires an audition for the director

Chamber Choir is a select choral group which specializes in a cappella arrangements of various styles ranging from the Renaissance to jazz and pop tunes. Membership is dependent on an audition where students need to show sight reading abilities, musical independence and good musicianship. Students in this group must also perform with Serenaders and SSFA Concert Choir. Attendance at sectional rehearsals and the various performances throughout the year is essential.



VISUAL ARTS

2020/21 COURSE DESCRIPTION BOOK

23

Grade 9–12

- Studio in Art (1 Credits) fulfills Art requirement
- Intro to Ceramics (1/2 Credit)
- Intro to Computer Art (1/2 Credit)
- Intro to Drawing (1/2 Credit)
- Intro to Sculpture (1/2 Credit)
- Intro to Digital Photography (1/2 Credit)

Grade 9–12 (Studio Art Prerequisite)

- Drawing 1 (1 Credit)
- Computer Art 1 (1 Credit)
- Ceramics (1 Credit)
- Sculpture (1 Credit)
- Digital Photography I (1 Credit)

Grade 10–12 (Prerequisite)

- Drawing & Painting (1 Credit)

Grade 11–12 (Prerequisite)

- Visual Art IB 1 & 2 (1 Credit each)
- Sculpture II (1 Credit)
- Cultural Arts (1 Credit)

CORE COURSES STUDIO IN ART

(1 CREDIT) fulfills art requirement

Studio in Art is a hands-on class with experiences in drawing, painting, sculpting, printmaking, collage, mixed media, and pottery. Students also learn about art history, careers, and criticism and apply the Elements of Art and Principles of Design to their work. This is the only visual art course that meets the arts elective requirement for graduation and prerequisite requirement for intermediate level visual art classes.

INTRODUCTORY COURSES

INTRODUCTION TO CERAMICS

(1/2 CREDIT) (3D OPTION)

This is an introduction to the art of hand building using three basic techniques: Pinch, coil, and slab. This course will include some cultural and historical aspects of ceramics from ancient times to contemporary. Preparation of clay, shaping, molding, decorating techniques, and application of underglazes and glazes will be explored.

INTRODUCTION TO DRAWING

(1/2 CREDIT)

Explore drawing through a variety of materials and techniques. Students in this class develop their drawing skill through a variety of media which may include pencil, charcoal, conte crayons, and pastels. Explore different drawing styles from a variety of artists and art history. Develop skills in observational drawing through a variety of projects. Assignments may include figure drawings, still life drawings, and portraits. Students will learn how assess and evaluate drawings through class critiques.

INTRODUCTION TO SCULPTURE

(1/2 CREDIT)

Explore sculpture through different cultures and artistic movements. This course will explore the use of clay, wire, and paper mache to create small to medium scale sculptures. In this course you will learn to use a variety of tools and methods to create a range of sculpture.

INTRODUCTION TO COMPUTER ART

(1/2 CREDIT)

This course is an introduction to the use of a computer as a tool for making art. Drawing, painting, illustration, and graphic design, will be explored through the use and knowledge of several software programs. Students will develop problem-solving skills as they find unique solutions to creative problems. Students will leave this class with a digital portfolio of their work.

INTRODUCTION TO DIGITAL PHOTOGRAPHY

(1/2 CREDIT)

This course is based on a series of mini projects with an emphasis on basic practical photography and image manipulation skills. Students will gain an initial intro level range of techniques and processes involved in digital photography, such as manual settings, lighting and setting up a photoshoot. Students will also explore the process of editing photos on technologies such as Adobe Photoshop. Topics are designed to encourage students to cover a broad range of styles and compositions standards while allowing them to find their own style while also being exposed to the art history of photography.

INTERMEDIATE COURSES

CERAMICS

(1 CREDIT)

Prerequisite: Studio Art or portfolio review by course instructor

In this course you will learn a variety of hand building techniques that may include pinch, coil and slab methods. Students will explore cultural and historic aspects of ceramics. Assignments may include functional pottery as well as sculptural forms and construction pieces. Students will create a body of work that focuses on a concentration area for the second half of the year.

COMPUTER ART 1

(1 CREDIT)

Prerequisite: Studio Art or portfolio review by course instructor

You will complete computer art projects that will build your skills in the basic principles of typography, graphic design, and the creation of digital imagery. There will be a balance of using the computer art tools to explore both commercial art and fine art in the digital realm. Projects may include but are not limited to Book Cover Illustrations, Tattoo Designs, Digital Character creation and so much more. Tools such as Adobe Photoshop, InDesign and Illustrator as well as Blender may be used. The final project of the course is using all the skills and technical methods you've learned over the class to create original, creative, and unique digital art.

INTERMEDIATE COURSES

DRAWING 1

(1 CREDIT)

Prerequisite: Studio Art or portfolio review by course instructor

In this course you will explore a variety of drawing techniques to build your fundamental drawing skills. You will discover how to draw from observation, render special relationship, and how light effects forms. Explore a variety of drawing materials and techniques such as charcoal, colored pencils and pastels. Students will learn and participate in art of critique, and explore drawings throughout art history. Students will develop their drawing portfolio with portraits, still life drawings and figure studies.

SCULPTURE I

(1 CREDIT) Studio Art or portfolio review by course instructor

Explore plaster, clay, wood, fabric, wire, found objects, and paper mache to create medium to large scale sculptures. Use a variety of sculpting tools. Learn basic and advanced 3D concepts as you work both abstractly and realistically. Be part of our annual Sculpture class exhibit over the Fine Arts entrance.

DIGITAL PHOTOGRAPHY I

(1 CREDIT)

Prerequisite: Studio Art or portfolio review by course instructor

This course is based on a series of mini projects and an end of the year independent project with an emphasis on practical photography and image manipulation skills. Students will gain a wide range of a basic to intermediate level of techniques and processes involved in digital photography, such as manual settings, auto settings, advanced lighting and filters as well as setting up photoshoots. Students will also explore the processes of editing photos on technologies such as Adobe Photoshop. Topics are designed to encourage students to cover a broad range of styles and compositions standards while allowing them to find their own style while also being exposed to the art history of photography.

ADVANCED COURSES

DRAWING & PAINTING

(1 CREDIT)

Prerequisite: Drawing 1 or portfolio review by course instructor

Explore and build upon your abilities developed in Drawing 1 through paint and advanced drawing techniques. Pursue your artwork, big and small, realistic and abstract, drawn and painted. Draw with ink, colored pencils, graphite, charcoal, and pastel. Paint with acrylics, tempera, and watercolors. Explore mixed media. Develop technique while exploring your "voice" in your work. Build your portfolio for college.

SCULPTURE II

(1 CREDIT)

Prerequisite: Studio in Art, Sculpture 1 or portfolio review by course instructor

Build on the techniques and concepts learned in Sculpture 1 by designing, proposing, and then pursuing your own independent sculpture projects. Enjoy studio space devoted just to Sculpture 2 students. Students must be highly motivated and able to work independently to find success in this unique class.

VISUAL ART IB 1 & 2

(1 CREDIT EACH YEAR, 2 YEAR COURSE)

Year 1-11th; Year 2- 12th

Prerequisite: Drawing I or portfolio review by course instructor

IB Visual Arts is a 2-year course designed to provide IB and non-IB students with the opportunity to examine their own ideas and processes in making art. In the first year, the focus is on exploration and research of artists and their works. Students will explore, experiment, and build their skills with a variety of 2-D and 3-D materials. Students will document their own ideas, skills, themes, and artistic explorations in their require visual art journal

In Year two, students explore thematic concepts while creating 4-7 pieces of original work that shows increased technical skills in 2 media. Students will design their own art exhibits, learn to photograph their work, and create artist statements.

CULTURAL ARTS

(1 CREDIT)

Prerequisite: Drawing and Painting or portfolio review by course instructor

Students will further their ability and understanding of drawing in addition to an introduction to the fundamental terminology and technology of painting. Focus is on creating convincing space, form, light and volume through control of the medium and an understanding of color drawing and painting techniques. Projects will include a variety of media and materials. This course is also intended to assist students working towards a college portfolio.



Students have the opportunity to take many different levels of mathematics to cultivate an interest in mathematics and prepare them for life beyond high school. All mathematics courses are aligned with the standards established by the State Education Department. Students are recommended to specific mathematics classes according to skill levels which are determined by the mathematics teacher, standardized tests, and student performance.

MINIMUM REGENTS DIPLOMA REQUIREMENTS FOR MATH

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

Sequence/grade	Regents Diploma Sequence	Advanced Regents sequence	Accelerated Regents Sequence	Accelerated Sequence (IB Diploma/Certificate)	
8	N/A	N/A	Algebra	Algebra	N/A
9	Algebra	Algebra	Geometry Acc	Geometry Acc	Algebra
10	Geometry 1 or Alg 1B/Geometry or Algebra Explorations	Geometry	Algebra 2	Algebra 2	Geometry
11	College Bound Math or Business Math CHS or Accounting or Computer Science	Algebra 2 or Algebra 2A	Pre-Calc or Computer Science	IB Math Analysis SL or Math Applications SL	Algebra 2
12	Sports Statistics or Business Math CHS or Accounting	Algebra 2B (if needed) or Statistics CHS or Pre-Calc or Computer Science	Calculus CHS or Statistics CHS or Multimedia Computer Science	Calculus CHS or Statistics CHS or Multimedia Computer Science	Math Applications SL

Regents Diploma

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

Advanced Regents Diploma

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

Regents Diploma with Advanced Designation in Mathematics

CALCULATORS

Students use calculators in our mathematics programs from the earliest grades through high school. Calculators are basic tools for exploring mathematics. They do not replace skill in computation, but enhance the student's ability to think about mathematics and solve complex mathematical problems.

Students entering the high school math program are encouraged to purchase their own calculators (see course descriptions below). The calculator is an essential tool that will be used throughout the student's high school experience to enhance success in math. Students are permitted to use calculators on all Regents exams.

The completion of three years of high school math is a requirement for graduation. Math department staff will provide class sets of calculators to be used in class; any student who has his or her own calculator has an advantage over a student who uses a calculator in class only. It is strongly recommended that students purchase their own calculators so they have ready access to a necessary tool for understanding and completing their work

ALGEBRA

(1 CREDIT)

The fundamental purpose of this course is to formalize and extend the mathematics that the students learned in the middle school. There is a focus on real-life applications and word problems that require a high reading level. This more ambitious version of Algebra is designed to prepare students for the Common Core Algebra Regents exam in June. Topics of this course include: algebra processes; systems of equations; inequalities; polynomials; factoring; statistical regressions; linear, exponential, and quadratic models.

ALGEBRA EXPLORATIONS

(1 CREDIT)

Prerequisite: Students who are unsuccessful in Algebra I Exam.

This course is designed for students who did not pass the Algebra Regents or upperclassmen who have not taken Algebra or Algebra Regents Exam. This course will focus on mastering Algebra and test taking skills to complete the required exit exam for graduation. Students will perform high leverage tasks and examine applications of Algebra in the real world. Regents exam. Students will have two opportunities to be successful on the Algebra Regents (January & June)

ALGEBRA 1B/ GEOMETRY 1

(1 CREDIT)

Prerequisite: students who are unsuccessful in Algebra I Exam.

This course is designed for 10th grade students who did not pass the Algebra Regents. First semester will focus on mastering Algebra and test taking skills to complete the required exit exam for graduation. Students will receive course credit for this full year course and sit for the January Regents exam. Students that still have not mastered the Algebra Regents in January will need additional support in the spring such as Algebra Fundamentals. The second semester of the course will begin the Geometry curriculum.

ALGEBRA/GEOMETRY

(1 CREDIT)

Prerequisite: Successful completion of the Algebra Regents exam

This is a rigorous course open to 9th and 10th graders who are intending to pursue an Advance Regents Diploma. Students will revisit Algebra topics and apply them to geometric shapes. In addition they will study 3-dimensional figures, angles, lines and apply geometric concepts to real-life situations. There will be a local final at the completion of the course.

GEOMETRY 1

(1 CREDIT)

Prerequisite: Successful completion of either Algebra or Alg1B/Geo1

Open to 10th, 11th, or 12th graders who are **NOT intending to go for the advanced Regents diploma**. Students will study the relationships of geometric shapes, 3-dimensional figures, angles, lines, develop the process of writing proofs, and apply geometric concepts to real-life situations. There will be a local final at the completion of the course.

GEOMETRY

(1 CREDIT)

Students enrolling in this course MUST have passed the Algebra Regents with a 75 or higher.

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from middle school. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Students will study the relationships of geometric shapes, 3-dimensional figures, angles, lines, and develop the process of writing formal proofs. This is an advanced Regents math course designed to prepare the students to pass the Geometry Regents at the end of the year in June.

COLLEGE BOUND MATH

(1 CREDIT)

Prerequisite: Student that successfully completed Geometry 1 or Geometry

Open to 11th or 12th graders who are **NOT** intending to go for the **advanced regents diploma**. This course will include higher-level algebraic skills, the theory of functions, financial applications, and trigonometry. There will be a local final at the completion of the course.

ALGEBRA 2

(CREDIT)

Pre-requisite: Student must have passed both the Algebra and Geometry Regents with a 75 or better.

This is a fast-paced Advanced Regents math course designed to prepare students to pass the Algebra 2 Regents in June as well as to provide them with a foundation for future IB coursework. Heavy emphasis is placed on advanced algebra, the theory of functions, trigonometry, and statistics. Practice IAs will be part of the coursework in the preparation for possible enrollment in the IB Mathematics SL, IB Math Studies, or further advanced math courses. Students below the pre-requisite will struggle with the content and pace of this course.

ALGEBRA 2A

(1 CREDIT)

Pre-requisite: Student must have passed both the Algebra and the Geometry Regents exams.

This course is year 1 of a two year Algebra 2 sequence. Topics include: advanced algebra, the theory of functions, trigonometry, and statistics. There will be a local final at the completion of the course.

ALGEBRA 2B

(1 CREDIT)

Prerequisite: Student successfully completed Algebra 2 A or any student who failed the Algebra II Regents.

This course is year 2 of a two year Algebra 2 sequence and is designed for students who have successfully completed Algebra 2A. Students will take the Algebra II Regents at the end of the year in June. Topics include: advanced algebra, the theory of functions, trigonometry, and statistics.

INTRO TO COMPUTER SCIENCE

(1 CREDIT)

Prerequisite: Open to 11th or 12th grade students. Student must have at least 2 math credits and successfully passed a math regents exam.

Students will explore a variety of programming systems and languages to create interactive applications and systems. By collaborating in a hands-on environment, students will learn problem solving, software design, debugging strategies, and the foundations of computer science. Students may create projects in the areas of graphics and games, animation and art, electronics systems, and interactive fashion, all using open-source software tools such as Scratch, Arduino, Processing, and Python.

INTRO TO COMPUTER SCIENCE: MULTIMEDIA

(1 CREDIT) (Siena Credits)

Prerequisite: Open to 11th or 12th grade students. Intro to Computer Science or Recommendation from teacher

College credit course introducing computer science by teaching students to write code using Python and studying the interworkings of computers. Students will perform pictorial manipulation using Python. For example students will learn how to change filters and create videos using algorithms and mathematical reasoning

STATISTICS OF SPORTS

(1 CREDIT)

Pre-requisite: Successful completion of three math credits.

Students will explore how statistics and probability are used in sports analysis. They will learn how statistics fits into their daily lives and how to interpret data. There will be extensive use of the TI-84+ calculator and the internet.

STATISTICS CHS

(1 CREDIT)

3 CHS CREDITS, SCCC, MAT 147

Pre-requisite: Student successfully completed Algebra 2A or a higher level course. Not recommended for student who took Math Studies IB

This course will apply statistics to real world situations. Topics include hypothesis testing, probability, descriptive statistics, and sampling strategies. There will be extensive use of the TI-84+ graphing calculator, Microsoft Office software, and Internet resources.

PRE-CALCULUS

(1 CREDIT)

Prerequisite: Student successfully completed Algebra 2, 2B, or IB Math Studies.

This course is designed to give students practice with pre-calculus concepts and prepare them for a calculus course. Topics include advanced theory of functions with an emphasis on graphing techniques, algebraic theory, limits, and an introduction to differential calculus.

CALCULUS CHS

(1 CREDIT)

3 CHS CREDITS, SCCC, MAT 180

Prerequisite: Student successfully completed either Pre-Calculus or IB Mathematics SL

This course is intended to introduce students to those topics typically found in Calculus I at the college level. Functions, limits, derivation, and integration will be the focus of the curriculum. A school-level mid-term and final exam will be administered.

MATH ANALYSIS IB SL

STANDARD LEVEL (1 CREDIT)

Prerequisite: Student successfully completed Pre-IB Mathematics or Algebra 2 Regents with a score of 75 or better.

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way. Students will apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. The course includes an Internal Assessment or exploration that is an independent piece of work by the students due in March and the IB External Assessments given in May.

MATH APPLICATIONS IB SL

STANDARD LEVEL (1 CREDIT)

Prerequisite: Student successfully completed Algebra 2.

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. The course includes an Internal Assessment or exploration that is an independent piece of work by the students due in March and the IB External Assessments given in May.



DISTRICT PHILOSOPHY ON PHYSICAL EDUCATION:

The Physical Education Curriculum in the Schenectady City School District is a progressive program that builds upon experiences gained throughout a child's elementary and middle school years cumulating in the High School Physical Education Program.

There is increasing recognition of the importance of living an active, healthy life and of the need to make informed, responsible decisions. The Schenectady High School Physical Education Curriculum addresses the importance and benefits of a healthy and physically active lifestyle. Every student, regardless of physical ability or background, has the opportunity to pursue and enjoy these benefits, which in turn will help motivate them toward a life-long commitment to physical activity. Significant opportunities for learning social skills important for cooperation and individual success are also addressed through physical education.

Major areas of study included at the High School level may include, but are not limited to the following:

- Fitness Activities
- Soccer
- Rec./Project Adventure
- Lacrosse
- Archery
- Floor Hockey
- Bowling
- Football
- Racquetball
- Basketball
- Softball
- Team Handball
- Water Aerobics
- Track and Field
- Yoga
- Dance
- Karate
- Weight Training
- Self Defense
- Basic Swimming
- Pickleball
- Fitness
- Swimming
- Cricket
- Aquatic Games
- Canoeing
- Tennis
- Kayaking
- Golf
- Tae Bo
- Badminton
- Snorkeling

POLICIES AND PROCEDURES:

CREDIT

A student must successfully complete eight (8) semesters of Physical Education in order to graduate from Schenectady High School. Physical Education must be taken each semester from grades 9 Through 12 in order to meet the New York State requirements. 1/4 credit is earned each semester, giving a total of the two credits, which are needed to meet graduation requirements.

IN-SCHOOL SUSPENSION

Students assigned In School suspension shall receive written assignments which must be completed that day in order to receive credit.

MEDICAL EXCUSES

Students may be excused with a parental/guardian request for one day. Excuses presented to the Physical Education teacher may be referred to the nurse for medical evaluation. Any student who needs to be excused for additional days must obtain a medical excuse from a physician. The medical excuse should be presented to the nurse, who processes the information, and informs the Physical Education teacher of the restrictions and the duration for the student. Every effort should be made to obtain specific restrictions from the Physician so the student may participate in the Wellness class, specifically designed to meet the students' needs. Students who are medically excused are still required to dress for class. All students not able to participate will be provided with written work which must be completed that day in order to receive credit.

CLASS CONDUCT

Students are expected to follow all adult directions. Students are to abide by the rules of the school, the teacher, as well as the rules of the game. Students are expected to treat their classmates with dignity and respect. Good sportsmanship, cooperative skills and positive attitudes toward others are stressed at all times.

PROPER ATTIRE

The following district-wide Physical Education Policies exist for the health and safety of our students and their classmates:

- Tied sneakers must be worn.
- Food, drink or gum is not allowed in the gym, locker room or pool.
- Proper attire must be worn in order to participate in class. All students are required to change out of clothing worn to school into appropriate clothing for Physical Education class. Tee shirts, sweat-shirts, sweatpants or shorts are acceptable. Baggy clothes, clothing with belt hoops or pockets, i.e. jeans are prohibited. Properly secured athletic footwear is required. Unacceptable footwear includes, but is not limited to, the following: hiking boots, roller-skate sneakers, open back sneakers, high wedge or elevated sneakers. All other district policies concerning dress are in effect.

POOL DRESS CODE

Students participating in aquatic activities should keep the following guidelines in mind. Girls must wear one piece bathing suits, boys should wear shorts or a bathing suit with a mesh lining. Baggy or long gym shorts are not acceptable. Students may wear a grey or white tee shirt in the shallow end. They are not permitted, for safety reasons, to swim in the deep end while wearing a tee shirt.

JEWELRY POLICY

All jewelry must be removed (i.e. necklaces, earrings, bracelets, watches, etc.) Medical bracelets, necklaces or religious medals that cannot be removed must be taped down so they can be read. Small loop earrings, posts, or studs should be removed or be covered with tape so that the danger of injury is reduced. ALL FACIAL PIERCINGS AND EMBELLISHMENTS MUST BE REMOVED.

RELIGIOUS CONSIDERATIONS

Required religious coverings are permitted based on recognized traditions.

MAKING UP MISSED CLASSES

Students who are absent will be allowed to make up the credit. It is the student's responsibility to make these arrangements the next time they attend the class. Students can make up classes by attending another Physical Education class during their study hall. In the rare case, students who do not have a study hall can make up the credit after school during their physical education teacher's office hours, or by doing a written packet challenging their reading and comprehension skills on topics related to PE.

PHYSICAL EDUCATION COURSE DESCRIPTIONS:

The high school course descriptions presented here communicate the essence of the high school physical education experience. The content articulates the knowledge, skills and confidence students need to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood.

The High School Physical Education Curriculum provides opportunities for all students in grades 9-12.

PE 9: BOYS PE 9: GIRLS

The 9th grade PE curriculum will provide a sampling of sports and activities directed at transitioning freshmen into PE and Athletic programs. Students will be informed, invited and encouraged to become active participants in school clubs and sports. Students will engage in cooperative, competitive, non-contact, and contact activities. Activities will include but not limited to ultimate games, volleyball, badminton, pickleball, weight training, fitness activity, cricket, softball, floor hockey, basketball, lacrosse, soccer, handball and football.

PE 10-12: BOYS PE 10-12: GIRLS

These courses will focus on providing students with an opportunity to understand and experience the benefits of physical activity in their life and to encourage them to develop healthy lifestyles habits. They will engage in activities that can be continued outside of school and in their community. The major components of fitness will be addressed: cardio-respiratory, muscular strength, endurance, flexibility and body composition. Students will experience cooperative, competitive, non-contact, and contact activities. Activities will include but not limited to ultimate games, volleyball, badminton, pickleball, weight training, fitness activity, cricket, softball, floor hockey, basketball, lacrosse, soccer, handball, football, yoga, tennis, golf, disc golf, and archery. This course will also incorporate the Sport Ed Model philosophies using team sport activities in particular units. The Sport Ed Model uses advanced skill demonstration, strategy and understanding of team sport concepts to help students learn and appreciate the many facets of team development and organization. Students will be guided into actively engaging in a variety of roles associated with team operations, such as coaching, officiating, planning practice and drills for skill development. Active participation will also lead to opportunity to address conflict resolution and sportsmanship standards which should be integrated into lifestyle habits.

AQUATICS

Participants who choose the aquatic option are expected to be prepared to swim for all PE classes. Course focus will include basic water skills and survival techniques, stroke instruction, aquatic games, snorkeling, canoeing and kayaking. Those participants who have been placed by guidance for wellness activities will be expected to dress for class and will focus on the basic premises taught for swimming as well as instruction concerning personal fitness techniques. Students with no swim experience can join!

PE ATHLETICS (OPT OUT)

Student athletes (Varsity only) will have the option of opting out of a semester PE class due to their participation on a school athletics team. Once students have officially joined a roster, they will have a limited time to request to opt out of PE for that semester. There are additional criteria, therefore interested students should see their School Counselor for more information.

HEALTH

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

HEALTH

(.5 CREDIT)

Open to grades 10, 11 and 12

All students must successfully pass Health Education, as it is a State mandated program. Health Education is a 20-week course that focuses on seven skill areas. The skills include self-management, communication, decision-making, planning and goal setting, stress management, relationship management and advocacy. These skills when mastered, enable individuals to enhance personal, family and community health and safety. The following content areas are woven throughout the curriculum: HIV/AIDS, tobacco, alcohol and other drugs, nutrition, disease, safety and first aid, and human development.



A minimum of 3 units of Science credits are required for high school students to graduate in New York State Distributed as Follows: Life Science (1); Physical Science (1); Life Science or Physical Science (1). The Science Department is strongly encouraging more students to work toward earning an Advanced Regents Diploma which requires students to have two lab science regents exams (1 Life Science (Biology) and 1 Physical).

Grade 9 only

- Biology (1 Credit) (Life Science)
- Freshman Physics (1 Credit) (Physical Science)
- Freshman Earth (1 Credit) (Physical Science)

Grade 10-12 Pre-Requisites

- Biology (1 Credit) (Life Science)
- Biology Exploration (1 Credit) (Life Science)
- Earth Science (1 Credit) (Physical Science)
- Chemistry (1 Credit) (Physical Science)
- Pre-IB Chemistry (1 Credit) (Physical Science)
- Physics (1 Credit) (Physical Science)
- Environmental (1 Credit) (Physical)
- First Aid and Sports Medicine (1 Credit) (Life Science)
- Forensics (1 Credit) (Physical)

Grade 11-12 Pre-Requisites

- Biology IB HL 1 (1 Credit) (Life Science)
- Biology IB HL 2 (1 Credit) (Life Science)
- Physics IB SL (1 Credit) (Physical)
- Sports Exercise & Health IB SL (1 Credit) (Life Science)

Some courses can count for science credit that fall outside of the science department:

Technology Courses

- Electronics (1 Credit) (Physical) (Prerequisite—student must have successfully passed a science regents or be enrolled in a fundamentals)
- Robotics (.5 Credit) (Physical) (Prerequisite—student must have successfully passed a science regents or be enrolled in a fundamentals)
- Design Technology IB SL (1 Credit) (Physical) (Successful completion of a Regents level Science exam; open to grade 11 or 12)

Family & Consumer Science Courses

- Applied Food Science (1 Credit) (Physical Science) (Prerequisite—student must have successfully passed a science regents or be enrolled in a fundamentals)

BIOLOGY

(1 CREDIT) LIFE SCIENCE (REGENTS)

Living Environment Regents course is built on the knowledge, understanding, and ability to do science that students have acquired in their earlier grades. Instruction is focused on understanding important relationships, processes, mechanisms, and applications of concepts with less emphasis on the memorization of specialized terminology and technical details. The assessments test students' ability to explain, analyze, and interpret biological processes and phenomena more than their ability to recall specific facts. The course is expected to prepare students to Explain the most important ideas about our living environment. It is accomplished through lectures, large and small group discussions, text readings and lab activities. Laboratory experiences provide the opportunity for students to develop the scientific inquiry techniques, the use of information systems, the interconnectedness of content and skills and the problem-solving approaches (The Living Environment Core Curriculum) A lab class is a required component of this class. Successful completion of the lab portion is required to sit for the Living Environment: Biology Regents exam

BIOLOGY (SCIENCE) EXPLORATIONS

(1 CREDIT) LIFE SCIENCE (REGENTS)

Prerequisites: Lab eligible for Living Environment Exam (1200 minutes) but did not pass the Living Environment Exam

This course will allow students to explore topics in life science that appear in the media and in their everyday lives through the lens of the Biology/Living Environment content and curriculum. Students will prepare to retake the Living Environment Regents exam through a combination of hands-on activities, research projects and presentations along with structured Regents review and assessments.

BIOLOGY IB HL 1 (CHS)

(1 CREDIT) LIFE SCIENCE

4 CHS CREDITS, SCCC, (BIO 141)

Prerequisites: Successful completion of a Regents level Science exam (65 or higher)

IB/UHS Biology is a rigorous, Group IV higher level course that is taught over two years. During the first year, students develop a broad understanding of the field of biology, explore current topics relating to the field, and participate in research-related activities. A lab class that meets separately from the regular class is a required component of the course. This course is available to both Diploma Program and Certificate students

BIOLOGY IB HL 2 (CHS)

(1 CREDIT) LIFE SCIENCE

4 CHS CREDITS, SCCC, (BIO 142)

Satisfactory progress on IB Biology Internal Assessment at time of scheduling (verified by Year 1 instructors.)

In Year 2 Biology (Group IV subject) students perform further study in a broad range of topics relating to Biology. The IB Biology Exam is administered in May, and this course fulfills the Experimental Sciences requirement for the full IB Diploma. A lab class that meets separately from the regular class is a required component of the course. This course is available to both Diploma Program and Certificate students

CHEMISTRY

**(1 CREDIT) PHYSICAL SCIENCE (REGENTS)
4 CHS CREDITS, SCCC, (BIO 142)**

Open to grades 10, 11, and 12. Prerequisite: Successful completion of Regents Biology or Regents Earth Science or Algebra.

Regents Chemistry presents a modern view of chemistry suitable for Pupils with a wide range of skills and abilities. Topics include: matter and energy, atomic structure, bonding, periodic table, mathematics of chemistry, kinetics and equilibrium, acid-base theory, and organic chemistry. A lab class is a required component of the course. A minimum of one hour of homework is expected each day.

CHEMISTRY PRE-IB

(1 CREDIT) PHYSICAL SCIENCE (REGENTS)

Open to grades 10 and above. Prerequisite: successful completion of Biology, Physics, 80 or above on Living Environment Regents, or the recommendation of the Science Coordinator.

This course will be an extension of our current Regents Chemistry Course. It will prepare students for the science component of the International Baccalaureate Program, in addition to preparing for the NYS Regents exam in Chemistry. The course will also include an introduction to laboratory work that will familiarize students with the type of laboratory work that will be carried out in the IB program. A lab class that meets separately from the regular class is a required component of the course.

EARTH SCIENCE

(1 CREDIT) PHYSICAL SCIENCE (REGENTS)

Open to grades 10, 11, and 12. Prerequisite: Prerequisite: Passing grade on the Living Environment Regents Exam. Students must have passed Algebra, or be in Geometry and passed Biology.

Also open to 9th graders who passed the Living Environment Regents exam in 8th grade

Regents Earth Science considers the following topics: the earth in relation to the universe, galaxy and solar system, energy in earth processes, surface heating, weather, oceanic dynamics, forces which mold and modify surface features, erosion, volcanoes, earthquakes and deposition, and the identification of rocks and minerals. A lab class is a required component of the course. Students must have completed or currently be enrolled in Algebra and passed Biology.

ENVIRONMENTAL

(1 CREDIT) PHYSICAL SCIENCE (REGENTS)

Prerequisite: Received credit for one year of Regents Science OR successfully passed one science regents exam.

Environmental Science is designed to be an introductory course to environmental studies. The goals of this course are to provide students with the scientific principles, concepts, and methodologies required to:

1. Understand the interrelationships of the natural world;
2. To identify and analyze environmental problems both natural and man-made; and
3. To evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Topics to be covered include Ecosystems, biodiversity, human impact on ecosystems, natural resources, pollution, energy sources, environmental justice, sustainability and personal responsibility.

FIRST AID AND SPORTS MEDICINE

(1 CREDIT) LIFE SCIENCE

Prerequisite: Received credit for one year of Regents Science OR successfully passed one science regents exam.

This semester course is designed to give students a solid background in First Aid. It will include prevention and care of athletic injuries and current topics in sports medicine. All students may have the opportunity to be certified in First Aid and CPR upon successful completion of the class. This class is open to all students who have completed the Living Environment course

FORENSICS

(1 CREDIT) PHYSICAL SCIENCE

Prerequisite: Received credit for one year of Regents Science OR successfully passed one science regents exam.

In Forensic science is the application of science to solving crimes in the criminal justice system. This course will investigate Criminalistics, the application of science in the services of a crime laboratory. Students will become familiar with biological evidence such as DNA fingerprinting, hair analysis, drug analysis and identification. Exposure to career pathways in the criminal justice system and hands-on learning are integrated into the study of solving crimes. Labs will be incorporated into the class to facilitate learning.

FRESHMAN PHYSICS

(1 CREDIT) PHYSICAL SCIENCE (REGENTS)

Open to 9th grade only

Prerequisite: A minimum of 85% on Algebra I Regents exam or recommendation by both algebra and 8th grade science teachers

Freshman Physics is a first high school science class that fulfills the Regents standards for Physics. The Unit Topics covered include: Kinematics, Dynamics, Energy, Momentum, Modern Physics, Waves, Electromagnetism and Electromagnetic Radiation. Students will learn to construct and analyze different models of physical phenomena including descriptive, pictorial, graphical, and mathematical models using algebra and basic trigonometry. Students will investigate physical phenomena with experiments in accordance with Regents requirements.

PHYSICS

(1 CREDIT) PHYSICAL SCIENCE (REGENTS)

Open to grades 11 and 12

Prerequisite: The successful completion of both Regents Algebra I and Geometry.

Regents Physics is a college preparatory course structured using the Regents standards for Physics. The Unit Topics that will be covered but not limited to are: Mechanics (Motion and Forces), Conservation of Energy & Momentum, Modern Physics, Waves, Electromagnetism and Electromagnetic Radiation. Students will be expected to be able to describe physical phenomena conceptually and solve physics problems mathematically, using algebra and simple trigonometry, and support their conclusions through effective scientific writing.

PHYSICS IB SL CHS

**(1 CREDIT) PHYSICAL SCIENCE REGENTS
8 CHS CREDITS, SCCC, PHY 153 AND 154**

Open to grades 11 and 12

Prerequisite: A minimum 85% on Geometry Regents exam and successful completion of 2 high school science classes. Previous physics class and concurrent registration in Pre-Calculus or Methods is strongly recommended for success in this class.

This IB course will be an extension of our current Regents

Physics course. Topics include:

uncertainties of measurement, mechanics, thermodynamics, wave phenomena, electric current, nuclear and atomic structure, field forces, energy, power, climate change and astrophysics. It is intended for students who plan on further study in science. A lab class that meets

separately from the regular class is a required component of the course. Students will be prepared for the Regents Physics exam, and the IB Standard Level exam that is administered in May, which fulfills the IB science requirement for the IB Diploma.

SPORTS EXERCISE AND HEALTH SCIENCE

(1 CREDIT) LIFE SCIENCE

Open to grades 11 and 12.

Prerequisite: Successful completion of a Regents level Science exam (85 or higher in course). Chemistry and/or Physics is recommended

Sports, exercise and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century. Apart from being worthy of study in its own right, SEHS is a good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries. Students sit for three exams in May as well as completing an Internal Assessment which is equivalent to another exam grade



To qualify for graduation, a student must earn 4 units of credit in Social Studies including Global History and Geography 9, Global History and Geography 10, United States History and Government 11, Economics 12 (1/2 credit), and Participation in Government 12 (1/2 credit). There are 2 New York State Regents examinations in Social Studies Global History and Geography that is taken at the end of 10th grade and United States History & Government at the end of 11th grade. Information on the new NYS Global II Regents: June 2018- January 2019- Current regents model, but measuring content from approx.. 1750 to the present. June 2019- new Global History and Geography II Regents available.

Students in the Social Studies Department have the opportunity to take courses at the following levels: Honors, Regents, IB and UHS. All courses prepare all students to meet the new Regents standards. However, the reading materials and the pace of instruction vary across the levels and offer enrichment activities or remedial assistance, depending on the skills of the student.

Grade 9

- Global History 9 (1 Credit)
- Global History 9 Pre-IB (1 Credit)

Grade 10

- Global History 10 (1 Credit) (Regents Exam)
- Global History 10 Pre-IB (1 Credit) (Regents Exam)

Grade 11

- US History (1 Credit) (Regents Exam)
- US History H (1 Credit) (Regents Exam)
- History of Americas IB HL 1 (1 Credit) (Regents Exam)

Grade 12

- Economics (1/2 Credit)
- Participation in Gov't (1/2 Credit)
- Participation in Gov't H/Economics (1 Credit)
- Economics IB (1 Credit)
- History of Americas IB HL 2 (1 Credit)
- Sociology (1 Credit)
- Psychology IB (SL) (1 Credit)

Grade 10—12 Electives

- African American Studies (1/2 Credit)
- Criminal Justice (1/2 Credit) fulfills Part Gov't Requirement
- Intro to Psychology (1/2 Credit)
- Intro to Sociology (1/2 Credit)
- Intro to Constitutional Law (1 Credit) fulfills Part Gov't Requirement
- Intro to Civil Law (1/2 Credit) fulfills Part Gov't Requirement
- World Geography & Cultures (1/2 Credit)
- #Activism (1/2 Credit) fulfills Part Gov't Requirement
- Mass Media (1/2 Credit) fulfills Part Gov't Requirement
- 20th History & Comic Books (1/2 Credit)

GLOBAL HISTORY & GEOGRAPHY 9 PRE-IB

(1 CREDIT)

This course requires students to study topics in depth through intensive reading, writing, and analysis of primary and secondary source material. Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography. As part of the course, students will further develop their research skills and participate in activities that promote critical thinking, document analysis, and use of substantive evidence in developing a thesis.

GLOBAL HISTORY & GEOGRAPHY 9

(1 CREDIT)

Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course requires students to read primary and secondary source material, create argument responses in writing and apply what they learn in different situations. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.

GLOBAL HISTORY & GEOGRAPHY 10 PRE-IB

(1 CREDIT) REGENTS

This course requires students to study topics in more depth through intensive reading and writing. Course content includes the Age of Revolutions through Modern Times, including a Half-Century of Crisis and Achievement (1900-1945), The Twentieth Century Since 1945 and Global Connections and Interactions. As part of the course, students will further develop their research skills and participate in activities that promote critical thinking, document analysis, and use of substantive evidence in developing a thesis.

GLOBAL HISTORY & GEOGRAPHY 10

(1 CREDIT) REGENTS

Required for graduation, this course is a continuation of the study of Global History 9. Course content includes: The Renaissance, the Age of Revolutions (1750-1914), A Half-Century of Crisis and Achievement (1900-1945), The Twentieth Century Since 1945 and Global Connections and Interactions. Like Global History 9, this course prepares students to meet the learning standards in Social Studies (In addition to the World History Standard, Geography, Economics and Government are addressed) and offers instruction in writing skills to ready them for the more rigorous, on-demand testing requirements of the Global History Regents Examination.

US HISTORY & GOVERNMENT HONORS

(1 CREDIT) REGENTS

Prerequisite: High achievement in Global Studies 9 & 10 and a recommendation from social studies faculty.

This course is designed for a student who is interested and excited to learn American history. Students will be challenged to investigate and report on the major themes of American history, from the French and Indian War to modern history. Students will be developing their writing and technology skills through social studies themes. Students will be expected to research American historical periods both independently and collectively. Participants must take the US Regents in June.

US HISTORY & GOVERNMENT

(1 CREDIT) REGENTS

Prerequisite: Global History and Geography 9 and 10.

This course is a study of the history of the United States with emphasis upon its government and development as an industrial nation. The problems of modern American society are also studied. Like Global History 9 and 10, this course prepares students to meet the new learning standards in Social Studies and offers instruction in new writing skills to ready them for the more rigorous, on-demand testing requirements of the United States History Regents Examination.

HISTORY OF THE AMERICAS IB HL 1 CHS

(1 CREDIT) REGENTS
3 CHS CREDITS, SCCC (HIS 227)

Prerequisite: Average of 85 or better in the first three quarters of Global History or an average of 75 or better in the first three quarters of Global History Honors.

This course is a college-level course conducted in the high school setting designed to create life long learners through in-depth study of History of the Americas, students will engage in rigorous investigation of Nation-building and challenges: 1781-1867; the development of modern nations: 1865-1929; and the Cold War and the Americas: 1945-1981. Students will continue to advance their skills in writing, listening and speaking through the successful completion of research papers, projects, debates, mock trials, and interviews. Practice in critical thinking, document analysis, and use of substantive evidence and historiography in developing a thesis will continue from foundations laid in Pre-IB coursework. A strong work ethic and active participation is required of all students in sharing their work through peer review, study circles and presentations. Fulfills the New York State Graduation Requirement.

HISTORY OF THE AMERICAS IB HL 2 CHS

(1 CREDIT) REGENTS
3 CHS CREDITS, SCCC (HIS 229)

Prerequisite: Average of 80 or better in the first three quarters of IB History of the Americas HL 1

This course is a college-level course conducted in the high school setting. This is the second year of the two-year IB Higher Level History Course. Students taking History of the Americas HL 2 will participate in a comprehensive study of the independence movements of Liberia and Guyana and two pivotal events of the 20th century, the Cold War and the Arab-Israeli Crisis. Students will continue to advance their critical thinking and writing skills through the synthesis and evaluation of historiography. As part of the course requirements, students will complete the internal assessment that was begun during their junior year and sit for the IB exam in May. This course fulfills the IB higher-level requirement for Individuals and Societies.

PARTICIPATION IN GOVERNMENT/ ECONOMICS HONORS

(1 CREDIT) FULFILLS ECONOMICS AND PARTICIPATION AND GOVERNMENT REQUIREMENT

Prerequisite: High achievement in US History 11 and a faculty recommendation.

Participation in Government/ Economics Honors is a comprehensive study of the American Governmental system. It includes an intensive analysis of the Presidency, federal bureaucracy, national security, foreign affairs, congressional power and the federal court system. In addition, students will study basic economic principles within the sphere of the American economic system.

PARTICIPATION IN GOVERNMENT

(1/2 CREDIT)

Prerequisite: US History

This semester course is required for graduation. It gives the students the opportunity to study the role that citizens playing a democratic society. There is study of the interaction of citizens and government and the processes by which public issues reach consensus.

ECONOMICS IB (SL)

(1 CREDIT) FULFILLS ECONOMICS AND PARTICIPATION AND GOVERNMENT REQUIREMENT

Prerequisite: Average of 85 or better in the first three quarters of US History or an average of 75 or better in the first three quarters of US History Honors.

IB Economics is a study of Macro- and Microeconomic theories at an introductory college level, with special emphasis placed on the international issues of trade and economic development. This is an excellent course for students interested in studying economics, finance, business, political science or history in college. Students must complete an internal assessment project that includes an economic analysis of four current research articles. The IB Economics exam is administered in May.

ECONOMICS

(1/2 CREDIT)

Prerequisite: US History

This course is a one semester course required for graduation. It gives students the opportunity to study basic economic concepts and understandings and to analyze current economic issues.

CRIMINAL JUSTICE

(1/2 CREDIT) FULFILLS PARTICIPATION AND GOVERNMENT REQUIREMENT

Open to grades 10-12

This is a one-semester elective which provides students with an introduction to the American criminal justice system. Students will become familiar with the terminology and the framework under which the criminal justice system operates. Students will learn all the steps involved in a criminal proceeding from arrest and investigation through trial, sentencing, incarceration and the appeal process. Students will explore some of the root causes of crime and some of the alternatives to the traditional punishment/retribution/deterrence models of criminal justice. There will also be opportunities for students to explore and study a variety of careers related to the field of criminal justice. There will be outside materials, assignments and projects, as well as classroom visits and instruction by attorneys and other professionals.



INTRODUCTION TO CIVIL LAW

(1/2 CREDIT) FULFILLS PARTICIPATION AND GOVERNMENT REQUIREMENT

Open to grades 10-12

This is a one-semester elective that provides students with an introduction to "THE LAW", including an overview of various types of governments throughout history and around the world. The focus of the course will be on the American legal system in general and New York State in particular. Students will follow emerging legal issues as they develop in the political and judicial processes. There will also be opportunities for students to explore and study a variety of careers related to the field of law. There will be outside materials, assignments and projects, as well as classroom visits and instruction by attorneys and other professionals.

INTRODUCTION TO CONSTITUTIONAL LAW

(1 CREDIT) FULFILLS PARTICIPATION AND GOVERNMENT REQUIREMENT

Open to grades 10-12

This course will focus on the Bill of Rights and the most important historic and current US Supreme Court decisions. Students will explore the constitutional foundations of the decisions, and explain how precedents have changed the spirit of some laws. Students will listen to oral arguments, make judgments based on the facts of each case, and compare their decisions to the actual decision of the court. Students will also determine whether their status as public school students changes the protection offered to them by the US Constitution.

INTRODUCTION TO SOCIOLOGY

(1/2 CREDIT)

Open to grades 10-12

This course offers an introduction to the basic concepts and perspectives of sociology, with special emphasis on the study of American society. Topics include: sociology as a science, social organization, culture, socialization, groups and associations, social stratification, collective behavior, and population.

INTRODUCTION TO PSYCHOLOGY

(1/2 CREDIT)

Open to grades 10-12

This one-semester course will introduce the major concepts and issues of the discipline of Psychology and is designed to enable students to learn more about the human mind, human behavior, and the field of psychology. Topics include: the basic concepts of psychology; the human brain and human behavior; learning and thinking; developmental psychology; personality; abnormal psychology; and social psychology

PSYCHOLOGY IB (SL)

(1 CREDIT)

Prerequisite: Average of 85 or better in the first three quarters of Global or US History or an average of 75 or better in the first three quarters of IB History of the Americas.

The IB course in Psychology is designed to introduce students to the systematic study of the behavior and mental processes of humans and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. The students also learn the methods psychologists use in their science and practice. This rigorous IB course is designed for students who are highly motivated and capable of being independent learners. Students taking IB Psychology must complete an Internal Assessment that requires them to replicate a psychological study. Students will conduct research on a psychological study, identify and obtain study participants, replicate the study, process and analyze the data and report their findings.

WORLD GEOGRAPHY AND CULTURES

(1/2 CREDIT)

This elective course leads students on an exploration of the world. Student will take virtual field trips to both natural and manmade and historic sites and then research the people and cultures of those who live there. The class will make attempts to connect with other classrooms around the world. In this course, students will need to collaborate in team to create group projects and products. Students will investigate and discuss similarities and differences in cultural landscapes and learn about the diverse world we live in.

MASS MEDIA

(1/2 CREDIT) FULFILLS PARTICIPATION AND GOVERNMENT REQUIREMENT

Prerequisite: US History

This course will be a sociological study on social media, television- with a heavy emphasis on the news, film and music shape our society. During this course students will examine media influences on a micro-level (personal identity formation and our social lives) as well as a macro-level (American culture and the – isms that follow). Students will research the effect mass media has on our government and our political beliefs. Students will invest in practicing media literacy on a daily basis. Topics could include: news production, journalism and ethics, advertising, gender and race roles in the media, digital literacy.

#ACTIVISM

(1/2 CREDIT) FULFILLS PARTICIPATION AND GOVERNMENT REQUIREMENT

Prerequisite: US History

This course is designed to introduce students to #Activism and assist them in discovering their ability to create positive change in their community. Students will learn about the #MeToo movement, the #BlackLivesMatter movement, and many other #activist movements that have and are currently taking place in their community. Students will seek to understand individuals, interactions, and relationships structured by movements within their community. #Activism will encourage students to think critically and expand their ideas of the social world and humanity.

20TH HISTORY & COMIC BOOK

(1/2 CREDIT)

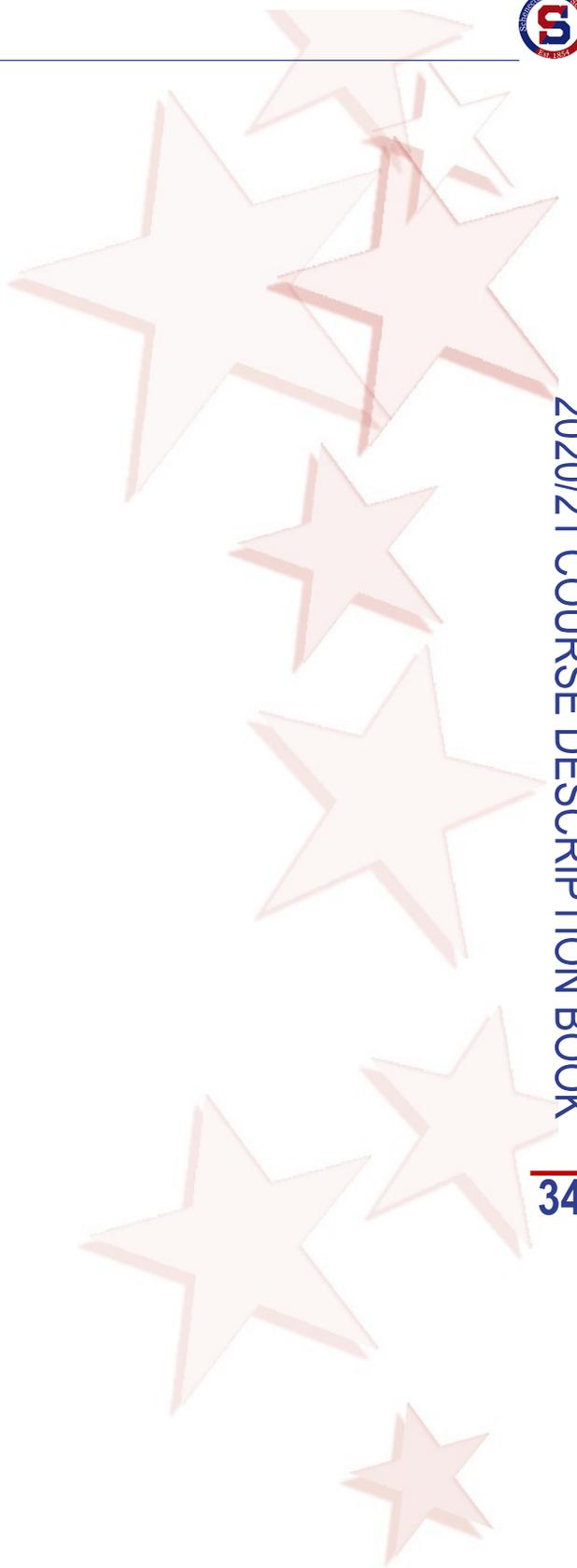
Comics are one of the world's great storytelling media. The goal of this class is to educate students about the evolution of narratives of power, class, race, and gender in American superhero comic books from their inception at the height of the Great Depression through the birth of the modern era of superhero stories. In this course, we will read many primary and secondary sources: comic books, pulp magazines, and contemporary trade publications as well as the evolving narrative about comic books emerging from cultural scholars. Students will be expected to from critical arguments about the power of comics in history and today's societies.

AFRICAN AMERICAN HISTORY

(1/2 CREDIT)

Open to grades 10-12

This semester long elective course is open to students who want to deepen their understanding of African American History from precolonial Africa through the present. This course will introduce students to key concepts in African American History from the early beginnings in Africa through the transatlantic slave trade, the Civil War, emancipation, Reconstruction, the civil rights era, and the Obama Presidency into the Black Lives Matter Movement. The course will highlight major social, political and economic movements, individuals, and ideas.





The SCSD High School Technology program offers students of all academic levels opportunities to explore different avenues in the exciting world of technology. Students can **fulfill their graduation Art requirement with Design and Drawing for Production (DDP)**, or explore a variety of specific paths in technology. Students who are interested in a career in computers can follow the IT Essentials and/or Cisco Sequences and work towards obtaining different certifications. Students who are interested in architecture, construction, or engineering would want to take advantage of the Advanced Architectural Principles, Construction Technology, Engineering Principles, and IB Design Technology courses offered. If students are pursuing an Advanced Regents diploma, they can **substitute five units in Technology Education for the Foreign Language requirement.**

Grade 9 –12

- Design Draw for Production (1 Credit) fulfills art req
- Makerspace Product Design and Engineering (1 Credit) fulfills art requirement

Grade 10—12 (No Pre-Requisites)

- Intro to Architecture (.5 Credits)
- Electronics (1 Credit) fulfills science requirement
- Construction Technology (.5 Credits)
- Robotics (.5 Credits) fulfills science requirement
- IT 1: Fundamentals (.5 Credits; 3 CHS credits CIS 110)
- Cisco I (.5 Credits; 3 CHS credits CIS 240)

Grade 10—12 (Pre-Requisites)

- Makerspace Enterprise (1 Credit)
- IT 2: Advanced (.5 Credits; 3 CHS credits (CIS 111))
- Engineering Principals (.5 Credits) fulfills science requirement
- Cisco II (.5 Credits; 3 CHS credits CIS 241)
- Cisco III (.5 Credits; 3 CHS credits CIS 247)
- Cisco IIV (.5 Credits; 3 CHS credits CIS 247)
- IB Design Tech SL (1 Credit) fulfills science requirement

CTE TECHNOLOGY PATHWAYS

IT Essentials Pathway - 3 ½ credit sequence

IT Essentials is a hands on, career-oriented e-learning solution with an emphasis on practical experience to help students develop fundamental computer skills along with essential career skills. The program helps students prepare for entry-level IT career opportunities. Students will take the CompTIA A+ certification, which will also help distinguish them in the marketplace to advance their careers. The Comptia A+ certification is the industry recognized certification for entry level computer repair and support technicians.

IT ESSENTIALS PATHWAY

- Design and Drawing for Production (1 credit) and fulfills art requirement
- Electricity/Electronics - (1 credit) fulfills science requirement
- Career and Financial Management (½ credit)
- IT 1 & 2 - (½ credit & ½ credit) and 6 UHS Credits from SCCC

CCNA Pathway - 4 ½ credit sequence

Students will learn theory, design, implementation, and maintenance of computer networks. The program consists of six-1/2 unit courses (Cisco 1, 2, 3, and 4, Career and Financial Management, and Electricity/Electronics) and one full year course (Design and Drawing for Production) for a total sequence of four units. The courses prepare students to take industry recognized certification tests - either the Cisco Certified Entry level associate (CCENT) or the Cisco Certified Network Associate (CCNA).

CCNA PATHWAY

- Design and Drawing for Production (1 credit) and fulfills art requirement
- Electricity/Electronics - (1 credit) fulfills science requirement
- Career and Financial Management (½ credit)
- Cisco 1 & 2 - (½ credit & ½ credit) and 6 UHS Credits from SCCC
- Cisco 3 & 4 - (½ credit & ½ credit) and 6 UHS Credits from SCCC

DESIGN & DRAWING FOR PRODUCTION (DDP)

(1 CREDIT) (FINE ART CREDIT)

Have you ever wondered how your cell phone went from an idea to a product? Design and Drawing for Production (DDP) is an activity-based course which will teach you how products are created from start to finish. Students in DDP will develop solutions to various design or product problems using research, sketching, drawing and presentation techniques. Individual and group projects will emphasize the development of the critical thinking and encourage you to think creatively. The computer will be used to create original 3-D solutions. DDP may be used to satisfy the art requirement for graduation.

ELECTRICITY/ ELECTRONICS

(1 CREDIT) MAY BE USED AS SCIENCE CREDIT

Would this course spark your interest? The world of electronics surrounds us in our everyday lives. This class will provide students with an opportunity to master the basic theories of DC electronics and put those theories into practice through exciting and challenging lab projects and experiments. Applied math skills will be developed in the analysis of projects and experiments. Students will be given opportunities to design, build, operate, and test electronic projects in both individual and group project settings.

INTRODUCTION TO ARCHITECTURE

(1/2 CREDIT)

Open to grades 10, 11, and 12.

Are you interested in pursuing a career in Architecture? This course will introduce students to the fundamentals of architectural design. Students will learn and apply the concepts of planning, researching, developing, and evaluating architectural structures. One project will focus on the exciting and challenging process of designing a residential deck concluding with the building of an original scale model. Classwork will emphasize understanding and applying the fundamentals in both individual and group project work.

CONSTRUCTION TECHNOLOGY

(1/2 CREDIT)

Open to grades 10, 11, and 12.

Do you like working with your hands? Do you like building things? Would you like to have a job that offers great pay? Have you ever thought about constructing your own home? This course is intended to introduce students to the basics of construction systems including concepts and applications in estimation, framing, foundations, electrical, plumbing, and interior finish. Class topics will include eco-friendly homes, security systems, smart homes, and other fascinating topics!

ENGINEERING PRINCIPLES

(1/2 CREDIT) MAY BE USED AS SCIENCE CREDIT

Prerequisite: 11th/12th or enrolled in Algebra 2

This course is intended to introduce students to those topics typically found in Calculus I at the college level. Functions, limits, derivation, and integration will be the focus of the curriculum. A school-level mid-term and final exam will be administered.

ROBOTICS

(1/2 CREDIT) MAY BE USED AS SCIENCE CREDIT

Open to grades 10, 11, and 12.

Is it possible that someday you might actually be able to have a robot that would do your homework? How has robotics changed our society and what are the future implications? Robotics will allow students to engage in fascinating applications of math and science to design, build, and program both radio-controlled and autonomous (self-guiding) robots. This class will give you a glimpse into your future as we continue to rely more on automation, artificial intelligence, and systems design to solve complex technological problems that we face as a society.

IT 1: FUNDAMENTALS OF HARDWARE & SOFTWARE CHS

(1/2 CREDIT) 3 UHS CREDITS, SCCC (CIS 110)

Open to grades 10, 11, and 12.

Did you know that computer hardware and software is the foundation of the 5 fastest growing careers over the next decade? This class will empower you with the skills to diagnose and repair hardware and software issues that can prevent your computer from operating at its full potential. Take IT 1 and start your own computer repair business!

IT 2: ADVANCED HARDWARE & SOFTWARE CHS

(1/2 CREDIT) 3 UHS CREDITS, SCCC (CIS 111)

Prerequisite: IT 1 Fund

If you are considering a career in Information Technology, you should definitely consider taking this class to fully prepare yourself for the industry standard COMP-TIA exam. This class moves into more complex topics following IT 1 and will provide students with hands-on experiences in diagnosis, repair, and verification of hardware and software performance.

CISCO I CHS

(1/2 CREDIT) 3 UHS CREDITS, SCCC (CIS 240)

Open to grades 10, 11, and 12.

Semester 1: You write an email and you click on send. Have you ever wondered what happens next? Cisco 1 will teach you! Students will explore various aspects of the Internet including the hardware and software required for connectivity. Hands on activities will include designing, building, and troubleshooting networks. IT career are in high demand and this class will open your eyes to many of these opportunities.

CISCO II CHS

(1/2 CREDIT) 3 UHS CREDITS, SCCC (CIS 241)

Prerequisite: Cisco I

Semester 2: Switching, Routing, and Wireless Essentials. This course focuses on switching technologies and router operations that support small-to-medium business networks, including wireless local area networks (WLAN) and security concepts. You will configure routers, switches, and end devices to provide access to local and remote network resources and to enable end-to-end connectivity between remote devices. You will troubleshoot, identify and mitigate LAN security threats, and configure and secure a basic Wireless LAN.

CISCO III CHS

(1/2 CREDIT) 4 CHS CREDITS, SCCC (CIS 251)

MUST COMPLETE BOTH III & IV TO EARN CHS CREDIT

Prerequisite: Cisco II

Semester 3: Enterprise Networking, Security and Automation. Networking professionals are vital to every organization and those with networking skills can land a great job and set their sights on a rewarding career! This third course in the CCNA series focuses on designing, securing, operating, and troubleshooting enterprise networks. It covers wide area network (WAN) technologies and quality of service (QoS) mechanisms used for secure remote access along with the introduction of software-defined networking, virtualization, and automation concepts that support the digitalization of networks.

CISCO IV CHS

(1/2 CREDIT) 4 CHS CREDITS, SCCC (CIS 251)

MUST COMPLETE BOTH III & IV TO EARN CHS CREDIT

Prerequisite: Cisco III

Semester 4: Cybersecurity and Advanced Routing and Switching. A single breach can have huge consequences for a company's ability to function, hurting the bottom line and causing disruption in the daily lives of millions of people. This is why the demand for security professionals continues to grow. Get onboard—and develop an understanding of cyber-crime, security principles, technologies, and procedures used to defend networks and network devices. The course introduces types of cybersecurity threats, cryptography, security monitoring, computer forensics and attack methods.

IB DESIGN TECH (SL)

(1 CREDIT) MAY BE USED AS A SCIENCE CREDIT

Prerequisites: Successful completion of a Regents level Science exam (65 or higher) and minimum 85% attendance rate in the sophomore year

IB Design Technology is a rigorous, Group IV standard level course that is taught over one year. DT is designed to teach students how to adapt to the ever-changing world of technology and to approach the solution of real world problems through the application of the Design Cycle Model. IB Design Technology SL works with the core components of the class. Students will complete a 40 hour self-directed applied research project that pursues a comprehensive solution to a real world design problem. This course is available to both Diploma Program and Certificate students.

MAKERSPACE PRODUCT DESIGN & ENGINEERING

(1 CREDIT) (FINE ART CREDIT)

In this introductory course students will create digital designs and bring them to life using engineering design processes and state of the art digital fabrication tools. Students will learn the principles of design using the vinyl cutter to make products including labels, stickers, and logos along with screen printing techniques. Students will learn how to make prototypes using the laser cutter to make key chains, jewelry, paper art, mechanical sculptures and more. Students will also learn the basics of 3d printing, electronics, and computer aided manufacturing. At the end of the course students will complete a capstone manufacturing or entrepreneurship project in the medium of their choice.

MAKERSPACE ENTERPRISE

(1 CREDIT)

Prerequisite: Successful completion of Makerspace or recommendation by teacher

Are you interested in learning how to create and run a business? Do you have an idea that you want to produce, but need support to make it happen? Makerspace Enterprise is an interdisciplinary blend of technology and business. Students have the opportunity to learn how to create real businesses using the makerspace equipment. They will use the engineering design process to define problems or needs and create businesses that support the school and wider Schenectady community. The class may also include a variety of field trips to businesses and industry to inspire student entrepreneurship.



Schenectady High School offers study in three modern languages—French, Spanish and Arabic. All students must successfully complete one year of World Language study to fulfill graduation requirements. Qualifying students may continue with a course that provides the option of earning Advanced Regents, University credit and/or an International Baccalaureate Diploma. The programs at the International Baccalaureate and LOTE Checkpoint B exam level stress the four skills of listening, speaking, reading, and writing and cover material in depth. Students wishing to enter an International Baccalaureate or certification in World Language certificate program should receive a grade of 85% or higher on the LOTE Checkpoint B exam.

The primary goal of World Language study is to achieve communication with a native speaker in the context of everyday situations appropriate to the level of study. Classroom instruction at all levels is primarily done in the target language and enhanced by modern technology available district-wide. Students will develop an understanding and appreciation of the values, attitudes, and customs of the cultures where the language they are studying is spoken.

Grade 9–12

- French 1 (1 Credit)
- Spanish 1 (1 Credit)
- Arabic 1 (1 Credit)

Grade 9–12 Prerequisites

- French 2 (1 Credit)
- French 9 Pre-IB (1 Credit)
- French 3 (1 Credit)
- Spanish 2 (1 Credit)
- Spanish 9 Pre-IB (1 Credit)
- Spanish 3 (1 Credit)

Grade 10–12 Prerequisites

- French 10 Pre-IB (1 Credit) (10 only)
- French 4 (1 Credit)
- Spanish 10 Pre-IB (1 Credit) (10 only)
- Spanish 4 CHS (1 Credit)
- Spanish 5 CHS (1 Credit)
- Arabic 2 (1 Credit)
- Language as Power (1 Credit)

Grade 11 Prerequisites

- French B SL 1 UHS (1 Credit)
- Spanish B SL 1 UHS (1 Credit)
- Arabic ab initio SL 1 (1 Credit)

Grade 12 Prerequisites

- French B SL 2 UHS (1 Credit)
- Spanish B SL 2 UHS (1 Credit)
- Arabic ab initio SL 2 (1 Credit)

FRENCH 1

(1 CREDIT)

SPANISH 1

(1 CREDIT)

Emphasis will be placed on listening and speaking skills with an introduction to reading and writing. Upon successful completion at this level students will be able to converse in simple sentences. The students will develop a general understanding and appreciation of the customs and traditions of French or Spanish speaking people.

FRENCH 2

(1 CREDIT)

SPANISH 2

(1 CREDIT)

Prerequisite: Successful completion of French 1 or French 8, Spanish 1 or Spanish 8

This course continues the Foreign Language Regents sequence. Students will develop a better understanding of the culture of the French or Spanish speaking world through the acquisition of listening, speaking, reading and writing skills.

ARABIC 1

(1 CREDIT)

The level 1 accelerated Arabic course is designed for the serious student interested in developing all four language skills; speaking, listening, reading and writing. The enriched curriculum for these courses will be taught on an advanced level which emphasizes critical thinking and will prepare the students for future coursework in the IB Program.

ARABIC 2

(1 CREDIT)

The level 2 accelerated Arabic course is designed to develop mastery of the four language skills. Students are expected to express themselves orally as well as through written composition in the language. Appropriate authentic materials will be used to continue exploring the different cultures. Students will develop the proficiency essential for success on the Regents examination or equivalent. The enriched curriculum for this course will be taught on an advanced level, emphasizing critical thinking in order to prepare the students for future coursework in the International Baccalaureate Program in the 11th grade. Students will take the LOTE Checkpoint B exam in June. Upon successful completion of the WL Checkpoint B Exam, students fulfill the World Language requirement for the Advanced Regents Diploma.

FRENCH 3

(1 CREDIT)

SPANISH 3

(1 CREDIT)

Prerequisite: Successful completion of French 2/French 8A, Spanish 2/Spanish 8A

In French 3 and Spanish 3 there is a continued emphasis on all four skills: listening, speaking, reading, and writing. Vocabulary is expanded to improve all four skills. Spanish & French culture continues to be an integral part of the programs.

FRENCH 9 ACC PRE-IB

(1 CREDIT)

Prerequisite: Average of 80 or better in the first three quarters of French 8 Accelerated.

The ninth grade accelerated French course is designed for the serious student interested in developing all four language skills; speaking, listening, reading and writing. The enriched curriculum for these courses will be taught on an advanced level which emphasizes critical thinking and will prepare the students for future coursework in the International Baccalaureate Program.

SPANISH 9 ACC PRE-IB

(1 CREDIT)

Prerequisite: Average of 80 or better in the first three quarters of Spanish 8 Accelerated.

The ninth grade accelerated Spanish course is designed for the serious student interested in developing all four language skills; speaking, listening, reading and writing. The enriched curriculum for these courses will be taught on an advanced level which emphasizes critical thinking and will prepare the students for future coursework in the International Baccalaureate Program.

FRENCH 10 ACC PRE-IB

(1 CREDIT) LOTE CHK B EXAM

Prerequisite: Average of 80 or better in the first three quarters of French 9 Pre-IB Accelerated.

The 10th grade accelerated French course is designed to develop mastery of the four language skills. Students are expected to express themselves orally as well as through written composition in the language. Appropriate authentic materials will be used to continue exploring the different cultures. Students will develop the proficiency essential for success on the WL Checkpoint B Examination. The enriched curriculum for this course will be taught on an advanced level, emphasizing critical thinking in order to prepare the students for future coursework in the International Baccalaureate Program in the 11th grade. Students will take the WL Checkpoint B Exam in June. Upon successful completion of the WL Checkpoint B Exam, students fulfill the World Language requirement for the Advanced Regents Diploma.

SPANISH 10 ACC PRE-IB

(1 CREDIT) LOTE CHK B EXAM

Prerequisite: Average of 80 or better in the first three quarters of Spanish 9 Pre-IB Accelerated.

The 10th grade accelerated Spanish course is designed to develop mastery of the four language skills. Students are expected to express themselves orally as well as through written composition in the language. Appropriate authentic materials will be used to continue exploring the different cultures. Students will develop the proficiency essential for success on the WL Checkpoint B Examination. The enriched curriculum for this course will be taught on an advanced level, emphasizing critical thinking in order to prepare the students for future coursework in the International Baccalaureate Program in the 11th grade. Students will take the WL Checkpoint B Exam in June. Upon successful completion of the WL Checkpoint B Exam, students fulfill the World Language requirement for the Advanced Regents Diploma.

FRENCH 4

(1 CREDIT) LOTE CHK B EXAM

Prerequisite: Successful completion of French 3/French 9acc

Students will develop the proficiency essential for success on the Checkpoint B WL examination. There is continued emphasis on all four language skills. Students are expected to express themselves orally as well as through written composition in French. Appropriate authentic materials will expand the student's knowledge of the culture of French speaking people. Students will take the WL Checkpoint B Exam in June. Upon successful completion of the WL Checkpoint B Exam, students fulfill the World Language requirement for the Advanced Regents Diploma.

SPANISH 4 CHS

(1 CREDIT) LOTE CHK B EXAM
3 CHS CREDITS, SCCC, (SPA 122)

Prerequisite: Successful completion of Spanish 3/Spanish 9acc.

Students will develop the proficiency essential for success on the Checkpoint B WL examination. There is continued emphasis on all four language skills. Students are expected to express themselves orally as well as through written composition in Spanish. Appropriate authentic materials will expand the student's knowledge of the culture of Spanish speaking people. Students will take the WL Checkpoint B Exam in June. Upon successful completion of the WL Checkpoint B Exam, students fulfill the World Language requirement for the Advanced Regents Diploma.

SPANISH 5 CHS

(1 CREDIT) 3 CHS, SCCC, (SPA 222)

Prerequisite: Successful completion of Spanish 4

This course furthers the knowledge of the student's language skills through review of the fundamentals of Spanish structure, and by emphasizing oral reading comprehension and self-expression in speaking and writing. The course also expands students' understanding of the civilization, culture, and customs of Spanish-speaking people. The Pre-requisite for this course is successful completion of Spanish 4 CHS, 10 ACC or 11 IB.

FRENCH 5 CHS

(1 CREDIT) 3 CHS, SCCC, (FRE 122)

Prerequisite: Successful completion of French 4

This course furthers the knowledge of the student's language skills through review of the fundamentals of Spanish structure, and by emphasizing oral reading comprehension and self-expression in speaking and writing. The course also expands students' understanding of the civilization, culture, and customs of Spanish-speaking people. The Pre-requisite for this course is successful completion of Spanish 4 CHS, 10 ACC or 11 IB.

FRENCH B SL 1 (IB/UHS)

(1 CREDIT) 4 UHS, UALBANY, (AFRE 221)

Prerequisite: Average of 80 or better in the first three quarters of French 10 Pre-IB Accelerated.

This is the first year of a two-year preparation for the IB Language B exam in French. It is for students who intend to continue in the IB Diploma Program or earn an IB Certificate in French. Other interested students must seek permission of the instructor. This course is a college-level course conducted in a high school setting. The syllabus for this course is determined by the objectives and assessment criteria of the IB Language B course at the standard level, and that of the corresponding intermediate level course at UAlbany. The skills of listening, speaking, reading and writing are equally emphasized and are taught and developed through the study of a range of authentic oral and written text chosen by the teacher. A variety of oral and written examinations are used to assess students' listening, speaking, reading and writing skills.

SPANISH B SL 1 (IB/UHS)

(1 CREDIT)
4 UHS CREDITS, UALBANY, (ASPEN 103)

Prerequisite: Average of 80 or better in the first three quarters of Spanish 10 Pre-IB Accelerated.

This is the first year of a two-year preparation for the IB Language B exam in Spanish. It is for students who intend to continue in the IB Diploma Program or earn an IB Certificate in Spanish. Other interested students must seek permission of the instructor. This course is a college-level course conducted in a high school setting. The syllabus for this course is determined by the objectives and assessment criteria of the IB Language B course at the standard level, and that of the corresponding intermediate level course at UAlbany. The skills of listening, speaking, reading and writing are equally emphasized and are taught and developed through the study of a range of authentic oral and written text chosen by the teacher. A variety of oral and written examinations are used to assess students' listening, speaking, reading and writing skills.

ARABIC IB AB INITIO SL 1

(1 CREDIT)

Prerequisite: Successful completion or Arabic 2 or recommendation from instructor

This is the first year of a two-year preparation for the IB Language ab Initio exam in Arabic. It is for students who intend to continue in the IB Diploma Program or earn an IB Certificate in Arabic. Other interested students must seek permission of the instructor. The syllabus for this course is determined by the objectives and assessment criteria of the IB Language ab Initio Syllabus. The skills of listening, speaking, reading and writing are equally emphasized and are taught and developed through the study of a range of authentic oral and written text chosen by the teacher. Successful students will apply their language skills in a range of situations. A variety of oral and written examinations are used to assess students' listening, speaking, reading and writing skills.

FRENCH B SL 2 (IB/UHS)

(1 CREDIT) 4 UHS, UALBANY, (AFRE 221)

Prerequisite: Average of 80 or better in the first three quarters of French B SL 1 IB/UHS.

This course is a college level course conducted in a high school setting. This course continues the IB Language B preparation in French. Students will sit for the IB speaking exams in January or March and the written exam in May. Students will continue to develop a high level of proficiency essential for success on the International Baccalaureate Exam at the Standard Level. The continued development of critical thinking, speaking,

writing, and reading in the language is mandatory and is focused around the study of several IB suggested global themes including an appreciation of world cultures. The scope and diversity of supporting materials are determined by the instructor in order to provide students with the skills necessary for the component parts of the IB exam and fulfill course requirements for the corresponding intermediate level language course at UAlbany.

SPANISH B SL 2 (IB/UHS)

(1 CREDIT)
4 UHS CREDITS, UALBANY, (ASPEN 104)

Prerequisite: Average of 80 or better in the first three quarters of Spanish B SL 1 11 IB/UHS.

This course is a college level course conducted in a high school setting. This course continues the IB Language B preparation in Spanish. Students will sit for the IB speaking exams in January or March and the written exam in May. Students will continue to develop a high level of proficiency essential for success on the International Baccalaureate Exam at the Standard Level. The continued development of critical thinking, speaking, writing, and reading in the language is mandatory and is focused around the study of several IB suggested global themes including an appreciation of world cultures. The scope and diversity of supporting materials are determined by the instructor in order to provide students with the skills necessary for the component parts of the IB exam and fulfill course requirements for the corresponding intermediate level language course at UAlbany.

ARABIC IB AB INITIO SL 2

(1 CREDIT)

Prerequisite: Successful completion or Arabic IB ab initio SL 1

This course continues the IB Language ab Initio preparation in Arabic. Students will sit for the IB speaking exams in January or March and the written exam in May. Students will continue to develop a high level of proficiency essential for success on the International Baccalaureate ab Initio Exam. The continued development of critical thinking, speaking, writing, and reading in the language is mandatory and is focused around the study of several IB suggested global themes including an appreciation of world cultures. The scope and diversity of supporting materials are determined by the instructor in order to provide students with the skills necessary for the component parts of the IB exam enabling students to successfully achieve the IB Diploma or Certificate



Advancement via Individualized Determination (AVID)

AVID is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. AVID is open to incoming freshmen who are motivated but would benefit from additional support.

The Avid Student Profile— The ideal AVID candidate is one who works hard in school and strives for good grades, wants to challenge him or herself and wants to enter college after graduation. AVID students have academic potential with average to high test scores. They have: GPAs between 2.0 and 3.5, College potential with support, Desire and determination to be successful

AVID

- Teaches skills and behaviors for academic success.
- Provides intensive support with tutorials and strong student/teacher relationships.
- Creates a positive peer group for students
- Develops a sense of hope for personal achievement gained through hard work and determination.

AVID Objectives

- Provide students with instruction and skills important to academic success
- Provide support for success in college preparatory coursework
- Motivate students to seek a college education
- Increase participant's level of college and career awareness
- Prepare students for eligibility for four-year colleges and universities
- Provide students with the tools and strategies they need to set and reach their post-secondary goals

AVID 9

(1 CREDIT)

Identified as an AVID Student through application and Interview Process

The AVID elective class prepares students in the academic middle for college eligibility and success. Students receive instruction in writing, inquiry, collaboration, organization, and reading strategies. AVID Students must enroll in at least one Pre-IB or Honors course in addition to the AVID Elective class. Tutors are provided in the AVID Elective class to support student success in all course. Students visit colleges/universities during the school year.

AVID 10

(1 CREDIT)

Successful completion of AVID 9 or Identified as an AVID Student through application and Interview Process

During the tenth grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and college-level courses. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on growing self-awareness and goals.

AVID 11

(1 CREDIT)

Successful completion of AVID 10

The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and prepare to confirm their postsecondary plans.

AVID 12

(1 CREDIT)

Successful completion of AVID 11

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.



The International Baccalaureate (IB) Program is a rigorous pre-university course of study for highly motivated students in the 11th and 12th grades. The IB Diploma commands international recognition and is acknowledged course credit at many colleges and universities. Schenectady is a lead IB school for the surrounding area.

IBO Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Schenectady High School IB Mission Statement

The mission of the IB Program at Schenectady High School, a diverse, urban, public high school which reflects a rich tradition of continuous innovation in our community, is to encourage the development of active lifelong learners who think and act as socially responsible citizens of a global community. To that end, the IB Program at SHS will deliver a rigorous and challenging academic program, accessible to all students, based on international learning standards and assessments in a supportive environment.

IB Course Group	Course Name
Group 1	English A 1: Literature HL YR 1
	English A 1: Literature HL YR 2
Group 2	French B SL 1
	French B SL 2
	Spanish B SL 1
	Spanish B SL 2
	Arabic ab initio SL 1
	Arabic ab initio SL 2
Group 3	History of Americas HL 1
	History of Americas HL 2
Group 4	Biology HL 1
	Biology HL 2
Group 5	Mathematics Applications and Interpretation SL
	Mathematics Analysis and Approaches SL
Group 6	Economics SL
	Psychology SL
	Physics SL
	Music SL or HL
	Sports Exercise & Health SL
	Visual Arts SL
	Design Technology SL
IB Core	CAS
	Extended Essay
	TOK

POLICIES:

ASSESSMENT POLICY

The Schenectady High School International Baccalaureate program’s grading practice requires that grades reflect student proficiency of the International Baccalaureate Organization’s subject area standards. Individual teachers develop their grading procedures based on IBO, department and district guidelines. Quarterly grades are provided to students and parents with the intent of communicating progress of the student’s understanding to date. Ultimately the final grade reflects the level of student mastery of the subject area standards. It is the goal for all Schenectady High School International Baccalaureate students to achieve mastery level.

SPECIAL EDUCATION NEEDS POLICY

The Schenectady City School Board of Education recognizes the existence of individual differences in the intellectual, social, emotional and physical development of children attending school in the District. The District will provide a free appropriate education to students with disabilities consisting of a system of special education and related services offered in the least restrictive environment pursuant to law and regulation. The District shall identify and evaluate every qualified student with a disability under Section 504. The District shall extend a free, appropriate, public education, including modification accommodations, specialized instruction or related aids and services, as deemed necessary to meet such student’s educational needs as adequately as the needs of non-disabled students are met. To this end, any student interested in pursuing study within the Schenectady High School International Baccalaureate program may do so. Further, students may have access to the supports necessary for success including, but not limited to, an IB Mentor, IB tutor, School Based Support Team evaluation, 504 Plan accommodations and/or IEP accommodations.

LANGUAGE NEEDS POLICY

The Board of Education recognizes its responsibility to ensure that students of foreign birth or ancestry, who have limited English proficiency, are provided with an appropriate program of a freestanding program of instruction composed of English as a Second Language component. The instructional programs and services available to limited English proficient pupils to help them acquire English proficiency may include, pursuant to Commissioner’s Regulations, bilingual education programs, free-standing English as a second language programs, appropriate support services, transitional services, in-service training and parental notification.

ATTENDANCE

The Schenectady High School International Baccalaureate program’s has found that students who have an attendance rate of 85% or better in their classes tend to have more success in the IB Courses. A large part of the program involves group activities which requires students to be present in class.



The IB Learner Profile

The aim of all IB programmes 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 They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

CONNECTIONS

(1 CREDIT)

Open to grade 10.

Recommended for tenth graders who aspire to enroll in the International Baccalaureate Program. This is an exciting interdisciplinary course that will provide students with the skills to think critically about ideas relating to the Sciences and Humanities. It will encourage students to view knowledge issues through a variety of lenses while also building an appreciation for examining the world from multiple perspectives. The focus of the classroom will include both individual and group hands on projects along with specific instruction in study skills, writing, debate, reasoning, and researching. Students in this program will also investigate the interrelationship of art, music, and literature, in gaining knowledge of their world.

CREATIVITY, ACTION AND SERVICE (CAS)

Creativity, action, service is the first of three essential components of the Diploma Program. CAS requires students to involve themselves in an collaborative, extended project and individual activities that

- are creative
 - are physical
 - provide service to others
- These activities must:
- be real, purposeful and have significant outcomes
 - provide a personal challenge that extends the student
 - require a thoughtful process such as planning, reviewing one's progress and reporting outcomes
 - allow for reflection and personal growth

THEORY OF KNOWLEDGE (TOK)

(1 CREDIT) (5 SPRING 11TH ; 5 FALL 12TH)

Theory of Knowledge is the second required component of the Diploma Program. Taken in both the junior and senior years, TOK aims to

- develop in students an interest in learning
- develop in students an understanding of how knowledge is constructed, critically examined and evaluated
- develop in students an understanding of the ways of thinking and living of others and an awareness of personal and ideological assumptions of others as well as themselves
- encourage students to reflect on their experiences as learners
- provide students with the ability to understand the relationship between subjects, as well as the relationship between thoughts, feelings and actions

EXTENDED ESSAY

Begun in the junior year, the Extended Essay is the third required component of the Diploma Program. Working with an advisor, Diploma candidates conduct an in-depth study of a topic of their choosing and gain experience in

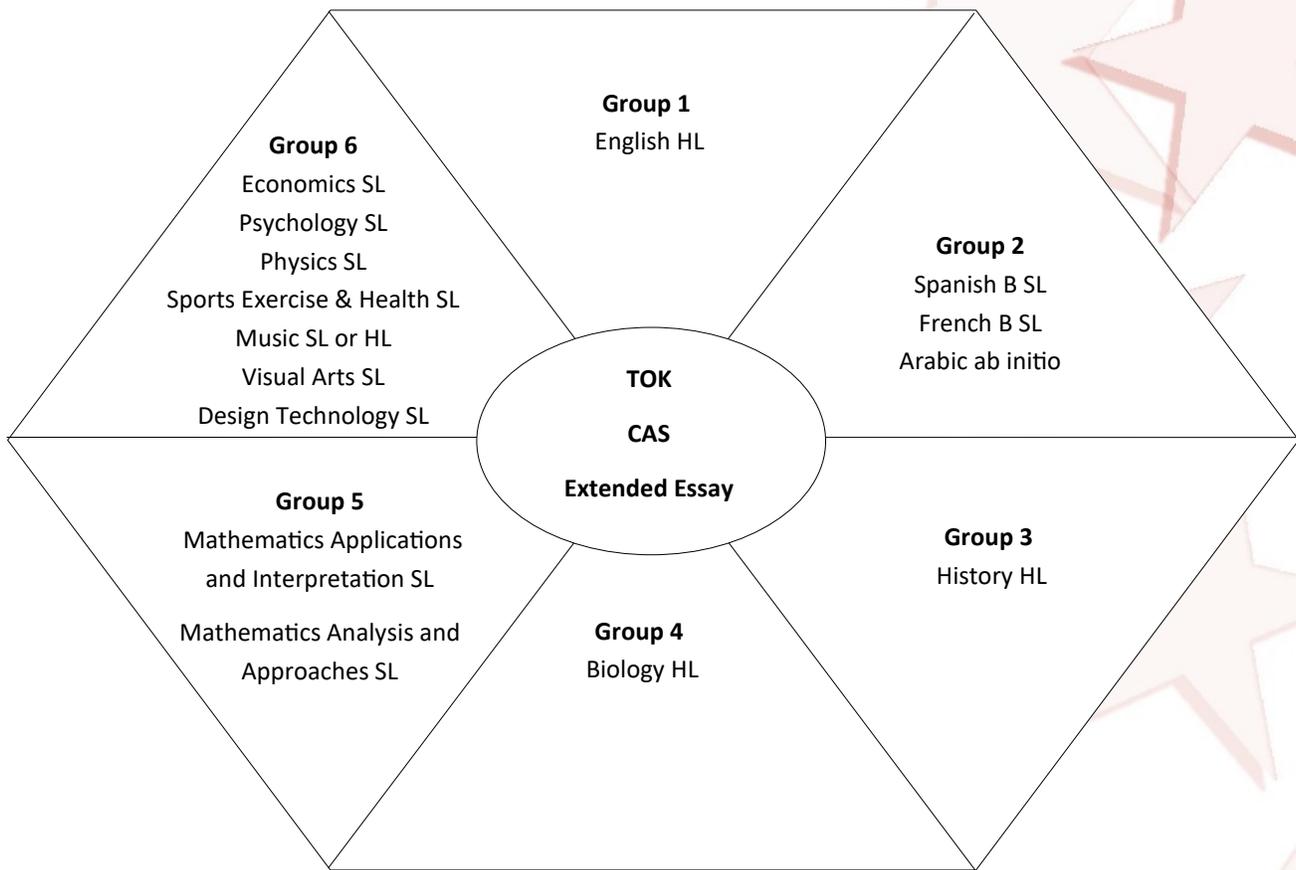
- developing research and communication skills
- developing the skills necessary for creative and critical thinking

The Extended Essay is

- the result of 40 hours of independent work
- 4000 words in length
- mailed to the IBO for external assessment
- combined with the Theory of Knowledge grade. The combined score of TOK and the Extended Essay can add up to 3 points to a candidates composite score.

Pursuing the IB Diploma

The IB Diploma Program encompasses six subject groups. A Diploma candidate is required to take one subject from each group (three subjects must be higher level and three must be standard level.)



To earn an IB diploma a student must complete:

- Earn a composite of 24 out of a possible 45 points
 - A composite score is determined by adding exam scores from all six subject exams to the Theory of Knowledge and the Extended Essay scores
 - The total number of points possible per exam is 7
 - A student must earn a total of 12 points in their higher level classes, with no score being lower than 3, to be eligible for the Diploma
 - The total number of points possible from Theory of Knowledge and the Extended Essay combined score is 3
- Complete three Higher Level Courses
 - A higher level course is a two year course
 - Students must
 - Complete an Internal Assessment in each higher level course
 - Earn a minimum score of 3 on the IB exam in each higher level course
- Complete three Standard Level Courses
 - A standard level course is a one year course
 - Students must
 - Complete an Internal Assessment in each standard level course
 - Complete the IB exam in each standard level course
- Complete 150 hours of Creativity, Action and Service
- Complete course work in Theory of Knowledge
- Complete a 4000 word Extended Essay on a topic of the student's choosing



Smart Scholars

The Schenectady Smart Scholars Early College High School (ECHS) Program is a partnership between the Schenectady City School District (SCSD) and SUNY Schenectady. Schenectady Smart Scholars accepts incoming ninth-grade students and currently serves over 500 ninth- through twelfth-grade students at the Schenectady High School (SHS) main campus.

Our mission as an ECHS is to help all of our students prepare for college and career. We strive to fill the educational and college-readiness gaps that these students and families often face. Likewise, we are constantly creating and maintaining strong home/school and school/community relationships that continually benefit our students as they progress through our program. Students in this program have the ability to earn a minimum of 24 college credits -- at no cost to themselves or their families. Students also have the opportunity to enroll in college courses at SUNY Schenectady during the summer.

Smart Transfer

The Schenectady Smart Transfer Early College High School (ECHS) Program is a traditional early college model in which students earn 60 college credits or an associate's degree by the time they finish high school. A partnership between the Schenectady City School District (SCSD) and SUNY Schenectady, this highly-selective four-year program welcomes 32 incoming ninth-graders per year and supports them throughout their high school careers. Once students complete this program, they will have the opportunity to transfer to one of our partner institutions, University at Albany or SUNY Delhi, if they so choose.

Our mission as an ECHS is to help all of our students prepare for college and career. We strive to fill the educational and college readiness gaps that these students and families often face. Likewise, we are constantly creating and maintaining strong home/school and school/community relationships that continually benefit our students as they progress through our program. Students in this program will earn 60 college credits or an associate's degree by the time they graduate high school -- at no cost to themselves or their families. Students will participate in summer and school-year college courses at SUNY Schenectady.





COLLEGE IN THE HIGH SCHOOL/ UNIVERSITY IN THE HIGH SCHOOL

College in the High School (CHS) or University in the High School (UHS) courses are conducted under the auspices of Schenectady County Community College (SCCC) and the University at Albany (UAlbany). A student successfully completing a UHS/CHS course receives a college transcript issued through the State of New York showing completion of three or four semester hours of college credit. New courses for UHS/CHS credit are dependent on college's approval. Current courses undergo periodic review from the colleges.

FEES

Students receiving credit are charged a tuition fee at a significantly reduced rate. Your teacher will provide you with detailed information as cost can change from year to year.

Schenectady Course	SCCC Course Name	Course #	Credits
Biology IB HL 1 CHS	Biology I	BIO 141	4
Biology IB HL 2 CHS	Biology II	BIO 142	4
Business Math CHS	Business Math	BUS 113	3
Business Law CHS	Business Law I	BUS 121	3
Business Communications CHS	Business Communications	BUS 212	3
IT 1: Fund of Hardware & Software CHS	Arch/Support I A+	CIS 110	3
IT 2: Adv Hardware & Software CHS	Arch. Support II A+	CIS 111	3
Microsoft Office 2013 CHS	Intro to Computers	CIS 121	3
Advanced Microsoft Office 2013 CHS	Advanced Computer Applic.	CIS 221	3
CISCO I CHS	Internetworking Fund.	CIS 240	3
CISCO II CHS	Routing Fundamentals	CIS 241	3
CISCO III & IV CHS	Switching and Advanced Routing	CIS 251	3
English 12 CHS (Fall)	College Composition	ENG 123	3
English 12 CHS (Spring)	Intro. To Literature	ENG 124	3
Statistics CHS	Statistics	MAT 147	3
Calculus CHS	Calculus I	MAT 180	4
Introduction to Business CHS	Intro to Business	MGT 123	3
International Business CHS	International Business	MGT 135	3
Human Resource Management CHS	Human Resource Mgt.	MGT 127	3
Music IB SL or HL CHS	Enjoyment of Music I	MUS 121	3
Advanced Music Theory CHS	Music Fundamentals	MUS 147	3
Physics IB SL CHS	Physics I	PHY 153	4
Physics IB SL CHS	Physics II	PHY 154	4
Spanish 4 CHS	Elementary Spanish II	SPA 122	3
Spanish 5 CHS	Intermediate Spanish I	SPA 222	3
French 5 CHS	Elementary French II	FRE 122	3
History of Americas IB HL 1 CHS	Am. History until 1877	HIS 227	3
History of Americans IB HL 2 CHS	Am. History since 1877	HIS 229	3
UALBANY Course	UALBANY Course Name	Course #	Credits
French B SL 1 UHS/IB	Intermediate French I	AFRE 221	4
French B SL 2 UHS/IB	Intermediate French II	AFRE 222	4
Spanish B SL 1 UHS/IB	Intermediate Spanish I	ASPN 200	4
Spanish B SL 2 UHS/IB	Intermediate Spanish II	ASPN 201	4



The Career & Technical School programs provide education for the development of occupational skills and aptitudes so that each individual may be properly educated as a competent worker and responsible citizen. The aims of the Career & Technical School programs are:

- To acquire skills for employment;
- To provide practical experience while learning;
- To prepare for further trade, technical and/ or advanced training;
- To provide credit toward graduation from high school; and
- To appreciate the world of work.

A decision to enter a Career & Technical School program should be made carefully since the Schenectady City School District must pay tuition for students who take these courses. Also, it is not always possible to provide other courses to replace a dropped vocational course once the school year is underway.

Students are urged to visit the programs they are interested in to help them understand the courses and the expectations of the program, before they decide to attend. School Counselors have more information about each program and can arrange visits.

Students planning to attend the Career & Technical School in Albany or Mohonasen must be in 11th or 12th grade, in good standing to graduate, has a satisfactory attendance record and have approval from their administrator.

CREDITS

Students completing a career and tech program earn four credits per year.

TRANSPORTATION

Transportation is provided by home school districts, and the school day at Career & Tech is structured so students can return to their high school for after-school activities/sports.

LINKING MATH, SCIENCE AND ENGLISH INTO THE WORKPLACE

Integration of academics at Career & Tech meets the needs of students and their high schools, as well as teaches students how to use the skills in their respective fields of choice. Career & Tech Math or Career & Tech Science is part of most first-year programs. The courses are team-taught by a certified math or science teacher along with a CTE teacher. Students learn to apply math and/or scientific concepts to their specific career and technical field and present evidence of lab work and projects in their portfolios. English 12, known as Technical Communication & Portfolio, is part of the second-year programs and is also team-taught. Students create a portfolio highlighting their Career & Tech abilities and communication skills. These portfolios, which include a resumé, work samples and career-related reading, writing and research, are then used for college courses and/or employment applications.

THE 4+1 GRADUATION OPTION/PATHWAYS

In 2015, the Board of Regents approved regulations that establish multiple pathways to graduation for all students. Multiple pathways recognize the importance of engaging students in rigorous and relevant academic programs. The regulations recognize students' interests in Career/Technical Education by allowing an approved pathway assessment to meet the students' graduation requirements. Students who successfully complete all requirements earn a technical endorsement to be designated on the high school diploma. This endorsement carries the same value and prestige as an Advanced Regents Diploma and communicates to future employers that the student is both highly skilled in a technical field and is career ready. Of the 40-plus programs offered by the Capital Region BOCES, two dozen programs are approved to meet the criteria for a Career and Technical Endorsement.

WORK-BASED LEARNING (WBL)

There is no substitute for the kind of hands-on experience that a work-experience education program offers. By using the business community as a classroom, students are familiarized with the "work world" and gain proficiency in life skills ranging from managing appointments and greeting the public to dressing appropriately. Students also become aware of personal strengths and weaknesses, work independently and gain valuable content-area technical skills. This is why work-based learning is a critical component of the curriculum at Capital Region BOCES Career and Technical School. Our Work-Based Learning program is a state-registered Cooperative Career & Technical Education Work Experience Program (Co-OP) and can be tailored to suit the needs of a diverse student population. The Co-OP internship program offers WBL experiences at area businesses. The Co-OP program provides either paid or un-paid opportunities where students learn and practice related occupational skills on the job. The student, classroom instructor or WBL coordinator obtains the placement related to the student's career and technical class. The program is supervised by the WBL coordinator and classroom instructor, and on-site visits are scheduled periodically. Students must meet certain criteria before being placed and maintain certain expectations during the program. Through this real-life experience, students learn to work effectively with other people and accept responsibility . . . skills that spell success and are integral to help make the student college and career ready.

ALBANY CAMPUS PROGRAMS**AM SESSION: 8:10 AM—10:34 AM****PM SESSION: 11:10 AM—1:34 PM**

- AUTO BODY REFINISHING I (SCIENCE)
- AUTO BODY COLLISION REPAIR II (ENGLISH 12)
- AUTO TRADES TECHNOLOGY I (SCIENCE)
- AUTO TRADES TECH II (ENGLISH 12)
- AYES AUTO TECHNICIAN (ENGLISH 12)
- BUILDING TRADES I (MATH)
- BUILDING TRADES II (ENGLISH 12)
- COSMETOLOGY I (SCIENCE)
- COSMETOLOGY II (ENGLISH 12)
- CRIMINAL JUSTICE I (SCIENCE)
- CRIMINAL JUSTICE II (ENGLISH 12)
- DIESEL TECH I (SCIENCE)
- DIESEL TECH II (ENGLISH 12)
- ELECTRICAL TRADES I (MATH)
- ELECTRICAL TRADES II (ENGLISH 12)
- GLOBAL FASHION STUDIES I (MATH)
- GLOBAL FASHION STUDIES II (ENGLISH 12)
- HVAC/R I (SCIENCE)
- HVAC/R II (ENGLISH 12)
- INTERNET APPLICATION DESIGN I (MATH)
- INTERNET APPLICATION DESIGN II (ENGLISH 12)
- NURSING ASSISTANT I (CNA) (SCIENCE)
- NURSING ASSISTANT II (PCA, HHA) (ENGLISH 12)
- WELDING & METAL FABRICATION I (SCIENCE)
- WELDING & METAL FABRICATION II (ENGLISH 12)

CAREER STUDIES/CTE PROGRAMS

- AUTO SERVICES/SMALL ENGINE
- CARPENTRY SERVICE
- PET TECH
- RETAIL & OFFICE SERVICE
- VOCATIONAL TRAINING/TRANSITION

NEW VISIONS 8:00 AM—11:30 AM

- * HEALTH CAREERS (ENGLISH 12; PIG/ECON)
- * LAW & GOVERNMENT (ENGLISH 12; PIG/ECON)

*Application Required

MOHONASEN CAMPUS PROGRAMS**AM SESSION: 8:00 AM—10:30 AM****PM SESSION: 11:25 AM—2:00 PM**

- ENGINEERING TECH (MATH)
- GAME DESIGN/IMPLEMENTATION I (MATH)
- GAME DESIGN/IMPLEMENTATION II (ENGLISH 12)
- MAUFACTURING & MACHINE TECH I (MATH)
- MAUFACTURING & MACHINE TECH II (ENGLISH 12)
- STERILE PROCESSING TECHNOLOGY (SCIENCE)
- ENTERTAINMENT TECH I (SCIENCE)
- ENTERTAINMENT TECH II (ENGLISH 12)
- WELDING & METAL FABRICATION I (SCIENCE)
- WELDING & METAL FABRICATION II (ENGLISH 12)



AUTO BODY REFINISHING I

(4 CREDITS) (CTE SCIENCE)

This one-year program teaches students how to use the latest automotive refinishing equipment to paint complete vehicles or vehicle sections. Students learn about materials, methods and technology while working on vehicles in a state-of-the-art shop and classroom. They learn how to mix specific colors, detail vehicles and calculate finishing costs. The Auto Body Refinishing program is certified by the National Automotive Technician Education Foundation/Institute for Automotive Service Excellence (NATEF/ASE)

AUTO BODY COLLISION REPAIR II

(4 CREDITS) (CTE ENGLISH 12)

Repairing, restoring and customizing cars, trucks and other vehicles requires education, experience, skill and talent. Auto Body Collision Repair is a one-year program in which students learn about ever-changing materials, methods and technology while working on late-model cars and donated vehicles in a state-of-the-art shop and classroom. Auto Body Collision Repair students learn how to replace panels and glass, and weld, straighten and repair panels and vehicle structures. Chief E-Z liner straightening equipment and Motor E-Frame electronic measurement data are used, and students also learn from guest speakers who are experts in the field

AUTO TRADES TECH I

(4 CREDITS) (CTE SCIENCE)

AUTO TRADES TECH II

(4 CREDITS) (CTE ENGLISH 12)

From computerized diagnostics to hands-on repair, students in the Automotive Trades Technology program learn how to service and maintain all types of cars and light trucks. This two-year program covers a range of topics, from engine theory and hybrid vehicle technology, to specialized tools and equipment, to customer service and shop management. Students work on late-model vehicles donated by auto manufacturers as well as actual customer vehicles that are brought to class for servicing and repair. In this NATEF-accredited program, students can earn SP/2, ASE certifications and a New York State Inspectors Certification.

AYES AUTO TECHNICIAN

(4 CREDITS) (CTE ENGLISH 12)

13 CHS CREDITS, HVCC

Automotive Technician program is a national auto industry program supported by BMW, GM, Toyota, Audi, Honda, Subaru, SkillsUSA and more. In this NATEF-accredited program, students learn the basics of auto technology and may have the opportunity to work as paid interns at sponsoring auto dealerships. They learn about engines, electrical and computer systems, suspension and brakes and the latest hybrid vehicle technology. They have the opportunity to earn college credit and work toward an associates degree through Hudson Valley Community College through the University in High School Program. Students interested in enrolling in AYES must be recommended to the program by an automotive instructor, and complete a transcript review and interview process. Upon completion of the program, students can earn SP/2, ASE certifications and a New York State Inspectors certification. Career-related information can be found at: www.ayes.org.

BUILDING TRADES I

(4 CREDITS) (CTE MATH)

BUILDING TRADES II

(4 CREDITS) (CTE ENGLISH 12)

Students in the Building Trades program at the Albany campus learn through standardized craft training programs developed by the National Center for Construction Education and Research (NCCER) and gain valuable experience through on- and off-campus projects. They learn about safety, green construction, reading blueprints along with receiving extensive training in home energy efficiency. Students who pass the written exams and performance tests gain a portable skill set and may earn NCCER certifications, which are recognized by contractors and employers across the country.

COSMETOLOGY I

(4 CREDITS) (CTE SCIENCE)

COSMETOLOGY II

(4 CREDITS) (CTE ENGLISH 12)

Cosmetology students learn the competencies and skills needed to pass the New York state practical and written licensing exams through a program that meets the state required 1,000 hours of instruction. Students attend Cosmetology for two years. There is a mandatory summer program after completion of the first year, to complete a required 120 hours of study. They apply theory and skills and strengthen competencies through hands-on experiences including a clinic open to the community and a salon internship. Academics are integrated, and students may earn college credits through Schenectady County Community College.

CRIMINAL JUSTICE I

(4 CREDITS) (CTE SCIENCE)

CRIMINAL JUSTICE II

(4 CREDITS) (CTE ENGLISH 12)

Security, law enforcement and the criminal justice field are central to sound management of public and private enterprise. Open to juniors and seniors, the Criminal Justice program teaches students about the history, theory, practices and recent developments in these professions. They learn about police, court and prison systems, operation of security and protection programs and security procedures in public, commercial and residential settings.

DIESEL TECH I

(4 CREDITS) (CTE SCIENCE)

DIESEL TECH II

(4 CREDITS) (CTE ENGLISH 12)

Medium- and heavy-duty trucks require educated and experienced technicians for their maintenance and repair. Medium/ Heavy Duty Truck Repair students work on late-model trucks and diesel engines. They learn electrical and electronic theory, which they apply to computerized control systems used on today's trucks; students also learn how to service and maintain steering, suspension, chassis and braking systems. Students also are taught about alternative fuels including biodiesel, and about hybrid vehicle technology. Students also learn vehicle air conditioning recovery and recycling service procedures and upon completion of the training, may test for Environmental Protection Agency (EPA) approved certification. This is especially important as the diesel trucking industry shifts to new green technologies. According to the Diesel Technology Forum, more than 40 percent of all medium and heavy-duty diesel commercial trucks in the United States are currently equipped with newer technology clean diesel engines. Automotive Service Excellence (ASE)-style testing during the Diesel Tech program prepares students to pursue certification after graduation. Upon completion of the program, students may secure employment as entry-level technicians or advance their education and training. Diesel Tech at Career & Tech is the only high school-level program in the state to earn certification by the National Automotive Technician Education Foundation/ I.



ALBANY CTE PROGRAMS

ELECTRICAL TRADES I

(4 CREDITS) (CTE MATH)

ELECTRICAL TRADES II

(4 CREDITS) (CTE ENGLISH 12)

Experienced electricians are in serious demand. Career & Tech's Electrical Trades program offers each student the opportunity to learn basic electrical skills and to progress to the cutting edge of 21st-century green technologies. Students learn fundamental skills in electrical theory, and through classroom instruction and hands-on shop lessons, they can become successful residential wiring professionals. In each theory class and lab, students construct the circuits discussed, gaining skill and experience as they move from residential into commercial and industrial wiring. The materials, meters and methods used in Electrical Trades give students an in-depth understanding of their field and the knowledge needed to work with the latest environmentally friendly technologies. Electrical Trades students may earn advanced standing in the National Joint Apprenticeship and Training Committee (NJATC) and International Brotherhood of Electrical Workers (IBEW) programs. Post-secondary education in the electrical industry is available through one-, two- and four-year college programs. Specialized training is also available at technical schools or through apprenticeships, and some employers pay for such education. Increased levels of education and training can lead to higher levels of employment and salary. Many students gain an edge in these programs by beginning their education at Career & Tech. Electrical Trades students are well prepared for entry into the workforce or for advanced study in college, technical school or apprenticeships.

GLOBAL FASHION I

(4 CREDITS) (CTE MATH)

GLOBAL FASHION II

(4 CREDITS) (CTE ENGLISH 12)

Students enrolled in Global Fashion Studies have the opportunity to study creative design and core business concepts while applying them to the world of fashion. Further exploration will include careers in fashion, merchandising, marketing, retailing and e-tailing. With the ever-increasing focus on fashion trends, star apparel and more, this field is perfect for students with strong design skills, a strong imagination or just a desire to stand out. Leadership skills are emphasized along with creativity, problem-solving, writing, communications and presentation skills. In addition, students are exposed to state-of-the-art technology skills used by fashion industry professionals. Hands-on fashion career exploration is included in all phases of this course. As a college prep program, students may have opportunities to research and visit top fashion colleges during their course studies. Students will be guided through the development of a fashion trade portfolio showcasing their best work. Work-based learning opportunities will be available to students to work with local retailers at area shopping malls to learn visual display and merchandising. After completing Global Fashion Studies, students may start their careers or advance their education at two or four-year colleges such as Fashion Institute of Technology in New York City, Laboratory Institute of Merchandising in New York City, Mount Ida College in Boston, Herkimer County Community College or Fashion Institute of Design and Merchandising in California. Who should enroll in fashion? • Students Interested in pursuing a college degree in a fashion major. • Students who want to explore careers in fashion. • Students who want to learn about the fashion industry. • Students who would like to explore artistic/creative interests.

HVAC/R I

(4 CREDITS) (CTE SCIENCE)

HVAC/R II

(4 CREDITS) (CTE ENGLISH 12)

The Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R) program gives students a solid career foundation. The HVAC/R field offers job opportunities that outnumber qualified professionals (visit www.BLS.org and search "HVAC" for more information). In a state-of-the-art classroom, students are prepared to test for federal Environmental Protection Agency (EPA) certification, which is required to work in the industry.

INTERNET DESIGN I

(4 CREDITS) (CTE MATH)

INTERNET DESIGN II

(4 CREDITS) (CTE ENGLISH 12)

This course prepares students for creative careers including web design, graphic arts, application design and others. During the two-year program, students develop professional skills in industry standard software, as well as a working knowledge of design theory and practice. Working individually and in teams, students engage in projects that teach how digital content is designed, built and deployed. Students will demonstrate their technical abilities through the Adobe Certified Expert Program. Additionally, students will participate in a variety of workbased learning activities designed to provide professional-level practice and exposure to the expectations they will encounter in their careers. Students completing the program will be prepared for rigorous college and postsecondary programs and may be qualified for entry level jobs within the visual communications field.

NURSING I (CNA)

(4 CREDITS) (CTE SCIENCE)

NURSING II (HHA/PCA)

(4 CREDITS) (CTE ENGLISH 12)

This one- or two-year program offers students an opportunity to enter their health care field of choice at the level of their own choosing. Students have the option of taking a one-year program to earn certification as a Home Health Aide/Personal Care Aide (PCA) or a separate one-year program to earn certification as a Certified Nurse Assistant (CNA) and PCA. Or, students can take both courses during their junior and senior years. Through both plans students will earn CPR and American Health Association First Aid certifications. Below is the breakdown of how the sequences works:

CNA: Students learn total patient care through training in the classroom. They prepare to take the Certified Nurse Assistant examination that qualifies CNAs to work in any nursing home in the state. Students complete 108 hours of clinical work in a nursing home.

HHA/PCA: Students will learn through clinical training and classroom preparation how to provide valuable skills in conjunction with professional nurses in a home health care setting. Service range from health-related tasks such as obtaining vital signs to doing laundry, personal care and housekeeping g. Students will complete 108 hours in a clinical setting.

WELDING I

(4 CREDITS) (CTE SCIENCE)

WELDING II

(4 CREDITS) (CTE ENGLISH 12)

Welding & Metal Fabrication students learn the skills and techniques necessary for success in a career that values welltrained, experienced workers. They learn shielded metal arc welding (stick); (MIG), oxy-fuel cutting and tungsten inert gas (TIG) welding and automated orbital welding and oxy-fuel cutting. They also learn about the operation of welding and metal fabrication machinery, blueprint reading and shop theory. Upon completion, students are prepared to seek employment or proceed with more advanced training at a technical school or college.



CAREER STUDIES/ CTE PROGRAMS

AUTO SERVICES/ SMALL ENGINE REPAIR

Auto Services/Small Engine Repair is a career studies program for students who want to learn hands-on at an alternative pace. Students learn about basic automotive and small engine maintenance and repair, service station duties and exhaust and engine systems. They work on actual customers' vehicles and build important skills, such as teamwork, communication and customer service. Students completing the program are prepared for work or more advanced training in Automotive Trades Technology. Career Studies programs are taught with substantial real-world experience in the field.

CARPENTRY SERVICE

Carpentry Services is a career studies program for students who want to learn hands-on at an alternative pace. Individuals trained and experienced in carpentry and building maintenance are always in demand in construction, finishing and rehabilitation of homes, office buildings, schools, hospitals, stores, parks and hotels. Students in the Carpentry Services program at the Albany campus learn the skills needed for entry-level positions in the construction and building maintenance fields. Upon completion, students may continue their studies in the Building Trades program, through the BOCES Adult Education program or at a community college.

PET TECH SERVICE

Pet Tech is a program designed for students who are interested in working with small domestic animals to learn basic care. Skills taught include pet grooming, care and best practices for boarding animals. Students also learn about customer service, written and spoken communication, office and computer skills, phone etiquette, budgeting and money management, inventory and ordering, advertising, basic accounting and business math — all skills necessary to operate in a business and retail setting.

RETAIL & OFFICE SERVICES

Retail & Office Services is a program designed for students who are interested in working with others in an office, retail or customer service setting and want to learn basic, business-related skills. Students learn about customer service, written and spoken communication, office and computer skills, budgeting and money management, inventory and ordering, advertising, basic accounting and business math. Retail & Office Services students also build skills in problem-solving, organizing, business and telephone etiquette and working as a team. They rotate through internships in retail and office locations. They work hands-on and as a team at the Campus Store and Real World Fashion Boutique, as well as in the classroom. By gaining experience during class and in the field, students are well-prepared to get a job and keep it. They benefit both personally and professionally. Retail & Office Services is a career studies program for students who want to learn hands-on, at an alternative pace. The program provides challenging, developmentally appropriate career prep experiences.

VOCATIONAL TRAINING/ TRANSITION

Self-confidence. Independence. Work experience. Job training. The Vocational Training & Transition program at the Albany campus provides students with the opportunity to put all of the pieces together and start building a future. Students discover their strengths, build self-esteem and gain confidence in their abilities. At the same time, they receive training with an emphasis on job-related skills, leadership and organizational skills, and decision-making skills. Students have the opportunity to apply their knowledge and skills at local businesses, including Crossgates Mall and Price Chopper. The Vocational Training & Transition program is a career studies program for students who want to learn hands-on at a modified pace. The program is designed to meet individualized educational program provisions through challenging, developmentally appropriate career prep experiences. Career Studies programs are taught by teachers with substantial real-world experience in their trades.

NEW VISIONS

To enroll in any New Visions program, you must complete a program application and participate in an interview/selection process. Additionally, you must have: a GPA of 85 or above; positive attendance pattern; maturity and ability to work both independently and in teams; strong communication skills, i.e. reading, writing, speaking, listening. These programs are offered at an off campus location.

NEW VISIONS: HEALTH CAREERS

(4 CREDITS) (ENGLISH 12 H; PART GOVT/ECON H) 6 CHS CREDITS, SAGE, PCS 101 & ENG 148

Students focusing on careers in medicine or health professions can explore these fields in-depth through the New Visions: Health Careers program. The classroom is located at either St. Peter's Hospital in Albany or Ellis Hospital in Schenectady, where students rotate through up to 40 clinical and administrative areas. Student rotations include the Center for Disability Services, Ellis Hospital (Nott, McClellan and Bellevue), Our Lady of Mercy Nursing Home, St. Peter's Addiction Recovery Center, Hospice and other agencies. Students rotate through the operating room, pharmacy, psychiatric units, rehabilitation, radiation oncology, food services and maintenance, which poses special challenges in a sterile environment. They form a clearer vision of their college and career goals by acquiring first-hand knowledge of the day-to-day demands and rewards of various health care professions.

NEW VISIONS: LAW & GOVERNMENT

(4 CREDITS) (ENGLISH 12 H; PART GOVT AP; ECON H) 4 UHS CREDITS, UALBANY)

Students interested in current events, the electoral process and politics, government and public policy or the world of law can explore related careers in New Visions: Law & Government. Through this program based near the state Capitol, students learn first-hand about the executive, judicial and legislative branches of government and the private legal sector. Through different internships, New Visions: Law & Government students work with legal and governmental professionals at the office of the attorney general, courts, state Legislature and a variety of public and private interest advocacy organizations. Their curriculum integrates political science, law, English and economics and includes units in foundations of law, government and citizenship, criminal justice and civil law, political philosophy, constitutional law, campaigns, elections and special interests, institutions of government, public policy and the legal profession. New Visions: Law & Government students' field experiences culminate in a week-long trip to Washington, D.C., where they meet with their U.S. senators and congressional representatives and attend sessions of Congress and the U.S. Supreme Court.

MOHONASEN CTE PROGRAMS ENGINEERING TECH

(4 CREDITS) (CTE MATH)

Students will learn about the semi-conductor industry, as well as clean room protocol, safety, electronics, hand tool usage, automation, tool extraction and repair, valve operation and repair and more. To create a steady pipeline of technicians Global Foundries in collaboration with Capital Region BOCES Career & Technical School will train and prepare students for careers in the US and around the world, as maintenance technicians, procure technicians and production technicians.

GAME DESIGN AND IMPLEMENTATION I

(4 CREDITS) (CTE MATH)

GAME DESIGN AND IMPLEMENTATION II

(4 CREDITS) (CTE ENGLISH 12)

Game Design and Implementation is a two-year program for students interested in the creative worlds of video game design, 3-D modeling, and computer programming. Students learn the history of games from ancient times to present. They create board games, card games and dice games while learning the fundamentals of game Design. Then students create digital games using Game Maker software, Game Salad and Unity. Students will explore various art concepts during the first year and 3D modeling during the second year. Finally, students will design their own video games in groups as well as create a virtual video game design company.

MANUFACTURING TECHNOLOGY I

(4 CREDITS) (CTE MATH)

MANUFACTURING TECHNOLOGY II

(4 CREDITS) (CTE ENGLISH 12)

Manufacturing & Machining Technology was developed in cooperation with local businesses and industries, colleges and professional associations to meet our region's growing demand for advanced manufacturing professionals. Students focus on skilled manufacturing, machining and advanced manufacturing, and learn how products are taken from concept to consumer using the latest technology to compete in a global marketplace. They learn computer-aided design (CAD), engineering drawing and sketching and a number of computer programs used in today's highly technical manufacturing operations. Students benefit from partnerships with such advanced manufacturers as Greno Industries Inc., GE Energy, Simmons Machine Tool, PVA and Atlas Copco, which offer opportunities for field trips, job shadowing and internships.

STERILE PROCESSING TECHNICIAN

(4 CREDITS) (CTE SCIENCE)

Sterile processing technicians decontaminate, inspect, package and sterilize equipment and devices used in the health care environment. These items range from complex devices to simple, hand-held surgical instruments. Sterile Processing Technicians serve a vital role in the health care industry, combating the spread of hospital-borne illnesses, as well as diseases. Sterile Processing Technicians find employment in hospitals, ambulatory surgical centers, medical laboratories, birth centers and other facilities where sterilized equipment is needed.

ENTERTAINMENT TECH I

(4 CREDITS) (CTE SCIENCE)

ENTERTAINMENT TECH II

(4 CREDITS) (CTE ENGLISH 12)

Are creativity and the world of performing arts your passion? Did you ever wonder if there are careers to be had in the performance arts beyond acting? Explore what happens backstage and in the studios through Theatre and Film Production Technology, a program offered in partnership with the Center for Advanced Technology and Proctors Theatre in Schenectady. The program is based in classrooms, a studio theatre and in visits to professional theaters where students experience the world of theatre and film production, hands-on building skills and knowledge. Theatre and Film Production Technology students learn about the technical aspects of theatre and film production including history, art and design interpretation, scenery, construction and painting techniques, tools and equipment, sound and recording, stage electrics and lighting, costuming and makeup. Backstage education is complemented by experiences in performance, art, music and practical building trades in a fun and creative atmosphere. Internships and job shadowing advance students' marketable skills while helping them explore career opportunities. First-year students can earn credit for integrated science, and second year students can earn credit for integrated English. Upon completion of the program, students are well-prepared to continue their studies at college or enter the workforce.

WELDING I

(4 CREDITS) (CTE SCIENCE)

WELDING II

(4 CREDITS) (CTE ENGLISH 12)

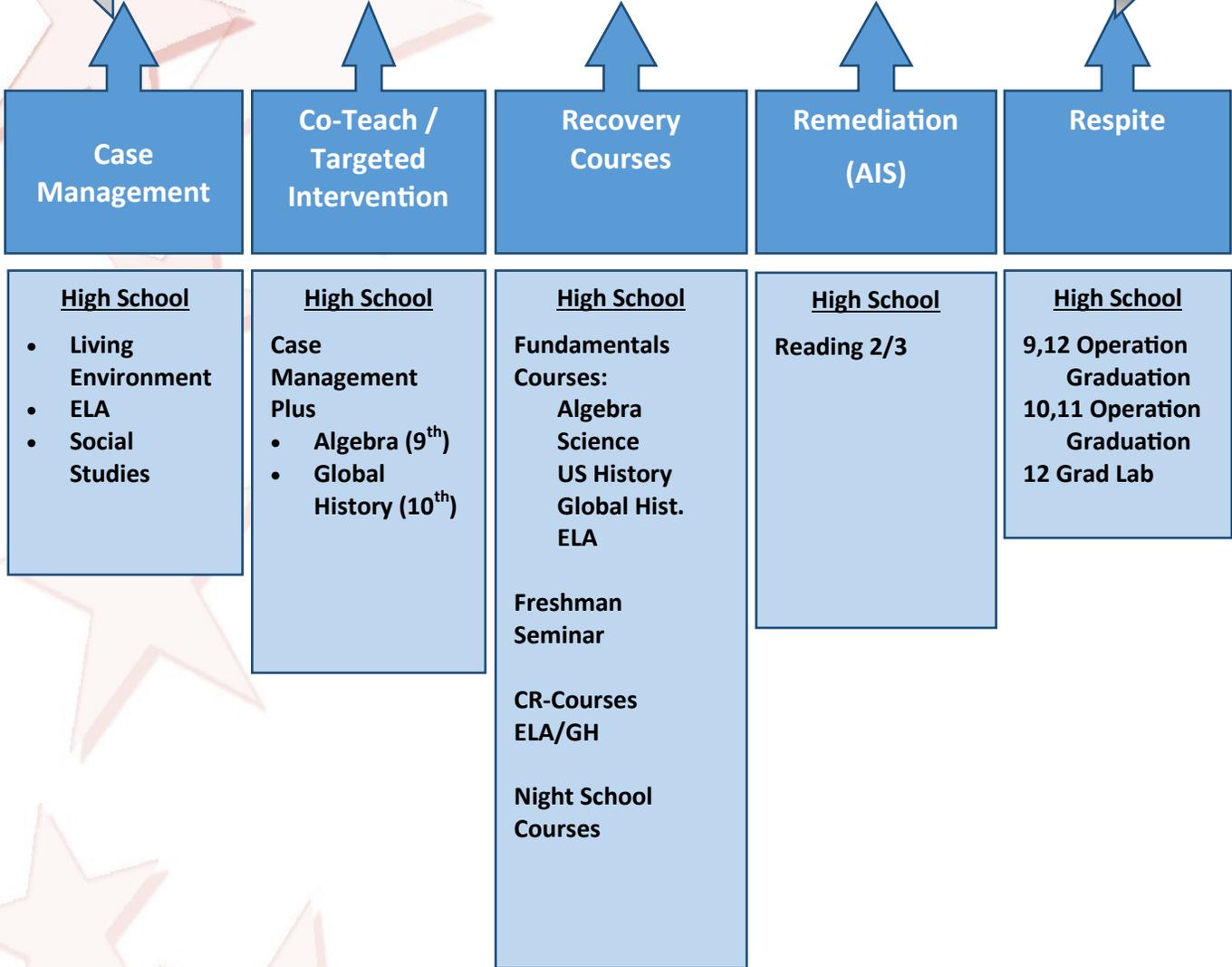
Welding & Metal Fabrication students learn the skills and techniques necessary for success in a career that values welltrained, experienced workers. They learn shielded metal arc welding (stick); (MIG), oxy-fuel cutting and tungsten inert gas (TIG) welding and automated orbital welding and oxy-fuel cutting. They also learn about the operation of welding and metal fabrication machinery, blueprint reading and shop theory. Upon completion, students are prepared to seek employment or proceed with more advanced training at a technical school or college.



The General Education Continuum is designed to provide targeted supports and interventions for students in General Education who are struggling to achieve academic success.



2020/21 COURSE DESCRIPTION BOOK



CASE MANAGEMENT

Case managers will maintain a caseload of 35 students who are identified in a specific content area (English, Social Studies or Living Environment) who require a greater degree of monitoring. Assigned teachers will work directly with the students teachers to address areas of deficiencies and supports engaging in problem solving to develop plans for increased success. Caseloads can be fluid based on the needs of the students.

CASE MANAGEMENT PLUS

Teachers will push into the general education environment based on the content to provide targeted assistance with a focus on remediation. Students are identified in a specific content area (Global or Algebra) who require an even greater degree of monitoring, which requires familiarity with diagnosing and prescribing interventions. Caseloads can be fluid based on the needs of the students.

OPERATION GRADUATION

Operation Graduation is a respite program for grades 9-12. Support is provided in a small group setting for varying times depending on need. It focuses on meeting students academic, social, and emotional needs. Academic skill building is developed through a modified curriculum. The program offers access to a full time social worker and program coordinator. Students have continued access to these supports throughout their time at the high school.



**RECOVERY COURSES
FUNDAMENTALS**

ALGEBRA FUNDAMENTALS

(CREDIT RECOVERY - 1 CREDIT OR EXAM RECOVERY ½ CREDIT)

Prerequisite: students who have not yet passed the Algebra Course/Exam.

This is an intensive course for students who have not been successful with the Algebra course and/or who have not passed the Algebra Regents exam. Students will continue on in their math course sequence as well as being placed in Algebra Fundamentals. This course meets every day for half a year and will be focused on providing intensive, targeted instruction to prepare students to take the Algebra Regents exam. Students who failed the Algebra course but scored a 50 or higher on the Algebra Regents can take this course and earn Algebra course credit if they pass the Algebra Regents exam.

ELA FUNDAMENTALS

(CREDIT RECOVERY - 1 CREDIT; EXAM RECOVERY ½ CREDIT)

Prerequisite: students who have not yet passed the English 11 Course/Exam.

This is an intensive course for 11th and 12th grade students who have not been successful with the English 11 course and Regents or who have not passed the English Regents exam. Students will continue on in their English course sequence as well as being placed in a Fundamentals of English class. This course meets every day for half a year and will be focused on providing intensive, targeted instruction to prepare students to take the English Regents exam.

GLOBAL FUNDAMENTALS

(CREDIT RECOVERY - 1 CREDIT; EXAM RECOVERY ½ CREDIT)

Prerequisite: students who have not yet passed the Global 10 Course/Exam.

This is an intensive course for students who have not been successful with the Global History 10 course and Regents or who have not passed the Global Regents exam. Students will continue on in their social studies course sequence as well as being placed in a Fundamentals of Global History class. This course meets every day for half a year and will be focused on providing intensive, targeted instruction to prepare students to take the Global History Regents exam.

US HISTORY FUNDAMENTALS

(CREDIT RECOVERY - 1 CREDIT; EXAM RECOVERY ½ CREDIT)

Prerequisite: students who have not yet passed the US History 11 Course/Exam.

This is an intensive course for students who have not been successful with the US History 11 course and Regents or who have not passed the US History Regents exam. Students will continue on in their social studies course sequence as well as being placed in a Fundamentals of US History class. This course meets every day for half a year and will be focused on providing intensive, targeted instruction to prepare students to take the US History Regents exam.

SCIENCE FUNDAMENTALS

(CREDIT RECOVERY - 1 CREDIT; EXAM RECOVERY ½ CREDIT)

Prerequisite: students who have not yet passed the Biology Course/Exam.

This is an intensive course for students who have not been successful with a science course and Regents or who have not passed a science Regents exam. Students will continue on in their science course sequence as well as being placed in a Fundamentals of Science class. This course will be focused on providing intensive, targeted instruction to prepare students to take a science Regents exam.

SEMINARS

FRESHMAN SEMINAR

(UP TO 1 CREDIT)

Freshmen Seminar is a course designed for students who did not meet proficiency on one or more NYS exams in the 8th grade. Students are enrolled in this course based on severity of need. The 9th grade teams' math, social studies, and English teachers teach this course focusing on honing comprehension skills with both narrative and expository texts, reading and writing skills, and general math skills. Should students demonstrate significant improvement in skill level and meet proficiencies within their core courses, they will have the opportunity to enroll in an elective course at the end of the first semester.

CREDIT RECOVERY COURSES

**ENGLISH 9, 10, 11 CR
GLOBAL 9 CR
US HISTORY CR**

(CREDIT RECOVERY - 1 CREDIT)

This is an intensive course for students who have not been successful with the academic course listed above. Students will continue on in their course sequence as well as being placed in a Credit Recovery class. This course meets every day for half a year and will be focused on providing intensive, targeted instruction to prepare students to meet the requirements needed to earn course credit.

LITERATURE & SOCIAL JUSTICE

(1 CREDIT) (CREDIT RECOVERY)

Are you angry about some of the things happening in our world today and want to find a way to make a positive change? If so, a course in social justice might be just what you're looking for. We will study social justice through literature, pop culture, social media, and music. Through these mediums, we will explore what it means to take a stance on issues of social injustice. You will discover the power of your own voice through speaking and writing, discovering issues that hold special importance to you.

READING COURSES

SPECIALIZED READING

(1/2 - 1 CREDIT; SEMESTER COURSE)

The Specialized Reading classes at Schenectady High School is designed based on student need. There is an emphasis on phonemic awareness, alphabetic principle, word study, English spelling structure, as it impacts comprehension. Students experience instruction that is tailored and unique to each particular need and goal.

READING 2

(1/2 - 1 CREDIT; SEMESTER COURSE)

A course for students who qualify for reading services based upon the STAR Reading Assessment and the BRI. Instruction will focus on fluency and comprehension skills, as well as explicit vocabulary instruction. Opportunities to practice reading high interest text at students' instructional levels will be paired with practical strategies to build comprehension. The goal of this course is to increase students' reading fluency rates and comprehension levels, usage of comprehension strategies, and vocabulary knowledge across disciplines.

READING 3

(1/2 - 1 CREDIT; SEMESTER COURSE)

A course for students in need of explicit instruction in phonemic awareness, decoding strategies, and vocabulary knowledge who qualify for reading services based upon the STAR Reading Assessment and the BRI. Instruction will focus on specific decoding strategies, with a goal of increasing decoding ability, vocabulary knowledge, and fluency rates for an overall increase in reading comprehension.

NIGHT SCHOOL COURSES

3:30 pm—6:00 pm (Monday, Tuesday, Wednesday & Thursdays) Days are subject to change based on teacher availability

Night School is great for....

- Seniors who can't fit all their courses in their schedule
- Sophomores or Juniors who plan to graduate early
- Students who have failed a regents exam and need a prep course
- Students who only have 1 or 2 courses (or an exam) to take before they can graduate
- Students who need scheduling flexibility or desire an alternative learning environment

Note: Since classes only meet 1 time per week, all students will be required to sign an attendance contract at time of registration and be expected to attend their classes regularly. Courses: (subject to change; based on need)

Algebra Fund	English 12	PIG
Biology	Forensics	PE
College Bound	Global Fund	Spanish
Economics	Health	



Special education is instruction that is specifically designed to meet the unique needs of students who have disabilities. Special education is provided at not cost to the parents and can include special education instruction in the classroom, at home, or other out of district setting such as a hospital or institution. Children with disabilities are eligible for special education and related services when they meet the Individuals with Disabilities Education Act (IDEA). IDEA provides 13 disability categories under which a child may be found eligible for special education or related services.

Transition Consultation Services is a direct service available to all special needs junior and seniors who are pursuing Regents/Local diplomas, CDOS or SACC Credential Certificates. Services include orientation and referral to adult/ postsecondary services such as service coordination, ACCESSVR (vocational rehabilitation) and support services in college campuses.

Special Education Programs

- Consultant services
- Resource Room
- Integrated Co-Teaching
- Special Class Learning Center
- Social Development—Mental Health (12:1:2)
- Life Skills (12:1:2)
- Intensive Skills (12:1:2)
- Social Development—Academic (12:1:2)
- Social Development—Behavior/Social Skills (12:1:2)

CONSULTANT SERVICES (20:1)

This service is provided as a direct and/or an indirect service to students in grades 9 through 12. Collaboration between the general education teacher and the special education teacher focuses on the needs of the students and the ways to improve skills necessary for success in the general education classroom. Students in this program are fulfilling requirements to earn a local/regents diploma.

RESOURCE ROOM (5:1)

This service is provided outside of the general education program. Instructional groups consist of a maximum of five students for up to five periods per week daily. This program is appropriate for identified students demonstrating academic delays as well as organizational and time management difficulties. Students in this program are fulfilling requirements to earn a local/regents diploma.

SPECIAL CLASS LEARNING CENTER (15:1:1)

This program provides services to students who require intense academic support to improve skills in core areas necessary to earn a local/regents diploma. Each student is programmed into small, structured classes to meet the state mandated diploma requirements.

INTEGRATED CO-TEACHING CLASSES (12:1)

For those special education students who require additional support in the mainstream there are a variety of classes offered in the four core subject areas. In grades 9 and 10 a seminar class provides additional support for reteaching, preteaching and intensive reading support. These classrooms offer the support of a special education teacher to provide academic assistance including program accommodations and testing accommodations

SOCIAL DEVELOPMENT SPECIAL CLASS (12:1:2)

This program provides services to students with emotional, mental health, anxiety and/ or learning disabilities whose behaviors interfere with their ability to be successful in general education classes. Counseling which addresses emotional regulation and/or behavior can be a component of the program. Students in this program are fulfilling requirements to earn a local/regents diploma.

LIFE SKILLS SPECIAL CLASS (12:1:1)

This program provides instruction to special education students in grades 9-12 who require instruction in a smaller class setting. Students receive instruction in reading, writing, science, social studies and math. A focus on work readiness within the four core subject areas. Students may pursue vocational experience or may be involved in a community work experience. Students in this program are fulfilling requirements to earn a Local and/ or a Career Development and Occupational Studies (CDOS) Commencement Credential.

SKILLS AND ACHIEVEMENT CREDENTIAL CERTIFICATION SPECIAL CLASS (12:1:2)

This program provides services to students with multiple disabilities who require a high staffing ratio to address their individual needs. Social skills necessary to live and work independently in the community are developed. These students are eligible for the New York State Alternate Assessment. Students in this program are fulfilling requirements to earn a Skills and Achievement Credential Certificate.

CAREER EXPLORATION 1 LSI (12:1:2)

CAREER EXPLORATION 1 LC (15:1:1)

(1 CREDIT)

This course focuses on the discovery process of a student's core passions, values, and values as it relates to career choices. The student will learn about themselves-what they enjoy doing and how they are influenced by people in their lives. As the student progresses through the year they will use a formal decision-making process and use personalized information to select several careers in a specific career cluster for further investigation. The students will end the year by beginning the process of planning the path they need to take to achieve career success.

As part of the Curriculum for those students enrolled in the Career Explorations Classes, Preparing Applicants for Vocational Experiences (P.A.V.E.) provides students with activities and discussions to assist them in accruing Work Based Learning Hours for the CDOS, and prepare them for the working world. P.A.V.E. Program allows students to have the experience of producing, packaging, selling, and delivering items touring / shadowing various work locations, allowing students the chance to analyze, and adjust the marketing to increase profits and prospective employment opportunities. Emphasis is placed on positive work behaviors, assisting students to see situations and personal work qualities from the employer's point of view. Skills needed to secure entry level employment, and strategies to advance from entry level, are emphasized and practiced.



**CAREER EXPLORATION 2 LSI (12:1:2)
CAREER EXPLORATION 2 LC (15:1:1)**

(1 CREDIT)

This course builds on the information learned in Career Exploration 1. Students will build leadership and teamwork skills that employers want. They will examine workplace realities, explore personal finance relating to their future and practice the education and job search skills they will need to implement their career plan. This course encourages learning and places career planning in the context of each student's life.

As part of the Curriculum for those students enrolled in the Career Explorations Classes, Preparing Applicants for Vocational Experiences (P.A.V.E.) provides students with activities and discussions to assist them in accruing Work Based Learning Hours for the CDOS, and prepare them for the working world. P.A.V.E. Program allows students to have the experience of producing, packaging, selling, and delivering items touring /shadowing various work locations, allowing students the chance to analyze, and adjust the marketing to increase profits and prospective employment opportunities. Emphasis is placed on positive work behaviors, assisting students to see situations and personal work qualities from the employer's point of view. Skills needed to secure entry level employment, and strategies to advance from entry level, are emphasized and practiced.

DISTRICT SWEP

Application required

The Student Work Experience Program (SWEP), is an In School education program located at Schenectady High School. An individual transition plan containing this program will be developed as part of his/her Individualized Education Program (IEP).

This program will allow students' to "rotate" through work experiences at a variety of In School Placements at Schenectady High School, giving them the opportunity to try out different types of work experiences and learn appropriate work habits and new work skills. The program spans the entire school year in accordance with the high school academic calendar. The students also participate in a Work Readiness Curriculum as a group. Students will be supervised and trained by staff from the high school. Because this is part of students' educational program, no pay will be received, however they will be acquiring work- based learning hours needed for to acquire a CDOS/ SACC credential.

COMMUNITY SWEP

Application required

The Student Work Experience Program (SWEP), is a community-based education program. An individual transition plan containing this program will be developed as part of his/her Individualized Education Program (IEP).

This program will allow students to "rotate" through work experiences at a variety of worksites throughout the Schenectady area, giving them the opportunity to try out different types of jobs and learn appropriate work habits and new work skills. The program spans the entire school year in accordance with the high school academic calendar. The Student will have input in selecting the work settings that interest them most. Students will be supervised and trained by staff from the high school; employers are also asked to assist with these functions in the absence of program staff. Because this is part of the students' educational program, students will be working to acquire Work based learning hours needed to obtain a CDOS/SACC credential.

STEINMETZ CAREER AND LEADERSHIP ACADEMY

It is increasingly more important to, not only develop content knowledge, but to acquire skills that support the manipulation of content such as critical thinking, digital literacy, effective communication, and creative thinking. Steinmetz Career and Leadership Academy (SCLA) offers students opportunity to acquire those skills through work-based learning experience options. In the process, the students develop in-depth understandings of careers as they simultaneously enhance their leadership qualities.

SCLA provides innovative approaches to instructional delivery for students who have preferences for non-traditional access to learning. Students play contributing roles in the planning and implementation of their own instruction. The students develop into true problem solvers in and out of the classroom. Nevertheless, their skills are evaluated by technical assessments based upon recognized industry and national standards, which are essential tools in career and technical education programs. In addition to earning high school graduation credits, they have the opportunity to earn credits for completed college coursework and/or advanced standing at a postsecondary institution or program after high school graduation.

Main campus students can partially enroll at SCLA to take any of the Programs/Pathways at SCLA. Transportation between the two campuses is provided. See your counselor for more information.

PROGRAM HIGHLIGHTS

- Culinary Program (CTE)
- Culinary Management Program (CTE)
- Baking and Pastry Arts Management (CTE)
- CAD Program (CTE)
- Drafting and Design Management (CTE)
- CAM Program (CTE)
- Office Management (CTE)
- Media Arts



CORE COURSES:

CAREER AND FINANCIAL MANAGEMENT

(1/2 CREDIT)

This course is required by the NYS Education Department for any student pursuing a sequence in career and technical education. The emphasis is on business and economic systems, career planning, selection and success, and financial literacy.

COMPUTER SKILLS

(1/2 CREDIT)

This course is designed to introduce students to computer applications using the Microsoft Office Suite 2013. Students will learn to create, format, and edit academic, personal and business documents using Microsoft Word, Excel, PowerPoint, and Access. Students will learn effective computer keyboarding techniques, use online resources to improve their keyboarding skills and learn computer safety techniques.

CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP)

(1/2—1 CREDIT EACH)

CEIP provides a link between school and possible career option. A student completing 54 hours will earn 1/2 credit and a student completing 108 hours will earn 1 credit towards a regent diploma. The program provides hands-on experience in a variety of career choices. Students prepare for the transition between high school and the choice of college or beginning of a career. All Federal and NYS child labor laws are strictly enforced. This course is recommended for at SCLA students regardless of their career pathway.

AVID 9, 10, 11 ELECTIVE

(1 CREDIT)

Identified as an AVID Student though application and Interview Process

The AVID elective class prepares students in the academic middle for college eligibility and success. Students receive instruction in writing, inquiry, collaboration, organization, and reading strategies. Tutors are provided in the AVID Elective class to support student success in all course. Students visit colleges/universities during the school year.

SOCIAL JUSTICE 101

(1 CREDIT)

Are you interested in using your voice to make positive changes in our community? If so, a course in social justice might be what you are looking for! Social justice can be studied through literature, pop culture, social media, and music, through these mediums, we will explore what it means to take a stance on social justice. It is imperative that students be able to recognize their own voice, the power their voices hold, why people are afraid of those voices and how to utilize their voices for change. This course would allow students to make connections with others in the community with similar passions and could possibly lead to a lifelong love for standing up for those who are experiencing injustices.



CULINARY ARTS

Put the **Culinary Arts Program** to work for you. Students will develop the real-world the real-world skills and knowledge needed to get ahead in the food service business. Students in the culinary arts program learn how to prepare a variety of food products. They develop essential skills of responsibility, self-confidence and decision-making while preparing and serving lunch to the staff of Steinmetz Career and Leadership Academy, surrounding schools and catered events. All Culinary Arts courses count towards elective credits and CDOS credits. Upon completion of the program, students have an opportunity to receive nationally recognized Prostart Certification, college in High School credits, ServSafe Certification and scholarships from the National Restaurant Association Educational Foundation.

CULINARY PROGRAM (CTE)

- Career and Financial Management (1/2 credit)
- Introduction to Culinary Arts (1 credit)
- Intermediate Culinary Arts (1 credit)
- Advanced Culinary Arts (1 credit)
- Culinary ProStart (1 credit) (2 CHS credits)
- Career Exploration Internship Program (1/2 to 1 credit)

Industry Recognized Certification:
National Restaurant Association Foundation of Culinary Arts and Restaurant Management Written Exam. National Restaurant Association ServSafe Certification, NYS Restaurant Association Qualters Performance Assessment, NOCTI Food Prep Exam.

CULINARY/MANAGEMENT PROGRAM (CTE)APPROVAL PENDING)

- Career and Financial Management (1/2 unit)
- Advanced Culinary Arts (1 unit)
- ProStart (ServSafe UHS Credit)
- Introduction to Microsoft Office 2013 (UHS) (1 unit)

Industry Recognized Certifications:
Microsoft Office Word and PowerPoint and ProStart written and performance

BAKING AND PASTRY ARTS (CTE)

- Career and Financial Management (1/2 credit)
- Introduction to Culinary (1 credit)
- Intermediate Culinary (1 credit)
- Advanced Culinary (1 credit)
- Baking and Pastry (1 credit)

INTRODUCTION TO CULINARY ARTS

(1 CREDIT)

This curriculum focuses on students learning about the food service kitchen. Students create food products using commercial equipment in a professional work-like environment while adhering to NYS food safety and sanitation laws. Curriculum emphasizes successful teamwork and employee relations while learning standardized recipes, cooking methods, salad production, sandwich production, and introduction to the bakeshop – quick breads, lean yeast dough and cookie production

INTERMEDIATE CULINARY ARTS

(1 CREDIT)

Curriculum reinforces the skills learned in Introduction to Culinary Arts. Students focus on the art of service and team work by using the kitchen brigade system to complete production of menus for lunch service for the staff of SCLA and surrounding schools. Students learn about HACCP, stocks, soups, potatoes and grains. NYS Food Sanitation and Safety Laws are strictly enforced.

ADVANCED CULINARY ARTS

(1 CREDIT)

Students add to their culinary skill base in units such as Fruits and Vegetables, breakfast cooking, dairy products, cake production and specialty desserts while emphasizing professional skills in the culinary classroom. NYS Food Sanitation and Safety Laws are strictly enforced.

CULINARY PROSTART CHS

(1 CREDIT) (2 CHS CREDITS, SCCC,

Curriculum builds on the coursework learned in Intermediate/Advance Culinary Arts. Students complete the College in High School National Restaurant Association ServSafe certification. Curriculum includes menu planning, purchasing, inventory, and marketing as well as meats, poultry, seafood, global cuisine, pies and pastries, and chocolate. Students plan nutritious menus for the Culinary Café. NYS Food Sanitation and Safety Laws are strictly enforced.

BAKING AND PASTRY ARTS

(1 CREDIT)

This course is designed to enhance training in baking and pastry arts using fundamental baking techniques and food science. Students will build upon skills learned in Introduction to Culinary Arts and Advanced Culinary Arts, by researching recipes, produce the recipes, evaluate them and cost analysis of the recipes. If the recipe is potentially profitable, it could be marketed in a bake shop setting in the culinary café



CAD PROGRAMS

The CAD Department includes the Computer Aided Design Program (3.5-4.5 credits), Drafting and Design Management Program (3.5 credits) and the brand new Computer Aided Manufacturing Program (4.5 credits). All programs are focused on the design process and how it is applied in modern careers including manufacturing, construction and fabrication. Students in all programs have the opportunity to earn college credits and Industry certification including their 10 hour OSHA certification, and their NOCTI certifications. Students work with the Autodesk suite of software and apply their designs to create models and products utilizing some of the most modern tools and equipment. There is a shop room with various power tools and equipment, and design lab with computers, and a brand new manufacturing lab equipped with 3D printers and scanners, Micro Mills,

CAD PROGRAM (CTE)

- Computer Aided Design (1 unit) (3 CHS Credit)
- Career and Financial Management (1/2 credit)

Must take 2 of the 3 following courses:

- Design & Drawing For Production (1 unit)
- CAD/Residential Construction (1 unit)
- CAD/Manufacturing Systems (1 unit)

Industry Recognized Certification: NOCTI CAD, 10 HOUR OSHA General Industry

CAM PROGRAM (CTE)

- Career and Financial Management (1/2 credit)
- Design and Drawing for Production (1 credit)
- Computer Aided Manufacturing (1 credit)
- CAD/Manufacturing Systems (1 credit)
- Computer Aided Design (1 credit) (3 CHS credit)

Industry Recognized Certification: NOCTI CAM, 10 HOUR OSHA General Industry

DRAFTING AND DESIGN MANAGEMENT (CTE)

- Career and Financial Management (1/2 unit)
- Design & Drawing For Production (1 unit) (Art Credit)
- Computer Aided Design (1 unit) (3 CHS Credits)
- Intro. to MS Office 2013 (1 unit) (3 CHS Credits)

Industry Recognized Certification: NOCTI CAD and Microsoft Office Word and PowerPoint

DESIGN & DRAWING FOR PRODUCTION (DDP)

(1 CREDIT) (FINE ART CREDIT)

Have you ever wondered how your cell phone went from an idea to a product? Design and Drawing for Production (DDP) is an activity-based course which will teach you how products are created from start to finish. Students in DDP will develop solutions to various design or product problems using research, sketching, drawing and presentation techniques. Individual and group projects will emphasize the development of the critical thinking and encourage you to think creatively. The computer will be used to create original 3-D solutions. DDP may be used to satisfy the art requirement for graduation.

COMPUTER AIDED DESIGN/ RESIDENTIAL CONSTRUCTION

(1 CREDIT)

The lights are out, and National Grid tells you it is your problem. Or you mistakenly threw your homework down the drain, and now your sink is clogged. Or maybe you just want to have your computer and your 360 both networked in your house. This class is hands on and introduces students to various building trades. This class also allows the students to earn a lifetime OSHA certification through the CareerSafe Online platform of exams. Students will utilize the CAD lab to model and prototype, and then build in the wood shop using the most modern tools and equipment available.

COMPUTER AIDED MANUFACTURING

(1 CREDIT)

Prerequisite: Grade 11 or 12, or permission from instructor

This course focuses on 21st century manufacturing and the skills required to maintain and excel in this ever changing technologically advanced field. Students will be given the opportunity to work on Micro Mills, Vinyl Cutters, 3D Printers, and 3D Scanners. Students will also be given the opportunity to earn their 10 hour OSHA certification if they do not already have it. They will utilize the design tools in the Autodesk suite of software.

COMPUTER AIDED DESIGN/ MANUFACTURING SYSTEMS

(1 CREDIT)

Did you ever look at a product and think, "I could make that much better?" This course focuses on assembling products in an assembly line, factory type setting. Students will organize themselves as a real company making real products. They will utilize the CAD lab and wood shop to take their product from design through production. Some of the tools that are available for them to use are mini-lathes with duplicators, table and panel saw, drill presses, and routers.

COMPUTER AIDED DESIGN CHS

(1 CREDIT) 3 CHS CREDITS, SCCC, (CIS 140)

Prerequisite: Grade 11 or 12, or permission from instructor

College credit in high school for free! This course teaches the basics of computer aided drafting as applied to engineering drawings using the AutoCAD 2013 drafting package. Student will learn various topics in CAD that map to the SCCC CAD class at Schenectady County Community College. Upon successful completion of the class with a "B" or better, the student will receive a SCCC transcript. Did I mention the cost? ITS FREE!

OFFICE MANAGEMENT

Coming to the Office Management (OM) is like coming to work. We research, observe, listen, ask questions of each other and gain the real-life tools we need to conduct true business. When the work week is done, we ask ourselves "how are we going to use what we just learned?"

In the first year, students gain knowledge of office technology, systems and procedures, as well technical skills. The second year incorporates this knowledge and skills with an element of decision-making, prioritizing, and multitasking; it also looks at the needs of specific industries and data analysis. Students will showcase their growth through community-wide projects and a professional portfolio.

OFFICE MANAGEMENT (CTE)

- Career and Financial Management (1/2 credit)
- Computer Skills (1/2 credit)
- Office Procedures (1 credit)
- Microsoft Office (1 credit)
- Corporate Overview (1 credit)

MICROSOFT OFFICE 2013: INTRODUCTORY CONCEPTS AND TECHNIQUES

(1 CREDIT) 3 CHS CREDITS, SCCC (CIS 121)

This course provides students with an in depth introduction to the Microsoft Office 2013 suite including Word, Excel, Access and PowerPoint. It exposes students to practical examples of the computer as a useful tool and acquaints students with the proper procedures to create documents, worksheets, and presentations suitable for coursework, professional purposes and personal use. This course uses an exercises-oriented approach that allows learning by doing.

OFFICE PROCEDURES

(1 CREDIT)

It's all in a day's work. This class develops the competencies necessary to be successful on the job, particularly in the office. The curriculum focuses on organizational and filing skills, team building, communicating in written and oral form, as well as managing and processing information. Students also focus on managing time, tasks, and records with a focus on financial records. The classroom provides a work-like environment where students must execute judgment and skill in order to complete their daily tasks. Students will practice these skills while working on school-wide events.

CORPORATE OVERVIEW

(1 CREDIT)

Students will experience, in depth, the business tasks specific to corporate marketing, human resources, information technology, research and development, corporate communications, legal services and finance and accounting thus building the specific and necessary skill set for each department. Personal and career developments also play a role in the curriculum, allowing students the opportunity to effectively search for jobs in these related areas. Students will coordinate community and school-wide events.

MEDIA ARTS

The Media Arts career pathway at SCLA is a program designed to give students technical skills and training in multiple areas within the genre of media arts. Students, through problem solving within areas of color and design, graphic design, digital photography and computer art, will explore the many career and job opportunities within advertising, design, print and web media. They will be prepared for entry-level jobs in these fields or entrance into a college program specializing in media arts. Students will complete the Media Arts sequence of courses having compiled several reference notebooks and a senior portfolio.

MEDIA ARTS PATHWAY

- Studio Art (1 credit)
- Introduction to Drawing (1/2 credit)
- Introduction to Computer Art (1/2 credit)
- Computer Art (1 credit)
- Graphic Design (1 credit)

STUDIO IN ART

(1 CREDIT)

Studio in Art is an introduction to the high school art program designed to help the student discover why and how art is made. Aesthetics, art criticism, and art history (both western and non-western) are integrated with the development of concepts based on the elements of art and principles of design. Two-dimensional activities may include drawing, painting, printmaking, collage and lettering using a variety of media. Additionally, three-dimensional design projects require the manipulation of various media in order to create spacial structures. Art appreciation and/or historical references are integrated into each activity to expand how a student observes, critiques, and enjoys art. This course fulfills the studio art requirement for graduation.

second half of the year. This course will also reference cultural and historical aspects of ceramics. Some wheel throwing may be demonstrated and explored.

INTRODUCTION TO DRAWING

(1/2 CREDIT)

This is an introductory drawing course, which focuses on the visual understanding of the environment (figures, still life, natural forms, perspective, etc.) as a tool to allow the student to interpret accurately and creatively. This course focuses on developing observational drawing skills. Students will draw in a variety of media, which may include pencil, brush & ink, pen & ink, charcoal, conte crayon, pastels, and marker. This course is a basic preparation for all intermediate and advanced art classes. Students will critique their work as well as the work of others. Art historical references will be used throughout

GRAPHIC DESIGN

(1 CREDIT)

This course is designed to highlight color and design concepts and extend practical use to the world of media arts. From advertising and typography, to game, toy and product design, students will learn the fundamentals of graphic design from real-life examples. Students will use a variety of techniques in their design solutions, focusing on computers and digital photography and video. Solutions to design problems will be discussed in both group and individual critiques.

CERAMICS

(1 CREDIT)

Ceramics I will continue with hand building techniques and begin to apply the knowledge of these techniques to more developed assignments that will include pinch, coil and slab techniques as well as a variety of surface techniques. Assignments may include jewelry, sculptural forms and construction pieces. Students will be encouraged to create a body of work that focuses on a concentration area for the

INTRODUCTION TO COMP ART

(1/2 CREDIT)

This course is an introduction to the use of a computer as a tool for making art. Drawing, painting, illustration, and graphic design, will be explored through the use and knowledge of several software programs. Students will develop problem-solving skills as they find unique solutions to creative problems. Students will leave this class with a digital portfolio of their work.

COMPUTER ART 1

(1 CREDIT)

Prerequisite: Studio in Art or recommendation of an art teacher

This course focuses on specialized and advanced techniques in using the computer to create one's own artwork. In depth independent study in solving visual problems based on a theme will be explored. Instruction in Adobe Photoshop, Adobe Illustrator will be the main focus. Additional hardware and peripherals will be explored when needed. This class was created specifically for the computer literate artist working to develop a 20 portfolio in the visual arts.



#Activism	33
20th History & Comics	33
A	
Accounting (CHS)	12
Acting I	20
Advanced Acting	20
Advanced Culinary Arts	56
Advanced Music Theory	21
Advanced Piano	22
Aerospace Education	10
AFJROTC	10
African American History	33
African American Literature	15
Afro-Brazilian	19
Albany Campus Programs	47-49
Algebra	25
Algebra Explorations	25
Algebra 1B/Geo	26
Algebra/Geometry	26
Algebra 2	26
Algebra 2A	26
Algebra 2B	26
Algebra Fundamentals	52
Alternate Ways of Earning Credits	4
Applied Food Science	18
Aquatics	28
Arabic 1	37
Arabic 2	37
Arabic IB ab initio SL 1	38
Arabic IB ab initio SL 2	38
Auto Body Collision Repair II	47
Auto Body Refinishing I	47
Auto Service/Small Engine	49
Auto Trades Tech II	47
Auto Trades Tech I	47
AVID 10	39
AVID 11	39
AVID 12	39
AVID 9	39
AVID Program	39
AYES Auto Technician	47

B

Baking and Pastry Arts	56
Ballet	19
Band	21
Biology	29
Biology Exploration	29
Biology IB HL 1 CHS	29
Biology IB HL 2 CHS	29
Building Trades I	47
Building Trades II	47
Business	11
Business Communications	12
Business Law	12
Business Math	12
Business Pathways	11

C

CAD Programs	57
Calculators	25
Calculus CHS	26
Career & Financial Management	11, 55
Career and Technical School	45-50
Career Exploration 1 & 2	53-54
Career Exploration Internship Program (CEIP)	55
Carpentry Service	49
Case Management	51
Case Management Plus	51
Ceramics	23, 58
Chamber Choir	22
Chemistry	30
Chemistry Pre-IB	30
Child Development	18
Cisco I CHS	36
Cisco II CHS	36
Cisco III CHS	36
Cisco IV CHS	36
Clothing and Textiles	18
College Bound Math	26
College in the High School	44

Computer Aided Design	57
Computer Aided Design / Manufacturing Systems	57
Computer Aided Design/ Residential Construction	57
Computer Aided Manufacturing	57
Computer Art 1	23, 58
Computer Skills	12, 55
Concert Choir	22
Connections	41
Construction Technology	36
Consultant Services	53
Corporate Overview	58
Cosmetology I	47
Cosmetology II	47
Course Plan	63
Creativity, Action and Service (CAS)	41
Credit Recovery Courses	52
Credit Requirements	3
Criminal Justice	32
Criminal Justice I	47
Criminal Justice II	47
CTE Technology Pathways	35
Culinary Arts Program	56
Culinary Prostart CHS	56
Cultural Arts	24
D	
Dance	19
Dance Connection	19
Design & Draw for Production (DDP)	35, 57
Diesel Tech I	47
Diesel Tech II	47
Digital Photography I	24
Diploma Endorsements	4
Diploma Types	5, 6
Drawing & Painting	24
Drawing 1	24
Drumming	22



E		French 2	37	I	
Earth Science	30	French 3	37	IB Design Technology SL	36
Economics	32	French 4	38	IB Diploma	42
Economics IB SL	32	French 5 CHS	38	IB Learner Profile	41
ELA Fundamentals	52	French 9 ACC Pre-IB	37	IB Policies	40
Electrical Trades I	48	French B SL 1 IB/UHS	38	Independent Advanced Music	22
Electrical Trades II	48	French B SL 2 IB/UHS	38	Integrated Co-Teaching	53
Electricity/Electronics	36	Freshman Physics	30	Intermediate Culinary Arts	56
Engineering Principles	36	Freshman Seminar	52	International Baccalaureate Program	40-42
English Department	13	G		International Business	12
English 10	13	Game Design/Implementation I	50	Internet Application Design I	48
English 10: Pre-IB	13	Game Design/Implementation II	50	Internet Application Design II	48
English 11	13	General Education Continuum	51	Intro to Culinary Arts	56
English 11: Honors	13	Geometry	26	Intro to Dance	19
English 12 CHS Advanced College Prep	14	Geometry 1	26	Intro to Education	15
English 9	13	Global Fashion Studies I	48	Intro to Piano	22
English 9: Pre-IB	13	Global Fashion Studies II	48	Introduction to Architecture	36
English A 1: Literature HL YR 1	13	Global Fundamentals	52	Introduction to Ceramics	23
English A 1: Literature HL YR 2	14	Global History & Geography 10	31	Introduction to Civil Law	33
English as a New Language Department	17	Global History & Geography 10: Pre IB	31	Introduction to Computer Art	23, 58
ENL Beginner	17	Global History & Geography 9	31	Intro to Computer Science	26
ENL Intermediate	17	Global History & Geography 9: Pre IB	31	Intro to Computer Science: Multimedia	26
Entertainment Tech I & II	50	Guitar	22	Intro to Constitutional Law	33
Environmental	30	H		Introduction to Digital Photography	23
Equipment/Engineering Tech	46	Health	28	Introduction to Drawing	23, 58
Exam Requirements	3	Health Careers: New Visions	49	Introduction to Business	12
Extended Essay	41	Heroes and Legends	14	Introduction to Psychology	33
F		Hip Hop and World Dance	19	Introduction to Sculpture	23
Family & Consumer Science Department	18	Hip Hop as Literature	14	Introduction to Sociology	33
Film Making	20	History of the Americas IB HL 1 CHS	32	Introduction to Theatre	20
Financial Literacy	12	History of the Americas IB HL 2 CHS	32	IT1: Fund of Hardware and Software	36
Fine Arts Department	19-24	Horror Fiction and Film	14	IT2: Advanced of Hardware and Software	36
First Aid and Sports Medicine	30	Housing and The Environment	18	J	
Food Preparation and Nutrition	18	Human Resource Management	12	Jazz Band	22
Forensics	30	HVAC/R I	48	Jazz Dance	19
French 1	37	HVAC/R II	48	Jazz Ensemble	22
French 10 ACC Pre-IB	37			Journalism	14



L					
Laughing Matters: Comedy & Satire	14	Pathways	7	Spanish 9 ACC Pre-IB	37
Law & Government: New Visions	49	PE 10-12 Boys or Girls	28	Spanish B SL 1 IB/UHS	38
Life Skills Special Class	52	PE 9 Boys or Girls	28	Spanish B SL 2 IB/UHS	38
Life Skills Teaching Assistant	20	PE Athletic (Opt Out)	28	Special Class Learning Center	53
Literature of the Complex Mind	14	Pet Tech	49	Special Education Programs	53
Literature & Social Justice	52	Physical Education Department	27	Specialized Reading	52
		Physical Education Policies and Procedures	27	Sports and Entertainment	12
M		Physics	30	Sports Composition & Literature	14
Makerspace Product Design & Engineering	36	Physics IB SL CHS	30	Sports Exercise and Health Science	30
Makerspace Enterprise	36	Power of Words	15	Sports Statistics	26
Mass Media	33	Pre-Calculus	26	Statistics CHS	26
Mathematical Analysis IB	26	Psychology IB SL	33	Sterile Processing Technology	50
Mathematical Application IB	26			Studio in Art	23, 58
Mathematics Department	25-26	R		SWEP (Community & District)	54
Manufacturing & Machine Tech I & II	50	Reading 2	52		
Media Arts Program	58	Reading 3	52	T	
Microsoft Office 2013: Adv	12	Reading Courses	52	Tap Dance	19
Microsoft Office 2013: Into	12, 58	Resource Room	53	Teaching Pre-School Children	18
Mohonasen Campus Programs	50	Retail & Office Service	49	Technology Department	35-36
Music	21-22	Robotics	36	Theatre	20
Music IB (HL or SL)	21			Theory of Knowledge (TOK)	41
Music in our Lives	21	S			
Music Production	21	Science Department	29-30	U	
Music Theory	21	Science Fundamentals	52	University in the High School	44
		SCLA	55-58	US History & Government	32
N		Sculpture I	24	US History & Government Honors	32
NCAA	8	Sculpture II	24	US History Fundamentals	52
New Visions	49	Serenaders	22		
Night School	52	Silhouettes Treble Choir	22	V	
Nursing Assistant I (CNA)	48	Skills ad Achievement Credential Special Class	53	Video Production	20
Nursing Assistant II (PCA, HHA)	48	Smart Scholars	43	Visual Arts	23-24
		Smart Transfer	43	Visual Arts IB 1 & 2	24
O		Social Development Special Class	53	Vocational Training/Transition	49
Office Management Programs	58	Social Justice 101	55	Voices of Schenectady	15
Office Procedures	58	Social Studies Department	31-32		
Operation Graduation (Respite)	52	Spanish 1	37	W	
Orchestra	21	Spanish 10 ACC Pre-IB	38	Welding & Metal Fabrication I & II	48, 50
		Spanish 2	37	Wind Ensemble	22
P		Spanish 3	37	World Geography	33
Participation in Government	32	Spanish 4 CHS	37	World Language Department	37-38
Participation in Government/Economics Honors	32	Spanish 5 CHS	38	Writing for Stage & Screen	20
			38		
			38	Y	
			38	Yearbook	12





COURSE PLAN

SCHENECTADY HIGH SCHOOL

2020/21 COURSE DESCRIPTION BOOK

Departments	Grade 9	Units	Grade 10	Units	Grade 11	Units	Grade 12	Units
English		1		1		1		1
Social Studies		1		1		1		1
Mathematics		1		1		1		
Science		1		1		1		
Physical Education		0.5		0.5		0.5		0.5
Health Education				0.5				
Fine Arts		1						
World Language		1						
Electives		1		1		1		0.5





1445 The Plaza • Schenectady, New York 12308 • 518-881-2044 • Fax: 518-370-8169

Class of 2021

Class Principal: Nicole Biette

518-881-2044 ext. 44838

Fax: 518-881-3813

Email: bietten@Schenectady.k12.ny.us

Assistant Principal: Jocelyn Hoffman

Hoffmanj@schenectady.k12.ny.us

Class of 2022

Class Principal: Jonathan Goyette

518-881-2044 ext. 44830

Fax: 518-881-3946

Email: goyettej@schenectady.k12.ny.us

Assistant Principal:

Ady Pina - pinaa@schenectady.k12.ny.us

Class of 2023

Class Principal: Christopher Chank

518-881-2044 ext. 44834

Fax: 518-881-3923

Email: chankc@schenectady.k12.ny.us

Assistant Principal: Michaela Miranda

mirandam@schenectady.k12.ny.us

Class of 2024

Class Principal: David Preston

518-881-2044 ext. 44842

Fax: 518-881-3819

Email: prestond@schenectady.k12.ny.us

Assistant Principal: Leah Akinleye

Akinleyea@Schenectady.k12.ny.us

Kargsia McDuffie—

McduffieK@Schenectady.k12.ny.us

Steinmetz Career and Leadership Academy

Principal: Gregory Fields

880 Oakwood Avenue

Schenectady, NY 12303

518-881-2030 ext. 30100

Fax: 518-881-3802

Email: fieldsg@schenectady.k12.ny.us

Assistant Principal: William Pickett -

Pickettw@schenectady.k12.ny.us

SCLA Counseling Office

Lorraine Keimel

Email: keimell@schenectady.k12.ny.us

Teri Thomas

Email: thomast@schenectady.k12.ny.us

International Baccalaureate Program

Coordinator: Trish Embree

Email: embreep@schenectady.k12.ny.us

518-370-8151

Pupil Personnel Office

518-881-3412

Andrea Tote , District Director of PPS

Email: totea@schenectady.k12.ny.us

Dr. Rebecca (DeVries) Palmer, Asst Director of PPS

Email: devriesr@schenectady.k12.ny.us

Donna Fowler, Asst Director of PPS

Email: fowlerd@schenectady.k12.ny.us

Office of Special Education

518-881-3412

Jessica Allen , Director of Special Education

Email: allenje@schenectady.k12.ny.us

Sarah Sweet, Asst Director of Special Education

Email: SweetS@schenectady.k12.ny.us

COUNSELING OFFICE

Earl Barcomb (Class of 2024)

Email: barcombe@schenectady.k12.ny.us

Amanda Cruz (Class of 2023)

Email: cruza@schenectady.k12.ny.us

Sarah Curcio (Class of 2022)

Email: curcios@schenectady.k12.ny.us

Melanie Farina (Class of 2023)

Email: farinam@schenectady.k12.ny.us

Lisa Knupp (Class of 2024)

Email: knuppl@schenectady.k12.ny.us

Laurie Hoyt (Class of 2021)

Email: hoytl@schenectady.k12.ny.us

Megan Jordan (Class of 2021)

Email: quiveym@schenectady.k12.ny.us

Jeanne Myers (Class of 2022)

Email: myersj@schenectady.k12.ny.us

Colleen Pacella (Class of 2023)

Email: pacellac@schenectady.k12.ny.us

Casandra Plumadore (Class of 2021)

Email: plumadorec@schenectady.k12.ny.us

Amanda Ruther (**Department Chair**) (Class of 2024)

Email: ruthera@schenectady.k12.ny.us

Menchy Yarbrough (Class of 2022)

Email: yarbroughm@schenectady.k12.ny.us

Intensive Case Managers

Jennifer Crave (CraveJ@Schenectady.k12.ny.us)

Sean Murphy (murphys@schenectady.k12.ny.us)

Transition Counselors

Jaymes White

Whiteja@schenectady.k12.ny.us

Counselor (Data/Scheduling Support)

Chelsea Houghton

Email: houghtonc@schenectady.k12.ny.us