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CATSKILL HIGH SCHOOL PHILOSOPHY

The philosophy of the staff of Catskill High School is to present an opportunity for each student to achieve his/her greatest potential and to become a self-sufficient and contributing member of society. Recognizing that differences exist among individuals, each staff member accepts these differences while at the same time fulfilling the needs that are common to all students. Our school has the obligation to create an atmosphere for learning from which can emerge sensitive, responsible, aware young people capable of functioning effectively in a complex society. Students should not only be challenged by creative approaches to class work, but also be taught to share responsibility for their own development. Fulfillment of these philosophic goals dictates meaningful, free communication within the school community, and between the school and the local community.

STATEMENT OF OBJECTIVES

- A. The school provides learning opportunities for students with diverse needs by:
 - 1. having a well-balanced curriculum.
 - 2. changing content in the curricular offerings when appropriate.
 - 3. giving guidance about State and local academic requirements.
 - 4. helping students/parents in making appropriate course selections.
- B. The school creates an atmosphere which
 - 1. encourages cooperation and fosters communication among students, faculty, administration, parents and the community.
 - 2. provides psychological and physiological assistance for all students in a non-threatening environment.
- C. The school seeks to develop among its students:
 - 1. respect for, and understanding of, American democratic principles, traditions and cultural diversity.
 - 2. tolerance of diversity
 - 3. an understanding of the responsibilities of citizenship, both local and global.
 - 4. an awareness of the impact that social, economic and environmental issues have on their lives.
 - 5. the social, academic and manual skills necessary for entrance into higher education or useful employment.
 - 6. interests conducive to profitable use of leisure time now, and in the future.
 - 7. motivation for continuous learning and self-improvement.

CATSKILL HIGH SCHOOL CURRICULUM GUIDE 2009-2010

This curriculum guide is prepared for the purpose of assisting students and parents in the selection of courses for the next school year. A brief description of each course is provided for your information. The entire staff will be involved in providing further information to students regarding various offerings. The Guidance Department will hold group and individual conferences to assist students with their selections. This approach will provide the necessary background and information for proper course selection. Parents are invited to be a part of this process and may do so by scheduling an appointment with the school counselor.

The guide also explains the procedures that must be followed for early graduation, summer school, tutoring, change of schedule, BOCES (Board of Cooperative Educational Services) (Questar III) placement, and class ranking. Other information necessary for planning a high school program such as credits and Local/Regents/Advanced Regents' requirements is also included.

All courses described in this course description handbook are open to all students regardless of sex, national origin, ethnic background, religion, or handicapping condition.

No student will be guided toward a career choice on the basis of sex, racial/ethnic background, religion or handicapping condition.

PREFACE

The primary objectives of this guide are to:

- A. Assist students and parents to understand the graduation requirements for a Local, Regents or an Advanced Regents diploma.

- B. Assist students and parents to understand the different options available for high school graduation and post-graduation study.

- C. Assist students and parents to select courses offered by Catskill High School that will help students attain their individual career/educational objectives.

REGISTRATION AND ENROLLMENT

To be registered in Catskill High School, a student must have completed the work of the previous grade. If entering from another school district, a birth certificate or a transfer (or other proof of age) and proof of inoculation as prescribed by Public Health Law #2164 must be presented. Additionally, proof of guardianship and residency may be required. The student also must have a transcript of previous grades. All enrolled students must carry a minimum of five (5) courses each year plus physical education. Students will be encouraged to take courses beyond the minimum requirement wherever applicable.

GRADE LEVEL PLACEMENT

Enrolled students will be placed in homerooms as follows:

- 9th Grade All students will be assigned to 9th grade level based upon successful completion of 8th grade and recommendation of the Middle School Principal.
- 10th Grade Students will be assigned to 10th grade level upon completion of 5 units of credit which must include English 9 and Social Studies 9.
- 11th Grade Students will be assigned to 11th grade level upon successful completion of 10 units of credit which must include English 9 and 10 and Social Studies 9 and 10.
- 12th Grade Students will be assigned to 12th grade level upon successful completion of 15 units of credit, which must include English 9 and 10 and Social Studies 9 and 10. Such seniors must be enrolled in a minimum of 5 full credits. Exceptions may be made by the Principal for transfer students or 5th year seniors.

PARENT/TEACHER/COUNSELOR CONFERENCE

Procedures, which may be used to set up parent-teacher-counselor conferences:

- A. You may call the Guidance Office at 943-2345 and talk with a counselor.
1. Students are divided alphabetically between the counselors in the following way: (This chart reflects next year's grade placement.)

	Mrs. Konsul	Mrs. Daly
Grade 9	A - L	M - Z
Grade 10	A - L	M - Z
Grade 11	A - L	M - Z
Grade 12	A - L	M - Z
 2. The counselor will arrange a meeting between the parent and one or more teachers at a convenient time after school, or the parent may have a conference with the counselor during the school day.
- B. You may also call the Main Office at 943-2300 and ask to be connected directly to the teacher's extension. You may leave a message, and the teacher will return your call when she/he is free.

HONOR ROLL

The honor roll is a quarterly reward and recognition for academic achievement. Outstanding achievement leads to better and future education. Since education is the primary goal of the high school staff, all students should strive to be recognized on one of the three rolls.

Requirements for Merit - Grades 9 - 12

- a. Numerical average of **80-84**
- b. No numerical grade below **75**
- c. Successful completion of Physical Education requirement

Requirements for Honor - Grades 9-12

- a. Numerical average of **85-89**
- b. No numerical grade below **80**
- c. Successful completion of Physical Education requirement

Requirements for High Honor - Grades 9 - 12

- a. Numerical average of 90.0 - **100**
- b. No numerical grade below **85**
- c. Successful completion of Physical Education requirement

REPEATING FAILED COURSES

In order to repeat a failed course in the summer students must complete the course and attain a final average of 50-64.

Those students who do not meet the above guideline will not be eligible for summer school and must repeat the course the following school year.

Those students who do meet the above guideline may repeat a failed course in the following ways:

1. attend summer school
2. arrange a tutorial program (with school approval)
3. attend an equivalent college course (student must be entering grade 12 and must be accepted by the college)

THE FOLLOWING PROCESS MUST BE USED BY EACH STUDENT IN ORDER TO GET CREDIT FOR SUMMER WORK THROUGH EITHER A TUTORIAL OR A COLLEGE COURSE:

1. THE COUNSELOR MUST BE NOTIFIED AS TO WHICH OF THE ABOVE OPTIONS THE STUDENT WILL USE TO COMPLETE THE COURSE REQUIREMENTS.
2. APPROVAL MUST BE GRANTED IN WRITING BY THE COUNSELOR AND PRINCIPAL PRIOR TO THE BEGINNING OF THE COURSE WORK.
3. A note of caution to students...tutorials are approved only under extenuating circumstances, such as a course not being offered in summer school. Tutorials also

follow specific guidelines as to cost, teacher certification and length of time to complete. If a student exceeds the summer school attendance policy, **a tutorial program will not be approved.** (see Student/Parent Handbook for details)

4. A tutorial must be arranged and approved prior to the beginning of a summer school session and must be completed by the last day of a summer school session.

All students must pass each grade level English and Social Studies course before starting the next. Students will not be allowed to take two levels of English or Social Studies the same year, except in the senior year. Therefore, if English or Social Studies is failed, one of the three options above is strongly recommended or graduation will be delayed.

A student who is repeating a course for credit will be registered for the full duration of that course. A student who takes two English or Social Studies courses during the senior year must realize that:

1. a scheduling problem may exist which might prevent June graduation.
2. Regents exams in English 11 and Social Studies 11 must be passed before graduation can occur.

Therefore, even though a student may take English 11 and 12 or Social Studies 11 and 12 during the senior year, it is NOT recommended because graduation may be delayed.

Students who complete their final graduation requirements after June of the year they are scheduled to graduate will be considered members of the following year's graduating class.

GRADUATION REQUIREMENTS

Based upon revised State Education Guidelines and Board of Education approval, there will be three types of diplomas, as follows:

1. Local

2. Regents

3. Advanced Regents

1. Local Diploma - Minimum of 22 credits - Class of 2010, 2011

A. Constants

English	4 credits
Social Studies	4 credits
Science	3 credits (at least one lab science)
Mathematics	3 credits
Health	½ credit
Human Dev/Parenting	½ credit
Art <u>or</u> Music	1 credit
Keyboarding	½ credit (should be completed by the end of grade 10)
Foreign Language	1 credit
Physical Education	2 credits (½ credit per year)
Course Electives toward sequences	<u>2 ½</u>
Total:	22 credits

B. Sequences

The State of N.Y. requires all students to complete two three-unit (year) sequences. To fulfill this graduation requirement, (as shown above), all students will have completed a 3-unit sequence in Math and a 3-unit sequence in Science. Students may earn additional sequences in any of the following areas.

Art	Music (2 yrs performance, 1 yr of theory)
Business	English
Social Studies	Family & Consumer Science
Technology	Foreign Language
Vocational Education	

C. Testing

For the Classes of 2010, 2011, 2012, 2013:

Please see the following chart from the Board of Regents. Graduation requirements are based on the year a student enters 9th grade.

Any student who does not pass one year of a Foreign Language must take and pass a Language Proficiency Exam.

DIPLOMA REQUIREMENTS FOR STUDENTS ENTERING GRADE 9 IN:

	SEPTEMBER 2005		SEPTEMBER 2006		SEPTEMBER 2007		SEPTEMBER 2008		SEPTEMBER 2009	
UNITS OF CREDIT:										
	Regent s Diploma	Regents Diploma- Advanced Designation	Regent s Diploma	Regents Diploma - Advanced Designation	Regent s Diploma	Regents Diploma- Advanced Designation	Regent s Diploma	Regents Diploma- Advanced Designation	Regent s Diploma	Regents Diploma- Advanced Designation
English Language Arts	4	4	4	4	4	4	4	4	4	4
Social Studies	4	4	4	4	4	4	4	4	4	4
Mathematics	3	3	3	3	3	3	3	3	3	3
Science	3	3	3	3	3	3	3	3	3	3
Health	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
The Arts	1	1	1	1	1	1	1	1	1	1
Languages Other Than English	1	1	1	1	1	1	1	1	1	1
Physical Education	2	2	2	2	2	2	2	2	2	2
Sequence Courses, Electives	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
TOTAL REQUIRED:	22	22	22	22	22	22	22	22	22	22
EXAMINATIONS:										
<u>REGENTS DIPLOMA</u>	Regent s Diploma	Regents Diploma- Advanced Designation	Regent s Diploma	Regents Diploma - Advanced Designation	Regent s Diploma	Regents Diploma- Advanced Designation	Regent s Diploma	Regents Diploma- Advanced Designation	Regent s Diploma	Regents Diploma- Advanced Designation
Comprehensive English	1	1	1	1	1	1	1	1	1	1
Global History & Geography	1	1	1	1	1	1	1	1	1	1
US History & Government	1	1	1	1	1	1	1	1	1	1
Mathematics	1	2	1	2	1	2 or 3	1	3 or 2	1	3
Science	1	2	1	2	1	2	1	2	1	2
Languages other than English		1		1		1		1		1
TOTAL REQUIRED	5	7 or 8	5	7 or 8	5	7,8 or 9	5	7,8 or 9	5	8 or 9
<u>LOCAL DIPLOMA</u>	Local Diploma		Local Diploma		Local Diploma		Local Diploma		Local Diploma	
Regents Examination score of 65+	2		3		4		NA		NA	
Regents Examination score of 55-64	3		2		1		NA		NA	
OR										
For students with disabilities:										
Regents Examination score of 55-64	1-5		1-5		1-5		1-5		1-5	

2. Regents Diploma Class of 2010, 2011, 2012 and 2013

- A. Students must meet the general requirements for a local diploma, as outlined on the previous page, plus
- B. Pass all Regents Exams described under "Testing", with a minimum grade of 65.

3. Advanced Regents Diploma Class of 2010, 2011, 2012 and 2013

- A. Students must meet all requirements for a Regents diploma, as outlined on the previous page, plus:
- B. Pass all Regents Exams as described under the testing section, with a minimum grade of 65.
- C. Pass both the Math A and Math B Exams OR Algebra, Geometry & Algebra II/Trig.
- D. Pass one additional Regents Exam in Science, for a total of two Regents Science Exams, with at least one in Life Science and one in Physical Science.
- E. Earn 3 units of credit in a Foreign Language and pass the Regents Exam in that language or

A student may substitute a 5-unit sequence in Career & Technical Education (Occupational Education), as follows:

5-unit Occupational Education Sequence includes:

- 1 unit - Career & Financial Applications
- 1 unit - Keyboarding/Computer Essentials I and II
- 3 units - Business or Technology or Family & Consumer Science or Vocational Education at Questar III Vo-Tec Center

- F. Pass all appropriate Regents Exams in all sequence areas

The following pages include a worksheet for parents and students to use to plan their four year high school career, as well as, sample four year plans for Career-Tech (Questar) students, Regents Diploma students and Advanced Regents Diploma students.

These are only guides as many options are available.

Catskill High School
Parent/Student Four Year Planning Sheet

Name: _____

9th Grade Subject	Units	10th Grade Subject	Units	11th Grade Subject	Units	12th Grade Subject	Units
English 9 9H	_____	English 10 10H	_____	English 11 11H	_____	English _____	_____
Soc Studies 9 9H	_____	Soc Studies 10 10H	_____	Soc Studies 11 11H AP	_____	Part In Govt	_____
Math _____	_____	Math _____	_____	Math _____	_____	Economics	_____
Earth Science 9 9H	_____	Living Env	_____	Science _____	_____		_____
LOTE _____	_____	LOTE _____	_____	Health	_____		_____
Keyboarding 1	_____	Art/Music	_____	Human Development	_____		_____
Academic Seminar	-0-		_____	LOTE	_____		_____
Phys Ed	_____	Phys Ed	_____	Phys Ed	_____	Phys Ed	_____
Total Units	_____	Total Units	_____	Total Units	_____	Total Units	_____

Type of Diploma

Graduation Requirements

Total Credits

Regents _____

Students must earn a total of 22 units of credit

Adv Regents _____

including the following:

Local _____

English 4 units

Social Studies 4 units

Occupational Plans _____

Science 3 units

Mathematics 3 units

Music or Art 1 unit

Health 1/2 unit

Human development 1/2 unit

Keyboarding 1/2 unit

Language 1 unit

Physical Ed (2units over 4 yrs) 1/2 unit/yr

Electives 2 1/2 units

Total 22 units

Regents Diploma, students will have completed two 3-unit sequences in Math & Science plus pass 5 Regents exams as outlined in the Course description Booklet.

Advanced Regents All of the credit and test requirements as above, plus:

Math A and B exams OR Algebra, Geometry & Algebra II/Trig

2 Regents science courses & Exams

3 credits in Foreign Language & pass the Regents exam

or a student may substitute a 5 unit Occupational Ed sequence

Students must be enrolled in 5 units of classes and PE each semester

Catskill High School
Four Year Planning Sheet

Name: **SAMPLE** AP/Advanced Regents

9th Grade		10th Grade		11th Grade		12th Grade	
Subject	Units	Subject	Units	Subject	Units	Subject	Units
English 9 9H	1	English 10 10H	1	English 11 11H	1	English _____	1
Soc Studies 9H	1	Soc Studies 10 10H	1	Soc Studies 11 11H AP	1	Part In Govt	.5
Math Algebra 1	1	Math Geometry	1	Math Trig	1	Economics	.5
Earth Sci 9 9H / Lab	1	Living Env /Lab	1	Science Chem/Lab	1	Math Course 4	1
LOTE _____	1	LOTE _____	1	Health	.5	Physics/AP Bio	1
Keyboarding 1	.5	Art/Music	1	Human Development	.5	Lab	
Academic Seminar or Band or Chorus	1	Elective	1	LOTE	1	LOTE	1
Phys Ed	.5	Phys Ed	.5	Elective	1	Phys Ed	.5
Total Units	6/7	Total Units	7.5	Total Units	7.5	Total Units	5.5

Type of Diploma

Graduation Requirements

Total Credits

Regents

— Students must earn a total of 22 units of credit

Adv Regents

— including the following:

Local

— English 4 units

Social Studies 4 units

Occupational Plans

— Science 3 units

Mathematics 3 units

Music or Art 1 unit

Health 1/2 unit

Human development 1/2 unit

Keyboarding 1/2 unit

Language 1 unit

Physical Ed (2units over 4 yrs) 1/2 unit/yr

Electives 2 1/2 units

Total 22 units

Regents Diploma, students will have completed two 3-unit sequences in Math & Science plus pass 5 Regents exams as outlined in the Course description Booklet.

Advanced Regents All of the credit and test requirements as above, plus:

Math A and B exams OR Algebra, Geometry & Algebra II/Trig

2 Regents science courses & Exams

3 credits in Foreign Language & pass the Regents exam

or a student may substitute a 5 unit Occupational Ed sequence

Students must be enrolled in 5 units of classes and PE each semester

26.5-

27.5

Catskill High School
Parent/Student Four Year Planning Sheet

Name: SAMPLE CTE Student

* must have passed at least one Regents exam

9th Grade Subject	Units	10th Grade Subject	Units	11th Grade Subject	Units	12th Grade Subject	Units
English 9 9H	1	English 10 10H	1	English 11 11H @ CHS	1	Eng @ Questar 3 *	1
Soc Studies 9 9H	1	Soc Studies 10 10H	1	Soc St 11 11H AP@ CHS	1	Part In Govt	.5
Math Course 1A or 1	1	Math Crse 1,1A or 2	1	Math @Questar 3 *	1	Economics	.5
Earth Science 9 9H	1	Living Env	1	Science @ Questar 3 *	1	CTE	3-4
LOTE _____	1	LOTE _____	1	Health	.5		
Keyboarding 1	.5	Art/Music	1	Human Development	.5		
Academic Seminar	-0-			CTE	2-4		
Phys Ed	.5	Phys Ed	.5	Phys Ed		Phys Ed	.5
Total Units	6	Total Units	6.5	Total Units	.5	Total Units	5.5
					7.5		

Type of Diploma	Graduation Requirements	Total Credits	25.5
Regents	— <u>Students must earn a total of 22 units of credit</u>		
Adv Regents	— <u>including the following:</u>		
Local	— English 4 units		
	— Social Studies 4 units		
Occupational Plans	— Science 3 units		
	— Mathematics 3 units		
	— Music or Art 1 unit		
	— Health 1/2 unit		
	— Human development 1/2 unit		
	— Keyboarding 1/2 unit		
	— Language 1 unit		
	— Physical Ed (2units over 4 yrs) 1/2 unit/yr		
	— Electives 2 1/2 units		
	Total 22 units		

Regents Diploma, students will have completed two 3-unit sequences in Math & Science plus pass 5 Regents exams as outlined in the Course description Booklet.

Advanced Regents All of the credit and test requirements as above, plus:
 Math A and B exams OR Algebra, Geometry & Algebra II/Trig
 2 Regents science courses & Exams
 3 credits in Foreign Language & pass the Regents exam
 or a student may substitute a 5 unit Occupational Ed sequence

Students must be enrolled in 5 units of classes and PE each semester

COURSES FOR COLLEGE CREDIT

Columbia-Greene Community College - each year Catskill High School offers qualified students an opportunity to earn college credit while in high school. Through an agreement with SUNY's Columbia-Greene Community College, college credit courses are offered during the day within our high school program.

Qualified seniors register as "Early Admit" students at Columbia-Greene Community College, pay the course fee to C.G.C.C. and actually earn college credit upon successful completion of the course. Cost per course is set by Columbia Greene each year.

A.P. - refers to Advanced Placement, which is a program sponsored by the College Board Educational Testing Service consisting of college level courses and exams that give high school students the opportunity to receive advanced placement and/or credit in college depending on their score on the AP exams given in May. The fee for each exam is \$86.00.

The University in High School Program - offered by SUNY's University at Albany, this program allows high school students to earn college credit in advanced courses while they are finishing their regular senior year courses in other subjects. Students take their college classes at Catskill High School, register for their courses by mail with SUNY Albany and pay a special reduced tuition. Dependant upon enrollment and course offerings.

TESTS FOR COLLEGE AND SCHOLARSHIP:

Depending upon the type of college, certain required or recommended tests must be taken to meet entrance requirements. Admission and scholarship tests are taken by the applicant at his/her own expense at test centers located at Hudson, Cairo, Kingston or Albany. The student will be advised of the date the test is to be given and the deadline when the test application is to be made.

The names and descriptions of some of these tests are as follows:

SCHOLASTIC APTITUDE TEST (SAT I): This is a three-hour test, which is used by most colleges, along with other information, to determine whether or not an applicant should be admitted. Juniors are advised to take this in May or June. Seniors taking this test should request that the scores be sent to the colleges of their choice.

SAT II: SUBJECT TESTS: Some schools require subject tests to determine a student's proficiency in certain academic subjects such as English, history, science, mathematics, and foreign language. The college catalog must be consulted to determine if subject tests are required. These tests may be taken in the June that the high school course is completed, or they may be taken the junior or senior year. Each test requires one hour of time.

AMERICAN COLLEGE TESTING PROGRAM (ACT): This test is similar in purpose to the SAT. Some schools will accept this test in place of SAT II subject tests. It is a three-hour test.

NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST/PRELIMINARY SCHOLASTIC APTITUDE TEST (NMSQT/PSAT): This two-hour test is offered to juniors in October. It serves the two purposes of scholarship qualifying and preliminary experience in taking a short form (3 hours) of the SAT.

HONORS SECTIONS

Honors sections are offered in the following courses:

English 9, 10, 11
Social Studies 9

Regents Earth Science
Regents Living Environment

Regents Chemistry

These sections are to be considered college preparatory in nature. They are developed for the student who has both an aptitude for the course, a strong work ethic, and is self-motivated.

Selection will be based on a student's standardized test scores in the subject area, the previous year's subject average as well as teacher recommendations.

Students will be required to maintain a minimum average of 85%. If his/her average falls below 85%, the student will be placed on probation. A letter will be sent home to notify the parents at that point. The student will have 5 weeks to bring his or her average up to 85% or that student will be removed from class. The student's average will be reviewed after the first 10 weeks and every 5 weeks thereafter.

CLASS RANK

The Board of Education adopted a change in the way class rank was determined. Beginning with the graduating Class of 1991 a weighted system was used. Any **8th grade student** completing an accelerated program in **Math (Course I or Algebra 1)** or **Language (French I or Spanish I** and passing the Language Proficiency Exam) will receive weighted credit, as all final grades in these courses will be multiplied by **.07**. All final grades in courses granting **college or A.P.** credit taken at Catskill High School will be multiplied by **.09**.^{*} Thus, the following courses will be given the additional weight of **.09**:

A.P. English
A.P. European History
A.P. US History
A.P. Course V
A.P. Biology
College Psychology
College Sociology
Spanish IV, V
French IV, V
Music Appreciation (when offered)**
A.P. Music Theory (when offered)**

***cannot be approved for college credit if student is in grade 9*

***Note:** A student who opts to attend college as an "early admit" senior will not receive "weighted credit" for those college courses. They will receive both high school and college credit.

This system will produce a weighted class rank but not a weighted average; actual grades are recorded on report cards and permanent record cards. Colleges receive the student's actual grade point average, along with the student's "weighted" rank in class. A high school profile explaining the ranking system is sent with each college application along with the high school transcript of grades.

CHANGE OF COURSE PROCEDURE

A. Dropping Courses

1. Students will be allowed to drop a semester or a full-year course in which they are enrolled, without penalty, prior to the end of the first marking period.
2. Students wishing to drop a course at any time must initiate a conference with their guidance counselor to secure a "Change of Schedule" sheet. This form must be returned to the Guidance Office signed by the appropriate teachers and a parent, when requested.
3. When dropping a course, students must continue to attend the class until all signatures are obtained and the form is returned to the Guidance Office. Missing class before the drop procedure is completed will be regarded as an illegal absence.
4. Parents will be notified of any course dropped after the first ten-week marking period, as their signature will be required in order to drop the course.

B. Adding Courses

1. Students will be permitted to add a full-year course within the first 10 school days (two weeks) of the course. Students are responsible to make up all missed work. A second semester (1/2 year course) may be added prior to the first day of the new semester.
2. Students wishing to add any new course after the time period outlined above must additionally submit to the Guidance Office a written contract between the student and the teacher outlining all requirements necessary to complete the missed work. Permission of the principal/instructor to register is required.
3. When adding a course, a student must continue to attend all previously scheduled classes and study halls until all change forms are completed and the student's schedule is changed.

C. NO SCHEDULE CHANGES of a "cosmetic" nature will be made. Examples of changes, which cannot be made:

1. change of lunch period
2. change of teacher
3. change of period that the course is being taken
 - a. the only exception is when a Physical Education teacher or lab teacher writes a note requesting a student be changed because of class balance, etc.

Please note:

Parents and students need to be aware that at the end of the 10-day time allowed for adding courses (see #1 above), the number of students in labs/P.E. classes may need to be adjusted to balance the class size. This may mean that a student's lab or p.e. section could be moved to another time period by the counselor, teacher or administrator, as needed.

EARLY GRADUATION

Catskill High School is well aware of the fact that students progress at different rates and because many high school students are prepared to face the challenge of college admission or the world of work at an earlier age, they should be given an opportunity to do so. With this in mind, Catskill High School does allow students to graduate earlier than the normal graduation time.

A. Graduation in Three Years

1. The student must have an 85.0 scholastic average.
2. This decision must be made before the end of the 10th grade year.
3. This decision may be made at a conference with the student, a parent and a guidance counselor. Among some of the things that will be considered at this conference are: the student's age and maturity, the approval of the parent, the student's reason for desiring early post-secondary education, whether or not the schedule can be designed, whether or not the school would have anything to offer during the student's 12th year that would add to the background of the individual's chosen occupation, etc..
4. The guidance counselor will write a detailed plan explaining exactly what courses the student must pass in order to graduate early. This plan will be signed by the counselor, the student, parent and principal, and becomes a part of the student's permanent folder.
5. Final approval by the high school principal is required.

B. Graduation in Three and One-Half Years

If a student is to complete requirements in 3-1/2 years, the following must occur:

1. The decision must be made before the last day of school of the student's 11th grade year.
2. The student must check with the counselor to be sure that all course work needed for graduation can be completed in one semester. The student must show evidence that **19 units** plus the major sequences will be completed by the end of the **11th grade**.
3. The student must complete a form stating the reason for early graduation and the courses to be completed. This form is to be signed by the student, parent, and counselor.
4. The counselor then submits the form to the principal for a final approval.

Following this option, course requirements are completed at the end of the first semester. Since Catskill High School holds only one graduation ceremony a year, the actual diploma will not be issued until June. The student is welcome to return and be a part of the graduation ceremonies or to make arrangements to pick up the diploma at a convenient date following the graduation ceremony.

IT WILL BE THE RESPONSIBILITY OF THE STUDENT TO KEEP INFORMED REGARDING DATES AND TIMES OF SENIOR EVENTS AND ACTIVITIES AND WHAT MUST BE DONE IN ORDER TO PARTICIPATE, INCLUDING THE GRADUATION CEREMONY.

C. Enrichment

Seniors may elect to take a college course for enrichment after school or in the evening, and must apply to the college as an "Early Admit" student to do so. This course will not count toward high school graduation, but the student will receive college credit for the course or courses taken.

D. Early Admission

"Early Admission" is the process by which a student is admitted to college after completing his/her junior year in high school. If a student chooses early admission, courses required for high school graduation would be taken during the first year of college, and then these courses would be transferred back to the high school. The high school diploma would be received with the June graduating class, and the student would be eligible to participate in the graduation ceremony. If the student is to apply for early admission the following must occur:

1. The student must have a minimum of an 85 scholastic average in the subject area.
2. The student's counselor must be notified by March 30th of the junior year.
3. By June 1st, the student must have an acceptance letter from a college.
4. This decision may be made at a conference with the student, a parent, and a guidance counselor. Those areas listed under three-year graduation will be considered in making this decision.
5. The guidance counselor will write a detailed plan explaining exactly what courses the student must take and pass in order to fulfill the Catskill High School graduation requirements. This plan will be signed by the counselor, the college, the student and parent and will become a part of the student's permanent folder.
6. Final approval by the high school principal is required. The student is welcome to return and be a part of the graduation ceremony of the class or to make arrangements to pick up the diploma at a convenient date following the graduation ceremony. It will be the responsibility of the student to keep informed regarding dates and times of events and activities, and what must be done to participate in the June graduation event.

RELEASE TIME FOR SENIORS

The goal for early dismissal is to permit seniors in “good standing” (passing all courses per marking period) opportunities for community involvement, such as participating in the school based Career Internship Program, paid employment, enrichment courses at a local college, etc. Students interested in this option must sign up for release time as a course in the Guidance Office (Early Release I / Early Release II) and must have either the last two or the last period of the day free (study halls) and must be academically eligible (see student handbook). If a student becomes ineligible academically, that student will be placed back into the study hall(s) and will be reviewed again for eligibility at the beginning of the next marking period.

ONLY THE PRINCIPAL CAN GIVE (WRITTEN) APPROVAL FOR EARLIER DISMISSAL TIMES THAN THE LAST TWO PERIODS OF THE DAY FOR WORK RELEASE, INTERNSHIP, ETC.

DISTANCE LEARNING

Connect to other schools in our region and to learning opportunities around the world. A distance learning room has a fiber optic broadband connection that links to a network of more than 40 other schools in our region that have interactive TV classrooms. Distance Learning courses allow students to:

- Expand horizons with a much greater selection of course offerings.
- Take Advanced Placement courses and courses for college credit.
- Experience cutting-edge technology in a hands-on environment.
- Interact with students and teachers from other schools and communities in a setting that helps prepare you for advanced educational and real-world situations.
- Meet new students with common concerns and different perspectives.

Courses offered will vary from year to year. See your counselor for updated information. Courses potentially offered by Catskill High School are listed by department in the following course descriptions. A complete list of approved courses is on page 63. Availability is based on enrollment.

CAREER TECH PROGRAMS

The programs listed on the next page are available at the Area Career Tech Center at Greenport. To be eligible to attend a Questar Career Tech program, a Catskill High School student must:

1. be an enrolled student in grades 9 - 12. Students must complete their basic graduation requirements in their freshman and sophomore years before attending Career Tech, unless the student is serviced through the Committee on Special Education.
2. show an interest in the area chosen.
3. realize that he/she cannot drop from a chosen Career Tech program until June of that school year.
4. register for the course, through the Guidance Office, by April of the year before the program is to begin. Students will be informed should the

course chosen be unavailable due to class size, etc. Students may then choose a different course.

5. demonstrate, based upon current grades and attendance, that she/he has the potential to complete the program chosen.

Career Tech programs that meet on a half-day basis are run by Questar III. These programs provide our students with courses that cannot be offered at this high school. Course descriptions are available in the guidance office, and are distributed to all sophomores during the Career Tech Orientation Program. The courses shown below are based upon availability.

- Aviation
- Auto Technologies I
- Auto Technologies II
- Early Childhood Education I
- Early Childhood Education II
- Academy for Information Technology
- Business Information Systems
- Culinary Arts I
- Culinary Arts II
- Construction Technologies I
- Construction Technologies II
- Mechanical Technology
- Engineering Science I
- Engineering Science II
- Appearance Enhancement/Cosmetology I
- Appearance Enhancement/Cosmetology II
- Electrical Technology I
- Electrical Technology II
- Heating, Ventilation, Air Conditioning and Refrigeration
- Welding/Metal Fabrication
- LPN I
- LPN II
- CNA
- Criminal Justice I
- Criminal Justice II

* New Visions programs, based upon Questar's ability to provide is available to incoming seniors who have a minimum of 85 g.p.a. Seniors may earn high school credit for English 12, Economics, and Participation in Government through this program. Please see your counselor for further details.

New Visions Programs:

Scientific Research & World Health
Math/Engineering/Science Technology
Medicine and Allied Health
Visual/Performing Arts

USING THIS COURSE DESCRIPTION GUIDE

This guide should be used by students and parents to develop a generalized four-year program that will lead to graduation and to plan specific courses for the following year. Each course, grouped by department, is described in terms of the general content of the course. The title of each course is followed by three items:

1. The grade in which the subject is usually taken is listed. "Grade 10-12" means that the subject may be taken by a student in Grade 10, 11, or 12. "Grade 9-10 only" means that the subject is restricted and may not be taken by 11th and 12th grade students.
2. The duration of the course - the number of days per week and the number of weeks per year:

5/40 means 5 days per week for 40 weeks
5/20 means 5 days per week for 20 weeks
7/40 means there is a lab every other day for 40 weeks
3. The amount of credit (either one or one-half credit) that may be earned by successful completion of the course.

On the next line, the word "Prerequisite" appears followed by whatever prerequisites apply. A prerequisite is something that must precede something. In this case, a particular course must be passed before another course is taken; e.g., Spanish I is a prerequisite to Spanish II.

Students may request a waiver of prerequisites to enroll in a specific course. A conference to consider such a request may be arranged between the student, counselor, parent, principal, department chairperson (where applicable), and the teacher of the course.

The decision for approval of a waiver rests with the principal.

COURSE DESCRIPTIONS

LANGUAGE ARTS

Note: Students must complete all assigned writings in all English courses

ENGLISH 9

Grade: 9 Times per week: 5/40 Credit: 1
Prerequisites: Ability to read at or above grade level.

Objectives are to raise students' levels of competence in language analysis, word usage, spelling, reading, writing, punctuation, vocabulary, and use of logic. Readings in literature will emphasize the modern novel, short stories, drama and the classics. The course will stress literary appreciation, as well as continuing the building of a strong foundation of writing skills for use in the school and in daily life. A research component is included. Enrolled students will begin developing basic skills needed for success on the New York State Comprehensive Examination (Regents) in English administered in the eleventh grade to all students.

ENGLISH 10

Grade: 10 Times per week: 5/40 Credit: 1
Prerequisites: English 9

The object of the course is to broaden the students' use of language through etymology, literature, composition, and oratorical skills. Readings are chosen to increase students' awareness of valuable historic, sociologic and cultural content in literature. Special emphasis is placed on the writing of compositions that analyze and critique the literature. A research paper is done. Preparation for the N.Y.S. Regents English exam continues.

ENGLISH 11

Grade: 11 Times per week: 5/40 Credit: 1
Prerequisites: English 10

The object of this course is to have students gain an appreciation for American Literature, a mastery of grammar and usage skills previously learned, and a perfection of writing skills in both literary and original essays. All students are required to take the Comprehensive Regents in English. A research paper will be included.

ENGLISH 12

Grade: 12 Times per week: 5/40 Credit: 1
Prerequisites: English 11

The English 12 curriculum is divided by marking periods. The first marking period focuses on the role of work and career in our society and our lives. In the second marking period, the contemporary world, its societal and technological trends, is the focal point. During the first 20 weeks, there is a strong emphasis on grammar and mechanics. The focus shifts during the third marking period to emphasize writing style. Featured English 12 literature includes the works of Hemingway, Bradbury, Freud, Ellison, Cormier, Toni Morrison, Arthur Miller, and others. A wide variety of writing styles are examined. During the final 10 week period, seniors are given a certain level of academic freedom to choose literature focused on their individual interests and future plans.

CORPORATE COMMUNICATIONS (Offered through Business Department)

Grade: 12 Times per week: 5/40 Credit: 1
Prerequisites: Keyboarding Essentials I

A full-year, specialized, interdisciplinary course related to ELA learning standards.* This course is designed to provide business students with the skills and strategies necessary to communicate successfully in the corporate/business world. Students will learn to analyze information, compose documents, and present information in a professional manner. Enrollment is limited to students satisfying a sequence in business, or permission of English and Business Department Chairs.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

BROADCASTING AND ELECTRONIC COMMUNICATIONS

(Offered through Business Department)

Grade: 11-12 Times per week: 5/20 Credit: ½ ELA
½ Business

Prerequisites: Career and Financial Applications and
Keyboarding/Computer Essentials I and II

This course will explore the Internet as a communications medium. Emphasis will be placed equally on content and production. Students will be responsible for production of web pages, video production and video streaming, and audio and visual podcasting: all projects suitable for linkage to the District's web site. This course will count as ½ credit in business as well as a ½ credit in English. (see below)

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Grade: 12 Times per week: 5/40 Credit: 1
Prerequisites: English 11; Recommendation of 11th grade teacher;
Suggested score of 85% or above on the Regents Comprehensive English exam
Suggested score of 500 or above on Verbal section of the SAT

Advanced Placement English is a college level course emphasizing the development of skills in critical reading of imaginative and discursive literature as well as critical writing about this literature and its related ideas. This course is designed for high school students capable of doing college level reading and writing and who are thoroughly committed to devoting the energy and time necessary to complete the demanding and rigorous requirements of the two-semester program. The short-term goal of the course is to enable students to demonstrate proficiency on the Advanced Placement English Examination in Literature and Composition administered and evaluated by the Educational Testing Service of the College Board. Students who score "3" or above on this examination may receive up to six college credits. Students who register in the SUNYA "High School in the University Program" will receive three college credits if a cumulative average of 75% is achieved by the middle of May. A research paper will be included.

AMERICAN MUSICAL THEATRE

NOTE: This course may be offered as a Distance Learning Course

Recommended grade level: 11-12 Times per week: 5/40 Credit: 1

COURSE PREREQUISITES: The participants should have at least two years of high school critical writing training. (English 10 and 11)

This course examines the musical as an intrinsic part of the American theatre. The course focuses in detail on the various elements of the musicals: Book, Lyrics, Musical Score, Choreography and Technical Effect. There will also be an intensive writing component highlighting reviews of musical productions, writing analyses of specific scenes and a group creation of an ORIGINAL musical.

GOTHIC LITERATURE

NOTE: This course may be offered as a Distance Learning Course

Recommended grade level: 11-12 Times per week: 5/40 Credit: 1
Prerequisites: English 11, English 10

This course examines the Gothic Tradition in England and America and asks students to consider how a story reflects the fears and values of a culture. Novels to be studied include *Dracula*, *Frankenstein*, *Wuthering Heights*, *Rebecca*, *Interview With a Vampire* and *The DaVinci Code*.

L.O.T.E. (Languages Other Than English)

New York State Standards for Languages Other Than English:

Standard 1: Students will be able to use a language other than English for communication.

Standard 2: Students will develop cross-cultural skills and understanding.

SPANISH I

Grades: 9-12

Times per week: 5/40

Credit: 1

Prerequisites: None

Spanish I is designed to be consistent with the foreign language curricula presented by the State Education Dept. Successful completion of this course will require the acquisition of skills, knowledge, and cultural insight as outlined for Level I (checkpoint A) in the state curriculum. The New York State Second Language Proficiency Examination will be given at the end of the course to those students who are not successful in the course. All students must pass EITHER the Second Language Proficiency or the course to meet LOTE credit for a Regents Diploma. The course will be instructed to meet that minimum proficiency standard. A passing grade will give the student the Foreign Language credit needed for the Regents Diploma.

SPANISH IIA

Grades: 9-12

Times per week: 5/40

Credit: 1

Prerequisites: NYS Proficiency Examination in Spanish (score of 65-84)

Spanish 2A is designed to be consistent with the foreign language curricula presented by the State Education Department. This course is designed for students that have had difficulty in Spanish (as evidenced by a grade of 65-84 on the NYS Proficiency Examination in Spanish) but still wish to continue their study of Spanish. Successful completion of this course will require the acquisition of skills, knowledge, and cultural insight as outlined for Checkpoint B in the state curriculum.

Upon successful completion of this course, students who wish to continue their study of Spanish will be placed in Spanish II.

SPANISH II

Grades: 9-12

Times per week: 5/40

Credit: 1

Prerequisite: NYS Proficiency Examination in Spanish (score of 85 or above)

Spanish II is geared to the student who is eager and able to continue their study of Spanish. The object of this course is to improve all the language skills needed in communication and to broaden the cultural understanding of the student. Content areas included are reading, writing, listening, speaking, vocabulary, and grammar. Spanish IIB is designed to be consistent with Level II (Checkpoint B) of the state curriculum. A school exam is given at the end of this course. This course is strongly recommended for students planning on attending a 4-year university.

SPANISH III

Grades: 10-12 Times per week: 5/40 Credit: 1
Prerequisites: Successful completion of Spanish II

Spanish III is designed for the serious student who wishes to firm up his knowledge of Spanish and have a sequence in foreign language. The goal is to obtain good skills in all the language areas: reading, writing, listening, and speaking. The NYS Regents Examination is given at the end of this course. A 3rd year of Spanish and successful completion of the Regents exam is required as a sequence for an Advanced Regents Diploma. Note: A 5-unit Occupational Education Sequence may be substituted for this requirement. However, this class is strongly recommended for students planning on attending a 4-year university.

SPANISH IV (Offered based upon enrollment)

Grade: 11 or 12 Times per week: 5/40 Credit: 1
Prerequisites: Successful completion of Spanish III & recommendation of the teacher.

This course is for the Spanish student who wishes to continue to a more advanced level. The emphasis is on the study of several forms of literary writings. Conversational Spanish is used in the classroom. Various types of writings are also done in Spanish. College credit is available through Columbia-Greene Community College with the recommendation of the teacher and upon payment of tuition.

SPANISH V (Offered based upon enrollment)

Grade: 12 Times per week: 5/40 Credit: 1
Prerequisites: Successful completion of Spanish IV

This course is for the student who wishes to continue in the advanced study of Spanish. Students will read a variety of Spanish literature. The class will be conducted in Spanish and projects completed in Spanish in written and oral form. Emphasis will be placed on conversation. College credit is available through Columbia-Greene with the recommendation of the teacher and upon payment of tuition.

FRENCH I

Grade: 9-12 Times per week: 5/40 Credit: 1
Prerequisites: None

French I is designed to be consistent with the foreign language curricula presented by the State Education Department. In general, this course is for students who are not successful on the NYS Proficiency Examination in 8th grade. However, the course may also be recommended to those students who score 65-84 on the examination and who still wish to continue their study of French. Successful completion of the course will require the acquisition of skills, knowledge, and cultural insight as outlined for Level I (Checkpoint A) in the state curriculum. The New York State Second Language Proficiency examination will be given at the end of the course to those students who are not successful in the course. All students must pass EITHER the second language proficiency or the course to meet LOTE credit for a Regents Diploma. The course will be instructed to meet that minimum proficiency standard. A passing grade will give the student the Foreign Language credit needed for the Regents Diploma.

FRENCH II

Grade: 9-12 Times per week: 5/40 Credit: 1
Prerequisites: Successful completion of French I

French II is geared to the student who is eager and able to study a new language. The object of this course is to improve all the language skills needed in communication and to broaden the cultural understanding of the student. Content areas included are reading, writing, listening, speaking, vocabulary, and grammar. French II is designed to be consistent with Level II (Checkpoint B) of the State curriculum. A school exam is given at the end of this course. This class is strongly recommended for students planning on attending a 4-year university.

FRENCH III

Grade: 10-12 Times per week: 5/40 Credit: 1
Prerequisites: Successful completion of French II

French III is designed for the serious student who wishes to firm up his knowledge of French and have a sequence in foreign language. The goal is to obtain good skills in all the language areas: reading, writing, listening and speaking. The NYS Regents Examination is given at the end of this course. A 3rd year of French and successful completion of the Regents exam is required as a sequence for an Advanced Regents Diploma. Note: A 5-unit Occupational Education Sequence may be substituted for this requirement. However, this class is strongly recommended for students planning on attending a 4-year university.

FRENCH IV (Offered based upon enrollment)

Grade: 11-12 Times per week: 5/40 Credit: 1
Prerequisites: Successful completion of French III and recommendation of the teacher.

This course is for the French student who wishes to continue at a more advanced level. The student will do assigned readings, which include the culture, history and literature of France as well as other French speaking countries. French IV students will continue the study of advanced grammar, read at least one short novel, read French newspapers and give oral presentations on various topics. This course will be offered every other year opposite French Cinema and Conversation. College credit is available through SUNY Albany with the recommendation of the teacher and upon payment of tuition.

FRENCH CINEMA AND CONVERSATION COURSE (Offered based upon enrollment)

Grade: 11-12 Times per week: 5/40 Credit: 1

Prerequisite: Successful completion of French III & Regents Examination in French

This course is designed to further develop student's language proficiency through the use of French films. Through watching and critical analysis of films, students will improve their listening, oral, and writing skills while getting a sense of some of the important features that are particular to French culture. The conversation component is designed to take students beyond the functional ability that they gained in lower levels of French. This course will be offered every other year opposite French 4. It will not be offered for college credit.

FRENCH V (Offered based upon enrollment)

Grade: 12

Times per week: 5/40

Credit: 1

Prerequisites: Successful completion of French IV

This course is for the student who wishes to continue in the advanced study of French. The student will do research on individual topics (e.g. translating a French story into English, reporting on French speaking countries, politics, art, etc.) In addition, he or she will continue the study of advanced grammar and read at least one French novel. Because of the small number of students taking advanced courses, this course may be combined with French IV. College credit may be available.

SOCIAL STUDIES

GLOBAL HISTORY AND GEOGRAPHY 9-10

Grades: 9-10 Times per week: 5/40 Credit: 1 each year

The Global History and Geography program will follow an all Regents curriculum (goals, content, skills, assessment) in grades 9 and 10. The program for grades 9 and 10 is a two-year global studies course organized chronologically. The units in grade 9 begin with the Neolithic Revolution and end with the Age of Absolutism. The focus of the grade 10 program is from the Age of Reason to the present day. Students are provided with the opportunity to explore what is happening in various regions and civilizations at a given time. Four projects are required in the 9th grade year. Research paper may be required in 10th grade.

UNITED STATES HISTORY AND GOVERNMENT 11

Grade: 11 Times per week: 5/40 Credit: 1

Grade 11 is a chronologically organized course in United States history. The emphasis in this course is on the United States as an industrial nation. Constitutional and legal issues are developed as well as issues of international involvement. A minimum of one research paper will be required.

ADVANCED PLACEMENT EUROPEAN HISTORY

Grade: 10, 12 Times per week: 5/40 Credit: 1

Prerequisites:

Seniors taking the course must have had an 85 average or higher in 9th Grade Social Studies and need teacher recommendation.

Sophomores taking the course must have had a 90 average or higher in 9th Grade Social Studies, must submit a writing sample to the teacher, and need teacher recommendation.

The Advanced Placement course in European History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in European History. Students should learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students should develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present ideas clearly and persuasively in essay format. Content specifications will generally conform to content areas suggested by the Educational Testing Services. The course requires extensive reading and research. The Advanced Placement Examination is required of all students taking the course. Students will also take the Global Studies Regents exam in June.

ADVANCED PLACEMENT AMERICAN HISTORY

Grade: 11 Times per week: 5/40 Credit: 1
Prerequisites: 90 average or higher in Global Studies 9 and 10
 90 average or higher in English 9 and 10.

AP American History is being offered to 11th grade students who have the appropriate interests and abilities. Generally, a student should have maintained an above-average grade in his/her social studies courses. The course is a college-level study of American history from the Colonial Period (1620) to the present. Materials used in the course include college level primary and secondary sources. Students are required to complete several research projects, book and article reviews, and interpretation and analysis of historical documents. Developed writing skills are essential for completion of the course. A three-hour American history test, administered by the College Board, is required in May. If successfully completed, college credit can be awarded. The content of the course will also prepare students for the American History and Government 11 Regents Exam. A minimum of one research paper will be required.

PARTICIPATION IN GOVERNMENT

Grade: 12 Times per week: 5/20 Credit: ½

This is a one semester course for 12th grade students and required for a high school diploma. The overall purpose is to provide students with a basic understanding of their role in a democratic society so that they become better informed citizens at all levels in their government and participants in their community. The Regents curriculum is designed with an emphasis on current national, state, and local events and issues in America and the world. Another aim of this course is to provide students with a better understanding of the legal system and their legal and constitutional rights. Students are expected to be engaged in critical reading and thinking, research, and writing skills. Direct student participation in a variety of in class and out of class discussions, assignments, projects, and meetings is also a significant part of the course. As part of Catskill's core curriculum, a written issues-based position paper is also required.

ECONOMICS

Grade: 12 Times per week: 5/20 Credit: 1/2

Economic issues affect you every day. What factors determine the price of gas? Is the minimum wage a good or bad thing for our economy and society? Why do so many Americans lack health care insurance and how do we fix this problem in an economically feasible way? Why are the U.S. and European nations wealthier than developing nations? Why do some people end up in poverty, while others become the Bill Gates of this world? Would you know a millionaire if met him or her? How does the stock market work and how do banks make money? What indeed is money? Are labor unions good or bad things? What is the economic impact of globalization on your future job prospects? What can more education do for your pocket book? Is immigration a good or bad thing for our country? What is the environmental and moral impact of the business community's decisions? This course will cover the basic required NYS economic curriculum in the context of current events issues. A final exam/project/Power Point presentation or research paper may be required. You may also be reading about (and eating) Ben and Jerry's ice cream, as well as doing lots of "hands on" economics "experiences."

ECONOMICS IN BUSINESS (Offered through the Business Department)

Grade: 12 Times per week: 5/20 Credit: 1/2
Prerequisites: None

Economics explained: everything you need to know about how the economy works and where it is going will be covered in this half-year course. Economics doesn't have to be complicated---it can be very interesting and very relevant to our everyday lives. You will learn a logical way of thinking about economic matters through graphic representations, computer simulations, on-line research and reporting. At the end of this course you will be prepared to make rational economic choices as citizens of a state, nation, and the world. This course will meet the economics course requirement for graduation.

This course can be used for a ½ business credit as well.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

PSYCHOLOGY (Offered based upon enrollment.)

Grade: 12 Times per week: 5/20 Credit: 1/2
Prerequisites: Social Studies 11

This class involves a lot of student based discussion and analysis of real life human behavior problems, as well as a comprehensive instruction in the course content of a traditional introductory college psychology class. You will learn about behaviorism, Freud, social psychology, theories of personality, and theories about the causes of aggressive (violent) behavior. You will also be informed about the major mental illness and developmental disabilities and current research about how to best understand and treat such issues. Relationships and bonding, IQ and controversies involving testing will also be examined, as well as the nature of memory and how best to learn. The course may include speakers and definitely a field trip to a real mental hospital. A behavior change project and presentation about the project will be required.

Students that maintain an 80% or higher English average may register for college credit (3) that is transferable to most major universities. Cost of credit is determined yearly. Students choosing this option may have an expectation of an advanced course load, readings and/or projects.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

SOCIOLOGY (Offered based upon enrollment)

Grade: 12 Times per week: 5/20 Credit: 1/2
Prerequisites: Social Studies 11

This course will serve as a basic introduction to Sociology. It will include development of sociological techniques and investigation of various problems concerning people, groups and institutions in modern America. This course will also provide the students with the tools to evaluate information about the social world and his/her surroundings. Sociological research methods and ethics will be taught and practiced in a student designed project involving a hands-on approach to investigating an important sociological issue. A topical approach will be used and students will conclude the course by investigating a particular problem related to the field. A minimum of one research paper will be required.

Students that maintain an 80% or higher English average may register for college credit (3) that is transferable to most major universities. Cost of credit is determined yearly. Students choosing this option may have an expectation of an advanced course load, readings and/or projects.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

CRIMINAL JUSTICE (offered based upon enrollment)

Grade: 11-12 Times per week: 5/20 Credit: ½
Prerequisites: Social Studies 9 & 10

This course is designed for students interested in learning about the criminal justice system and about current legal controversies in America. A student does not have to be specifically interested in law enforcement or a college criminal justice program to enjoy this elective. The major units of study are: Crime; Police; Constitutional Doctrines and Criminal Procedures; Criminal Case & Courtroom Procedures; Corrections and Punishments; & Juvenile Justice. Students will participate in class discussions & debates about controversial and current criminal justice issues. Students will be required to research and prepare brief reports on current legal issues and prepare brief summaries on current court cases. Depending on student interest, the course may also include moot court, mock trial activities, and role playing activities. Prior experience, however, of these types of learning activities will not be necessary. The course may also include guest speakers and usually includes field trips to prisons, courtrooms, and police stations. During the course, each student will independently choose and research a topic of his/her choice, using technology and multi-media resources for the presentation of it.

Students that maintain an 80% or higher English average may register for college credit (3) that is transferable to most major universities. Cost of credit is determined yearly. Students choosing this option may have an expectation of an advanced course load, readings and/or projects.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

THE CIVIL WAR AND RECONSTRUCTION

NOTE: This course may be offered as a Distance Learning Course

Recommended grade level: 11-12 Times per week: 5/40 Credit: 1

This course of study will begin with the introduction of slavery in the Americas and conclude with the end of Reconstruction. Students will learn, analyze and discuss the fundamental causes of the Civil War. The course of study will also address epic battles of the Civil War and the role of President Lincoln in this epic struggle. The course will conclude with the Radical Reconstruction and its ultimate failure. The course will include the use of several outside reading sources, such as Uncle Tom's Cabin, in addition to the primary textbook.

MATHEMATICS

Students who enter grade nine in 2009 and later must successfully complete three years of high school mathematics and pass the Algebra Regents Exam. See your guidance counselor for additional details.

ALGEBRA IA

Grade: 9-10

Times per week: 5/40

Credit: 1

Prerequisites: Math 8

This is the first math course for a student who is preparing to take the Algebra Regents Exam in two years. This course is designed for students that have had difficulty in such important areas as algebra and geometry. The course reinforces many of the skills learned in eighth grade mathematics, especially algebra and linear equations. Algebra IA provides an introduction to many of the topics that will be studied more in depth in Algebra I, including geometry. Students will take a school final examination in June. Successful students will enroll in Algebra I the following year.

ALGEBRA I

Grade: 9-11

Times per week: 5/40

Credit: 1

Prerequisites: Math 8 or Algebra IA

For students who successfully completed Math 8 or Algebra IA, this math course will prepare them to take the New York State Algebra Regents. This course is an extensive study of algebra. Major areas of study include mathematical reasoning, numeration, measurement, operations, and an introduction to functions. Each of these topics will be studied in a problem-solving context. Logic, probability, statistics, and basic geometry are other topics of study. The topics are arranged so that the relationship between the branches of mathematics can be developed and demonstrated to the students. Students will take a New York State Algebra Regents examination in June. Successful students will enroll in Geometry A or Geometry the following year.

GEOMETRY A

Grade: 9-12

Times per week: 5/40

Credit: 1

Prerequisites: Algebra I

This course could be the student's second or third high school mathematics course. This is the first math course for a student who is preparing to take the Geometry Regents Exam in two years. Geometry A provides an introduction to many of the topics that will be studied more in depth in Geometry. Many of the Algebra I topics, such as linear systems, circles, and graphing linear equations are reinforced. Students will also study coordinate geometry, right triangles including trigonometry, rational expressions and the operations on them, and locus. Students will take a school final examination in June. Successful students will either be finished with high school mathematics or enroll in Geometry the following year.

GEOMETRY

Grade: 9-12

Times per week: 5/40

Credit: 1

Prerequisites: Algebra I or Geometry A

This course could be the student's second, third or fourth high school mathematics course. A major portion of the course is devoted to the study of geometry. Major areas of study are Euclidean geometry proofs, solid geometry, coordinate geometry, and the study of circles. Students will take the Geometry Regents in June. Successful students will either be finished with high school mathematics or enroll in either Integrated Algebra IIA or Integrated Algebra II the following year.

COURSE IIIA

Grade: 10-12

Times per week: 5/40

Credit: 1

Prerequisites: Passing the Math A Regents Exam

This course could be the student's third or fourth high school mathematics course. The purpose of this course is to introduce students to a mathematics curriculum that builds upon the knowledge tested in the Math A Regents exam and to promote the continued success in the study of mathematics. The purpose of the course is also to fulfill the need for students who have passed the Math A Regents exam after two years of study in mathematics and need a third year of mathematics credit, but are not interested in pursuing the Math B Regents exam and a Regents Diploma with "Distinction in Mathematics". Much like Course III, this course begins with advanced algebra. Students will be introduced to complex numbers and functions. They will explore different functions throughout the year, including absolute value, linear, quadratic, polynomial, exponential, and logarithmic. An extensive study of transformational geometry and geometry of the circle is also included as well as the continuation of probability and statistics. Students will not take the Math B Regents exam in June; they will take a school final examination instead. Successful students will be finished with high school mathematics. If a student decides to take another mathematics course, he or she may enroll in Integrated Algebra II depending on their previous credits.

COURSE III

Grade: 10-12

Times per week: 5/40

Credit: 1

Prerequisites: Course II

This course could be a student's third or fourth high school mathematics course. This course prepares the students to take the Math B Regents Exam. The course begins with advanced algebra. Students will be introduced to complex numbers and functions. They will explore different functions throughout the year, including absolute value, linear, quadratic, polynomial, exponential, logarithmic, and trigonometric. An extensive study of trigonometry and transformational geometry is also included as well as a continuation of probability and statistics. Students will take the Math B Regents Exam in June. Successful students will either be finished with high school mathematics or enroll in Pre-Calculus the following year.

PRE-CALCULUS

Grade: 11-12

Times per week: 5/40

Credit: 1

Prerequisites: Course III

This course could be a student's fourth or fifth high school mathematics course. Pre-Calculus will provide the student with a strong preparation for AP Calculus and Analytic Geometry. Students will be expected to master functional notation and demonstrate graphing skills. Students will make extensive use of graphing calculators throughout the course. Students will be introduced to the operation of taking a limit and will study numerical series in depth. The major thrust of Pre-Calculus will be to introduce the student to the ideas and techniques that students will encounter in AP Calculus. The concepts of differentiation will be treated informally and intuitively. Students, however, will be expected to develop skill and accuracy in applying the concepts of differentiation to all of the so-called elementary functions, which include polynomial, rational, trigonometric, exponential, and logarithmic functions. The informal treatment of theory together with an emphasis on developing skill and accuracy in applying the theory, will prepare students for a more formal treatment of the subject. Students will take a school final exam in June. Successful students will either be finished with high school mathematics or enroll in AP Calculus in the following year.

ADVANCED PLACEMENT CALCULUS (AP CALCULUS)

Grade: 11-12

Times per week: 5/40

Credit: 1

Prerequisites: Course IV or Pre-Calculus

This course could be a student's fifth high school mathematics course. AP Calculus is equivalent to the first semester of College Calculus. Students will study limits and continuity of functions, the derivatives of algebraic functions, the derivatives of sums, products, quotients, the chain rule and the derivatives of the trigonometric functions. They will solve problems showing the applications of the derivative and use the first and second derivatives in the analysis of curve sketching. They will study the anti-derivative and the definite integral along with the Fundamental Theorem of Integral Calculus. They will solve problems using the applications of the integral. They will both differentiate and integrate exponential, logarithmic, and hyperbolic functions. They will develop other techniques of integration. Students will use graphing calculators in a variety of applications. At the conclusion of the course, the students are prepared for the Advanced Placement Test or for the individual college tests leading to advanced placement or college credit.

PRINCIPLES OF ENGINEERING: A MST Approach to Technology Education

Grade: 11-12 Times per week: 5/20; 5/40 Credit: 1/2 or 1
Prerequisites: Passing both the Math A Regents and one Science Regents, and successful completion of two units of science

A 1/2 or 1-unit integrative, hands-on laboratory-based course which introduces students to concepts of engineering (ethics, design, modeling, optimization systems, technology/society interactions). These concepts are applied to solving problems contained in "real world" case studies. Case study abstracts relate to auto safety computer automation and control, energy, communications, structural design and designing technology for people with disabilities. While this course is offered as a full year course, it can also be taken either semester for 1/2 unit of credit. As a full year course, it can be used as one of the required 3rd units of either math or science.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

ACCOUNTING I (For third year of math credit)

Grade: 11-12 Times per week: 5/40 Credit: 1
Prerequisites: Must have passed the Math A Regents, if taking this class for Math credit

This course provides an overview of accounting processes with emphasis on the principles and procedures of double-entry accounting. The course provides an understanding of the financial operations that many beginning office positions require. Students will be given the opportunity to use the microcomputer for various units in this class. This course is recommended for students going on to post-secondary accounting or business careers. This course may be used as a business credit as well as a math credit.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

CONSUMER MATH

NOTE: This course may be offered as a Distance Learning Course

Recommended grade level: 11-12 Times per week: 5/40 Credit: 1
Prerequisites: Algebra I Regents passing score

The purpose of this course is to teach students mathematics related to the real world in their personal lives as well as in business. The course has three parts. Part I gives students the opportunity to review and strengthen the skills previously learned dealing with percents, fractions, decimals (money), and calculators. Part II is the most extensive part of the course. It includes many different personal, consumer applications of mathematics for students to use in preparation for the "real" world. It is estimated that part II will take 27-30 weeks. Part III is an attractive addition to the course in that it introduces the student to different topics of business which the student would not otherwise have the opportunity to study without taking more specific courses.

Math Course and Exam Schedule

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Math Courses and Exams	Math Courses and Exams	Math Courses and Exams	Math Courses and Exams	Math Courses and Exams
Course IA	Algebra IA	Algebra IA	Algebra IA	Integrated Algebra IA
No Regents / Local Exams only	No Regents / Local Exams only	No Regents / Local Exams only	No Regents / Local Exams only	No Regents/Local Exams only
Course I	Course I	Algebra I	Algebra I	Integrated Algebra I
No Regents / Local Exams only	No Regents / Local Exams only	June 2009 Algebra Regents	June 2010 Algebra Regents	June 2011 Algebra Regents
Course IIA	Course IIA	Course IIA	Geometry IIA	Geometry IIA
June 2007 Math A Regents	June 2008 Math A Regents	June 2009 Algebra Regents	No Regents/Local Exams only	No Regents/Local Exams only
Course II	Course II	Course II	Geometry II	Geometry
January 2007 Math A Regents	January 2008 Math A Regents	January 2009 Math A Regents *	June 2010 Geometry Regents	June 2011 Geometry Regents
		FAILURES: June 2009 Algebra Regents		
Course IIIA	Course IIIA	Course IIIA	Course IIIA	Algebra 2 and Trig IIIA
No Regents/Local Exams only	No Regents/Local Exams only	No Regents/Local Exams only	No Regents/Local Exams only	No Regents/Local Exams only
Course III	Course III	Course III	Course III	Algebra 2 and Trig III
June 2007 Math B Regents	June 2008 Math B Regents	June 2009 Math B Regents	June 2010 Math B Regents *	June 2011 Algebra 2/Trig Regents
Course IV	Course IV	Course IV	Course IV	Course IV
No Regents/Local Exams only	No Regents/Local Exams only	No Regents/Local Exams only	No Regents/Local Exams only	No Regents/Local Exams only
Course V	Course V	Course V	Course V	Course V
AP Calculus Exam	AP Calculus Exam	AP Calculus Exam	AP Calculus Exam	AP Calculus Exam
		* Last administration of the Math A	* Last administration of the Math B	

Grade: 11-12 Times per
week: 7/40 Credit:
1

Prerequisites: Course I and II (or current enrollment in Course II)

This course is designed for the student who plans to major in science or who plans to enter a science-related field. Basic scientific principles are introduced: standard notation, significant figures, metric system, heat units, dimensional analysis and direct-inverse relationships. The student will experience setting up problems and analytical thinking. (Mere memorization of facts and categories is not sufficient.) Topics covered during the year include physical behavior of matter, atomic concepts, periodic table, chemical bonding, moles, solutions, kinetics, acids and bases, oxidation/reduction, and organic chemistry. A Regents Examination is required in June.

CORE PHYSICS

Grade: 11-12 Times per
week: 5/40 Credit:
1

Prerequisites: One Science Regents;
and two units of science

A non-Regents level course, Core Physics would be an opportunity for students to complete their third year of science. The course would involve many activities from topics such as waves, electricity, magnetism, mechanics, energy, and modern physics. The depth of exploration of the various concepts would be scaled back to allow the class to slow down in order for students to better understand the material. The curriculum emphasizes conceptual physics through activities and graphical analysis, rather than being mathematically intensive. The students will still need to perform basic algebraic calculations, but the course will be less mathematically based than Regents

Physics. No separate lab section will be needed.

PRINCIPLES OF ENGINEERING: A MST Approach to Technology Education

Grade: 11-12 Times per
week: 5/20; 5/40 Credit:
1/2 or 1

Prerequisites: Course I; one Science Regents; and two units of science

A 1/2 or 1-unit integrative, hands-on laboratory-based course which introduces students to concepts of engineering (ethics, design, modeling, optimization systems, technology/society interactions.) These concepts are applied to solving problems contained in "real world" case studies. Case study abstracts relate to auto safety computer automation and control, energy, communications, structural design and designing technology for people with disabilities. While this course is offered as a full year course, it can also be taken either semester for 1/2 unit of credit.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

REGENTS PHYSICS (option available for college credit)

Grade: 11 - 12 Times per
week: 7/40 Credit:
1

Prerequisites: Course I, II and III (or current enrollment in Course III);

Earth

Science

up, shampoos, and lotions, or the bags you bring your purchases home in, we are surrounded by chemistry. This introductory course is intended to provide a basic understanding of chemistry to students who do not plan on taking chemistry as a Regents level course. Topics will include environmental chemistry, food and drug chemistry, and materials science. These topics will be used to introduce students to the fundamentals of chemistry and provide a general understanding of chemistry and its role in the everyday lives of students. This 20 week course is intended for students who have passed the Earth Science and Living Environment Regents Exams, but do not intend to take a NYS Regents Chemistry course.

three science Regents exams including Living Environment and Chemistry.

GENETIC CONCEPTS

NOTE: This course may be offered as a Distance Learning Course

Recommended grade level: 11-12
Times per week: 5/40 Credit:
1

Prerequisites: Successful completion of three science Regents exams and the intention of a college major related to the biological sciences

Human cloning, biotechnology, genomic testing, modern pharmaceuticals, these topics all have their basis in genetics. This course will provide a deeper understanding of genetics and all its implications than is provided in a general biology course. The course begins with an introduction of heredity and moves through modern genetics covering topics in genetic engineering, human genetic disorders, genomic mapping, genetic screening, cloning, and the ethical debates associated with each. This course is intended for students planning on a college major related to the biological sciences that have passed

CAREER AND TECHNICAL EDUCATION

Career and Financial Occupations is required for all students who wish to attain a sequence in Occupational Education. Occupational Education includes all students enrolled in Business Education (vocational and non-vocational), Family Consumer Science, Technology and Vo-Tec. The one unit course consists of the following four (4) unit modules: Working Citizen, Personal Resource Management, Introduction to Economics at Work, and Human Relations/Decision-Making. Career and Financial can also be taken as an elective course by non-occupational education students.

*Indicates the course is taught using hands-on computer applications

BUSINESS EDUCATION

The Keyboarding requirement may be met by taking either Keyboarding/Computer Essentials I or Keyboarding/Computer Essentials I and Keyboarding/Computer Essentials II. Students who feel they have sufficiently met the curriculum requirements for either class may take a proficiency exam administered by the Business Department. The proficiency exam must be taken in the spring prior to the year the Keyboarding requirement would be fulfilled. A passing grade on the proficiency exam will satisfy the Keyboarding graduation requirement. The proficiency exam will consist of the following: Business Letter, Memo, Tabulation, Spreadsheet Applications, Term Paper, and Timed Writing using word processing software on a computer.

CAREER AND FINANCIAL APPLICATIONS

Grade: 9-12
week: 5/40
1
Times per
Credit:
1
Prerequisites: None

A course designed of four 1/4-unit modules to complete the basic requirement for Business Occupational Education. The four required modules consist of the Working Citizen, Personal Resource Management, Introduction to Economics at Work, and Human Relations/Decision-Making. The course is a requirement for a sequence in Business, Technology, and Home Economics.

KEYBOARDING/COMPUTER ESSENTIALS I (Fall)

Grade: 9-12
week: 5/20
1/2
Times per
Credit:
1/2
Prerequisites: None

This course is the minimum keyboarding graduation requirement for all students in Catskill High School. This course will be taught on the computer using the Southwestern Microtype 4 and Microsoft Office Suite programs. The curriculum consists of 3 modules: keyboarding (technique/speed development), computer applications (word processing, spreadsheets, PowerPoint), and business communications (language/writing skills.)

KEYBOARDING/COMPUTER ESSENTIALS II (Spring)

Grade: 9-12
week: 5/20
1/2
Times per
Credit:
1/2
Prerequisites: Keyboarding/Computer Essentials I

This course is a continuation of Keyboarding/Computer Essentials I and is required for those students wishing to obtain a 3 or 5 unit sequence in Business, Family Consumer Science and Technology. In addition, it is a course for any student wishing to obtain more advanced skills in computer applications for both academic and professional environments.

BUSINESS ANALYSIS/BUSINESS COMPUTER APPLICATIONS

Grade: 10-12 Times per
week: 5/40 Credit:
1

Prerequisites: Keyboarding/Computer Essentials I and II strongly recommended

A 1-unit course, which consists of:

Business Analysis - emphasizes the interrelationships of basic business functions with the common goal of the business, the primary objective being to enable the student to perceive the common components of business as they relate to a global economy.

Business Computer Applications - emphasizes a hands-on approach to providing to the student specific applications of computer technology in business and industry. Content of the course is based on the basic business functions taught in the Business Analysis course. Students will cover concepts in word processing, database, spreadsheets, Internet, and presentation software and their relation to everyday business functions. The course will be taught in the computer using the "Microsoft Office" integrated applications program. At the end of this course, students will be able to: process various business related documents in word processing, database and spreadsheet applications, use the internet as a research tool in business related topics, and use a presentation software application to prepare a presentation on a business related topic.

PRINCIPLES OF FASHION

MARKETING (Fall)

Grade: 10-12 Times per
week: 5/20 Credit:
½
Prerequisites: None

This course provides the basic fundamentals of marketing. Emphasis will be devoted to the introduction of marketing, career development, physical distribution, advertising, product information, planning, fashion marketing, and market research. Students will be provided with a hands-on case study through the production of a fashion show.

PRINCIPLES OF SPORTS

MARKETING (Spring)

Grade: 10-12 Times per
week: 5/20 Credit:
1/2
Prerequisites: None

This course will provide basic fundamentals of business management. Emphasis will be placed on management principals, career development, planning, retail sales and management, sports management, human relations, and ethics. Students will be provided with a hands-on case study through the production of the Spring Rush.

ACCOUNTING I

Grade: 11-12 Times per
week: 5/40 Credit:
1
Prerequisites: None

This course provides an overview of accounting processes with emphasis on the principles and procedures of double-entry accounting. The course provides an understanding of the financial operations that many beginning office

positions require. This course has been updated to incorporate the NYS Math Standards for a 3rd unit of math. Students will be given the opportunity to use the microcomputer for various units in this class. This course is recommended for students going on to post-secondary accounting or business careers. This course may be used as a business credit as well as a math credit.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

ADVANCED ACCOUNTING

Grade: 12
per week: 5/40
1
Prerequisites: Accounting

Times
Credit:

This course is a continuation of the principles and procedures learned in the Accounting I course. Advanced Accounting is specifically vocational and career oriented. Topics to be covered include: departmental payroll accounting, depreciation, partnerships, notes, control, and corporation accounting, automation, and accrued items. Many New York State colleges will grant advanced placement upon completion of this course. Microcomputer units are integrated throughout this course.

COMPUTER APPLICATIONS AND DESIGN *

NOTE: This course may be offered as a Distance Learning Course

Grade: 11-12
week: 5/40
1
Prerequisites: Keyboarding/Computer Essentials I and II

Times per
Credit:

A 1-unit course designed to develop both technical and non-technical computer application skills. Students will be provided opportunities to further develop keyboarding skills and be instructed in the initiation and processing of text and data electronically through the use of word processing, data base, spreadsheets, desktop publishing, multimedia presentations, internet applications, business web page design, and e-mail. Students will use Microsoft Office Publisher, Front Page as well as the Corel Office Suite.

CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP)

Grade: 12
1/2
Credit:

Career Exploration Internship Program (CEIP) may be taken as a 1/2-credit course. The course would give students an in-depth exposure to careers and adult role models at work. Students will have the opportunity to explore a variety of career options by shadowing people in various jobs in a career cluster. Students wishing to take the course for 1/2 credit will be required to complete an in-school instruction component as well as hours of a non-paid internship. The internship can be completed during late arrival or early release time, after school, weekends, or during vacations. **This course will be offered for seniors only who can provide their own transportation to and from the internship site and who are willing to make a true commitment to**

completing the one-the-job internship.

CEIP is open to all seniors who meet the requirement of the course. Business majors may use the course as part of a sequence.

COOPERATIVE OCCUPATIONAL EDUCATION PROGRAM (CO-OP)

Grade: 11-12

Credit:

1 or 1/2

The CO-OP Work Experience Program is a school-to-work program that offers 11th and 12th grade students the opportunity to integrate classroom learning with paid practical hands-on work experience. Students who participate in the CO-OP Work Experience Program are employed at local businesses and receive 1/2 credit for 150 hours of employment and 1 credit for 300 hours of employment. Employment can be during the late arrival, early release, after school, weekends, or during vacations. Participating juniors will not be eligible for early release or late arrival. In addition to their employment, students will meet with their teacher/coordinator and must complete a series of independent assignments. Business majors may use the CO-OP Work Experience as part of their major.

Students may use their current employment placement or have the CO-OP Coordinator assist in obtaining one. This course is offered to seniors and juniors only who can provide their own transportation to and from the job site.

BUSINESS LAW

Grade: 11-12

Times per

week: 5/40

Credit:

1

Prerequisites: None

This course is designed for students to give them an appreciation and understanding of the law principles that effect business in New York State. Topics include: law and society, citizenship, minors, consumers, crimes and torts, law enforcement, court systems, contracts, bailments, sales, borrowing, commercial papers, employment relations, agencies, insurance, property, landlord-tenant relations, wills, partnerships, and corporations. This course may be used as a fifth unit of Social Studies.

ECONOMICS IN BUSINESS

Grade: 12

Times per

week: 5/20

Credit:

1/2

Prerequisites: None

Economics explained: Everything you need to know about how the economy works and where it is going will be covered in this half-year course. Economics doesn't have to be complicated---it can be very interesting and very relevant to our everyday lives. You will learn a logical way of thinking about economic matters through graphic representations, computer simulations, on-line research and reporting. At the end of this course you will be prepared to make rational economic choices as citizens of a state, nation, and the world. This course will meet the social studies economics course requirement for graduation.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

CORPORATE COMMUNICATIONS *

Grade: 12
per week: 5/40
1
Prerequisites: Keyboarding Essentials I

A full-year, specialized, interdisciplinary course related to ELA learning standards.* This course is designed to provide business students with the skills and strategies necessary to communicate successfully in the corporate/business world. Students will learn to analyze information, compose documents, and present information in a professional manner.

Enrollment is limited to students satisfying a sequence in business, or permission of English and Business Department Chairs. This course will count as a business credit and English credit (see below).

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

BROADCASTING AND ELECTRONIC COMMUNICATIONS (Spring)

Grade: 11-12
week: 5/20
1/2 ELA

Times per
Credit:
1/2 Business
Prerequisites: Career and Financial Applications and Keyboarding/Computer Essentials I and II

Emphasis will be placed equally on content and production. Students will be responsible for production of web pages, video production and video streaming, and audio and visual podcasting: all projects suitable for linkage to the District's web site. This course will count as 1/2 credit in business as well as a 1/2 credit in English. (see below)

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

PRINCIPLES OF ADVERTISING (Fall)

Grade: 11-12
week: 5/20
1/2 ELA

Times per
Credit:
1/2 Business
Prerequisites: Career and Financial Applications and Keyboarding/Computer Essentials I and II

This course is an overview of basic advertising theory and production. Advertising in radio, television, magazines, and newspapers will be studied. Students will learn various advertising techniques. Students will plan and develop advertising campaigns: coordinating media, and integrating production technology. This course will count as 1/2 credit in business as well as a 1/2 credit in English. (see below)

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

PERSONAL FINANCIAL LITERACY

NOTE: This course may be offered as a Distance Learning Course

Recommended grade level: 11-12
Times per week: 5/20
1/2
Credit:
Prerequisites: None

This course is designed to give students the necessary skills needed to make

sound financial decisions now and in the future. The course will cover three modules:

Understanding Income—
career choices and future
income, handling
educational expenses,
budget and financial records,
employee benefits, taxes.

Money Management—
checking accounts, savings
accounts, stocks, bonds,
mutual funds, investment
strategies, creating a
financial plan, insurance and
managing risk.

Spending and Credit—
effective buying, sources
and costs of credit, credit
laws.

BUSINESS ETHICS

NOTE: This course may be offered as
a Distance Learning Course

Recommended grade level: 11-12
Times per week: 5/20 Credit:
1/2

Prerequisites: None

This course is designed to give students the opportunity to examine the many ethical issues facing business today. Students will focus on bridging the gap between ethical theory and the reality of ethical behavior in business. The following modules will be covered: ethical principles, personal ethical development, critical thinking in ethics, ethics for employees, ethics and corporate responsibility, ethics in: advertising, selling, finance, computer technology, and human resources.

FAMILY AND CONSUMER SCIENCE

FOOD & NUTRITION CORE

Grade: 9-12
per week: 5/20
1/2

Times
Credit:

This valuable and fun course gives lifetime skills to all students who love cooking and good eating. During the lab-oriented course, students will expand their basic food knowledge and nutrition awareness, improve meal management skills and practice preparation techniques for a wide variety of foods. No prerequisite is required.

HUMAN DEVELOPMENT/PARENTING

Grade: 10-12
per week: 5/20
1/2

Times
Credit:

This interactive course focuses on the adolescent and how he/she relates to others, i.e., peers, young children, and adults. Various teen issues will be investigated and discussed. This course identifies the challenges of adolescents as they assume adult responsibilities and provides opportunities to explore future trends and important decisions. It could be viewed as a "crash course" on life. This course meets the Parenting state mandate for all students starting in 2001 or after.

HOUSING AND ENVIRONMENT CORE

Grade: 10-12
per week: 5/20
1/2

Times
Credit:

Design and decorate your own home! This portfolio-based course allows students to experience individualized art-related activities including creating colors, drawing floor plans and evaluating architectural styles. Throughout this course students will build a dollhouse and apply design elements to the interior.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

CLOTHING AND TEXTILES CORE

Grade: 10-12
per week: 5/20
1/2

Times
Credit:

Update your wardrobe and discover the exciting world of fashion! Individualized activities such as personal color analysis, wardrobe evaluation, and garment construction allow the student to experience a complete "makeover". Learn to sew and you will acquire a skill that you can use forever.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

APPLIED FOOD SCIENCE

Grade: 11-12
week: 5/40
1

Times per
Credit:

Prerequisites: Student must have passed the Regents Exam in either Earth Science or Biology and completed Food & Nutrition Core

In this lab-oriented course, students will examine food and its impact on the individual and the world. Scientific principles related to food, including chemical composition and chemical reactions to food preparation, will be studied. This is a great course to see how science impacts our daily lives.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

FASHION/COSTUME DESIGN

Grades: 11-12 Times per
week: 5/20 Credit
½

Prerequisites: Clothing & Textiles Core

This course will expand the student's interest in clothing construction in the fashion or costuming fields. Advanced clothing construction techniques and apparel design will be taught. Each student will apply the principles and elements of design in a garment construction. The costume design process will also be taught with a focus on designing and constructing costumes for the yearly high school musical.

INDEPENDENT LIVING

Grade: 11-12 Times
per week: 5/20 Credit:
1/2

Independence is knocking at your door and are you ready? Get ready for adulthood with this class as you experience hands-on activities in apartment hunting, job searching and managing your financial resources. Independent Living is a great class for seniors.

TECHNOLOGY

DESIGN AND DRAWING FOR PRODUCTION

Grade: 9-12 Times per
week: 5/40 Credit:
1

By completing the assigned work each student will learn about: critical thinking, creative problem-solving, and the decision-making processes. This will be accomplished by examining past solutions, using technical drawing processes and design techniques, and participating in the evaluation of his/ her work and the work of others. The areas that will be covered are: Sketching, Lettering, Dimensioning, Orthographic Projection, Pictorial Drawings, Sections and Computer Aided Drafting (CAD). Through the assignments and the projects completed in this course the student will develop an understanding of the design/production process as it relates to the area of Product/Production Drawing. Each student will complete a series of projects to better understand the principles of the Design/Production Process. The projects will be completed and submitted by the due dates. The sketches, lettering activities, and technical drawings will assist in the development of an understanding of the Design/Production Process.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

DIGITAL PHOTOGRAPHY I

Grade: 10-12 Times per
week: 5/20 Credit:
½

In this hands-on course, you'll discover how photography techniques and environmental factors interact to create powerful digital images. Students will learn the fundamentals of lighting, perspective, and set-up and explore techniques for classic assignments: portraits, product shots, indoor and outdoor location shoots, and fast-action sports. Each student will be required to keep a portfolio of their best work, which will be evaluated by the instructor. This course is for students interested in becoming a fine artist, graphic designer, or Web developer. Mastery of digital photography gives you creative control of the medium.

DIGITAL PHOTOGRAPHY II

Grade: 10-12 Times per
week: 5/20 Credit:
½

Prerequisite: Digital Photography I

This course is designed to allow students to apply their knowledge of digital photography with the latest version of Adobe Photo Shop. Students will be required to photograph different subjects determined by the instructor. Then each student will learn how to manipulate that picture using the Adobe Photo Shop software. These activities will provide the student with a hands-on experience producing and manipulating their work. This method of media manipulation is used in industry today. Each student will be required to keep a portfolio of their work.

COMPUTER GRAPHICS I *

Grade: 10-12 Times per
week: 5/20 Credit:
1/2

This course is designed to expose learners to systems used in computer graphics and text editing. Students will develop the ability to describe the uses, functions, and applications of the computer that constitutes computer graphics and text editing knowledge. Upon completion of this course, students will have developed the skills and knowledge necessary to identify and describe the equipment, software, components and uses. They will know how computer graphics and text editing affects industry today, its potential as a career in the future, and the needs of others who might use them. Activities will provide the student with hands-on experience involving graphics and text editing.

COMPUTER AIDED DESIGN *

Grade: 10-12 Times per
week: 5/20 Credit:
1/2

A 1/2-unit introduction to the various input and output devices and computers that configure computer aided design systems. Content includes using a computer aided design system to design, mechanical drawing, and drafting. The course develops understanding of the types, uses, and advantages of the different components that comprise a computer aided design system, and of the impact of computer aided design on industry and careers.

ARCHITECTURAL DESIGN I * (Not offered in the 2009-2010 school year)

Grade: 10-12 Times per
week: 5/20 Credit:
1/2

Architectural Drawing - In this course, the vast majority of a student's class time will be spent actively pursuing solutions to architectural problems, on paper as well as using a computer aided design program. Some of the areas

these students will be exposed to are: culture and history, tools and techniques, aesthetics, site plan, area/room planning, sections/framing.

ARCHITECTURAL DESIGN II * (Not offered in the 2009-2010 school year)

Grade: 10-12 Times per
week: 5/20 Credit:
1/2

Residential Structures - The students will be able to understand the many systems of a residential structure and develop specific skills in the construction process through model building and through projects using a computer aided design program. This will occur through information presentations and laboratory activities demonstrating these concepts: construction inputs (resources), construction process (systems), construction outputs (projects and impacts), and feedback (quality assurance).

PRINCIPLES OF ENGINEERING: A MST Approach to Technology Education

Grade: 11-12 Times per
week: 5/20; 5/40 Credit:
1/2 or 1

Prerequisites: Passing both the Math A Regents and one Science Regents, and successful completion of two units of science

A 1/2 or 1-unit integrative, hands-on laboratory-based course which introduces students to concepts of engineering (ethics, design, modeling, optimization systems, technology/society interactions). These concepts are

applied to solving problems contained in "real world" case studies. Case study abstracts relate to auto safety computer automation and control, energy, communications, structural design and designing technology for people with disabilities. While this course is offered as a full year course, it can also be taken either semester for 1/2 unit of credit. As a full year course, it can be used as one of the required 3rd units of either math or science.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

VISUAL ARTS

ART I

Grade: 9-12
week: 5/40
1

Times per
Credit:
1

A yearlong introduction to the visual arts. While concentrating on the elements and principles of design, the students will explore various visual arts, learning skills and techniques needed to enable them to represent objects that they see and express ideas that they feel. In addition to the "in class" projects all art students are required to do 16 "out of class" assignments for the successful completion of their art course.

Students will also be responsible for art history knowledge, appreciation, & application.

ART II

Grade: 10-12
week: 5/40
1

Times per
Credit:
1

Prerequisites: Art I

This course will enable the student to draw and paint in an increasingly confident and competent manner. The student will gain experience using color expressively and will further develop their drawing skills. Working on portraits, landscapes, still life, etc., the student will experiment with a wide range of materials. Students in Art II will be required to complete 16 "out of class" assignments for successful completion of the course.

Students will also be responsible for art history knowledge, appreciation, & application.

ART III

Grade: 11-12 Times per
week: 5/40 Credit:
1
Prerequisites: Art II

During the course of the year, ten weeks will be devoted to sculpture, and ten weeks will be devoted to advertising design. During the sculpture unit, students will manipulate a wide range of materials creating objects that penetrate and enclose space. Emphasis will be placed on 3-dimensional design. During the advertising unit, students will learn to combine color, lettering, layout and design to create an image and effectively communicate a message with visual impact. Part of the year will be devoted to independent study. Students will work on particular problems, beginning to prepare a portfolio. Students will be required to submit 16 "out of class" assignments for successful completion of Art III.

Students will also be responsible for art history knowledge, appreciation, & application.

INDEPENDENT STUDY - ART (offered based upon enrollment)

Grade: 12 Times per
week: 5/40 Credit:
1

Prerequisites: Successful completion of Art III **and must have permission of instructor.**

Students must maintain an average of 80 in Art III.

This course is designed to add flexibility for student wishing to explore some aspect of the Art Curriculum in more depth. Aimed toward those planning a future in art, students will be working on assignments that will satisfy portfolio requirements of various art schools. Students will be allowed the opportunity to explore various mediums with the clear understanding they must remain on task. In addition to the regular "in class" assignments, students are required to complete 16 "out of class" assignments for successful completion of the course

Students will also be responsible for art history knowledge, appreciation, & application.

DESIGN AND DRAWING FOR PRODUCTION

Grade: 9-12 Times per
week: 5/40 Credit:
1

By completing the assigned work each student will learn about: critical thinking, creative problem-solving, and the decision-making processes. This will be accomplished by examining past solutions, using technical drawing processes and design techniques, and participating in the evaluation of his/ her work and the work of others. The areas that will be covered are: Sketching, Lettering, Dimensioning, Orthographic Projection, Pictorial Drawings, Sections and Computer Aided Drafting (CAD). Through the assignments and the projects completed in this course the student will develop an understanding of the design/production process as it relates to the area of Product/Production Drawing. Each student will complete a series of projects to better understand the principles of the Design/Production Process. The projects will be completed and submitted by the due dates. The sketches, lettering activities, and

technical drawings will assist in the development of an understanding of the Design/Production Process.

Course may be used as a substitute for another required course based upon satisfactorily meeting Commissioner's Regulation 100.5(a)(7)(iv)

INTROSPECTIVE ART – TARGETED FOR CHOICES STUDENTS

Students enrolled in this course will engage in activities that will provide opportunities for individual introspection of attitudes, styles, and behaviors while developing a framework of positive goals to enhance school success. Projects will provide opportunities for students to discover personal strengths, weaknesses, bias, and tolerance levels. Hands on projects will encourage group discussion, use of higher order thinking skills, and cooperation.

Grade: 9-12 Times per
week: 5/40 Credit:
1

Prerequisites: Successful completion of the criteria listed in the 8th grade curriculum and teacher recommendation.

Symphonic Band provides students with a large ensemble experience emphasizing balance, blend, tone and standard literature for Symphonic and Concert Bands. Jazz, Pop, and a number of other styles, as well as, festival and competition music may also be explored. As part of their overall course, students will be required to attend weekly lessons in small groups that will assist with their individual skill attainment and are part of the grading criteria for the course. Symphonic Band is for one unit of credit and performances are mandatory. Entrance into the course is based on teacher recommendation, completion of the eighth grade curriculum and instrumentation needed for the proper balancing of the band.

APPLIED MUSIC LESSONS

Grades: 9 - 12 Times per
week: 1/40 Credit:
1/2

Applied music lessons will meet once a week for one full period, with students being pulled from their academic classes on a rotational basis (once every 30 classes). These lessons, like those of band lessons, are mandatory. The goal of applied lessons is to prepare students for the ensemble experience: band. Students may receive one half credit of music per year if they have documented practice time of one hundred and fifty minutes a week and have met the criteria outlined in their lesson group. Students at any ability level will be accepted for applied lessons, as long as they maintain the required practice time.

Applied Music students will also be eligible to participate in NYSSMA Solos and Ensemble Festival and are encouraged to participate in small ensembles.

MUSIC THEORY

Grade: 10-12 Times per
week: 5/40 Credit:
1

Prerequisites: A serious interest in music and permission of the instructor

Music Theory is offered to students with strong experience in music fundamentals. The primary objectives of the course will be:

1. To learn skills necessary to be an effective musical composer.
2. To develop proficient music reading skills in all time signatures.
3. To develop integral aural skills (intervals, scales, rhythms, etc.)
4. To develop basic keyboard skills well enough to play simple harmonized melodies using the I-IV-V chords in the key of C. Other keys will be explored.

Three (3) college credits are possible through SUNY Albany with the recommendation of the instructor and payment of tuition.

MUSIC APPRECIATION (Not offered in 2009-2010)

PHYSICAL EDUCATION

Grade: 9-12 Times per
week: Every other day

Credit: All students must pass 4
years of physical education.

1/2 unit of credit will be given for
each of the 4 years for a total of 2
p.e. credits

A major objective of this mixed grade commencement level program is to develop overall fitness and to acquire knowledge, strategies, and skills to maintain a lifetime of fitness. Class instruction and activities enhance the objectives based in our New York State Physical Education Learning Standards. Through daily warm-ups, lead-up challenges, organized games, fitness room training, outdoor adventure, new games, and individual and team sports, students will enhance fitness levels, safety awareness, skill acquisition, teamwork, and sportsmanship. Seniors that have met commencement level requirements, and wish to pursue elite fitness endeavors, may choose our independent study option. All students with a prolonged medical excuse must do an alternative assignment in order to satisfy their physical education requirement.

HEALTH EDUCATION

Grade: 11-12 Times per
week: 5/20 Credit:
1/2

The Health Education course, a requirement for graduation, is designed as a crucial component of our school's comprehensive school health education curriculum. This curriculum enhances developmental strategies for students each year. Students will attend the Teens on Problems in Society conference in ninth grade. Biology will provide them with education on disease transmission and anatomy/cell education in tenth grade. Sociology, Social Studies, and this Health course will continue learning in our higher grades. Health provides knowledge and application of skills to develop optimal physical, mental, and social wellness. Emphasis is placed on critical issues in health such as: overall wellness, stress management, physical fitness, nutrition, communicable and non-communicable disease prevention, tobacco, alcohol and drug abuse, psychological health, social health, consumer health, sexuality, HIV/AIDS mandated education, violence prevention and character education. American Red Cross Cardiopulmonary Resuscitation (CPR) is also available as an elective workshop.

CRITICAL ISSUES IN HEALTH & FITNESS

Grade: 11-12 Times
per week: 5/20 Credit:
1/2

Prerequisites: Successful completion of the mandatory high school health class

The focus of this course is career exploration into the various health and fitness fields. The students will look into

the critical issues facing our nation today and analyze possible reasons and solutions to these growing issues. They will analyze new information and provide objective reasoning for their beliefs. The students will research the issues discussed in the mandatory health class in more depth and branch out into a more comprehensive understanding. Use of science-based health activities and hands-on experiments will be included in the course. In addition, career options related to these issues will be identified and explored, and guest speakers will be invited to discuss these careers. Interdisciplinary projects may also be investigated. Examples of critical issues to be explored: Mental & Emotional Health, Family & Social Health, Nutrition & Meal Management, Fitness, Substance Abuse, Consumer & Environmental Health, Diseases & Disorders, Injury Prevention & Safety. Students may be certified in American Red Cross CPR and First Aid.

ACADEMIC INTERVENTION SERVICES

AIS ENGLISH LANGUAGE ARTS & SOCIAL STUDIES

Grades: 9-12 Times per week: daily or alternate
days Credit: 0-Pass/Fail

Enrollment in Academic Intervention Services is mandatory for a student who scored a Level 1 or 2 on the 8th Grade New York State E.L.A. and/or Social Studies Exam.

Additionally, students who are failing English and Social Studies classes may be required to enroll in A.I.S. Academic Intervention Services will provide instruction in study skills, knowledge and concepts for English and Social Studies.

AIS MATHEMATICS

Grades: 9-12 Times per week: daily or alternate days
Credit: 0-Pass/Fail

This course is mandatory for students who score at Level 1 or 2 on the Eighth Grade New York State Math Assessment, below a 65 on the New York State Math A Exam or unsuccessful completion of the Regents Competency Test. This course is designed to increase math proficiency. The A.I.S. Math classes coordinate with the math content area teachers and remediate weaknesses identified. Students may be assigned to Academic Intervention Services for Math at the recommendation of the content area teachers.

2009-2010
Distance Learning Course Offerings
Availability based on enrollment

Berne-Knox-Westerlo:

AP Calculus AB
Psychology
Sociology

Cairo-Durham:

Latin American Studies
Meteorology, Introduction to
World War I
World War II

Catskill:

American Musical Theater
Business Ethics
Chemistry, Consumer
Civil War and Reconstruction, The
Computer Applications and Design
Genetic Concepts
Gothic Literature
Math, Consumer
Personal Financial Literacy

Cobleskill-Richmondville:

Civil War
Contemporary Literature
History Through Film
Holocaust
Military History
Mysteries and the Supernatural
Philosophy

Cohoes:

AP Economics
AP Psychology
AP/UHS U.S. History
AP/UHS World History
Art History I & II (UHS)
Career and Financial Management I
Career and Financial Management II
Civil War
Environmental Science
Holocaust
Math and Financial Applications
Math B

Duanesburg:

AP English Literature
AP World History
American History (UHS)
Health
Journalism
Women's Studies

Malone (Franklin Academy):

Bio-Ethics
French IV
Sign Language
Spanish IV (NCCC)

Maple Hill (Schodack Central):

Abnormal Psychology
Civil Rights Movement in US History
Contemporary Topics of East Asia
French IV (UHS)
Journalism
Mandarin Chinese I
Mandarin Chinese II

Middleburgh:

AP Psychology
Philosophy
Poetry
Theater Arts
Women Writers (UHS), Introduction to

Mohonasen:

Civil War
Holocaust

Moriah:

Calculus
Political Science & Government, Adv (NCCC)
Spanish IV (NCCC)
U.S. History I & II, Advanced (NCCC)
World War I
World War II

St. Regis Falls:

Music Appreciation
Music Theory

Schalmont:

AP Java Programming
French I
French IV (SUNY)
French V (SUNY)
Globalization
Psychology
Public Speaking
Shakespeare's World
Short Story
Sociology, Introduction to
Spanish I
Theater Arts / Play Production

Schoharie:

Agribusiness: Economics & Marketing
Veterinarian Science

Scotia-Glenville:

AP Calculus (BC)
AP Psychology
Italian I
Spanish V
United States History Through Movies and Music
The History of Western Philosophy

Sharon Springs:

Environmental Science (SUNY Morrisville)
Personal Financial Management

Tupper Lake:

Sign Language, American