We are confronted with an ever-changing society. It is essential to equip our students not only to survive in that society, but also to manage their life experiences effectively. Among the challenges facing our students are:

• The uncertainties of our world in a time of new scientific, environmental, economic, political and social realities;
• Problems related to our economic, political and social systems;
• The questioning of fundamental social institutions, traditional values, and the introduction of new cultural patterns;
• The threat to individual rights, dignity and freedom

The task of our school district is to prepare students to deal effectively with these challenges in order to live successfully and happily. Since they will be asked to identify or choose from a vast array of alternative possibilities, OUR PURPOSE IS TO PREPARE HUMANE CRITICAL THINKERS, DECISION-MAKERS AND PROBLEM SOLVERS. To accomplish this, our students must develop and utilize:

• Intellectual curiosity and eagerness for lifelong learning
• A positive self-image based on a realistic acceptance of self
• The knowledge, skills and attitudes of maintaining physical well-being throughout their lifetimes
• Fundamental skills of computation and communication, including demonstrating, observing, speaking, listening, reading and writing
• Aesthetic appreciation and self-expression in the fine, performing, practical and popular arts
• The ability to think and evaluate constructively and creatively
• Self-discipline including effective work habits and responsible behavior
• An understanding of a variety of processes that can be used in decision-making situations
• Interpersonal and group dynamic skills
• Ethical and moral behavior based on respect and appreciation for human values, beliefs and the rights of others
• An awareness of our relationships to the family and to local, national and world communities
• A knowledge of our American heritage, its civil rights and responsibilities
• An understanding of the various types of work, and their function in and contribution to society

The effective implementation of this philosophy shall require the acceptance, support and participation of the Board of Education, staff, students and community. We commit ourselves to providing the necessary efforts, means and resources.

The mission of the Wappingers Central School District is to **empower** all of our students with the competencies and confidence to **challenge** themselves, to pursue their passions, and to realize their potential while **growing** as responsible members of their community.
Board of Education
2021-2022

John Lumia, President
Keith Odums, Vice President

Marie Johnson
Linda Rappaport

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Robert Rubin

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Ms. Kristen Crandall

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Mr. Richard Zipp

DIRECTOR OF FACILITIES & OPERATIONS
Mr. Ronald Broas

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*Please Note: This entire WCSD Course Handbook may be viewed on-line at http://bit.ly/WCSDCourseHandbook
The office of Curriculum and Instruction may be viewed online at: http://bit.ly/WCSDCurriculum

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**TELEPHONE DIRECTORY**

**John Jay High School** .......................................................... 897-6700  
David KedzielaWA ............................................. Principal  
Paul Albanese ............................................. Assistant Principal, Grade 9  
Jeanine Chapin .................................................. Assistant Principal, Grade 10  
Eleanore Riley ............................................. Assistant Principal, Grade 11  
Wilson Castro .................................................. Assistant Principal, Grade 12  
Counseling Office: 897-6700 ext. 30017  
Counselors  
Stacy Roe-Marshall Counselor in Charge  
Jenna Frangione  
Karrie Brenner  
Suzanne deSimone  
Michele Wells  
Heather Daley  
Alicia Aguado  
Nicole Kunkel

**Roy C. Ketcham High School** ............................................. 298-5100  
David Seipp .................................................. Principal  
Megan D’Alessandro .................................. Assistant Principal, Grade 9  
Nicolle Strang ............................................. Assistant Principal, Grade 10  
Michael Lopez ............................................. Assistant Principal, Grade 11  
Kathleen Schneck ........................................ Assistant Principal, Grade 12  
Counselors  
David Townsend - Counselor in Charge  
Kalah Boscia  
Antoinette Sarna  
Katherine Leonard  
Phillip Toreta  
Kate DeGroat  
Laura Margini  
Jennifer Soltish

**Orchard View Alternative High School** ..................................... 298-5005  
Laura DiStefano ............................................. Principal  
Counselor  
Michelle Califano

**Van Wyck Junior High School** ............................................. 227-1700  
Steven Shuchat .................................................. Principal  
Michael Siena ............................................. Assistant Principal, Grade 7  
Greg VanDeCarr ........................................ Assistant Principal, Grade 8  
Counselors  
Anne Bogen - Counselor in Charge  
Sandra Parker  
Graceann Smith

**Wappingers Junior High School** ............................................. 298-5200  
Terrence Thompson ............................................. Principal  
Mellisa Thomas ............................................. Assistant Principal, Grade 7  
Michael Anderson ........................................ Assistant Principal, Grade 8  
Counselors  
Paul Nostrand - Counselor in Charge  
Christine Lowery  
Elena Peratikos

**DISTRICT DIRECTORS**

Fine & Performing Arts/Foreign Language ........................................ Bonnie King ............................................. 298-5000 X40121  
Social Studies K-12/English Language Arts K-12  
Jessica Turner ............................................. 298-5000 X40128  
Mathematics & Science K-12 ............................................. Adam Panzer ............................................. 298-5000 X40170  
Physical Education, Health, Intramurals and Interscholastic Athletics (Athletic Director)  
Kurt Jesman ............................................. 897-6700 X30096  
RCK & Wappingers JHS Athletics and Family and Consumer Sciences (Assistant Director)  
Joseph Luzzi ............................................. 298-5100 X31096  
Special Education Programs ............................................. Julia Montoya ............................................. 298-5000 X40135  
Student Services, Business Education & Community Engagement  
Dr. Amy Watkins ............................................. 298-5000 X40176  
Instructional Technology, Data, Assessment, Library Media Services, and Technology Education  
Arthur Schouten ............................................. 298-5000 X40180  
John Jay HS & Van Wyck JHS Athletics (Assistant Director)  
Maureen Myers ............................................. 897-6700 X30097
Multiple Pathways to Graduation

Multiple pathways recognize the importance of engaging students in rigorous and relevant academic programs. The regulations approved in 2015 and 2016 recognize students’ interests in the Arts, Biliteracy (LOTE), Career and Technical Education (CTE), Career Development and Occupational Studies (CDOS), Humanities, and Science, Technology, Engineering and Mathematics (STEM) by allowing an approved pathway to meet the students' graduation requirements.

Under the “4+1” pathway assessment option, students must take and pass four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English language arts, mathematics, science, and social studies) and complete a comparably rigorous pathway to meet the fifth assessment requirement for graduation.

Pathway Resources

Frequently Asked Questions

- [Multiple Pathways Frequently Asked Questions](http://www.nysed.gov/curriculum-instruction/multiple-pathways-frequently-asked-questions)

Application Process for Consideration of Pathway Assessments

- The New York State Education Department is currently accepting Applications for Pathway (i.e., “+1 option”) Assessments in Languages Other Than English (LOTE) and the Arts. Refer to the [Application Process for Assessment Review](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/application-process-for-assessment-review2.pdf).

Related Resources

- [New York State General Education & Diploma Requirements](http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements)
- Field Memo: [Multiple Pathways to Graduation 4+1 Option](http://www.nysed.gov/memo/curriculum-instruction/field-memo-multiple-pathways-graduate-41-option), April 2015

If you have additional questions or need further clarification, please contact the Office of Curriculum and Instruction at emscgradreq@nysed.gov or 518.474.5922.
Pathway Requirements

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Students eligible for this pathway must successfully complete:</th>
</tr>
</thead>
</table>
| Arts Pathway                                 | • an additional Arts course (or sequence) culminating in a Department-approved pathway assessment; and  
| Biliteracy (LOTE) Pathway                    | • a sequence of LOTE courses culminating in a Department-approved pathway assessment; and  
                                              | • the culminating [Department-Approved Pathway Assessment in Languages other than English](http://www.nysed.gov/curriculum-instruction/lote-approved-assessments).                                                                                   |
| Career and Technical Education (CTE) Pathway | • a [Department-Approved CTE Program](http://www.p12.nysed.gov/cte/ctepolicy/approved.html); and  
                                              | • the culminating 3-part technical assessment.                                                                                                                                                                                                       |
| Career Development and Occupational Studies (CDOS) Pathway | • the [CDOS Commencement Credential Requirements](http://www.nysed.gov/curriculum-instruction/cdos-pathway-regents-or-local-diploma).                                                                                                                         |
| Humanities Pathway                           | • an additional Social Studies or English Language Arts course culminating in a Regents or Department-approved alternative assessment; and  
                                              | • the culminating [Regents Exam](http://www.nysedregents.org/) or [Department-Approved Alternative](http://www.p12.nysed.gov/assessment.hs/archive/list.pdf).                                                                                       |
| STEM Pathway                                 | • an additional Science or Mathematics course culminating in a Regents or Department-approved alternative assessment; and  
                                              | • the culminating [Regents Exam](http://www.nysedregents.org/) or [Department-Approved Alternative](http://www.p12.nysed.gov/assessment.hs/archive/list.pdf).                                                                                       |

Approved Pathway Assessments

- **Languages other than English (LOTE)**
- **The Arts**
- **Career Development and Occupational Studies (CDOS)**
- **Department-Approved Alternatives**
### New York State Diploma Requirements

#### Credit Requirements

(Applicable to all students enrolled in Grades 9-12)

**Minimum number of credits required for graduation:** 22

#### English

- 4 credits

#### Social Studies

- **U.S. History (1)**
- **Global History and Geography (2)**
- **Participation in Government (½)**
- **Economics (½)**

4 credits

#### Science

- **Life Science (1)**
- **Physical Science (1)**

3 credits

#### Mathematics

3 credits

#### Languages Other than English (LOTE)

- 1 credit

#### Visual Art, Music, Dance, and/or Theater

1 credit

#### Physical Education

2 credits

#### Health

0.5 credit

#### Electives

3.5 credits

**Total**

22 credits

---

**Exemptions due to the COVID-19 Public Health Emergency**

Students granted an exemption from any examination due to COVID-19 cancellations are not required to pass such specific examinations to meet the assessment requirements for any diploma type. Reference: [FAQ](http://www.nysed.gov/curriculum-instruction/cdos-exemptions-faq).

---

**Special Endorsements**

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

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

- **Technical Endorsement:** A student meets the requirements for either a local diploma, a Regents diploma, or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3-part technical assessment.

### Assessment Requirements

<table>
<thead>
<tr>
<th></th>
<th>Regents Diploma for All Students</th>
<th>Regents Diploma via Appeal for All Students</th>
<th>Local Diploma via Appeal for All Students</th>
<th>Local Diploma for Students with a Disability</th>
<th>Local Diploma via Appeal for English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>REGENTS EXAM or passing score on a Department approved alternative</td>
<td># of Exams</td>
<td>Passing Score</td>
<td># of Exams</td>
<td>Passing Score</td>
<td># of Exams</td>
</tr>
<tr>
<td>English Language Arts (ELA)</td>
<td>1</td>
<td>65</td>
<td>1</td>
<td>1</td>
<td>1 or CDOS</td>
</tr>
<tr>
<td>Math</td>
<td>1</td>
<td>65</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>65</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1</td>
<td>65</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pathway (See note 1 on reverse side)</td>
<td>1 or CDOS</td>
<td>1</td>
<td>1</td>
<td>1 or CDOS</td>
<td>1</td>
</tr>
<tr>
<td>Compensatory Safety Net</td>
<td>Non-Applicable</td>
<td>Non-Applicable</td>
<td>Non-Applicable</td>
<td>Non-Applicable</td>
<td>Non-Applicable</td>
</tr>
</tbody>
</table>

### Regents Diploma with Advanced Designation

- Meet the credit and assessment requirements for a Regents diploma; and
- Pass two additional Regents exams or Department approved alternatives in mathematics; and
- Pass one additional Regents exam or Department approved alternative in science
  - students seeking advanced designation must pass at least one Regents exam or Department approved alternative in both sciences (one life and one physical); and
- Complete a sequence:
  - earn an additional 2 units of credit in LOTE (for a total of 3 LOTE credits) and pass a locally developed Checkpoint B LOTE examination, or
  - complete a 5 unit sequence in the Arts, or
  - complete a 5 unit sequence in CTE.

### Assessment Combinations for Advanced Designation

- **Traditional Combination**: ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments
- **Pathway Combination (other than STEM)**: ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) = 7 (+Pathway) or 8 assessments.
- **STEM (Mathematics) Pathway Combination**: ELA, 1 social studies, 4 math*, 2 science (1 life science, 1 physical science) = 8 assessments.
- **STEM (Science) Pathway Combination**: ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments.

* A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. Reference [New York State Diploma/Credential Requirements](http://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination).

**In the event a student with a disability is unable to attain a passing score on any Regents examination, the student may be eligible for a Superintendent Determination of a local diploma. Reference [Appeals, Safety Nets, and Superintendent Determination](http://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination).**

**English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time. Reference [New York State Diploma/Credential Requirements](http://www.nysed.gov/curriculum-instruction/department-approved-exam-appeals-safety-nets-and-superintendent-determination).**

**The 4th mathematics examination can be selected from the list of [Department Approved Alternative Examinations](http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf).**

**A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. Reference [New York State Diploma/Credential Requirements](http://www.nysed.gov/curriculum-instruction/appeals-safety-nets-and-superintendent-determination).**
The following chart outlines the diploma and credential requirements currently in effect. The chart is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer more detailed information regarding the requirements for each diploma or credential.

For the full text of the New York State High School Diploma Requirements, reference the Commissioner’s Regulations 8 CRR-NY 100.5, Diploma Requirements as well as the NYSED’s General Education and Diploma Requirements webpage.

Additional questions pertaining to diploma or credential requirements may be directed to the Office of Curriculum and Instruction at emscgradreq@nysed.gov or (518) 477-5922.

### New York State High School Diplomas

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Available to</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents Diploma</td>
<td>All student populations</td>
<td><strong>Credit:</strong> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, and 3 ½ electives</td>
</tr>
</tbody>
</table>
|                                     |                            | **Assessment:**
|                                     |                            | • 4 required Regents exams\(^i\) (one in each discipline: English, math, science, social studies);
|                                     |                            | • successful completion of 1 Pathway\(^ii\); and
|                                     |                            |   • each Regents exam with a score of **65 or better**\(^iv\) |
|                                     |                            | **Reference:** Diploma Types                                                                                                                  |
| Regents Diploma (through appeal)    | All student populations    | **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, and 3 ½ electives |
|                                     |                            | **Assessment:**
|                                     |                            | • 4 required Regents exams\(^i\) (one in each discipline: English, math, science, social studies);
|                                     |                            | • successful completion of 1 Pathway\(^ii,v\);
|                                     |                            |   • 1 of the above **Regents exams** (including the pathway, if a Regents exam) with a score of **60-64** for which an appeal\(^iii\) is granted by the local district per Commissioner’s Regulation 100.5(d)(7); and
<p>|                                     |                            |   • remaining required Regents exams with a score of <strong>65 or better</strong>(^iv) |
|                                     |                            | <strong>Reference:</strong> Appeals, Safety Nets, and Superintendent Determination                                                                         |</p>
<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Available to</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents Diploma with Honors</td>
<td>All student populations</td>
<td><strong>Credit:</strong> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, and 3 ½ electives</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assessment:</strong></td>
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<tr>
<td></td>
<td></td>
<td>• 4 required Regents exams (one in each discipline: English, math, science, social studies);</td>
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<tr>
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<td></td>
<td>• successful completion of 1 Pathway; and</td>
</tr>
<tr>
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<td></td>
<td>o a computed average score of <strong>90 or better</strong> on all required Regents exams (including the pathway, if a Regents exam)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Note:</strong> No more than 2 Department approved alternatives may be substituted and will not count in the computed average. While exempted exams (due to COVID-19 cancellations) may be used to meet assessment requirements for any diploma type, they would be removed from the calculation of the honors endorsement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reference:</strong> <a href="#">Regents Diploma with Honors</a></td>
</tr>
<tr>
<td>Regents Diploma with Advanced Designation</td>
<td>All student populations</td>
<td><strong>Credit:</strong> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, and 3 ½ electives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 7 required Regents exams (one in each discipline: English, math, science, social studies);</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• successful completion of 1 Pathway; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o each Regents exam with a score of <strong>65 or better</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sequence:</strong> successful completion of <strong>one</strong> of the three sequence options:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o earning an additional 2 units of credit in LOTE and passing a locally developed Checkpoint B LOTE examination; or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o completing a 5 unit sequence in the Arts; or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o completing a 5 unit sequence in CTE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reference:</strong> <a href="#">Diploma Types</a></td>
</tr>
<tr>
<td>Regents with Advanced Designation with an annotation that denotes Mastery in Math</td>
<td>All student populations</td>
<td><strong>Credit:</strong> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, and 3 ½ electives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assessment and Sequence:</strong> Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) and scores 85 or better on each of 3 Regents examinations in mathematics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Note:</strong> Students who were exempted (due to COVID-19 cancellations) and pass at least two additional Regents examinations in mathematics with scores of 85 or above would qualify for this endorsement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reference:</strong> <a href="#">Endorsements and Seals</a></td>
</tr>
<tr>
<td>Diploma Type</td>
<td>Available to</td>
<td>Requirements</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| Regents with Advanced Designation with an annotation that denotes Mastery in Science | All student populations | Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, and 3 ½ electives.  
Assessment and Sequence:\(\text{vii}\): Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) and scores 85 or better on each of 3 Regents examinations in science.  
Note: Students who were exempted\(\text{iv}\) from a Regents examination in science (due to COVID-19 cancellations) and pass at least two additional Regents examinations in science with scores of 85 or above would qualify for this endorsement.  
Reference: Endorsements and Seals |
| Regents with Advanced Designation with Honors | All student populations | Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, and 3 ½ electives.  
Assessment and Sequence:\(\text{vii}\): Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) with a computed average score of 90 or better on all Regents exams required for the diploma.  
Note: No more than 2 Department approved alternatives may be substituted and will not count in the computed average. While exempted exams\(\text{iv}\) (due to COVID-19 cancellations) may be used to meet assessment requirements for any diploma type, they would be removed from the calculation of the honors endorsement. The locally developed Checkpoint B LOTE examination is not included in the computed average.  
Reference: Regents Diploma with Advanced Designation with Honors |
| Local Diploma (through Appeal) | All student populations | Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, and 3 ½ electives.  
Assessment:  
o 4 required Regents exams\(\text{i}\) (one in each discipline: English, math, science, social studies);  
• Successful completion of 1 Pathway\(\text{iii,v}\); and  
o 2 of the above required Regents exams (including the Pathway, if a Regents exam) with a score of 60-64 for which an appeal\(\text{vi}\) is granted by the local district per Commissioner’s Regulation 100.5(d)(7); and  
o remaining required Regents exams with a score of 65 or better\(\text{v}\).  
Reference: Appeals, Safety Nets, and Superintendent Determination |
<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Available to</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Local Diploma                | English Language Learners Only                                                | **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)i, 2 physical education, 3 ½ electives. **Assessment:**  
  • 4 required Regents examsii  
    o one in each discipline: English, math, science, social studies  
      • the ELA Regents exam with a score of 55-59 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7),  
      • up to 1 of the above required Regents exam with a score of 60-64 for which an appeali is granted by the local district per Commissioner’s Regulation 100.5(d)(7),  
      • remaining required Regents exams with a score of 65 or betteriv; and  
  • Successful completion of 1 Pathwayiii;  
  **Note:** English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible for an appeal in this area if they entered the United States in grade 9 or after and were classified as an ELL when they took the test the second time.  
  **Reference:** [Appeals, Safety Nets, and Superintendent Determination](#)  |
| Students with disabilities   | with an individualized education program (IEP) or if included on the student’s Section 504 Accommodation Plan | **Credit:** 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)i, 2 physical education, and 3 ½ electives. **Assessment:**  
  a) **Low Pass Safety Net Option:**  
    • 4 required Regents examsii (one in each discipline: English, math, science, social studies);  
    • Successful completion of 1 Pathwayiii; and  
      o each Regents exam with a score of 55 or betteriv.  
  b) **Low Pass Safety Net and Appeal:**  
    • 4 required Regents examsii (one in each discipline: English, math, science, social studies);  
    • Successful completion of 1 Pathwayiii; and  
      o up to 2 Regents exams with a score of 52-54 for which an appeali is granted by the local district per Commissioner’s Regulation 100.5(d)(7)  
      o each remaining Regents exam with a score of 55 or betteriv.  
  c) **Compensatory Safety Net Option:** scores between 45-54 on one or more of the required science, social studies, or mathematics (as a pathway) Regents exams, but compensates the low score with a score of 65 or higher on another required Regents exam. **Note:** a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.  
  **Reference:** [Appeals, Safety Nets, and Superintendent Determination](#) and [Information Related to Graduation Requirements for Students with Disabilities](#)
<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Available to</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Diploma (through Superintendent Determination)</td>
<td>Students with disabilities with an IEP</td>
<td><strong>Credit:</strong> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, and 3 ½ electives. <strong>Assessment:</strong> A superintendent’s determination made upon a parent’s written request, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State’s learning standards through the assessment required for graduation. To be eligible for the superintendent determination: 1. The student must have a current individualized education program (IEP) and be receiving special education programs and/or related services. 2. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option. 3. The student must have earned the required course credits and have passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents examination areas (English Language Arts (ELA), mathematics, social studies and science). 4. The student must have taken and received a minimum score of 55 on both the ELA and Mathematics Regents examinations or successfully appealed a score between 52 and 54, except that on or after December 12, 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the English and/or Mathematics Regents examinations may be considered an eligible student for the Superintendent Determination option, provided that the student has completed the requirements for the New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential. 5. There must be evidence that the student participated in all Regents examinations required for graduation but has not passed one or more of these examinations. 6. In a subject area where the student was not able to demonstrate his/her proficiency of the State’s learning standards through the Regents examinations required for graduation (including ELA and/or mathematics if using the CDOS Commencement Credential to meet the eligibility condition(s) in #4), there must be evidence that the student has otherwise demonstrated graduation level proficiency in the subject area(s). <strong>Reference:</strong> <a href="#">Appeals, Safety Nets, and Superintendent Determination</a> and <a href="#">Information Related to Graduation Requirements for Students with Disabilities</a></td>
</tr>
<tr>
<td>Local Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement</td>
<td>All student populations</td>
<td><strong>Credit:</strong> Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program. <strong>Assessment:</strong> Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the 3 part technical assessment designated for the particular approved career and technical education program which the student has completed. <strong>Reference:</strong> <a href="#">Endorsements and Seals</a></td>
</tr>
</tbody>
</table>
### Diploma Type

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Available to</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Seal of Biliteracy | All student populations | **Credit:** Completes all credit requirements as listed above for specific diploma types (Regents or Regents with Advanced Designation) and meets the criteria for earning the New York State Seal of Biliteracy.  
**Assessment:** Meets the criteria for [Earning the New York State Seal of Biliteracy](#).  
**Reference:** [The New York State Seal of Biliteracy](#) (NYSSB) |

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### Non-diploma High School Exiting Credentials

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Available to</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Career Development and Occupational Studies (CDOS) Commencement Credential     | All students other than those who are assessed using the NYS Alternate Assessment (NYSSA) | • Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the areas of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; or  
• Student meets criteria for a national work readiness credential  
Note: Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student’s exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.  
**Reference:** [Exiting Credentials](#) and Commissioner’s Regulations 8 CRR-NY 100.6, [High school exiting credentials](#) |
| Skills and Achievement Commencement Credential                                | Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA) | All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student’s skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.  
**Reference:** [Exiting Credentials](#), Special Education Field Advisory: [Skills and Achievement Commencement Credential for Students with Severe Disabilities](#), and Commissioner’s Regulations 8 CRR-NY 100.6, [High school exiting credentials](#) |
Endnotes

i. Students with a disability may be excused from the LOTE requirement if so indicated on the IEP but must still earn 22 units of credit to graduate.

ii. In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma.

iii. In addition to passing the following 4 required Regents exams or the corresponding Department approved alternative examination, all students must complete 1 of the following pathway options:

• pass an additional math Regents exam in a different course or Department approved alternative; or
• pass an additional science Regents exam in a different course or Department approved alternative; or
• pass an additional social studies Regents exam in a different course or Department approved alternative; or
• pass an additional English assessment in a different course selected from the Department approved alternative list; or
• pass a Department Approved Pathway Assessment in the Arts; or
• pass a Department Approved Pathway Assessment in a Language other than English (LOTE); or
• successfully complete all the requirements for the CDOS Commencement Credential; or
• successfully complete an approved CTE program, including the associated 3-part technical assessment.

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CTE, or LOTE. Additional information can be referenced on the NYSED’s Multiple Pathways webpage.

iv. An assessment exemption granted due to COVID-19 closures and cancellations may be accepted in lieu of a Regents examination, pathway assessment, or Department approved alternative exam. Additional information can be referenced in the Regents Examination and Graduation Requirements Questions Related to COVID-19 Closure resource.

v. Regents exams used to meet the pathway requirement may be appealed.

vi. Non-Regents Pathway exams and Department approved alternative exams are not subject to the Appeal Process.

vii. Students with a disability who are excused from the LOTE requirement per their IEP need not complete a sequence in LOTE nor a 5 unit sequence in the Arts or CTE in order to meet the requirements for the Regents Diploma with Advanced Designation.
SENIOR OPTIONS

Articulation agreements have been made with two local colleges so that qualifying seniors can complete their first year of college at the same time they conclude their final year of high school. Talk with your guidance counselor or principal, or with the college contact person if you have questions. Although college tuition/fees and transportation are family responsibilities, the rates are favorable -- and so is the one-year head start! As another option please also note the “New Visions” pre-college program sponsored by BOCES.

High school juniors who are judged by their high school and the Marist College admissions committee to have the necessary qualifications to complete the Bridge Year Program successfully are eligible to participate in the program during their senior year. Academic competence and maturity are among the factors that will be considered. All Bridge students will take the English course (AP English Literature) which will be taught at the high school by its own faculty. Approved and supervised by Marist College, it will receive full Marist course credit. Bridge students will come to the Marist campus to complete their academic program with other college students. Bridge students will be allowed to take up to 15 credits plus one laboratory course each semester.

Contact person: Kathryn DiCorcia, Interim Director of Academic Learning Center

JUNIOR OPTIONS

ADVANCED PLACEMENT(AP)/HONORS PROGRAM

Students enrolled in Advanced Placement (AP) courses are encouraged to take the AP exams that are associated with the courses. For purposes of determining class rank only, Advanced Placement grades will be weighted at 1.10 and Honors course grades will be weighted at 1.05.

DIVERSIFIED CO-OP PROGRAM

The Diversified Co-Op Program is a general work-based learning (WBL) program for Seniors not enrolled in other CoOp courses. The program consists of 300 hours of paid, school-related, supervised work-experience, along with virtual assignments completed online with the WBL coordinator. These assignments help prepare students for placement in a position in the real world. The student will receive one unit of elective credit.
CO-CURRICULAR AND EXTRA-CURRICULAR ELIGIBILITY

Board of Education Policy # 5205 – Adopted: December 12, 2016

The Board of Education has the authority to establish reasonable standards as prerequisites for eligibility for co-curricular and extracurricular activities. These standards apply to entry qualifications as well as to continued participation in such activities. Advisors/Coaches must disseminate a copy of the expected standards of conduct to all students and parents at the start of each school year, and participating students should be individually informed of the application and scope of such standards.

The Board expects any students participating in co-curricular and extracurricular activities to conduct themselves in an exemplary and acceptable manner. Any student who engages in misconduct or other inappropriate behavior will be subject to discipline or denial of the privilege of participating. Eligibility and continued participation in co-curricular and extracurricular activities are a privilege extended to students, as opposed to a right, and the behavioral standards sets forth in the Student Handbook, Code of Conduct (policy 5300), or the Interscholastic Eligibility and Participation Booklet apply to all students participating in any co-curricular and/or extracurricular activity. All student participants, including athletes, will be informed that they have the obligation to act in a responsible manner because of the leadership roles they play in the school environment and as a result are expected to adhere to a ban on the consumption/use of alcoholic beverages, drugs (other than those appropriately prescribed), and/or tobacco products on or off campus.

Advisors/Coaches must specify minimum school attendance requirements, and students must attend school and all scheduled classes on the day of an activity for eligibility for co-curricular and extracurricular activities. Limited exceptions to this rule may be made by the Superintendent of Schools or designee, on a case-by-case basis. The relationship between a student’s grade point average (GPA) and his/her eligibility must be clearly explained to all student participants.

If a student falls below the minimum requirements, a student may regain their eligible status through an appeal process or through meeting the requirements on the next marking period report card. Students declared ineligible are not permitted to participate in practices, tryouts or rehearsals until they regain eligibility status or until an appeal has been granted. "Training rules" are generally accepted as a condition of participation in student athletics, and may include attendance at practices, individual training programs, etc. Similar rules of rehearsal attendance and practice may apply to other extracurricular or co-curricular activities such as orchestra, band and theater.

Advisors/Coaches will provide these expectations in writing at the beginning of the school year or season, as appropriate. Although suspension from participation in an extracurricular activity does not require a full hearing pursuant to Section 3214 of the Education Law, a student must be given the opportunity to appeal and appear informally before the disciplinarian and/or disciplinary committee, and present his/her side of the story as part of a general discussion of the conduct under review.

Cross-ref: 5300, Code of Conduct
Throughout the course catalog and syllabi courses which meet the NCAA requirements for “core-courses” are designated with this symbol:

If you, as a student-athlete, aspire to play a sport in college please see your guidance counselor as soon as possible and talk to them about the necessary steps that you need to take.

The information provided to you in this course handbook is intended to serve as a guide, more information can also be found at www.eligibilitycenter.org.

FREQUENTLY ASKED QUESTIONS

What is the NCAA Eligibility Center?

The NCAA was setup for students who plan to play Division I or Division II sports during their freshman year of college. All students who plan to play collegiately at the Division I or Division II level must register with the NCAA during their senior year of high school. This registration process certifies that the student has met certain academic and other standards, as required under NCAA guidelines in order to compete and receive athletic-based financial aid.

Why are the NCAA Eligibility Center Requirements Important?

Prior to competing at the Division I or Division II level all students must be approved by the NCAA Eligibility Center. In order to be approved by the NCAA Eligibility Center and deemed eligible for athletic competition, all students must have completed all of the required coursework at the high school level. Requirements for eligibility will vary depending upon whether a student plans to compete at the Division I or the Division II level. The NCAA Eligibility Center requirements are very important in a student’s class scheduling process. All students who play high school sports, AAU, or are a member of any type of travel team should inform his/her guidance counselor during their freshman year in order to ensure they are placed on the
ONE OPPORTUNITY.
LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). If you want to play Division III sports or you aren’t sure where you want to compete, start by creating a Profile Page account at [eligibilitycenter.org](http://eligibilitycenter.org).

### ACADEMIC REQUIREMENTS

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

### CORE COURSES

Only courses that appear on your high school’s list of NCAA core courses will count toward the 16 core-course requirement; visit [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist) for a full list of your high school’s approved core courses. Complete 16 core courses in the following areas:

#### DIVISION I
Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Division I</th>
<th>Division II</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4 years</td>
<td>3 years</td>
</tr>
<tr>
<td>MATH (Algebra I or higher)</td>
<td>3 years</td>
<td>2 years</td>
</tr>
<tr>
<td>NATURAL/PHYSICAL SCIENCE (Including one year of lab, if offered)</td>
<td>2 years</td>
<td>2 years</td>
</tr>
<tr>
<td>ADDITIONAL (English, math or natural/physical science)</td>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td>SOCIAL SCIENCE</td>
<td>2 years</td>
<td>2 years</td>
</tr>
<tr>
<td>ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)</td>
<td>4 years</td>
<td>4 years</td>
</tr>
</tbody>
</table>

#### GRADE-POINT AVERAGE
The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

#### SLIDING SCALE
Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about sliding scales at [ncscore.org/test-scores](http://ncscore.org/test-scores).

### TEST SCORES
You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the SAT or ACT, and cannot use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score. More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19_Fall_B](http://on.ncaa.com/COVID19_Fall_B).
HIGH SCHOOL TIMELINE

**9th Grade**
- **PLAN**
  - Start planning now! Take the right courses and earn the best grades possible.
  - Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist).
  - Sign up for a free Profile Page account at [eligibilitycenter.org](http://eligibilitycenter.org) for information on NCAA requirements.

**10th Grade**
- **REGISTER**
  - Register for a Profile Page or Certification account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).
  - Monitor your Eligibility Center account for next steps.
  - At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your Eligibility Center account.

**11th Grade**
- **STUDY**
  - Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.
  - Take the SAT/ACT and submit your scores to the NCAA Eligibility Center using code 9999.
  - Ensure your sports participation information is correct in your Eligibility Center account.
  - At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your Eligibility Center account.

**12th Grade**
- **GRADUATE**
  - Complete your final NCAA-approved core courses as you prepare for graduation.
  - Take the SAT/ACT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.
  - Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at [eligibilitycenter.org](http://eligibilitycenter.org).
  - After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.
  - **Reminder:** Only students on an NCAA Division I or II school’s institutional request list will receive a certification.

How to plan your high school courses to meet the 16 core-course requirement:

**9th Grade**
- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional
- **4 Core Courses**

**10th Grade**
- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional
- **4 Core Courses**

**11th Grade**
- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional
- **4 Core Courses**

**12th Grade**
- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional
- **4 Core Courses**

Search Frequently Asked Questions: [ncaa.org/studentfaq](http://ncaa.org/studentfaq)
Follow us: [ncaaec](https://twitter.com/ncaaec)  [playcollegesports](https://instagram.com/playcollegesports)  [ncaaec](https://facebook.com/ncaaec)
DIVISION I
Division I schools, on average, enroll the most students, manage the largest athletics budgets, offer a wide array of academic programs and provide the most athletics scholarships.

PARTICIPATION
• 182,681 student-athletes
• 350 colleges and universities

ATHLETICS SCHOLARSHIPS
57% of all student-athletes receive some level of athletics aid.

ACADEMICS
2019 Graduation Success Rate: 88%*

OTHER STATS
Median Undergraduate Enrollment: 8,960
Average Number of Teams per School: 19
Average Percentage of Student Body Participating in Sports: 4%
Division I National Championships: 26

DIVISION II
Division II provides growth opportunities through academic achievement, high-level athletics competition and community engagement. Many participants are first-generation college students.

PARTICIPATION
• 122,722 student-athletes
• 302 colleges and universities

ATHLETICS SCHOLARSHIPS
63% of all student-athletes receive some level of athletics aid.

ACADEMICS
2019 Academic Success Rate: 73%*

OTHER STATS
Median Undergraduate Enrollment: 2,428
Average Number of Teams per School: 16
Average Percentage of Student Body Participating in Sports: 10%
Division II National Championships: 25

DIVISION III
The Division III experience provides an integrated environment that focuses on academic success while offering competitive athletics and meaningful nonathletics opportunities.

PARTICIPATION
• 193,814 student-athletes
• 439 colleges and universities

FINANCIAL AID
80% of all student-athletes receive some form of academic grant or need-based scholarship; institutional gift aid totals $17,000 on average.

ACADEMICS
2019 Academic Success Rate: 87%*

OTHER STATS
Median Undergraduate Enrollment: 1,740
Average Number of Teams per School: 19
Average Percentage of Student Body Participating in Sports: 17%
Division III National Championships: 28

Want to play NCAA sports? Visit ncaa.org/playcollegesports

*Graduation rate for student-athletes, including those who transfer from one school to another.

Revised August 2020: The number of schools for each division is current as of the 2020-21 academic year. This does not include reclassifying, provisional or exploratory schools. All other data are current as of the 2018-19 academic year.
Does the NCAA award athletics scholarships?
Individual schools award athletics scholarships. Divisions I and II schools provide more than $3.6 billion in athletics scholarships annually to more than 180,000 student-athletes. Division III schools, with more than 190,000 student-athletes, do not offer athletically related financial aid, but most student-athletes receive some form of academic grant or need-based scholarship.

Do many high school athletes earn athletics scholarships?
Very few, in fact. About 2% of high school athletes are awarded some form of athletics scholarship to compete in college.

Do NCAA student-athletes have difficulty meeting graduation requirements with the time demands of their sport?
While competing in college does require strong time-management skills and some thoughtful planning with academic advisors, on average NCAA student-athletes graduate at a higher rate than the general student body.

Do many NCAA student-athletes go on to play professionally?
Fewer than 2% of NCAA student-athletes go on to be professional athletes. In reality, most student-athletes depend on academics to prepare them for life after college. Education is important. There are nearly half a million NCAA student-athletes, and most of them will go pro in something other than sports.

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**ESTIMATED PROBABILITY OF COMPETING IN NCAA ATHLETICS BEYOND HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Student-Athletes</th>
<th>All Sports</th>
<th>Men's Basketball</th>
<th>Women's Basketball</th>
<th>Football</th>
<th>Baseball</th>
<th>Men's Ice Hockey</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Student-Athletes</td>
<td>7,200,000</td>
<td>540,800</td>
<td>399,100</td>
<td>1,006,000</td>
<td>482,700</td>
<td>35,300</td>
</tr>
<tr>
<td>NCAA Student-Athletes</td>
<td>499,000</td>
<td>18,800</td>
<td>16,500</td>
<td>73,700</td>
<td>36,000</td>
<td>4,300</td>
</tr>
<tr>
<td>Percentage Moving from High School to NCAA</td>
<td>7%</td>
<td>3.5%</td>
<td>4.1%</td>
<td>7.3%</td>
<td>7.5%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Percentage Moving from NCAA to Major Professional*</td>
<td>2%</td>
<td>1.2%</td>
<td>0.8%</td>
<td>1.6%</td>
<td>9.9%</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

*Percent NCAA to Major Professional figures are based on the number of draft picks made in the NBA, WNBA, NFL, MLB and NHL drafts.
8.17.2020:
Departments for students who initially enroll full time in a collegiate institution during the 2021-22 academic year. Click here to learn more about the adjusted requirements. The Eligibility Center will continue to monitor the environment and make necessary adjustments to prioritize health, safety and fairness for all prospective student-athletes.

NCAA EC COVID-19 Response: Organized Competition in the 2020-21 Academic Year
NCAA Divisions I and II have approved flexibility for college-bound student-athletes who delay initial full-time collegiate enrollment and would be impacted by organized competition occurring in the 2020-21 academic year. During the amateurism certification process, the Eligibility Center will apply such flexibility, which will be visible in the student-athlete’s Eligibility Center account. For more information on how relief will be applied, click here.

7.22.2020:
NCAA EC COVID-19 Response, Academic Year 2020-21—E-learning, Distance and Hybrid Options
In an effort to provide clarity to students and parents making decisions regarding the 2020-2021 academic year, the NCAA Eligibility Center is providing additional guidance regarding distance, e-learning or hybrid options made available by schools with NCAA-approved core courses. The Eligibility Center will continue to monitor the environment and make determinations on extension of other COVID-19 relief policies as more information becomes available. Click here to learn more about these important adjustments.

5.28.2020:
NCAA EC COVID-19 Response Update FAQs—Update, Q/A1, Q/A6
In response to membership feedback, DI and DII Administrative committees have approved an extension of the COVID-19 Automatic Waiver criteria providing the benefits Academic Redshirt (DI) and Partial Qualifier (DII) status for expected Spring/Summer 2020 graduates presenting at least 10 core course units and a 2.0 GPA prior to start of their semester. Please refresh your link to the FAQ via the Membership portal or the High School portal.

5.8.2020:
NCAA EC COVID-19 Response Update FAQs—Membership update, Q/A15
In response to membership inquiries, we have clarified Q/A15 of the EC COVID-19 Response FAQ, regarding application of the COVID-19 Automatic Waiver to students with expected graduation dates in Spring/Summer 2020 (based on start of year nine) who choose to delay their enrollment. Please refresh your link to the FAQ via the Membership portal. No additional information was provided for the general public or student-athletes.
5.1.2020:
NCAA EC COVID-19 Response Update FAQs—Membership update, Q1b
A small additional piece of information for Membership related to the COVID-19 Autowaiver has been added to the Member version of the EC COVID-19 FAQ. Please refresh your link to the FAQ via the Membership portal. No additional information was provided for the general public or student-athletes.

4.24.2020:
NCAA EC COVID-19 Response Update FAQs—Membership update, Q1a
A small additional piece of information for Membership related to the COVID-19 Autowaiver has been added to the Member version of the EC COVID-19 FAQ. Please refresh your link to the FAQ via the Membership portal. No additional information was provided for the general public or student-athletes.

4.17.2020:
NCAA EC COVID-19 Response Update FAQs
Given the unprecedented events during Spring/Summer 2020 due to COVID-19, the NCAA Eligibility Center has partnered with the NCAA membership to identify adjustments to the initial-eligibility certification process. These changes may not capture all unique scenarios; however, NCAA Customer Service is available to assist with questions Monday-Friday 9 a.m.-5 p.m. Eastern time at 877-262-1492 (Domestic students and Canadian students outside of Quebec) and, for international students including Quebec, at ncaa.org/contactinternational. Click here to learn more about these important adjustments.

4.10.2020:
NCAA EC COVID-19 Response Update
The NCAA Eligibility Center has received a number of inquiries regarding potential adjustments to the initial-eligibility certification process as a result of closures, cancellations and changes due to COVID-19. We are working closely with our member institutions and making progress toward national solutions to the issues raised for both Divisions I and II. We look forward to communicating the details of these adjustments in the coming weeks upon complete review through our governance processes. For information on COVID-19, please visit ncaa.org/COVID-19 and continue to monitor for more information from the Eligibility Center at on.ncaa.com/EC_COVID.

4.3.2020:
Distance/E-Learning Programs
In response to questions regarding schools that have moved to distance or e-learning environments, the Eligibility Center will not require a separate review of distance or e-learning programs utilized by schools with NCAA-approved core courses that have moved to distance or e-learning environments for Spring/Summer 2020 terms due to school closures related to the COVID-19 situation. Students are encouraged to complete their NCAA-approved core courses through the channels of instruction provided or recommended by their school, district or state department of education.
We understand these unparalleled circumstances are creating challenges to all involved in college, high school, club and youth athletics. As such, we are committed to providing timely information and will communicate with you once new information becomes available. For information on COVID-19, please visit ncaa.org/COVID-19 and continue to monitor for more information from the Eligibility Center at on.ncaa.com/EC_COVID.

3.19.2020:
NCAA EC COVID-19 Response

In response to closings, cancellations and changes related to COVID-19, the Eligibility Center is closely monitoring the impact on students and their ability to meet NCAA initial-eligibility requirements. The EC will be posting more information here in the coming days to assist our membership, prospective student-athletes and the high school community. For information on COVID-19, please visit ncaa.org/COVID-19 and continue to monitor for more information.
Business Education Department

2 CTE Pathways

Business Administration & Management

Computer/Information Technology Services*

ALL CTE Pathways require the following 3 courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College &amp; Career Planning</td>
<td>.5</td>
</tr>
<tr>
<td>Money Management</td>
<td>.5</td>
</tr>
<tr>
<td>College Virtual Enterprise OR Work-Based Learning</td>
<td>1.0*</td>
</tr>
</tbody>
</table>

Then follow the courses for your pathway

<table>
<thead>
<tr>
<th>Business Administration &amp; Management</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Office</td>
<td>.5</td>
</tr>
<tr>
<td>Business Ownership</td>
<td>1.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computer/Information Technology Services*</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Game Design</td>
<td>.5</td>
</tr>
<tr>
<td>Mobile App Development</td>
<td>.5</td>
</tr>
<tr>
<td>AP Computer Science Principles</td>
<td>1.0</td>
</tr>
</tbody>
</table>

CTE Graduation Pathway

1. Minimum diploma requirement of 22 credits
2. Four NYS Regents Examinations
3. “+1” = NYSED-Approved 3-part Industry-Based National Technical Assessment
4. Complete a CTE Approved Program

Students exit school with a Regents diploma and Technical Endorsement

College Virtual Enterprise and Work-Based Learning can be taken in 11th & 12th Grades.
**BUSINESS EDUCATION**

Courses with an asterisk are eligible for the *Career & Technical Education (CTE)* Pathway Endorsement in Business Administration. Students choosing this pathway will take Microsoft Office, College & Career Planning, Money Management, Business Ownership, with the choice between Virtual Enterprise OR Work-Based Learning. With successful completion of these courses, students will take an examination from an approved CTE vendor on Exploring Business & Marketing. Successful completion of pathway coursework, employability profile, portfolio and passing this exam will earn the student the CTE Endorsement in Business Administration on their High School Diploma.

*College and Career Planning*

**Code: 0700**  
**Half Year (9-12) (½ credit)**  
**Prerequisite: None**  
**Course for CTE Pathway**

Description: College and Career Planning is one of our required courses for the CTE pathway. It is designed to give you the big picture about where your life might go in the future. You take personality and interest tests to help you make an informed decision about a good field to pursue. You look at colleges and student funding, and you plan a budget for your first shot at living on your own. You explore the basics of employment law, and consider the differences in working in different types of organizations: the military, government agencies, big business, small business, entrepreneurial endeavors and trade unions. You consider the management styles you are most likely to encounter in different working environments. Finally, you set personal, professional, and financial goals for your 60 year-old self.

*Microsoft Office*

**Code: B545**  
**Half Year (9-12) (½ credit)**  
**Prerequisite: None**  
**Course for CTE Pathway**

Description: This ½ credit course offers you the opportunity to improve your typing skills, and use Microsoft's Suite of Office Products in a more sophisticated manner. You will begin the semester learning appropriate keyboarding skills before transitioning to the skills that will help you manage your own documents or a small office efficiently and effectively. Would you like to work quicker, faster and smarter? Are you ready to stand out from the competition and shine as a student and a future employee? You will be formatting documents, spreadsheets and workbooks including, headers, footers, picture formatting, inserting tables, cover pages, works cited lists. You will collaborate with other students and use the editing features of Word, Excel and PowerPoint including, comments, spell and grammar check. You will write a resume and cover letter using templates. In Excel you will learn the basics by creating formulas to perform calculations, graphing, sorting, filtering and conditional formatting. You will learn how to add sophistication to any presentation by creating master slides, adding animations and transitions. The goal of this course is to improve your skills in these applications and most importantly make them attractive and user friendly.

*Money Management*

**Code: B650**  
**Half Year (10-12) (½ Credit)**  
**Prerequisite: None**  
**Course for CTE Pathway**

Description: Every adult should have a basic grasp of finances! As you prepare to navigate through life and manage all of the challenges and opportunities that come your way, this course is a must-have to help prepare you to be an educated consumer. Topics covered will include building an emergency fund, budgeting, goal setting, paying for college, avoiding debt, purchasing insurance, investing and retirement planning, to name just a few. **Students will have the opportunity to earn W!se Certification to demonstrate their financial literacy.** This course is one of the core courses for the CTE pathway.

*Business Ownership*

**Code: B653**  
**Full Year (9-12) (1 credit)**  
**Prerequisite: None**  
**Course for CTE Pathway**

Description: Business Ownership is a survey course designed around the idea of running a small business. You get a taste of entrepreneurship through the different business disciplines: economics, marketing and sales, accounting and finance, human resources, contract law, patents and trademarks. You work in teams to develop skills in the use of spreadsheets and graphics software using the computer. In addition, you receive coaching on public speaking. In the culminating project, you pitch your ideas for a themed restaurant in a format similar to the hit TV show *Shark Tank.*
**Business Education**

*College Virtual Enterprise I and College Virtual Enterprise II*

<table>
<thead>
<tr>
<th>Code: B800/B801</th>
<th>Full Year (11-12) (1 credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Rank weight 1.10)</td>
<td>(Business Ownership or Accounting is suggested)</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td></td>
</tr>
<tr>
<td><em>Optional course for CTE Pathway</em></td>
<td></td>
</tr>
<tr>
<td>Earns 6 College Credits from SUNY Farmingdale in E-Commerce and Application of Information Systems with $300 registration fee</td>
<td></td>
</tr>
</tbody>
</table>

Description: College Virtual Enterprise I is not your typical high school class. This college-level course, offered in conjunction with SUNY Farmingdale, offers a unique opportunity that allows students to understand and implement all aspects of a successful business. You will run a virtual business that actually sells products or services to other virtual businesses around the world. You can participate in the areas of Administration, Accounting/Finance, Marketing, Sales/Purchasing, Web Design, and Human Resources. You will participate in competitions, such as business plan, website, human resources, advertising, etc. You and your team determine the nature of your business, its products and services, its management and structure, and learn the daily operations of a business under the guidance of a consultant. Your “employment” in the simulated business will allow you to experience, in a simulated business environment, all facets of being a valuable employee in a firm. Additionally, you as an employee in the simulated firm will earn a virtual ‘salary’ that will be managed through a yearlong exercise in personal finance.

Description: College Virtual Enterprise II is a continuation of College Virtual Enterprise I. In your second year of College Virtual Enterprise you will have the opportunity to put your previously learned skills to use, but by taking on a new role in your firm. Both College Virtual Enterprise courses are part of the core courses for the CTE pathway.

*Work-Based Learning (Business Co-Op)*

<table>
<thead>
<tr>
<th>Code: B770</th>
<th>Full Year (11-12) (1 credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Rank weight 1.00)</td>
<td>(Business Ownership or Accounting is suggested)</td>
</tr>
<tr>
<td>Prerequisite: Previous CTE Course Required</td>
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</tbody>
</table>

Description: Work-Based Learning, also known as Business Co-Op, is one of the core courses for the CTE pathway. Want to work while receiving high school credit? Is exploring a career something that interests you for your possible future vocation? Want to make more informed decisions about your goals in life and what education is necessary to reach those goals? Work-based learning will give you the opportunity to reflect on what you have learned through your business courses, apply it in a real-world setting and see how it affects your thinking about jobs and careers, as well as apply it through real-life work experiences. You can take this course as a junior and senior to earn up to two credits, too! Students are required to be employed, and submit reflective journals and copies of their pay stubs to the Work-Based Learning supervisor.

**Business Law**

<table>
<thead>
<tr>
<th>Code: B610</th>
<th>Full Year (9-12) (1 Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Rank weight 1.00)</td>
<td>(Business Ownership or Accounting is suggested)</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td></td>
</tr>
</tbody>
</table>

Description: Business Law opens the door to the types of situations you will face in your future. Know your rights. What rights do you have in school? Can they really search your locker? What happens when you buy a car? What happens in a courtroom? Whether you are planning a legal career or just have common legal questions, this is the course for you. You will take a trip to the Dutchess County Courthouse to witness real court cases as they unfold. Business Law is a great foundation to other business courses, including Business Ownership, Sports & Entertainment Law.

**Sports & Entertainment Law**

<table>
<thead>
<tr>
<th>Code: B625</th>
<th>Half Year (9-12) (½ credit)</th>
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</thead>
<tbody>
<tr>
<td>(Rank weight 1.00)</td>
<td>(Business Ownership or Accounting is suggested)</td>
</tr>
<tr>
<td>Prerequisite: None</td>
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</table>

Description: Do you like to prove a point? Are you the person who enjoys defending others? Maybe you are a huge sports fan, but do not consider yourself an athlete. Or perhaps you’d prefer to explore how the law impacts the Entertainment industry. No problem! This course will explore how the law impacts sports and entertainment. Find out what power the NCAA has over student-athletes and why players are in a union. Learn why individuals in the movie, television, music, or theater industries need to know about the law. You will study legal cases related to these industries. You will have the opportunity to review areas of law that include contracts, labor law, collective bargaining,
**Business Education**

discrimination, employment, crimes, constitutional and common law, discrimination, securities, copyright infringement, the right of privacy, libel, slander, defamation, advertising, tax, plus many more. See how you can feed your interest to work in the Sports or Entertainment industry from the legal side.

**Computer Game Design**

Code: B680  
(Rank weight 1.00)  
Half-Year (9-12) (½ credit)  
Prerequisite: None

Plug in your imagination for this ½ credit course in computer gaming. All types of students are encouraged to learn the basics of coding in a social and creative environment. Using drag and drop block code in Scratch, you will work individually and in teams to learn how to use loops, conditionals, variables, and functions to make games. You will even have a chance to use graphic software to design your own playing pieces and take a turn programming your own background music. This course is a great choice for anyone considering a career in Computer Science, Business Information Systems, or any STEM field. Most STEM majors require one or more courses in computer science. Students who have had exposure to coding in high school do significantly better in CS courses in college. By taking this in high school, you get to learn the basics of computational thinking in a low-stakes environment where the learning feels like fun.

**Mobile App Development**

Code: B685  
(Rank weight 1.00)  
Half-Year (9-12) (1/2 credit)  
Prerequisite: Computer Game Design  
(or Proficiency on local exam)

This is a course for creative people. This ½ credit course is offered in the spring after the prerequisite Computer Game Design. It uses drag and drop blocks to code, but moves from games into business applications. MIT App Inventor offers more sophisticated logic and gives you the chance to use mobile features like GPS, the accelerometer, text messaging, and voice recognition in your apps. This course is a great choice for anyone considering a career in Computer Science, Business Information Systems, or any STEM field. Most STEM majors require one or more courses in computer science. Students who have had exposure to coding in high school do significantly better in CS courses in college. By taking this course in high school, you get to learn the basics of computational thinking in a low-stakes environment where the learning feels like fun. Bring your creativity to make it beautiful, make it sing, make it dance, and maybe even make some money.

**Financial Math**

Code: B415  
Full Year (11-12) (1 credit)  
(Rank weight 1.00)  
Prerequisite: Two Years of Math

Description: Does hearing the word math send shivers down your spine? Do you ever wonder how you will use the math taught in class? Your wondering days are over! This class will teach you what you need to know to master the financial challenges you will face after graduation. From calculating the cost of a car loan to determining which credit card gives you the best options, these topics are real-world, every day! Find out how much sales tax you need to pay before you make a purchase. Financial Math is the course that will help build your understanding of the mathematical practices to solve problems found in the real-world, including banking, finance, salary and income, payroll, loans, and insurance. For those not interested in taking Algebra 2, this course satisfies the 3rd year of Math required for graduation.
**Business Education**

**DCC Accounting 104**

- **Code:** B652
- **Full Year (11-12) (1 credit)**
- **Rank weight 1.10**
- **Prerequisite:** None
- **Earns 4 College Credits from SUNY Dutchess**

**Description:** Follow the money! Learn the language of money. Many consider accounting to be the best route to a successful career in business because accounting has always been considered the language and basic tool of every business. Learn to analyze, record, classify, summarize, and interpret accounting data for all types of businesses. Accounting is not a math course, but a study of money. We will discuss where it comes from, where it goes, and how much it has changed. If you are thinking of majoring or minoring in Business, a college accounting course is a requirement. Taking DCC Accounting will fulfill an accounting requirement, earning you six credits and giving you a head start on college.

**DCC Economics Issues 105**

- **Code:** B656
- **Half Year (11 & 12) (½ credit)**
- **Rank weight 1.10**
- **Prerequisite:** 3 social studies credits
- **Earns 3 College Credits from SUNY Dutchess**

**Note:** This course satisfies the graduation requirement of a ½ credit in economics and may be taken instead of D655-Economics.

**Description:** The course emphasizes how economics affects you right now and provides insights into why all entrepreneurs want to come to America. Learn critical communication skills, including how to debate important economic topics that are valuable, regardless of your career path. You will even have the opportunity to learn how to make money in the stock market!

**Sports and Entertainment Marketing**

- **Code:** B553
- **Full Year (9-12) (1 credit)**
- **Rank weight 1.00**
- **Prerequisite:** None

**Description:** Do you know how much money is generated in the Sports & Entertainment Industries, and the economic impact they have on the local, state, national, and global economies? You will learn how to stay “plugged-in” to current marketing trends that are constantly shifting to the latest platforms, and how consumers, particularly younger viewers, watch sports and entertainment today.

Examine how sports and entertainment fans are demanding a much more engaging and realistically immersive experience than ever before! Why is it important for marketers to address the challenge that younger “millennial” audiences are watching sports and entertainment on new platforms, particularly social networks? Why are marketers allowing fans to have an insider’s view and be closer to the action than ever before?

**Diversified Work-Based Learning (Diversified Co-Op)**

- **Code:** B700
- **Full Year (12) (1 credit)**
- **Rank weight 1.00**
- **Prerequisite:** None

If you are a senior and have not taken a business elective but are interested in earning one credit while working, consider Diversified Work-Based Learning (Diversified Co-Op)! Gain valuable work experience that can launch your career. Not sure what your career plan is after high school? The work experience combined with online classroom activities will allow you to connect what you are learning in the classroom to the skills required for success in today’s workplace. You will earn a credit toward graduation too! Students must complete assignments virtually to help prepare them for employment. Students are required to be employed, and submit reflective journals and copies of their pay stubs to the supervisor.

**Ethics and Decision Making**

- **Code:** B640
- **Half-Year (9-12) (½ credit)**
- **Rank weight 1.00**
- **Prerequisite:** None

**Description:** Ethics & Decision Making is the study of how to make decisions. Every day we are faced with numerous decisions. Some seem easy and some difficult. Every decision requires thought: but many times we think of our own short term benefit. Students examine what they believe, and why they believe it, by actively participating in solution planning, debates, and case studies.

Ethics & Decision Making focuses not on “right versus wrong”, but on thought development and the process of making a decision. Are we thinking of others? Our family? Our school? Our community? Our environment? For today, and beyond?

Elements of interest to students include, but are not limited to: Personal Law, Consumer Rights, Individual Rights, Education, Medicine, Business Decisions, Animal Rights, Economics & Poverty, and the Environment.
BUSINESS EDUCATION

AP Computer Science Principles

Code: B690  Full Year (11-12) (1 credit)  
(Rank weight 1.10)  Prerequisite: 85 or higher in  
Computer Game Design, Mobile Apps, Computer Science  
II, OR Geometry Regents/Honors.

Description: AP CS Principles is a college course that  
provides students with an opportunity to explore  
the type of work done by many STEM professionals.  
Students build socially useful mobile apps and  
work through activities to improve their writing,  
communication, collaboration, and creativity skills.  
Computer Science jobs currently comprise up to 60%  
of all STEM jobs in America, are the fastest growing  
section of the STEM economy, and are projected to make  
up 70% of all new STEM work in the next decade. The  
need for professionals with coding skills can be found  
in every size business, in every industry, in every state  
in the union. The need is driven by businesses’ desire  
to produce mobile apps and leverage near-ubiquitous  
wireless Internet to build out the Internet of Things  
(IoT). Topics Include:
- Coding - with emphasis on project management of  
socially useful mobile apps for a defined customer  
- The Internet - how it is built and the protocols that  
make it work  
- Cryptography and Cybersecurity  
- Data - binary/hex conversions, data storage and  
transmission protocols, data visualization of  
publicly available big data  
- Ethics - exploring the big questions of the  
Information Age

This course is the capstone course for the CTE pathway  
in Computer Information Systems. It is also an excellent  
choice for college-bound students interested in STEM  
professions. Those seeking additional instruction in  
pure coding might enjoy taking AP CSA - Java in the  
math department after this course.

AP Exam:
40% App developed in advance  
60% Multiple Choice Test in May

NOTE: The fee for the AP exam is determined by the  
College Board and is the responsibility of the family.

Students electing to take the AP exam may be eligible  
to transfer for college credit.
ENGLISH

The study of English in the Wappingers Central School District focuses directly on the Next Generation Learning Standards for English Language Arts in the following areas:

1. Reading Literature
2. Reading Informational Text
3. Writing
4. Speaking and Listening
5. Language

Students must take English every year in high school.

In grades 9-11, English is a full year course designed to help students meet the learning standards and prepare for the Comprehensive Regents Examination in English. Students are scheduled into either a regular or honors level class. The honors class in grade 11 is the Advanced Placement (AP) Course in Language and Composition.

In grade 12, students must take a full year of English, from a selection of courses that include Advanced Placement (AP) Literature and Composition, Dutchess Community College Courses, English 12: Humanities in Writing and Literature, English 12: Adventures in Writing and Literature, English 12: Contemporary Identities in Writing and Literature.

HONORS PROGRAM IN ENGLISH LANGUAGE ARTS

The high school English honors program is an extremely rigorous course of study, designed for students capable of superior thinking, reading and writing skills. These students welcome the challenge and excitement of learning more complex and demanding material. Students are placed in honors sections based on their academic achievement along with a teacher recommendation. Students are expected to maintain an overall average of 85 to remain in honors.

The profile of a true honors student is multi-dimensional. The student’s work ethic is demonstrated by timely, consistent, complete, and high quality response to assignments along with consistent, active participation in classroom discussion and presentations.

Successful completion of the honors program in grades 9 and 10 prepares students for the Advanced Placement (AP) program, which serves as Honors English in grades 11 and 12. Departmental approval is required for student registration in these courses.
## English

### English 9

**Code:** E341  
**Full Year (9) (1 credit)**  
**Rank Weight 1.0**

Prerequisite: Pass English 8

See English 9 Honors description

### English 9 Honors

**Code:** E361  
**Full Year (9) (1 credit)**  
**Rank Weight 1.05**

Prerequisite: Completion of ELA 8 Honors with a final average of at least 85% and recommendation of ELA 8 teacher or recommendation of 8th grade teacher with department approval.

NOTE: Honors classes generally incorporate more reading, writing and discussion and at a higher level; use more challenging text books and other materials; and take a different final exam from the Regents classes.

COURSE CONCEPT: The Journey  
QUOTATION: “Not every journey takes place on the road.”  
ESSENTIAL QUESTION: How is a physical journey a metaphor for life?

Assessment: A departmental final exam based on the content, concepts and themes in the course will be administered in June.

### English 9 Literacy Lab

**Code:** E386  
**Full Year (9) (½ credit; class meets every other day)**  
**Rank Weight 1.0**

Prerequisite: Students assigned based on Grade 8 ELA State Exam Score and Grade 8 ELA class average as well as teacher recommendation.

Course Goal: Provide support in ELA skills and strategies in order to meet the New York State Standards in English Language Arts.  
Texts: A variety of texts will be used to further develop students’ skills and strategies.

Assessment: Periodic assessment will be given to monitor student progress.

### English 10

**Code:** E441  
**Full Year (10) (1 credit)**  
**Rank Weight 1.0**

Prerequisite: Pass English 9

See Honors English 10 description  
For info on the NYS English Language Arts Standards see:  

### English 10 Honors

**Code:** E461  
**Full Year (10) (1 credit)**  
**Rank Weight 1.05**

Prerequisite: Passed English 9 Honors with a grade of 85% or higher and teacher recommendation or teacher recommendation from regents level.

NOTE: Honors classes generally incorporate more reading, writing and discussion and at a higher level; use more challenging text books and other materials; and take a different final exam from the Regents classes.

COURSE CONCEPTS: Prejudice and Injustice  
ESSENTIAL QUESTION: What makes people unwilling to respond to injustice?  
QUOTATION: “The opposite of love is not hate, but indifference.”  
GUIDING QUESTION: Why do we repeat our mistakes?

### English 11 Regents

**Code:** E540  
**Full Year (11) (1 credit)**  
**Rank Weight 1.0**

Prerequisite: Passed English 10 or English 10 Honors

COURSE CONCEPTS: Loss of innocence, Rite of passage, Self-identity  
ESSENTIAL QUESTION: What does it mean to lose one’s innocence?  
GUIDING QUESTION: Why are values necessary in developing an identity and sense of self?

### AP Language and Composition

**Code:** E563  
**Full Year (11) (1 credit)**  
**Rank Weight 1.0**  
**1.05 Honors**

Prerequisite: Completion of Honors English 10 with final average of at least 92% or teacher recommendation.  
Students are accepted only by departmental selection and approval.

COURSE CONCEPTS: Loss of innocence, Rite of passage, Self-identity  
ESSENTIAL QUESTION: What does it mean to lose one’s innocence?  
GUIDING QUESTION: Why are values necessary in developing an identity and sense of self?
**ENGLISH**

**DCC English 12 - 101/102**

- **Code:** E662  
  **Full Year (12) (1 credit)**  
  **(Rank Weight 1.10)**  
  **Prerequisite:** Must have passed English 11 and the English Regents exam with an 85+ average. Students must also have the recommendation of their grade 11 English teacher and/or the approval of the Director of English Language Arts.

**Areas of Study Include:**
- Principles of college writing
- Narrative and expository writing
- Argumentative writing
- Traditional rhetorical modes
- Effective composing, revising and editing strategies
- MLA conventions
- Critical reading skills
- Critical thinking skills
- Using language appropriately and imaginatively

**English 12**

- **Code:** E670  
  **Full Year (12) (1 credit)**  
  **(Rank Weight 1.0)**  
  **Prerequisite:** Pass English 11

**COURSE CONCEPT:** Identity, definition of self, and journey of the human spirit through textual experiences.

**ESSENTIAL QUESTION:** What can we learn about our own identities through analysis of various forms of literature and nonfiction works?

**COURSE DESCRIPTION:** This course will explore the identity of self through the concept of journeys, major cultural events/ movements, and an author’s ability to tell a story. Literature and nonfiction works will be analyzed to reveal challenges and how the meeting or succumbing to these challenges shapes one’s identity of self. Emphasis will be placed on cultural factors and how the world community influences its individual habitants.

**AP Literature and Composition**

- **Code:** E681  
  **Full Year (12) (1 credit)**  
  **(Rank Weight 1.10) (1.05 Honors)**  
  **Prerequisite:** Must have successfully completed English 11 or English 11AP with an average of at least 92% and excellent writing skills and passed the English Regents. Students are accepted only by departmental selection and approval.

Course Objectives: AP English is a college level English course. Our focus is on close, critical reading of poetry, drama, prose fiction, and expository literature from the sixteenth century to the present, written in English. Critical discussion and writing about these works will center on each writer’s technique, theme, style, and tone.

Final Exam: The final exam grade will be based on the student reflection and analysis project and will count as 20% of the student’s average.

**NOTE:** This course, equivalent in difficulty to a second year college English course, is designed for the exceptional student who wishes to accept the challenge of a college-level literature and writing course.

**DCC Public Speaking**

- **Code:** E664  
  **Half-Year (12) (½ credit)**  
  **(Rank Weight 1.10)**  
  **Prerequisite:** None

**Public Speaking and Presentation** challenges students to get over the fear of presentations by simply presenting. If you want to work on your public speaking skills or if you have a fear of public speaking, this is for you. Public speaking is still the number one fear among the American population. Students must be required to write and present their presentations on an ongoing basis. This is a course that will take students out of their comfort zones and challenge them in their presentations.

Students may obtain college credit upon successfully completing the course requirements.

**Science Fiction and Popular Culture**

- **Code:** E731  
  **Half Year (11 or 12) (½ credit)**  
  **(Rank Weight 1.0)**  
  **Prerequisite:** None

Even the most perfect world man can conceive is flawed. Students will explore the definition and characteristics of such dystopias by reading modern and classic sci-fi, investigating theories and cultural allusions behind the works, and analyzing films in the sci-fi genre. In addition, we will analyze what these pieces say about our current society and the future of the human race.

**Assessment:** Students will complete various projects. A final project will count as 20% of the student’s final average in the course.

**Monsters and Marvels in Literature**

- **Code:** E732  
  **Half Year (11 or 12) (½ credit)**  
  **(Rank Weight 1.0)**  
  **Prerequisite:** None

**ESSENTIAL QUESTION:** What does the study of monsters reveal to us about our inner selves? Zombies, vampires, werewolves, ghosts, goblins, sea beasts, scientific creations gone awry, urban legends, are some of the categories of monsters that will be examined in this course.
Monsters come in all shapes and sizes; they touch every walk of life. Throughout the ages stories of monsters and marvels have captured the imaginations of writers and readers alike, but where do monsters come from? What purpose do they serve? Why does one culture fear one type of monster and another culture, another type? Are monsters projections of our anxieties? More importantly, what exactly makes a monster? This class will examine monsters in classic and contemporary literature, culture, film and art from earliest times to Freddie Kruger.

Assessment: Final project will count as 20% of the student’s final grade.

Shakespeare

Code: E733
(Rank Weight 1.0)

Half Year (11 or 12) (½ credit)

Prerequisite: None

NOTE: This course is excellent preparation for college English and as a supplementary course for the AP Literature Exam.

Areas of Study Include:
- Shakespeare, the man
- The Elizabethan Age
- The plays as performance pieces
- Othello
- King Lear
- The Tempest
- Measure for Measure
- Henry
- The Sonnets

Assessment: Final exam and or research project will count as 20% of the student’s final grade.

Writers Workshop

Code: E737
(Rank Weight 1.0)

Half Year (11 or 12) (½ credit)

Prerequisite: None

This is a course for the student who enjoys writing creatively. A writing journal is required of all students. A critical aspect of this class is reading and discussing all students’ work in a supportive community of writers.

Areas of Study Include:
- Formulating ideas
- Techniques of writing poetry and prose
- Studies of appropriate models
- Drafting and revising
- Preparing for publication

Assessment: Students will complete various projects. A final project will count as 20% of the student’s final average in the course.

Media Writing & Communication

Code: E738
(Rank Weight 1.0)

Half Year (11 or 12) (½ credit)

Prerequisite: None

This course will focus on writing for different types of media including television, film and print. Students will be required to master appropriate speaking techniques and writing styles and apply those to the production of television broadcasts, short films, commercials, and news articles. Participation in various production projects that will necessitate out of class involvement will be required. There will also be several readings by leaders in the field of visual and print media.

Areas of Study Include:
- Media theory
- Mass communication
- Media ethics
- Writing for the camera
- Broadcast news
- Journalistic writing

Assessment: Students will complete various projects. A final project will count as 20% of the student’s final average in the course.

ELA Skills and Interventions English Language Arts Skills I

Code: E640
(Rank Weight 1.0)

Full Year (every other day) (10)

Prerequisite: Must have passed English 9

This course is intended for identified students who need to further develop their literacy skills in order to be successful in their course work. An emphasis will be placed on essential skills and strategies to help students read, write, listen, think, and speak effectively.

Texts: A variety of texts will be used to further develop students’ skills and strategies.
ENGLISH

English Language Arts Skills II

Code: E740
(Rank Weight 1.0)
Prerequisite: Must have passed English 10

Full Year (every other day) (11)
(½ credit)

This course is intended for identified students who need to further develop their literacy skills in order to be successful in their course work and the English Regents exam. An emphasis will be placed on essential skills and strategies to help students read, write, listen, think, and speak effectively.

**Texts:** A variety of texts will be used to further develop students’ skills and strategies.

**Assessment:** Completion of class projects and assignments. Periodic progress monitoring will assess each student’s skill development.

**NCAA Literature of Genocide**

Code: E782 (D782)
(Rank Weight 1.0)
Prerequisite: None

Half Year (11 or 12) (½ credit)

This course will deal with the uniqueness and universality of this momentous event in the history of mankind. It will examine the causes as well as the events of the Holocaust. Participants will study its effect on the course of humanity during the five subsequent decades. The class will consist of historical readings, fictional accounts, films and guest speakers. There will be a variety of written assignments as well as a research project.

**Assessment:** Students will complete various projects. A final project will count as 20% of the student’s final average in the course.

**Theatre I**

Code: E810
(Rank Weight 1.0)
Prerequisite: None

Full Year (9-12) (1 credit)

**ESSENTIAL QUESTIONS:** Why have human beings throughout the ages produced theatre? What can we discover about ourselves as individuals by producing theatre?

This course is an introduction to theatre arts. It is a participatory course in which students will learn basic stage movement and voice training, introductory acting and improvisational techniques as well as back stage elements such as lighting and costuming. It is intended for both the student who has always wanted to try her/his hand at the stage as well as the student who has had a real interest in performing.

**Assessment:** Evaluation will be ongoing. It will be based on participation grades, acting exercises, written projects, reading assignments, final projects and tests. **NOTE:** This course may be used to meet the 1 unit Regents Art/Music graduation requirement.

**Theatre II**

Code: E820
(Rank Weight 1.0)
Prerequisite: Must have successfully completed Theatre I or have permission of the instructor.

Full Year (10-12) (1 credit)

This course is a continuation of Theatre I for the advanced student.

**Assessment:** Evaluation will be ongoing. It will be based on participation grades, acting exercises, written projects, reading assignment, final projects and tests.

**Theatre III**

Code: E821
(Rank Weight 1.0)
Prerequisite: Theatre II

Full Year (11 or 12) (1 credit)

This course is offered to 11th and 12th grade students. This course will provide more opportunities to explore and further develop areas of theater and give students a better understanding of the different work that goes into a performance.

**Art of Film: Film as an Art: Elements and Analysis**

Code: E777
(Rank Weight 1.0)
Prerequisite: None

Half Year (11 or 12) (½ credit)

This course seeks to empower students to challenge themselves by taking a medium which they are familiar with while using literary techniques to analyze film. The goal is to derive greater meaning from both the films they watch as well as to more fully realize their potential as thoughtful young members of our society. This course will also expose students to new ideas through the medium of film, to evaluate how these films are effective using devices/elements common to the ELA classroom, and to gain a better understanding of the medium in general. The goal is to use film and nonfiction articles as a way to focus upon and assess students’ critical thinking skills.
Family and Consumer Science

Family & Consumer Sciences: The goal of the Family and Consumer Science Program is to provide students with skills required for success in daily living and family life. All courses are practical hands-on learning experiences that provide each student the opportunity to experience success and learn to work cooperatively.

SEQUENCE REQUIREMENTS

3-Unit Sequence Options
Food & Nutrition Sequence
- College and Career Planning (Business course)
- Food Preparation
Plus Choice Of (2 credits):
- International/Regional Foods Gourmet Foods
- Baking & Pastry

Human Development Sequence
- College and Career Planning (Business course)
- Food Preparation
Plus Choice Of (2 credits):
- Adolescent Psychology
- Child Development

5-Unit Sequence Options
The 3-Unit sequence above PLUS
- 2 Units from Family Consumer Sciences, Technology or Business Education
  *1 WBL (Work-Based Learning) credit may be used in any 5-unit sequence.

Note: World of Fashion and Interior Design when taken together may be credited toward the 1 unit Art/Music requirement for Family & Consumer Science sequence. These half-year courses may be offered on an every other day basis for a full year to receive ½ credit.

Adolescent Psychology

Code: H790
(Rank Weight 1.0)
Half Year (9-12) (½ credit)
Prerequisite: None

Adolescent Psychology curriculum incorporates concepts and introduction to adolescent psychology, transitions of adolescences in society and contemporary issues in adolescences in today’s society. The goal is to assist students in developing skills and learning to apply these skills to real world situations.

Parenting

Code: H780
(Rank Weight 1.0)
Half Year (9-12) (½ credit)
Prerequisite: None

Parenting curriculum incorporates concepts and introduces students to prenatal development, including the responsibility of child bearing and the personal health decision making and the positive ways to meet the needs of the developing child. The goal is to assist students in developing skills and learn to apply these skills through hands on instructions and working collaboratively with other.

Child Development

Code: H770
(Rank Weight 1.0)
Half Year (9-12) (½ credit)
Prerequisite: None

Child Development curriculum incorporates concepts and introduction into child development. Students learn to understand child, family, and community connections, prenatal development and child development from infancy through school age. The goal is to assist students in developing skills and learning to apply these skills through hands on instructions.

Food Preparation

Code: H87
(Rank Weight 1.0)
Half Year (9-12) (½ credit)
Prerequisite: None

Food Preparation curriculum incorporates concepts and introduces students to health and safety in the kitchen, menu planning, food preparation, working collaboratively and shared decision making. The course prepares students to use learned knowledge throughout life. The goal is to assist students in developing life long skills and applying these skills throughout life.
Baking and Pastry

Code: H730
(Rank Weight 1.0)  Half Year (9-12) (½ credit)
Prerequisite: Food Preparation

Baking and Pastry curriculum incorporates concepts and introduces students to the basic techniques of pastry and baking for personal and professional experience. Students learn hands on and collaboratively from working in groups in this course. The course prepares students to expand beyond basic culinary skills and move toward more complicated procedures of baking pastry.

Gourmet Foods

Code: H750
(Rank Weight 1.0)  Half Year (9-12) (½ credit)
Prerequisite: Food Preparation

The Gourmet Foods class continues expanding on the food preparation skills learned in Food Prep while using more advanced production techniques and exploring more complicated procedures of fine cuisine. This course focuses on the study of classic cuisine and current epicurean trends. Students will further develop culinary terminology, menu language and proper etiquette while participating in a fine dining experience.

International and Regional Foods

Code: H760
(Rank Weight 1.0)  Half Year (9-12) (½ credit)
Prerequisite: Food Preparation

The international and regional foods curriculum will provide students an opportunity to explore a variety of culture specific foods as well as preparation techniques. This course will also create a framework for understanding cultural differences and appreciation for customs, traditions and differences through hands on learning and working collaboratively.

Interior Design

Code: H950
(Rank Weight 1.0)  Half Year (9-12) (½ credit)
Prerequisite: None

The Interior Design curriculum focuses on interior design and decoration field, enabling students to assess their abilities to plan an interior which uses the principles of design and is acceptable to a client. Students will work hands on and collaboratively to plan and design spaces.

World of Fashion

Code: H960
(Rank Weight 1.0)  Half Year (9-12) (½ credit)
Prerequisite: None

The World of Fashion curriculum focuses on clothing and fashion. Students learn about the fashion industry, trends, textiles, wardrobe planning and careers. Students after completing this course will be able to apply real world situations from what they have learned.
Fine Arts

The goal of the Fine and Performing Arts program is to develop artistically literate citizens by providing quality opportunities for our students to create, perform, respond and connect to the arts. Through these opportunities, we provide students with the chance to develop a sense of self in relation to our global society, while developing their individual creativity through rigor and experiential learning.

Part 100 of the Regulations of the Commissioner of Education requires all students to complete one full credit of art, one full credit of music, or ½ credit of each (art/music) before graduating.

Art Workshop and/or Music Workshop are the recommended courses for meeting this basic requirement. One credit can be earned by taking any full-year course in art or music (note prerequisites).

For those majoring in art, Studio-In-Art comprehensive foundation courses provide the first of the minimum of three credits required in a sequence. It is recommended that students earn a grade of 75 or better to ensure success in the next level course.

The creation of musical compositions/artwork is an integral component of many art and/or music courses. Student work may be used during courses for instruction, promotion/publicity and/or publication. Ownership and/or copyright will be retained by the student.

Studio-In-Art

Code: F587
Full Year (9-11) (1 credit)
(Rank Weight 1.0)
Prerequisite: Recommendation of Art Staff.

This course is a full-year foundation course designed to meet the Art/Music graduation requirement. It is the prerequisite for Advanced Art I, Advertising Design, and SIA/Communications Systems. Areas of study include drawing skills developed as a basis for work in painting, printmaking, three-dimensional design, perceptual skills development, elements and principles of art and design, career options, and portfolio development. Student assessment is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook assignments, and the WCSD Portfolio Assessment results. This course can be used to fulfill the 1 credit Arts requirement for graduation.

Studio-In-Art/Communications Systems

Code: 1100
Full Year (9-12) (1 credit)
(Rank Weight 1.0)
Prerequisite: None.

Students will spend a year exploring visual and technical concepts as they apply to contemporary communication systems. Students will document all work and maintain a digital portfolio for course assessment. This course is taught collaboratively by the departments of Technology and Fine Arts. Areas of study include development and role of communication systems, digital photography, traditional and new computer illustration and printing processes, sound applications, communication graphics, digital video applications, and career options. Student assessment is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook assignments, and the WCSD Portfolio Assessment results. This course can be used to fulfill the 1 credit Arts requirement for graduation.

NOTE: This foundation course can be used for Technology credit and to meet the Art/Music graduation requirement.
FINE ARTS

Studio-In-Art/3-Dimensional Design

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<tr>
<th>Code: F607</th>
<th>Full Year (9-12) (1 credit)</th>
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<tbody>
<tr>
<td>Code: F707</td>
<td>Half Year (9-12) (1/2 credit)</td>
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<tr>
<td>(Rank Weight 1.0)</td>
<td>Prerequisite: None</td>
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</tbody>
</table>

This course is a demanding foundation course designed to meet the Art/Music graduation requirement. Students will develop studio skills, including drawing skills, while creating functional as well as aesthetic art. It is a prerequisite for 3-D Design/Crafts II and Studio-In-Sculpture. Areas of study include: an introduction to a wide variety of art experiences; design and production of 3-D objects utilizing various materials; use of metal, plaster, clay, wire, and/or glass as possible media; portfolio development; sketchbooks; and career options. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook assignments, and the WCSD Portfolio Assessment results.

Studio-In-Art/Ceramics

<table>
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<tr>
<th>Code: F591</th>
<th>Full Year (9-12) (1 credit)</th>
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<tr>
<td>Code: F791</td>
<td>Half Year (9-12) (1/2 credit)</td>
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<tr>
<td>(Rank Weight 1.0)</td>
<td>Prerequisite: None</td>
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</tbody>
</table>

This course is a demanding foundation course designed to meet the Art/Music graduation requirement. The second semester of the Full Year course is spent on developing skills on the potter's wheel. It is a prerequisite for Ceramics II and Studio-in-Sculpture. Areas of study include: an introduction to a wide variety of art experiences, ceramic hand building techniques including pinch, coil, slab and sculpture; glazing; development of drawing skills; portfolio sketchbooks; historic and contemporary ceramic work and traditions; digital portfolio (as computers are available); and career options. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook assignments, digital portfolio, and the WCSD Portfolio Assessment results.

Studio-In-Art/Designworks A

<table>
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<tr>
<th>Code: F611</th>
<th>1st Semester (9-12) (½ credit)</th>
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<tbody>
<tr>
<td>(Rank Weight 1.0)</td>
<td>Prerequisite: None</td>
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Studio-In-Art/Designworks B

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<thead>
<tr>
<th>Code: F612</th>
<th>2nd Semester (9-12) (½ credit)</th>
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<tbody>
<tr>
<td>(Rank Weight 1.0)</td>
<td>Prerequisite: None</td>
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Studio-In-Art/Designworks - Full Year

<table>
<thead>
<tr>
<th>Code: F613</th>
<th>Full Year (9-12) (1 credit)</th>
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</thead>
<tbody>
<tr>
<td>(Rank Weight 1.0)</td>
<td>Prerequisite: None</td>
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</tbody>
</table>

NOTE: For students desiring an art sequence, enrollment in Studio-In-Art (F587) is suggested. After the successful completion of DesignWorks, students may elect to advance to a foundation level Studio-In-Art class in Ceramics (F591), Photomedia (F635), or 3-D Design (F607).

This course is a foundation course designed to meet the Art/Music graduation requirement for non-art majors. Art making in a variety of media will be explored, visual learning capacities will be identified and developed, and interdisciplinary connections will be utilized. Areas of study include an introduction to a wide variety of art experiences, print-making, design (2-D, 3-D exercises with art elements), painting...
Fine Arts

(exploring basic color theory), drawing (exercises in improving drawing skills), use of a variety of tools and media, and sketchbooks. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

3-D Design/Crafts II

**Code:** F608  
**Full Year (10-12) (1 credit)**  
**Prerequisite:** Studio-In-Art/3-D Design, Full Year

This course is designed to develop in students the advanced techniques and skills of the studio crafts medium. Areas of study include: development of advanced skills and techniques in design and production of advanced 3-D objects utilizing various materials; use of metal, plaster, clay, wire, and/or glass as possible media; portfolio development; sketchbooks; and career options. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

Broadcast Arts

**Code:** F626  
**Full Year (10-12) (1 credit)**  
**Prerequisite:** Any full-year art or music course or with permission of instructor (including 9th grade students)

This course will cover the various facets of video production and sound production, editing, and broadcast journalism. Students produce in-school news segments to be aired on “WCSD On The Air” and other venues. It does not satisfy the one credit foundation course graduation requirement; however, it can be applied as an elective credit in a sequence. Areas of study include audio-video recording methods and techniques, preparation of broadcast-ready pieces for local airing, recording, editing and mixing of sound, the art of interviewing, internet production, motion graphics, story-board design, copyright laws and their application, portfolio development, and career options. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

Ceramics II

**Code:** F592  
**Full Year (10-12) (1 credit)**  
**Prerequisite:** Studio-In-Art/Ceramics, full year

This course is designed to develop in students the advanced techniques and skills of the studio ceramics medium. Areas of study include development of advanced skills and techniques in ceramics, wheel-throwing of clay, hand-building of clay, glaze technology and application, an analysis of various ceramic traditions (historical/cultural), drawing skills, sketchbook, sculpting in clay (with wheel and hand), portfolio (including a digital portfolio as technology is available), and career options. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

Studio-In-Sculpture

**Code:** F594  
**Full Year (10-12) (1 credit)**  
**Prerequisite:** Studio-In-Art/3-D Design or Studio-in-Art/Ceramics, or permission of the instructor

This course is designed to develop in students the aesthetic and technical experience to understand, create and appreciate sculpture. Areas of study include: development of dexterity, sensitivity and technique to control a variety of media which may include: wood, clay, wire, metal, stone, plaster, and recycled materials; self-expression in advanced three-dimensional forms; development of drawing skills; portfolio development; and career options. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, digital portfolio, and other assignments.
**Fine Arts**

**Photography II**

**Code:** F622  
**Full Year (10-12) (1 credit)**  
**(Rank Weight 1.0)**  
**Prerequisite:** Studio-In-Art/Photomedia Full Year with a final average of 80 or higher.

This course is designed to develop in students advanced techniques and skills of photography. Assignments are aimed at enriching the expressive use of the camera and darkroom. A research paper, portfolio, oral report, and critique may be required. Areas of study include development of advanced skills and techniques in photography, technology (computer, digital camera, software applications), experimental film (high contrast), digital and macro photography, mixed media processes, commercial Photography, studio and environmental portraiture, still life/advertising photography, portfolio development, and career options. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

**Sculpture II**

**Code:** F638  
**Full Year (11-12) (1 credit)**  
**(Rank Weight 1.0)**  
**Prerequisites:** Studio-In-Art/3-D Design or Studio-in-Art/Ceramics, Studio-In-Sculpture.

This course is designed to further develop in students the aesthetic and technical experience to understand, create and appreciate sculpture. Areas of study include: development of advanced dexterity, sensitivity and technique to control a variety of media which may include wood, clay, wire, metal, stone, plaster, and recycled materials; self-expression in advanced three-dimensional forms; development of drawing skills; portfolio development; and career options. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

**Media Arts II**

**Code:** F615  
**Full Year (10-12) (1 credit)**  
**(Rank Weight 1.0)**  
**Prerequisite:** Studio-In-Art/Photomedia Full Year with a final average of 80 or higher.

**NOTE:** Availability of equipment, student experience, and interest will determine the area of greatest concentration.

This course is designed to develop in students the advanced techniques and skills of the media arts. Areas of study include development of advanced skills and techniques in media, electronic imaging, video production via multiple software applications, creative sound, computer graphics, image transfer techniques, animation (computer, stop-motion, claymation), portfolio development, and career options. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

**Advertising Design**

**Code:** F590  
**Full Year (10-12) (1 credit)**  
**(Rank Weight 1.0)**  
**Prerequisite:** Studio-In-Art, F587

This course is an introduction to advertising design and commercial art. Learning situations will incorporate ad clients from the school and community. Computer and video equipment will be used as available. Areas of study include basic design concepts and skills, layout, lettering, product and package design, portfolio development, computer and technology, and career options. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.
**Fine Arts**

**Advanced Art I - Drawing And Painting**

- **Code:** F596  
- **Full Year (10-12) (1 credit)**  
- **(Rank Weight 1.0)**  
- **Prerequisite:** Studio-In-Art

This course is designed to develop students’ skills in design and drawing as a foundation for advanced work. Visual problem-solving skills will be developed through the examination and analysis of artists’ work. The combined emphasis on skills and concepts will enable students to begin to develop personal statements in their work. This is the second course in the Drawing & Painting sequence and is the prerequisite for Advanced Art II. Students are recommended into this course by their art instructor based on their performance in prior art courses. Areas of study include advanced painting and drawing, print-making, mixed media, perceptual skills development, portfolio development, and career and college options. Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

**Advanced Art II - Drawing And Painting**

- **Code:** F597  
- **Full Year (10-12) (1 credit)**  
- **(Rank Weight 1.0)**  
- **Prerequisite:** Advanced Art I, or permission of instructor.

This course is designed to provide continued emphasis in the development of visual observation, critical analysis and problem-solving skills through instruction and exploration of two-dimensional materials and techniques. Students will begin to explore potential topics and themes that will provide direction and work for personal, college and Advanced Placement portfolios. Career and college options will be explored in the context of interdisciplinary potential as well as personal development. This is the third course in the Drawing & Painting sequence and is the prerequisite for Advanced Placement Studio Art. Students are recommended into this course by their art instructor based on their performance in prior art courses. Areas of study include advanced painting, printmaking, mixed media, portfolio development, career options, portfolio construction, contemporary themes in art, and critical analysis of works. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

**AP Studio Art and Design**

- **Code:** F642  
- **Full Year (10-12) (1 credit)**  
- **(Rank Weight 1.10)**  
- **Prerequisite:** Advanced Art II and permission from instructor.

NOTE: The fee set by the College Board is the responsibility of the student.

Advanced Placement Studio Art and Design is a College Board certified course designed to provide instruction that culminates in a portfolio submission to the AP College Board for foundation level college credit. The focus of the course is the development of perceptual, problem-solving, and critical thinking skills to meet this goal. Observational work in two-dimensional media is required for this portfolio submission. Students are also required to formulate work that reflects personal investigation of thematic content and visual strategies for a concentration portion of their portfolio. This is the final course in the Drawing & Painting sequence. Students are recommended into this course by their art instructor based on their performance in prior art courses. Areas of study include advanced painting, printmaking, mixed media, portfolio development, career and college options, portfolio construction, contemporary themes in art, and critical analysis of works. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.
**Fine Arts**

**Portfolio Development**

<table>
<thead>
<tr>
<th>Code: F640</th>
<th>Full Year (11-12) (1 credit)</th>
<th>Place: Wappingers Central School District • Course Handbook • 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: Advanced Art II or permission from instructor.</td>
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</tbody>
</table>

This course is recommended for art majors who are in the process of completing their art course sequence. They will continue to develop the advanced skills and techniques initiated in Advanced Art I and II. Portfolios will be developed that reflect personal ideas and skills in several media. Areas of study include development and recording of a comprehensive college entry level portfolio, college/employment application process, and career options and training opportunities. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

**Additional Advanced Course Offerings In Visual Arts**

Upper level offerings are for the student who has successfully completed all courses in the discipline of choice. The following criteria must also be met: Students must be able to work independently; be open to feedback and suggestions about the creative process; possess a strong work ethic; be able to develop goals with the art instructor; work toward higher levels of creative development through portfolio creation and exhibition of their work; complete all prerequisites with a minimum average of 80; and submit a portfolio. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

**Media Arts III**

<table>
<thead>
<tr>
<th>Code: F631</th>
<th>Full Year (11-12) (1 credit)</th>
<th>Place: Wappingers Central School District • Course Handbook • 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: Studio-In-Art/Photomedia, Media Arts II.</td>
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</table>

**Ceramics III**

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<tr>
<th>Code: F632</th>
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<tbody>
<tr>
<td>Prerequisites: Studio-In-Art/Ceramics, Ceramics II, with an average of 80 or higher.</td>
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**3-D Design/Crafts III**

<table>
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<tr>
<th>Code: F637</th>
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</thead>
<tbody>
<tr>
<td>Prerequisites: Studio-In-Art/3-D Design, 3-D Design/Crafts II.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Photography III**

<table>
<thead>
<tr>
<th>Code: F630</th>
<th>Full Year (11-12) (1 credit)</th>
<th>Place: Wappingers Central School District • Course Handbook • 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: Studio-In-Art/Photomedia, Photography II, with an average of 80 or higher.</td>
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</tr>
</tbody>
</table>
Languages Other than English

The goal of the Languages Other than English (LOTE) program is to develop in each student the ability to understand and communicate verbally, as well as to read and write in the target language. Students develop a knowledge of vocabulary, a knowledge of the structure of the language, the ability to read the language, and an appreciation of the cultural contributions of the people whose language is being studied. The students are aided in speaking and understanding the target language through frequent use of technology and interactive experiences.

Graduation Requirements
In order to satisfy the minimum graduation requirements for any New York State diploma, unless specifically exempted by an Individualized Education Plan (I.E.P.), all students must earn one (1) unit of foreign language credit by either a) completing two (2) years of foreign language study and passing the Local Proficiency Exam at the junior high school level, or b) passing one (1) high school foreign language course. Students exempted from this requirement by an I.E.P. must substitute one (1) credit in another subject area in place of the foreign language credit.

In order to qualify for an Advanced Regents Diploma, unless specifically exempted by an I.E.P., all students must complete a sequence of three (3) credits and pass the District Level 3 Final Exam in a foreign language. Students exempted from this requirement by an I.E.P. must substitute three (3) credits in some other subject area(s) in place of the foreign language sequence.

NOTE: A sequence of five (5) credits in Art, Music, Business, Technology or Vocational Education may be substituted for the requirement for the Advanced Regents Diploma, but the minimum requirement of one (1) foreign language credit must still be satisfied.

The NYS Seal of Biliteracy
Students continuing on in the program can obtain the New York State Seal of Biliteracy (NYSSB). The NYSSB recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages in addition to English. The intent of the NYSSB is to encourage the study of languages; identify high school graduates with language and biliteracy skills for employers; provide universities with additional information about applicants seeking admission; prepare students with twenty-first century skills; recognize the value of foreign and native language instruction in schools; and affirm the value of diversity in a multilingual society.

For a complete review of the NYS Seal of Biliteracy for LOTE see:

Junior High School Foreign Language Program
In Wappingers, all students (except those classified students whose I.E.P.s exempt them) begin a foreign language in grade 7. With sufficient enrollment and availability of staff, grades 7 and 8 are offered French, Italian and Spanish. This is a 2-year introductory Level I program. At the end of grade 8, students take a Foreign Language Proficiency Examination. Students who pass this exam are eligible to receive one unit of high school Regents credit. Grade 7 and grade 8 language courses together are the equivalent of a level I course.

All Language courses are full-year courses.
Languages Other than English

**Spanish I**

Code: L513  
(9-12) (1 credit)  
Prerequisite: None

This course is intended as a first experience in the target language and prepares students to meet the NYS Education Department’s Languages Other Than English (LOTE) Checkpoint A proficiency level. Students learn to speak and understand the language using basic vocabulary within the context of everyday situations, use grammatical structures within the context of topics, and work with vocabulary lists, original dialogues, notes and letters related to a variety of topics. A Department final exam will be administered in June. The final exam counts as 20% of the final course average. Passing this course meets the minimum graduation requirement in foreign language. Topics include personal identification, family life, education, house and home, leisure, shopping, community neighborhood, meal taking/food/drink, physical environment, travel, health and welfare, earning a living, public and private services, and current events. Functions include culture, socializing, providing and obtaining information, expressing personal feelings, and persuasion. Situations include listening, speaking, reading, and writing.

**French II**

Code: L123  
(9-2) (1 credit)  
Prerequisite: Must have passed the same target language course in Level 2.

This is the final course preparing students for NYS Education Department’s Checkpoint B proficiency (District Level Final Exam). Topics, functions and situations remain the same as in the previous levels, but are approached in a broader and deeper manner. Expanding vocabulary and an increasing understanding of more complicated verb forms and grammatical concepts allow students to communicate more effectively and understand the target language in authentic situations. Topics include personal identification, family life, education, house and home, leisure, shopping, community neighborhood, meal taking/food/drink, physical environment, travel, health and welfare, earning a living, public and private services, and current events. Functions include culture, socializing, providing and obtaining information, expressing personal feelings, and persuasion. Situations include listening, speaking, reading, and writing. All students in this course level take the District Final exam in the foreign language in June. The District Final Exam is also the final exam for the course, which counts as 20% of the final course average. Students must pass this course and pass the District Final Exam in order to qualify for an Advanced Regents Diploma.

**Italian II**

Code: L323  
(9-2) (1 credit)  
Prerequisite: Must have passed the same target language course in Grades 7 & 8, including the proficiency (Checkpoint A) or Level 1.

In level 2, students move beyond the State Education Department’s LOTE Checkpoint A proficiency level and begin preparing in earnest for the District Final exam at the end of level 3 (Checkpoint B). Topics, functions and situations remain the same as in the previous level, but are approached in a broader and deeper manner. Expanding vocabulary and an increasing understanding of more complicated verb forms and grammatical concepts allow students to communicate more effectively and understand the target language in authentic situations. Topics include personal identification, family life, education, house and home, leisure, shopping, community neighborhood, meal taking/food/drink, physical environment, travel, health and welfare, earning a living, public and private services, and current events. Functions include culture, socializing, providing and obtaining information, expressing personal feelings, and persuasion. Situations include listening, speaking, reading, and writing. All students in this course level take the District Final exam in the foreign language in June. The District Final Exam is also the final exam for the course, which counts as 20% of the final course average. Students must pass this course and pass the District Final Exam in order to qualify for an Advanced Regents Diploma.
French IV Honors*

Code: L145
(Rank Weight 1.05)  
(11-12) (1 credit)

Italian IV Honors*/College Credit**

Code: L345
(Rank Weight 1.05)  
(11-12) (1 credit)

Spanish IV Honors*

Code: L545
(Rank Weight 1.05)  
(11-12) (1 credit)

Prerequisite: Must have passed the same foreign language in Level 3.

*This course is intended for the accelerated/honors student who is prepared to meet the rigorous academic demands of advanced placement work, as it is the first part of a two-year sequence that prepares students to meet the challenges of the College Board's Advanced Placement exam at the end of Level 5. As an honors-level course, grades are weighted.

**Students of Italian 4 have the option of enrolling with SUNY Albany to receive four (4) credits for successful completion of the course (equivalent to SUNY Albany's Intermediate Italian 1). There is a fee for students who wish to participate in this college program.

In accordance with Checkpoint C of the New York State Learning Standards for Languages Other than English (LOTE), throughout the course, students will: expand their ease in listening comprehension, in order to understand more readily native speakers as they present a variety of topics, in various situations; refine and widen their own use of the spoken language as they interact with others to communicate their thoughts, needs and wants in the target language; learn more advanced grammar in order to express deeper thoughts about topics of interest; be exposed to the written language as found in contemporary media and in carefully-selected literary works; be able to write reports that are factual and analytical as well as opinion-based essays; continually develop an appreciation for the customs of the target culture as well as their artistic expression by learning about the arts, music and the culture of cinema. Topics will include, but not be limited to self and others, family and interpersonal relations, the community and societal customs, education and preparing for the future, jobs and professions, and leisure. A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.

AP French V*

Code: L156
(Rank Weight 1.10)  
(11-12) (1 credit)

Italian V - Honors/College Credit**

Code: L355
(Rank Weight 1.10)  
(11-12) (1 credit)

AP Italian V*

Code: L356
(Rank Weight 1.10)  
(11-12) (1 credit)

AP Spanish V*

Code: L556
(Rank Weight 1.10)  
(11-12) (1 credit)

Prerequisite: Must have passed the same foreign language in Level 4.

*This course is intended for the accelerated/honors student who is prepared to meet the rigorous academic demands of advanced placement work, as it is the final part of a two-year sequence that prepares students to meet the challenges of the College Board's Advanced Placement exam. As an Advanced Placement-level course, grades are weighted.

**Students of Italian 5 have the option of enrolling with SUNY Albany to receive four (4) credits for successful completion of the course (equivalent to SUNY Albany's Intermediate Italian 2). There is a fee for students who wish to participate in this college program.

In accordance with Checkpoint C of the New York State Learning Standards for Languages Other than English (LOTE), throughout the course, students will: continue to refine their listening comprehension skills as they learn to recognize nuances, subtleties and humor in the language of a native speaker; be able to expand their own level of communication in the target language through the use of more specific vocabulary and idiomatic expressions; be able to comprehend, synthesize, and appreciate the content of a variety of authentic printed texts — from newspapers and magazines to contemporary short stories; and be able to express feelings and opinions on a broad range of topics through the written and spoken form. Topics will include, but not be limited to the environment and ecological issues, travel and cultural exchanges, the work place, societal roles and current events, the US and the world community, and the country of the target language studied. A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average. Students in this course are also expected to take the Advanced Placement exam in the applicable language in May. There is a fee for this exam which is determined by the College Board and is the responsibility of the student.
Languages Other than English

**Advanced Spanish for the Heritage and Native Speaker (Spanish 2)**

**Code:** L524 (9-12) \( (1 \text{ credit}) \)

**Rank Weight:** 1.0

**Prerequisite:** Must have passed the same target language in Grades 7 & 8, including the proficiency (Check-point A) or Level 1. Teacher recommendation and individual assessment required.

In level 2, students move beyond the State Education Department’s LOTE Checkpoint A proficiency level and begin preparing in earnest for the District Final exam at the end of level 3 (Checkpoint B). This course is designed for students whose first language is Spanish, may have grown up using Spanish at home, or find that our traditional Spanish classes do not meet their language skills needs. While they may communicate at a high level, they need help with skills such as spelling, accents, higher grammatical structures, reading comprehension of authentic material, and writing in formal and informal situations. Heritage speakers will solidify their knowledge of Spanish, focus on comprehension of multiple regionalisms, and develop a high level of fluency. Topics, functions and situations remain the same as in the previous level, but are approached in a broader and deeper manner. Expanding vocabulary and an increasing understanding of more complicated verb forms and grammatical concepts allow students to communicate more effectively and understand the target language in authentic situations. Topics include personal identification, family life, education, house and home, leisure, shopping, community neighborhood, meal taking/food/drink, physical environment, travel, health and welfare, earning a living, public and private services, services and repairs, and current events. Functions include culture, socializing, providing and obtaining information, expressing personal feelings, and persuasion. Situations include listening, speaking, reading, and writing. A Department final exam will be administered in June. The final exam counts as 20% of the final course average. This course is an Advanced Level II Spanish Course and will count toward the language sequence.
Mathematics

Algebra I

Code: M351  Full Year (9) (1 credit)
(Rank Weight 1.00)
Prerequisite: Math 8 with a final average of 70% or higher

This Regents course focuses on developing algebra concepts and skills through a multiple representations approach. Major topics include, but are not limited to, identifying and solving Linear and Exponential models, Statistics, Operations with Polynomials, Factoring and Solving Quadratic Functions, and System of Equations. This course ends with a New York State Regents Examination. Successful completion of this course and the Algebra I Regents Examination is a New York State graduation requirement.

Algebra I Honors

Code: M371  Full Year (9) (1 credit)
(Rank Weight 1.05)
Prerequisite: Math 8 with a final average of 90% or higher with teacher recommendation

This Regents course focuses on developing algebra concepts and skills through a multiple representations approach. Major topics include, but are not limited to, identifying and solving Linear and Exponential models, Statistics, Operations with Polynomials, Factoring and Solving Quadratic Functions, and System of Equations. Algebra Honors moves at a faster pace, goes into more depth, and covers additional topics compared to the Algebra Regents course. This course ends with a New York State Regents Examination. Successful completion of this course and the Algebra I Regents Examination is a New York State graduation requirement.

Algebra+

Code: M341 & M341L  Full Year (9) (1.5 credit)
(Rank Weight 1.00)
Prerequisite: None
Recommendation: For those with less than a 75% average in Math 8

This Regents course focuses on developing algebra concepts and skills through a multiple representations approach. Major topics include, but are not limited to, identifying and solving Linear and Exponential models, Statistics, Operations with Polynomials, Factoring and Solving Quadratic Functions, and System of Equations. Algebra+ consists of an additional, attached lab period that allows students additional time to explore/discover concepts through labs and hands-on activities. This course ends with a New York State Regents Examination. Successful completion of this course and the Algebra I Regents Examination is a New York State graduation requirement.

Algebra 1A (½ NCAA credit)

Code: M331  Full Year (9) (1 HS credit)
(Rank Weight 1.00)
Prerequisite: None
Recommendation: For those with less than a 70% average in Math 8

This course is the first year of a two year sequence in Algebra I, focusing on developing algebra concepts and skills through a multiple representations approach. The slower pacing of the sequence allows for students to develop and master skills needed to be successful in Algebra. Major topics include, but are not limited to, Solving Linear Equations and Inequalities, Writing and Graphing Linear Functions, Systems of Equations, Exponential Functions and Sequences. Upon successful completion of this course, students will be enrolled in Algebra 1B. Successful completion of the Algebra 1A/1B sequence satisfies the New York State graduation requirement for Algebra I.

Algebra 1B

Code: M431  Full Year (10) (1 HS credit)
(Rank Weight 1.00)
Prerequisite: Successful completion of Algebra 1A

This course is the second year of a two year sequence in Algebra I, focusing on developing algebra concepts and skills through a multiple representations approach. The slower pacing of the sequence allows for students to develop and master skills needed to be successful in Algebra. Major topics include, but are not limited to, Polynomials & Factoring, Quadratic & Radical Functions, Data Analysis and Displays. This course ends with a New York State Regents Examination. Successful completion of the Algebra 1A/1B sequence and the Algebra I Regents Examination satisfies the New York State graduation requirement for Algebra I.

Geometry

Code: M451  Full Year (10, 11) (1 credit)
(Rank Weight 1.00)
Prerequisite: Successful completion of Algebra I and a passing score on the Algebra Regents Exam.

This Regents course focuses on the properties of geometric figures and geometric relationships. Major topics include, but are not limited to, Constructions & Transformations, Right Triangles, Circles, Trigonometry, Geometric Measurement & Dimensions, and Modeling with Geometry. Students will be expected to present valid arguments justified by axioms, definitions and theorems. This course ends with a New York State Regents Examination. Successful completion of this course and the Geometry Regents Examination is a requirement for a New York State Regents Diploma with Advanced Designation.
Mathematics

**Geometry Honors**

*Code: M481*  
*Full Year (9, 10) (1 credit)*  
*(Rank Weight 1.05)*  
*Prerequisite: Successful completion of Algebra I Honors with a final average of 85% or higher, OR Algebra I with a final average of 95% or higher with teacher recommendation.*

This Regents course focuses on the properties of geometric figures and geometric relationships. Major topics include, but are not limited to, Constructions & Transformations, Right Triangles, Circles, Trigonometry, Geometric Measurement & Dimensions, and Modeling with Geometry. Students will be expected to present valid arguments justified by axioms, definitions and theorems. Geometry Honors moves at a faster pace, goes into more depth, and covers additional topics compared to the Geometry Regents course. This course ends with a New York State Regents Examination. Successful completion of this course and the Geometry Regents Examination is a requirement for a New York State Regents Diploma with Advanced Designation.

**Geometry+**

*Code: M453 & M453L*  
*Full Year (10) (1.5 credit)*  
*(Rank Weight 1.00)*  
*Prerequisite: Successful completion of Algebra I. Recommendation: For those with less than a 75% average in Algebra I.*

Focuses on the properties of geometric figures and geometric relationships. Major topics include, but are not limited to, Constructions & Transformations, Right Triangles, Circles, Trigonometry, Geometric Measurement & Dimensions, and Modeling with Geometry. Students will be expected to present valid arguments justified by axioms, definitions and theorems. This course ends in a New York State Regents Examination. Geometry+ consists of an additional, attached lab period that allows students additional time to explore/discover concepts through labs and hands-on activities. This course ends with a New York State Regents Examination. Successful completion of this course and the Geometry Regents Examination is a requirement for a New York State Regents Diploma with Advanced Designation.

**Math Lab for Algebra**

*Code: M350*  
*Full Year (½ credit)*

**Math Lab for Geometry**

*Code: M450*  
*Full Year (½ credit)*

Students may be assigned to one of these courses on an every other day basis. The goal of this course is to use research validated interventions and progress monitoring to improve mathematics skills.

**Math AIS Regents Prep**

*Code: M401*  
*(Fall Semester) (10-12)*

*Code: M402*  
*(Spring Semester) (10-12)*

Academic Intervention Services (AIS) are mandated for all students who have failed the Algebra I Regents Exam. Students will be assigned to the course either 5 days a week or on an every other day basis. The student remains in the course until he/she passes the Algebra I Regents Exam.

**Algebra II**

*Code: M551*  
*Full Year (11, 12) (1 credit)*  
*(Rank Weight 1.00)*  
*Prerequisite: Successful completion of Geometry with a final average of 70% or higher, OR Algebra 2N with a final average of 85% or higher with teacher recommendation.*

This Regents course builds a foundation of mathematics for those students going on to Pre-Calculus and/or students who are college bound. Algebra II builds upon topics that were first introduced in Algebra I. Additional topics include, but are not limited to, Systems of Linear & Circle Equations, Rational Expressions, Rational, Irrational and Complex Numbers, Quadratic Equations & Functions, Sequences & Series, Relations & Functions, Exponents & Exponential Functions, Logarithms, and Introductory Trigonometry. This course ends with a New York State Regents Examination. Successful completion of this course and the Algebra II Regents Examination is a requirement for a New York State Regents Diploma with Advanced Designation.

**Algebra II Honors**

*Code: M581*  
*Full Year (10, 11) (1 credit)*  
*(Rank Weight 1.05)*  
*Prerequisite: Successful completion of Geometry Honors with a final average of 85% or higher, OR Geometry with a final average of 90% or higher with teacher recommendation.*

This Regents course builds a foundation of mathematics for those students going on to Pre-Calculus and/or students who are college bound. Algebra II builds upon topics that were first introduced in Algebra I. Additional topics include, but are not limited to, Systems of Linear & Circle Equations, Rational Expressions,
Mathematics

Rational, Irrational and Complex Numbers, Quadratic Equations & Functions, Sequences & Series, Relations & Functions, Exponents & Exponential Functions, Logarithms, and Introductory Trigonometry. Algebra II Honors moves at a faster pace, goes into more depth, and covers additional topics compared to the Algebra II Regents course. This course ends with a New York State Regents Examination. Successful completion of this course and the Algebra II Regents Examination is a requirement for a New York State Regents Diploma with Advanced Designation.

Algebra 2N

Code: M541 Full Year (11, 12) (1 credit) (Rank Weight 1.00)
Prerequisite: Successful completion of Algebra I.
Recommendation: Geometry with a final average lower than 70%, OR Algebra 1B with a final average lower than 70%.

This non-Regents course expands upon students’ prior knowledge of Algebra and explores more advanced Algebra concepts. Major topics include, but are not limited to, the basics of functions, quadratic functions, radicals, complex numbers, rational functions, and introductory trigonometry. This course is designed for students who are not pursuing a New York State Regents Diploma with Advanced Designation.

Introduction to College Math

Code: M645 Full Year (12) (1 credit) (Rank Weight 1.00)
Prerequisite: Successful completion of Algebra 2N.

This course is intended for students who desire a 4th credit in math, but are not seeking a New York State Regents Diploma with Advanced Designation. The first half of the year focuses on Trigonometry which includes topics such as, Right Triangle Trig, Basic Trig Functions, Inverse Trig Function, Graphing Trig Functions, and Trig Applications. The second half of the year focuses on Algebra which includes topics such as factoring, solving quadratics, functions, statistics, and probability.

Pre-Calculus

Code: M644 Full Year (11, 12) (1 credit) (Rank Weight 1.00)
Prerequisite: Successful completion of Algebra II.

This course is intended for students who wish to further their understanding of mathematical structure and analysis. This course is designed to expand on, make connections between, and apply concepts related to these major topics that include, but are not limited to, Trigonometry, Vectors, Matrices, Analytic Geometry, Functions and their Graphs, Polynomial Functions, Rational Functions, Exponential Functions, Logarithms & Limits.

Pre-Calculus Honors

(DCC MAT 185-3 Credits)

Code: M661 Full Year (11, 12) (1 credit) (Rank Weight 1.10)
Prerequisites:
- Successful completion of Algebra II Honors OR Algebra II with a final average of 95% or higher
- A score of 85 or higher on the New York State Algebra II Regents Examination.

Note: The final exam is approved by Dutchess Community College. Successful completion of this exam can result in up to 3 college credits issued by Dutchess Community College.

This course is a college level course which follows the curriculum for the Dutchess Community College MAT 185 course. Major topics include, but are not limited to, Linear, Polynomial, Rational, Trigonometric, Exponential, Logarithmic, Polar, and Inverse Functions. Modeling and data analysis techniques are also employed. Conceptual understanding is emphasized and algebraic skills are reinforced throughout the course.

DCC Calculus

(DCC MAT 221- 4 Credits)

Code: M221 Full Year (12) (1 credit) (Rank Weight 1.10)
Prerequisite: Successful completion of Pre-Calculus or Pre-Calculus Honors.

Note: The final exam is approved by Dutchess Community College. Successful completion of this exam can result in up to 4 college credits issued by Dutchess Community College.

This course is a college level course which follows the curriculum for the Dutchess Community College MAT 221 course. Major topics include, but are not limited to, Limits, Calculating Derivatives, Curve Sketching, Motion, Optimization, Related Rates, and Integration.

AP Calculus AB

Code: M662 Full Year (12) (1 credit) (Rank Weight 1.10)
Prerequisite: Successful completion of Algebra II with a final average of 95% or higher, OR Pre-Calculus with teacher recommendation.

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course
Mathematics

covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. Students will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and how to make connections amongst these representations. Students will learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Note: This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year's credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student.

AP Calculus BC

Prerequisite: Successful completion of Algebra II Honors with a final average of 85% or higher, OR Pre-Calculus with teacher recommendation, OR AP Calculus AB

AP Calculus BC is considerably more intensive than Advanced Placement Calculus AB. This course is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in Calculus AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. Students will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

Note: This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year's credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student.

AP Statistics (Marist Math 130-3 credits)

Prerequisite: Successful completion of Algebra II

AP Statistics focuses on major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will develop analytical and critical thinking skills as they learn to describe data patterns and departures from patterns, plan and conduct studies, use probability and simulation to explore random phenomena, estimate population parameters, test hypotheses, and make statistical inferences.

Note: This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year's credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student. Students enrolled in this course are eligible for 3 credits available through Marist College for an additional fee made payable directly to the college.

DCC Elementary Statistics

Prerequisite: Successful completion of Algebra II or Pre-Calculus with teacher recommendation, OR AP Calculus AB

This course is a college level course which follows the curriculum for the Dutchess Community College MAT 118 course. In this course, basic statistical procedures are developed. Topics include descriptive statistics, hypothesis testing, and confidence intervals and regression using both simulation and a theory-based approach. Technology will be used regularly throughout the course.

Note: The final exam is approved by Dutchess Community College. Successful completion of this exam can result in up to 3 college credits issued by Dutchess Community College.

Multivariable Calculus & Linear Algebra

Prerequisite: Successful completion of Advanced Placement BC Calculus

This course extends the calculus techniques to two and three dimensions. The linear algebra portion complements the calculus portion by developing methods applicable to discrete as opposed to the continuous systems studied in calculus. It follows a standard college introductory, matrix applications based, linear algebra course. (Course offering is dependent upon enrollment)

Math & Science Real World Applications

Prerequisite: Successful completion of Advanced Placement BC Calculus

This course extends the calculus techniques to two and three dimensions. The linear algebra portion complements the calculus portion by developing methods applicable to discrete as opposed to the continuous systems studied in calculus. It follows a standard college introductory, matrix applications based, linear algebra course. (Course offering is dependent upon enrollment)

College Math

Prerequisite: Successful completion of Algebra II Honors with a final average of 85% or higher; or successful completion of Introduction of College Math

This course is a college level course which follows the curriculum for the Dutchess Community College MAT 118 course. In this course, basic statistical procedures are developed. Topics include descriptive statistics, hypothesis testing, and confidence intervals and regression using both simulation and a theory-based approach. Technology will be used regularly throughout the course.

Note: The final exam is approved by Dutchess Community College. Successful completion of this exam can result in up to 3 college credits issued by Dutchess Community College.
Mathematics

(Rank Weight 1.00)
Prerequisite: Successful completion of Algebra I AND Geometry

This course is designed to give students answer to the questions “When are we going to use this?” by providing students with a hands-on, project-oriented learning experience. Students will explore the math and science behind items they encounter in everyday life in a true STEAM class, using technology and engineering to create some of the objects discussed in class.

Computer Programming I
Code: M415
Half Year (9-12) (½ credit)
(Rank Weight 1.00)
Prerequisite: Concurrent enrollment in Algebra I, OR Completion of Algebra I

This course is an introduction to the field of computer science and the fundamentals of computer programming. Students will learn structured, object oriented event based programming and will include the development, debugging, and verification of programs. Using the VisualBasic.net language, programming projects are used to reinforce key concepts including data types, decision making structures, loops, procedures and functions. Prior programming experience is not required.

Computer Programming II
Code: M416
Half Year (9-12) (½ credit)
(Rank Weight 1.00)
Prerequisite: Successful completion of Computer Programming I

This course provides additional practice and builds on the core programming concepts taught in Computer Programming 1. Using the VisualBasic.net language, programming projects are used to reinforce advanced programming topics such as class design, arrays, structures, graphics and files.

AP Computer Science A
Code: M650
Full Year (11-12) (1 credit)
(Rank Weight 1.10)
Prerequisite: Successful completion of Algebra II, OR Computer Programming 2

AP Computer Science A focuses on core aspects of computer science which are used to create solutions that are understandable, adaptable, and when appropriate, reusable. The design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science. This includes the development and analysis of algorithms and fundamental data structures, and the use of logic and formal methods. The course will cover fundamentals of programming syntax and methodology using the Java programming language.

Note: This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year’s credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student.
Performing Arts

The goal of the Fine and Performing Arts program is to develop artistically literate citizens by providing quality opportunities for our students to create, perform, respond and connect to the arts. Through these opportunities, we provide students with the chance to develop a sense of self in relation to our global society, while developing their individual creativity through rigor and experiential learning.

Part 100 of the Regulations of the Commissioner of Education requires all students to complete one full credit of art, one full credit of music, or ½ credit of each (art/music) before graduating.

Art Workshop and/or Music Workshop are the recommended courses for meeting this basic requirement. One credit can be earned by taking any full-year course in art or music (note prerequisites).

For those majoring in art, Studio-In-Art comprehensive foundation courses provide the first of the minimum of three credits required in a sequence. It is recommended that students earn a grade of 75 or better to ensure success in the next level course.

Students majoring in music have the following minimum requirements:
Participation in a major ensemble for four years.
Registering for two music electives over a three-year span; one must be Music Theory.

Highly recommended but not mandatory:
Registering for Applied Music study for a minimum of two years.
Instrumentalists make every effort to register for Chorus.
The “every day” option be elected in courses that have three-day and five-day sections.

The creation of musical compositions/artwork is an integral component of many art and/or music courses. Student work may be used during courses for instruction, promotion/publicity and/or publication. Ownership and/or copyright will be retained by the student.

Please note that membership in any of the performing organizations requires attendance at concerts and rehearsals that may be held beyond the school day.

Sequences Combining Art and Music Courses

Three-Unit Sequence in Fine Arts
- 1 credit in Studio-In-Art (or Studio-In-Art/Ceramics/3-D Design/Photomedia/Communications Systems)
- 1 credit in a Musical Knowledge course (Music Workshop Full Year or Music Theory I)
- 1 credit in Music or Visual Arts

Five-Unit Sequence in Fine Arts
- 1 credit in Studio-In-Art (or Studio-In-Art/Ceramics/3-D Design/Photomedia/Communications Systems)
- 1 credit in a Musical Knowledge course (Music Workshop Full Year or Music Theory)
- 3 credits in Music or Visual Arts

Sequences in Visual Arts
Three-Unit Sequence in Art Education (Comprehensive Visual Arts)
- 1 credit in Studio-In-Art (or Studio-In-Art/Ceramics/3-D Design/Photomedia/Communications Systems)
- 2 credits in Advanced Art, observing prerequisites

Five-Unit Sequence in Art Education
- 1 credit in Studio-In-Art (or Studio-In-Art/Ceramics/Photomedia/Communications Systems)
- 4 additional credits in Art courses, observing prerequisites
Performing Arts

SEQUENCES IN MUSIC

Three-Unit Sequence in Music Education
- 3 credits with representation in Musical Knowledge (full-year courses) and Skill Development

Five-Unit Sequence in Music Education
- 5 credits with representation in Musical Knowledge (full-year courses) and Skill Development
- Both areas represented by a minimum of two units of credit.

*Ninth Grade Band (RCK & JJHS)

Code: N654
Full Year (9) (1 credit)
All days
Prerequisite: Demonstrated performance ability on one of the traditional band instruments and the successful completion of the instructional sequence of the earlier bands or permission of the instructor.

This course focuses on creating, performing, responding and connecting through a variety of band repertoire. It meets for the full year and rehearse every day. Areas of study include: skills, habits, and techniques necessary for fine ensemble performance; performances of ensemble music of a variety of styles and genres; knowledge of and an appreciation for various styles of music; performance in many public concerts throughout the year; and career options. Student assessment is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results. Members are expected to participate in concerts and rehearsals held after school hours, as well as in in-school rotational lesson classes on their major instrument. This course can be used to fulfill the 1 credit required for graduation or as part of any sequence in music or fine arts.

Symphonic Band (JJ)

Code: N632
Full Year (10-12) (1 credit)
All days
Prerequisite: A high degree of proficiency as an instrumentalist.

This course focuses on creating, performing, responding and connecting through a variety of highly challenging band repertoire. It meets for the full year and rehearses every day. Areas of study include: skills, habits, and techniques necessary for fine ensemble performance; performances of ensemble music of a variety of styles and genres; knowledge of and an appreciation for various styles of music; performance in many public concerts throughout the year; and career options. Student assessment is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results. Members are expected to participate in concerts and rehearsals held after school hours, as well as in in-school rotational lesson classes on their major instrument. This course can be used to fulfill the 1 credit required for graduation or as part of any sequence in music or fine arts.

Wind Ensemble (RCK)

Code: N649
Full Year (10-12) (1 credit)
All days
Prerequisite: A high degree of proficiency as an instrumentalist.

This course focuses on creating, performing, responding and connecting through a variety of highly challenging band repertoire. It meets for the full year and rehearses every day. Areas of study include: skills, habits, and techniques necessary for fine ensemble performance; performances of ensemble music of a variety of styles and genres; knowledge of and an appreciation for various styles of music; performance in many public concerts throughout the year; and career options. Student assessment is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results. Members are expected to participate in concerts and rehearsals held after school hours, as well as in in-school rotational lesson classes on their major instrument. This course can be used to fulfill the 1 credit required for graduation or as part of any sequence in music or fine arts.
Performing Arts

NOTE: Enrollment is gained by audition or permission of the instructor. These groups are in great demand for performance both in school and the community, and members must be willing to give the mandatory extra time.

Concert Orchestra (RCK)

Code: N755
Full Year (9-12) (1 credit)
All days
(Rank Weight 1.0)
Prerequisites: Demonstrated performance ability on one of the traditional orchestral instruments and successful completion of the instructional sequence of the earlier orchestras or permission of the instructor.

String Orchestra (JJHS Only)

Code: N655
Full Year (9-12) (1 credit)
All days
(Rank Weight 1.0)
Prerequisites: Demonstrated performance ability on one of the traditional orchestral instruments and successful completion of the instructional sequence of the earlier orchestras or permission of the instructor.

This course focuses on creating, performing, responding and connecting through a variety of challenging orchestral repertoire. It meets for the full year and rehearses every day. Areas of study include: skills, habits, and techniques necessary for fine ensemble performance; performances of ensemble music of a variety of styles and genres; knowledge of and an appreciation for various styles of music; performance in many public concerts throughout the year; and career options. Student assessment is reflected in the music grade, a composite of a student’s achievement and performance in lesson and ensemble classes. The grade may be derived from teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results. Members are expected to participate in concerts and rehearsals held after school hours, as well as in in-school rotational lesson classes on their major instrument. This course can be used to fulfill the 1 credit required for graduation or as part of any sequence in music or fine arts.

String Ensemble (RCK)

Code: N757
Full Year (9-12) (1 credit)
All days
(Rank Weight 1.0)
Prerequisites: A high degree of proficiency as an instrumentalist.

Chamber Orchestra (JJHS)

Code: N657
Full Year (9-12) (1 credit)
All days
(Rank Weight 1.0)
Prerequisites: A high degree of proficiency as an instrumentalist.

This course focuses on creating, performing, responding and connecting through a variety of highly challenging orchestral repertoire. It meets for the full year and rehearses every day. Areas of study include: skills, habits, and techniques necessary for fine ensemble performance; performances of ensemble music of a variety of styles and genres; knowledge of and an appreciation for various styles of music; performance in many public concerts throughout the year; and career options. Student assessment is reflected in the music grade, a composite of a student’s achievement and performance in lesson and ensemble classes. The grade may be derived from teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results. Members are expected to participate in concerts and rehearsals held after school hours, as well as in in-school rotational lesson classes on their major instrument. This course can be used to fulfill the 1 credit required for graduation or as part of any sequence in music or fine arts.

NOTE: Enrollment is gained by audition or permission of the instructor. These groups are in great demand for performance both in school and the community, and members must be willing to give the mandatory extra time.
Performing Arts

Mixed Chorus (RCK & JJHS)

| Code: N643 | Full Year (9-12) | (1 credit) | All days |
| Code: N646 | Full Year (9-12) | (½ credit) | Every other day |

(Rank Weight 1.0)

Prerequisite: None

This course focuses on creating, performing, responding and connecting through a variety of challenging vocal repertoire. It meets for the full year and rehearses every day. Areas of study include: skills, habits and techniques necessary for fine choral performance; performance of choral music of all styles; knowledge of and appreciation for various styles of music; performing in many public concerts throughout the year; and career options. Student assessment is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results. Members are expected to participate in concerts and rehearsals held after school hours. This course can be used to fulfill the 1 credit required for graduation or as part of any sequence in music or fine arts.

NOTE: The every-other-day option may be selected only with permission of the instructor.

Concert Choir (RCK)

| Code: N743 | Full Year (9-12) | (1 credit) |
| All days   |             | (Rank Weight 1.0) |

Prerequisites: Demonstrated performance ability in voice or permission of the instructor.

This course focuses on creating, performing, responding and connecting through a variety of highly challenging vocal repertoire. It meets for the full year and rehearses every day. Areas of study include: a high level of skill, rehearsal technique and sight singing ability necessary for performance; performance of choral music of all styles; knowledge of and appreciation for various styles of music; performing in many public concerts throughout the year; and career options. Student assessment is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results. Members are expected to participate in concerts and rehearsals held after school hours. This course can be used to fulfill the 1 credit required for graduation or as part of any sequence in music or fine arts.

NOTE: Enrollment is gained by audition or permission of the instructor. These groups are in great demand for performance both in school and in the community, and members must be willing to give the mandatory extra time.

Music Theory I

| Code: N651 | Full Year (9-12) | (1 credit) |
|           | (Rank Weight 1.0) |

Prerequisite: Ability to read music or permission of the instructor.

This rigorous full-year course can be used in Music or Fine Arts sequences. This course is designed to meet the Art/Music graduation requirement. Areas of study include aural skills, listening exercises, dictation of up to two voices, sight-singing skills, performance exercises, written compositional skills and creative exercises, analytical skills and analytical exercises, and composition. Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in performance and home assignments.

Music Theory II

| Code: N658 | Full Year (10-12) | (1 credit) |
|           | (Rank Weight 1.0) |

Prerequisite: Music Theory I.

This highly rigorous full-year course can be used in Music or Fine Arts sequences. This course is designed to meet the Art/Music graduation requirement. Areas of study include aural skills, listening exercises, dictation of up to four voices, sight-singing skills, performance exercises, complex written compositional skills and creative exercises, analytical skills and analytical exercises, and composition. Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in performance and home assignments.
Performing Arts

AP Music Theory

<table>
<thead>
<tr>
<th>Code: N664</th>
<th>Full Year (10-12) (1 credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Rank Weight 1.10)</td>
<td>Prerequisite: Music Theory I</td>
</tr>
</tbody>
</table>

This college level course can be used in Music or Fine Arts sequences. This course is designed to meet the Art/Music graduation requirement. Areas of study include aural skills, listening exercises, sight-singing skills, performance exercises, written skills through written exercises, composition, melodic and harmonic dictation, composition of a bass line for a given melody, implying appropriate harmony, realization of a figured bass, realization of a roman numeral progression, analysis of repertoire, including melody, harmony, rhythm, texture, and form and sight-singing. Student evaluation is reflected in the music grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in performance and home assignment.

NOTE: This provides the opportunity for advanced music students to develop a deeper sense of musical values and the necessary skills for involved musical expression. This course culminates with the Advanced Placement Exam. The fee set by the College Board is the responsibility of the student. In the event that a student does not take the AP exam, the student’s report card and transcript will reflect this as a course in Music Theory II.

Applied Music or Private Music Study

<table>
<thead>
<tr>
<th>Code: N627</th>
<th>(9-12) (No credit)</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite: Two years of private lessons.</td>
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</tbody>
</table>

If a student takes private music lessons in voice, piano, or another musical instrument acceptable to the department, they are eligible to have this documented on the high school transcript. Candidates must be regularly registered as high school students. Before being admitted, the student must have completed at least 2 years in private study. It is highly recommended that the student have more than 2 years of study. The pupil must practice a minimum of 5 hours a week, keeping a record of such practices on a form provided by the department, materials must be of appropriate difficulty, challenging, and be of acceptable musical value. No composition below NYSSMA Manual Grade 3 in difficulty will be acceptable. The student must play for a school examiner at the close of each semester. The approval of the Applied Music instructor and the selection of the examiner is the responsibility of the Director for Fine and Performing Arts.

NOTE: It is important that the parent and/or student speak with the school music teacher in September. The WCSD Fine and Performing Arts Applied Music application form must be submitted with the required information and signatures to the teacher before the end of September.

Music Workshop

<table>
<thead>
<tr>
<th>Code: N659</th>
<th>Full Year (9-12) (1 credit)</th>
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<tbody>
<tr>
<td>Code: N700</td>
<td>Half Year (9-12) (½ credit)</td>
</tr>
<tr>
<td>(Rank Weight 1.0)</td>
<td>Prerequisite: None</td>
</tr>
</tbody>
</table>

NOTE: The full-year course can be used in Music or Fine Arts sequences. The half-year course is not for students in a music sequence or for music majors.

This course is designed to meet the Art/Music graduation requirement. It will offer “hands-on” music-making experiences with various instruments (as available): keyboards, guitars, ukuleles. Areas of study include basic composition, basic theory, musical styles, performance, musical theater, world music, and career options. Student evaluation is reflected in the music grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in performance and home assignments.
Physical Education

Physical Education

The goal of the Physical Education program is to provide students with the necessary skills and knowledge to live physically active and healthy lifestyles. All students complete one year of Personal Challenge and Healthy Lifestyles, and two years of Lifetime Physical Education to provide them with the basis for establishment of a lifestyle that includes proven concepts of wellness and fitness. In order to satisfy the graduation requirements as set forth by the New York State Commissioners Regulations, all students must take and pass Physical Education during each semester they are enrolled, unless designated a “Super Senior.” There is no medical excuse from Physical Education.

Personal Challenge: Grade 9

<table>
<thead>
<tr>
<th>Code: P303</th>
<th>Full Year (9) (½ credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Rank Weight 1.0)</td>
<td>Prerequisite: None</td>
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</tbody>
</table>

Personal Challenge curriculum incorporates classroom concepts while working on issues such as socialization, cooperation, on-task behavior, coping with failure, self-esteem and willingness to try. The goal is to assist each student in the development of the attitudes, skills, and knowledge of movement that will result in a lifetime of participation in physical education.

Healthy Lifestyles: Grade 10

<table>
<thead>
<tr>
<th>Code: P313</th>
<th>Full Year (10) (½ credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Rank Weight 1.0)</td>
<td>Prerequisite: None</td>
</tr>
</tbody>
</table>

Healthy Lifestyles curriculum incorporates classroom concepts that are related to components of fitness, the human body’s anatomy and physiology, body composition, stress management, CPR and much more. The goal is to assist students in the development of knowledge and skills that will result in a lifetime of healthy choices.

Lifetime Physical Education: Grade 11

<table>
<thead>
<tr>
<th>Code: P333</th>
<th>Full Year (11) (½ credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Rank Weight 1.0)</td>
<td>Prerequisite: None</td>
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</tbody>
</table>

Lifetime Physical Education curriculum aims to teach basic skills, enhance knowledge about sports, exercise and other forms of physical activities. The goal of Lifetime Physical Education is to develop immediate and lifelong benefits and enjoyment of regular physical activity. Some areas of study include badminton, volleyball, team handball, archery, recreational games and many more.

Health

Health Education

| Grade 10-12 | (Semester course) (½ credit) |

Health Education curriculum empowers the students with the knowledge and skills needed to examine and make health-related decisions. Knowledge in the areas of environmental, social, physical and medical sciences assist students in making responsible and informed decisions regarding healthy behaviors. This course is New York State mandated and the credit is necessary for graduation.
SCIENCE

**Living Environment**
Code: S340 + S340L
Full Year (9-10) (1 credit)
(Rank Weight 1.00)
Prerequisite: Completion of Science 8

This Regents level life-science course is a comprehensive overview of the major areas of Biology. Major topics include, but are not limited to: Scientific Method, Cell structure and function, Evolution & Classification, Ecology, Biochemistry, Genetics, and Plant & Animal Systems. Emphasis is placed on reading comprehension and language usage. This course ends with a New York State Regents Examination. Successful completion of this course is a New York State graduation requirement.

Note: Completion of a minimum of 1200 minutes of laboratory work is required by New York State in order to be eligible for the New York State Regents Examination.

**Living Environment Honors**
Code: S461 + S461L
Full Year (9-10) (1 credit)
(Rank Weight 1.05)
Prerequisite: Completion of Honors Science 8 with a final average of 85 or higher; OR completion of Science 8 with a final average of 90 or higher with teacher recommendation

This Regents level life-science course is a comprehensive overview of the major areas of Biology. Major topics include, but are not limited to: Scientific Method, Cell structure and function, Evolution & Classification, Ecology, Biochemistry, Genetics, and Plant & Animal Systems. Emphasis is placed on reading comprehension and language usage. Living Environment Honors moves at a faster pace, goes into more depth, and covers additional topics compared to the Living Environment Regents course. This course ends with a New York State Regents Examination. Successful completion of this course is a New York State graduation requirement.

Note: Completion of a minimum of 1200 minutes of laboratory work is required by New York State in order to be eligible for the New York State Regents Examination.

**Physical Setting - Earth Science**
Code: S341 + S341L
Full Year (10) (1 credit)
(Rank Weight 1.00)
Prerequisite: Completion of Living Environment and Earth Science with a final average of 75 or higher. Recommendation: Successful completion of Geometry and concurrent enrollment in Algebra II Regents

This Regents level physical-science course introduces students to Earth's dynamic systems, the physical world, and Earth's place in the universe. Major topics include, but are not limited to: Rocks & Minerals, Surface Processes & Landscape Formation, Mapping, Plate Tectonics, Geologic History, Meteorology, and Astronomy. This course ends with a New York State Regents Examination.

Note: Completion of a minimum of 1200 minutes of laboratory work is required by New York State in order to be eligible for the New York State Regents Examination.

**Physical Setting - Earth Science Honors**
Code: S361 + S361L
Full Year (10) (1 credit)
(Rank Weight 1.05)
Prerequisite: Completion of Living Environment Honors with a final average of 85 or higher; OR completion of Living Environment with a final average of 90 or higher with teacher recommendation

This Regents level physical-science course introduces students to Earth's dynamic systems, the physical world, and Earth's place in the universe. Major topics include, but are not limited to: Rocks & Minerals, Surface Processes & Landscape Formation, Mapping, Plate Tectonics, Geologic History, Meteorology, and Astronomy. Earth Science Honors moves at a faster pace, goes into more depth, and covers additional topics compared to the Earth Science Regents course. This course ends with a New York State Regents Examination. Successful completion of this course is a New York State graduation requirement.

Note: Completion of a minimum of 1200 minutes of laboratory work is required by New York State in order to be eligible for the New York State Regents Examination.

**Physical Setting - Chemistry**
Code: S541 + S541L
Full Year (10,11) (1 credit)
(Rank Weight 1.00)
Prerequisite: Completion of Living Environment and Earth Science with a final average of 75 or higher. Recommendation: Successful completion of Geometry and concurrent enrollment in Algebra II Regents

This Regents level physical-science course serves as an introduction to the quantitative and qualitative study of matter and energy. Major topics include, but are not limited to: Measurement, Periodic Table, Matter, Energy, Atomic Structure, Bonding, Solutions, Chemical Reactions, Kinetics & Equilibrium, Acids & Bases, Oxidation & Reduction, Nuclear Chemistry, and Organic Chemistry. This course ends with a New York State Regents Examination.

Note: Completion of a minimum of 1200 minutes of laboratory work is required by New York State in order to be eligible for the New York State Regents Examination.
Science

Physical Setting - Chemistry Honors

Code: S561 + S561L
(Rank Weight 1.05)
Prerequisites:
• Completion of Honors Living Environment with a final average of 85 or higher; OR Completion of Living Environment with a final average of 90 or higher
• Completion of Honors Earth Science with a final average of 85 or higher; OR Earth Science with a final average of 90 or higher
• Completion of Geometry Honors with a final average of 85 or higher; OR Completion of Geometry with a final average of 90 or higher (accelerated science students that have not taken Geometry are eligible with teacher recommendation)

This Regents level physical-science course serves as an introduction to the quantitative and qualitative study of matter and energy. Major topics include, but are not limited to: Measurement, Periodic Table, Matter, Energy, Atomic Structure, Bonding, Solutions, Chemical Reactions, Kinetics & Equilibrium, Acids & Bases, Oxidation & Reduction, Nuclear Chemistry, and Organic Chemistry. Chemistry Honors moves at a faster pace, goes into more depth, and covers additional topics compared to the Chemistry Regents course. This course ends with a New York State Regents Examination.

Note: Completion of a minimum of 1200 minutes of laboratory work is required by New York State in order to be eligible for the New York State Regents Examination.

Practical Chemistry

Code: S538
(Rank Weight 1.00)
Prerequisites:
• Successful completion of Living Environment
• Passing grade on at least 1 Science Regents Exam

This non-Regents course combines traditional chemistry concepts with applications in the real world. The first half of this course involves the study of chemistry, with a focus on chemical reactivity and qualitative analysis. The second half of this course couples these base concepts with practical concepts integral to students’ lives and future.

Physical Setting - Physics Honors

Code: S661 + S661L
(Rank Weight 1.05)
Prerequisites:
• Completion of Regents Geometry with a final average of 85 or higher
• A score of 85 or higher on a previous Mathematics Regents Examination
• Successful completion of or concurrent enrollment in Algebra II Regents

This Regents level physical-science course serves as an introductory course in Physics. Major topics include, but are not limited to: Motion, Forces, Energy and Power, Electricity and Magnetism, Waves (including light and sound), Gravitation, and Relationships Between Science, Technology and Society. Physics Honors moves at a faster pace, goes into more depth, and covers additional topics compared to the Physics Regents course. This course ends with a New York State Regents Examination.

Note: Completion of a minimum of 1200 minutes of laboratory work is required by New York State in order to be eligible for the New York State Regents Examination.
Science

Conceptual Physics

Code: S639
(Rank Weight 1.00)
Full Year (11, 12) (1 credit)
Prerequisites:
- Successful completion of 2 full-year science courses
- Successful completion of 2 full-year math courses
- A score of 65 or higher on a previous Mathematics Regents Examination
- A score of 65 or higher on a previous Science Regents Examination

This non-Regents course is an exploratory course into the world of physics, covering topics such as experimental techniques, motion of objects, forces, energy and power, electricity and magnetism, waves (including light and sound), and relationships between science, technology and society. The class typically emphasizes labs, projects and other forms of hands-on learning.

AP Biology/DCC Biology 105 & 106

Code: S688 + S688L
(Rank Weight 1.10)
Full Year (11, 12) (1 credit)
Prerequisites:
- Successful completion of Honors or Regents Biology
- Successful completion of Honors or Regents Chemistry
- An average of 85 or higher in all previous Honors level science courses; OR an average of 90 or higher in all previous Regents level science courses

This course is a college level course which follows the curriculum for the Dutchess Community College Bio 105 & 106 curricula courses. This course serves as an interdisciplinary study of basic biological concepts, including the nature of science, matter, the cell, characteristics of living matter, a brief survey of the living world, ecology, homeostasis in organisms, genetics, evolution and a consideration of the structure and function of tissues, organs and organ systems. This course assumes a high school level of chemistry knowledge.

Note: This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year's credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student. In the event that a student does not take the AP Exam, the student's report card and transcript will reflect only a course in high school Honors Biology at a Rank Weight of 1.05. This course may include labs with dissection components.

AP Chemistry

Code: S682 + S682L
(Rank Weight 1.10)
Full Year (11, 12) (1 credit)
Prerequisites:
- Completion of Honors Chemistry with a final average of 85 or higher; OR completion of Regents Chemistry with a final average of 90 or higher
- Completion of Algebra II with a final average of 85 or higher

AP Chemistry is a lab course that provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: Atomic Structure, Intermolecular Forces and Bonding, Chemical Reactions, Kinetics, Thermodynamics, and Equilibrium.

Note: This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year's credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student. In the event that a student does not take the AP Exam, the student's report card and transcript will reflect only a course in high school Honors Chemistry at a Rank Weight of 1.05. This course may include labs with dissection components.

AP Physics C: Mechanics

Code: S686 + S686L
(Rank Weight 1.10)
Full Year (12) (1 credit)
Prerequisites:
- Successful completion of Regents Physics
- Successful completion of or concurrent enrollment in a Calculus course
- Completion of previous Math & Science Regents courses with a final average of 80 or higher

AP Physics C: Mechanics is a calculus-based, college-level physics course. It covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation.

Note: This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination
in May. A score of 3, 4, or 5 may result in a year’s credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student. In the event that a student does not take the AP Exam, the student’s report card and transcript will reflect only a course in high school Honors Physics at a Rank Weight of 1.05.

**AP Environmental Science**

Code: S687 + S687L  
Full Year (11, 12) (1 credit)  
(Rank Weight 1.10)  
Prerequisite: Successful completion of Living Environment & Earth Science  
Recommendation:  
- A final average in Living Environment & Earth Science of 85 or higher  
- Successful completion of or current enrollment in Regents Chemistry

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Note: This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year’s credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student. In the event that a student does not take the AP Exam, the student’s report card and transcript will reflect only a course in high school Honors Environmental Science at a Rank Weight of 1.05. This course may include labs with dissection components.

**Forensic Science (Project Advance Chemistry 113 - 4 Credits)**

Code: S714 + S714L  
Full Year (12) (1 credit)  
(Rank Weight 1.10)  
Prerequisites:  
- Successful completion of at least 3 Regents Science courses  
- A score of 65 or higher on at least 1 science Regents Examination

Introduction to forensic science with focus upon the application of scientific methods and techniques to criminal justice and law. Methods specifically relevant to crime detection and analysis will be presented. Laboratory included.

Note: The curriculum is rated for college level students. Some material presented in this course will be of graphic and explicit nature (e.g. serial killers, medico-legal death investigations and crime scenes). All material will be presented in an academic fashion and solely for the purpose of educational value, but some students may be sensitive to such topics. Students enrolled in this course are eligible for 4 credits available through Syracuse University for an additional fee made payable directly to the university.

**Marine Science**

Code: S531  
Full Year (11, 12) (1 credit)  
(Rank Weight 1.00)  
Prerequisites:  
- Successful completion of at least 2 Regents Science courses  
- A score of 75 or higher on at least 1 Science Regents Examination

This non-Regents elective course is designed to provide students with a broad knowledge of Earth's oceanic system. In this course, students will look at some of the basics of marine science that include marine conservation, marine biology, and oceanography. Through the use of visuals, readings, projects, current articles and classroom activities students will have a broader understanding of how our oceans and land are intricately connected.

**Astronomy**

Code: S640  
Full Year (11, 12) (1 credit)  
(Rank Weight 1.00)  
Prerequisites:  
- Successful completion of at least 2 Regents Science courses  
- A score of 75 or higher on at least 1 Science Regents Examination

Astronomy is a non-Regents elective exploratory course into the science of our universe, covering topics such as experimental techniques; celestial sphere; scale of the universe; the solar system; sun, moon and planets; comets and meteors; stars and stellar evolution; black holes, super novae and stellar remnants; galaxies and galactic evolution; constellations; modern telescopes and optics; observing techniques; history of astronomy and space exploration; exoplanets; space travel and relativity; life in the universe; dark matter and dark
Science

energy; cosmology and the big bang. The class typically emphasizes labs, projects and other forms of hands-on learning.

Human Anatomy, Physiology, and Disease

Code: S715  
(Rank Weight 1.00)  
Prerequisite: Successful completion of Living Environment & Earth Science  
Recommendation: Successful completion of Chemistry

This course will provide students with a comprehensive study of the human body. Students will develop an understanding of who they are, what makes their bodies work, and what happens when their bodies malfunction. Students will be performing a series of activities and laboratories that assist them in the exploration of the human body with practical everyday application. This course is designed for students with career interests in the health science fields, athletic training and in physical education.

Introductory Plant Science

Code: S717  
(Rank Weight 1.00)  
Prerequisites:
• Successful completion of Living Environment  
• Successful completion of at least 1 other physical science course

This elective course teaches general plant biology and the practical application of skills related to the care and propagation of plants. Major topics include, but are not limited to: Botany, Soil Chemistry, Hydroponics, Genetics, Plant Reproduction, and Farming. Students in this course will develop valuable skills that may help them attain seasonal or career employment in the field of agriculture.

Environmental Topics

Code: S716  
(Rank Weight 1.00)  
Prerequisites:
• Successful completion of Living Environment  
• Successful completion of at least 1 other physical science course

This course aims at raising students’ awareness of their natural environment through the scope of current relevant topics in the media. Students will become knowledgeable in fundamental concepts relating to Earth systems, climate, population growth dynamics, sustainability, and natural resource management. Environmental topics will be explored through different lenses; including biological, geological, historical, and socio-political viewpoints. Students will engage in a variety of learning experiences, allowing them to become active participants in environmental stewardship.

Introduction to Animal Science

Code: S718  
(Rank Weight 1.00)  
Prerequisites:
• Successful completion of Living Environment  
• Successful completion of at least 1 other physical science course

The Animal Science course is designed to introduce students to the world of animal agriculture. Students will engage in hands-on-laboratory activities and projects. At the completion of the course, students will submit a comprehensive Producer’s Management Guide for the animal of their choice. Major topics include, but are not limited to: History & Use of Animals, Animal Handling & Safety, Cells & Tissues, Animal Nutrition, Animal Reproduction, Genetics, Animal Health, Animal Products & Marketing.

Science Research I

Code: S801  
(Rank Weight 1.00)  
Prerequisites:
• Successful completion of Living Environment

This course is a year-long introduction into authentic scientific research. Students will research scientific topics of their choice, find a mentor to work with, and conduct original scientific research in partnership with their mentor. Students are also expected to read academic articles, give presentations and to write reports on their experimental results and analysis. All students must present at an annual symposium at the end of the year.

Note: This course is part of a Science Research Program that is run in collaboration with the University at Albany. Students in the program can participate in the program for up to 3 years (10th through 12th grades), taking all three levels of science research (I, II and III). Students who complete the entire program, including summer courses, are eligible to receive up to 12 college credits through the University at Albany. University at Albany credits are subject to an additional fee made payable directly to the university.
Science Research II

Code: S802  
(Rank Weight 1.10)  
Prerequisites:  
• Successful completion of Science Research I

Science Research II is designed for students in their second year in the Science Research Program. Students learn research methodology in the natural and social sciences by accessing scientific databases by using on-line bibliographic search techniques, consulting doctoral-level research scholars, developing hypotheses and performing experiments to test them, and writing research papers and making presentations at scientific symposia. Students enrolled in this course will only meet every other day.

Note: This course is part of a Science Research Program that is run in collaboration with the University at Albany. Students in the program can participate in the program for up to 3 years (10th through 12th grades), taking all three levels of science research (I, II and III). Students who complete the entire program, including summer courses, are eligible to receive up to 12 college credits through the University at Albany. Students enrolled in this course are eligible for 4 credits available through University at Albany for an additional fee made payable directly to the university.

Science Research III

Code: S803  
(Rank Weight 1.10)  
Prerequisites:  
• Successful completion of Science Research I & II

Continuation of work undertaken in Science Research II with emphasis placed upon the communication of results. Students enrolled in this course will only meet every other day.

Note: This course is part of a Science Research Program that is run in collaboration with the University at Albany. Students in the program can participate in the program for up to 3 years (10th through 12th grades), taking all three levels of science research (I, II, and III). Students who complete the entire program, including summer courses, are eligible to receive up to 12 college credits through the University at Albany. Students enrolled in this course are eligible for 4 credits available through the University at Albany for an additional fee made payable directly to the university.
Social Studies

All students are required by New York State to take four years of Social Studies in high school. Students must pass New York State Regents examinations in Global History & Geography and in United States History & Government in order to graduate.

Required courses are:
- Global History and Geography - Grades 9 and 10
- United States History and Government - Grade 11
- Economics and Participation in Government - Grade 12

For a complete review of the NYS Social Studies Learning Standards see: [http://www.nysed.gov/curriculum-instruction/social-studies](http://www.nysed.gov/curriculum-instruction/social-studies)

Global History and Geography I & II

The Global History and Geography core curriculum is a two-year program (Grades 9 and 10) based on the five New York State Social Studies Learning Standards. It is designed around eight historical units and focuses on common themes that recur across time and place. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. In Global II (grade 10), all students take the NYS Global History and Geography Regents examination in June. Students must pass this course and the Global History and Geography Regents exam in order to graduate. New York State Regents Exam in Global History and Geography which will only focus on 10th grade curriculum.

**Global History & Geography I Regents**

- Code: D347
- Full Year (9) (1 credit)
- (Rank Weight 1.0)
- Prerequisite: None

**Global History & Geography II Regents**

- Code: D447
- Full Year (10) (1 credit)
- (Rank Weight 1.0)
- Prerequisite: Must have passed Global History & Geography I Regents

**Global History & Geography I Honors**

- Code: D367
- Full Year (9) (1 credit)
- (Rank Weight 1.05)
- Prerequisites:
  - Completion of Grade 8 Honors Social Studies with a final average of at least 85% or Grade 8 Regular Social Studies with a final average of at least 90% and recommendation from teacher; OR
  - Recommendation of the previous year’s Social Studies teacher.

**Global History & Geography II Honors**

- Code: D467
- Full Year (10) (1 credit)
- (Rank Weight 1.05)
- Prerequisites:
  - Completion of Global History & Geography I Honors with a final average of at least 85% or Global History & Geography I Regents with a final average of at least 90%; OR
  - Recommendation of the previous year’s Social Studies teacher.

AP World History

Note: This course replaces Global History and Geography II. This is a college-level course. It is academically demanding and requires a significant commitment on the part of the student. Assessment: For Advanced Placement World History I, a Department final exam based on the content, concepts and themes in this curriculum and modeled after the World History Advanced Placement exam will be administered in June. The final exam counts as 20% of the final course average. Students must pass this course in order to graduate.

For Advanced Placement World History II, all students take the NYS Global History and Geography Regents examination in June. The Regents exam is also the final exam for the course and counts as 20% of the final course average.

Advanced Placement World History I/II is a two-year Advanced Placement program (Grades 9 and 10). The Advanced Placement Program offers a course and exam in World History to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in world history. The purpose of this course is to develop greater understanding of the evolution of global processes and contacts in interaction with different human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence.
**Social Studies**

**AP World History I**
Code: D377  
(Rank Weight 1.05)  
Full Year (9) (1 credit)

**Prerequisites:**
- Completion of Grade 8 Honors Social Studies with a final average of at least 90% or Grade 8 Regular Social Studies with a final average of at least 95% and recommendation from teacher; OR
- Recommendation of the previous year’s Social Studies teacher.

**AP World History II**
Code: D477  
(Rank Weight 1.10)  
Full Year (10) (1 credit)

**Prerequisites:**
- Completion of Advanced Placement World History I with a final average of at least 85%; AND
- Recommendation of the previous year’s Social Studies teacher.

**Global Regents Prep**
Code: D401  
First Semester (½ credit)
Code: D402  
Second Semester (10-12)

Academic Intervention Services (AIS) are mandated for students who have failed the Global History Regents exam. Students will be assigned to the course either five days a week or on an every other day basis. The student remains in the course until he/she passes the required Regents exam.

**U.S. History & Government Regents**
Code: D547  
(Rank Weight 1.0)  
Full Year (11) (1 credit)

**Prerequisite:** Must have passed Global History and Geography II

**U.S. History & Government Honors**
Code: D567  
(Rank Weight 1.05)  
Full Year (11) (1 credit)

**Prerequisites:**
- Completion of Global History and Geography II Honors or Advanced Placement World History II with a final average of at least 85%; OR
- Global History and Geography II Regents with a final average of at least 90% and recommendation from teacher; OR
- Recommendation of the previous year’s Social Studies teacher.

**Assessment:** All students take the NYS United States History and Government Regents examination in June. The Regents exam is also the final exam for the course and counts as 20% of the final course average. Students must pass this course and the United States History and Government Regents exam in order to graduate.

**AP U.S. History**
Code: D587  
(Rank Weight 1.10)  
Full Year (11) (1 credit)

**Prerequisites:**
- Completion of Advanced Placement World History II with a final average of at least 85%, or Global History and Geography II Honors with a final average of at least 90%, or Global History and Geography II Regents with a final average of at least 95%; OR
- Recommendation of the previous year’s Social Studies teacher.

**Note:** This course replaces U. S. History and Government. This is a college-level course. It is academically demanding and requires a significant commitment on the part of the student.

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.
Social Studies

Assessment: All students take the NYS U. S. History and Government Regents examination in June. The Regents exam is also the final exam for the course and counts as 20% of the final course average. Students must pass this course and the United States History and Government Regents exam in order to graduate. Students in this course are also expected to take the Advanced Placement U. S. History exam in May. There is fee for this exam which is determined by the College Board and is the responsibility of the student. For more information about the Advanced Placement curriculum, see: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3501.html

Participation in Government

Code: D605  Half-Year (12) (½ credit)
(Rank Weight 1.0)
Prerequisite: Must have passed United States History and Government

Students studying participation in government in grade 12 should experience a culminating course that relates the content and skills of the entire social studies curriculum throughout the previous school years to the individual student's obligation and ability to act as a responsible citizen.

Assessment: Students are required to complete ten hours of community service for this course. In addition, a teacher-created final exam or culminating project will be included and counted as 20% of the final course average. Students must pass this course in order to graduate.

AP Participation In Government

Code: D700  Half-Year (12) (½ credit)
(Rank Weight 1.10)
Prerequisite:
• Completion of United States History and Government Honors or Advanced Placement U. S. History with a final average of at least 85%, or United States History and Government Regents with a final average of at least 90%; OR
• Recommendation of the previous year’s Social Studies teacher.

Note: This course replaces Participation in Government. This is a college-level course. It is academically demanding and requires a significant commitment on the part of the student.

The AP United States Government & Politics course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret United States politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute United States political reality.

Assessment: Students are required to complete ten hours of community service for this course. In addition, a teacher-created final exam or culminating project will be included and counted as 20% of the final course average. Students must pass this course in order to graduate. Students in this course are also expected to take the Advanced Placement U. S. Government and Politics exam in May. There is fee for this exam which is determined by the College Board and is the responsibility of the student.

For more information about the Advanced Placement curriculum, see: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2259.html

For the complete NYS core curriculum for Participation in Government, see: http://www.p12.nysed.gov/ciai/socst/ssrg.html

Economics

Code: D655  Half-Year (12) (½ credit)
(Rank Weight 1.0)
Prerequisite: Must have passed United States History and Government.

Areas of Study Include:
• Economic concepts & understandings
• Economics decision making
• United States Economic system compared to/ contrasted with others
• Global economic issues & trends

Assessment: Students take a final exam based on the content, concepts and themes in this curriculum project at the end of the semester. The final exam counts as 20% of the final course average. Students must pass this course in order to graduate.

For the complete NYS core curriculum for Economics, see: http://www.p12.nysed.gov/ciai/socst/ssrg.html
Social Studies

AP Economics (Microeconomics)

Code: D650
(Rank Weight 1.10)
Half-Year (12) (½ credit)

Prerequisites:

• Completion of United States History and Government Honors or Advanced Placement U. S. History with a final average of at least 85%, or United States History and Government Regents with a final average of at least 90%; AND

• Recommendation of the previous year’s Social Studies teacher.

Note: This course replaces Economics. This is a college-level course. It is academically demanding and requires a significant commitment on the part of the student.

The purpose of this AP course in Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Assessment: Students take a final exam based on the content, concepts and themes in this curriculum project at the end of the semester. The final exam counts as 20% of the final course average. Students must pass this course in order to graduate. Students in this course are also expected to take the Advanced Placement Microeconomics exam in May. There is fee for this exam which is determined by the College Board and is the responsibility of the student.

For more information about the Advanced Placement curriculum, see: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2121.html

For the complete NYS core curriculum for Economics, see: http://www.p12.nysed.gov/ciai/socst/ssrg.html

AP Macro/Micro Economics

Code: D649
(Rank Weight 1.0)
One year course (1 credit)

Prerequisite: U.S. History

This course is a college level course were students will learn complex models and apply them to real work scenarios. Students who are interested in the field of business would benefit from taking this course. Student can obtain college credit. The Syllabus for this course is aligned with College Board standards for the course.

Electives

Note: Unless otherwise noted, electives are half-year courses. Electives are offered subject to sufficient enrollment and the availability of staff, and may not be offered each semester or at both high schools.

African Studies

Code: D785
(Rank Weight 1.0)
Half-Year (11-12) (½ credit)

Prerequisite: None

This course will deal with the history, people, politics, culture, economy, geography and current events of Africa. It will expand the students’ basic knowledge of the African continent and its countries beyond the framework and level of mastery established in Global History and Geography. This course will broaden the students’ perspective and understanding regarding Africa. At the conclusion of the course, students will be able to think critically about Africa, demonstrate knowledge of the region and reflect an in-depth understanding of major issues related to Africa. The course will include group study and discussion, focus films, guest speakers, fictional and non-fictional literary works, lecture and research.

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.

American Civil War

Code: D760
(Rank Weight 1.0)
Half Year (11-12) (½ credit)

Prerequisite: None

The purpose of this course is to offer students the opportunity to examine the issues, personalities and the legacy of this single-most important event in American history. The course will attempt to help students understand the magnitude of the issues, the degree of personal sacrifice, and the war’s subsequent impact in shaping the modern American nation.

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.

AP European History

Code: D780
(Rank Weight 1.10)
Full Year (1-12) (1 credit)

Prerequisites:

• Completion of previous year’s Honors or Advanced Placement Social Studies course with a final average of at least 85%, or a Regents-level course with a final average of at least 90%; AND
Social Studies

- Recommendation of the previous year's Social Studies teacher.

Note: This is a college-level course. It is academically demanding and requires a significant commitment on the part of the student.

The study of European history since 1450 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average. Students in this course are also expected to take the Advanced Placement European History exam in May. There is fee for this exam which is determined by the College Board and is the responsibility of the student. In the event that a student does not take the AP exam, the student’s report card and transcript will reflect only a course in Honors.

NCAA Human Rights Issues

Code: D784
Half-Year (11-12) (½ credit)
Prerequisite: None

This course will deal with the struggle of all people to achieve and maintain human rights. Students will study various documents of human rights, violations of human rights and hate groups which attempt to curtail human rights. Particular emphasis will be given to events and documents relating to the history of the United States. The class will include projects that help teach tolerance and respect for all people. Focus films, guest speakers and fictional and non-fictional literary works will be included.

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.

NCAA Latin American Studies

Code: D783
Half-Year (9-12) (½ credit)
Prerequisite: None

This course will focus on the history, people, politics, culture, economy, geography and current events of Latin America, Central America, South America and the Caribbean. It will expand the students’ basic knowledge of Central and South America beyond the framework and level of mastery established in Global History and Geography, and broaden the students’ perspective and understanding regarding this region. The course will include group study and discussion, focus films, guest speakers, fictional and non-fictional literary works, lecture and research. At the conclusion of the course, students will be able to think critically about Latin America, demonstrate knowledge of the region and reflect an in-depth understanding of major issues related to Latin America.

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.

NCAA Philosophy: A History of Thought

Code: D786
Half-Year (11-12) (½ credit)
Prerequisite: None

This course serves as an introductory level philosophy course. Presented are many philosophical traditions and theories from a myriad of global perspectives. Students will learn about the role of thought, inquiry, ideas, modalities of discourse, and the practical application of philosophical theories.
Social Studies

**Psychology**

**Code:** D720  
**Rank weight:** 1.0  
**Half-Year (11-12) (½ credit)**

Prerequisite: None

This is a general survey course designed to provide students with an understanding of the basic concepts and techniques of modern psychology. Application activities and critical thinking skills will enable students to gain an increased knowledge and understanding of themselves and others. Each student will be expected to contribute to class discussions and to suggest projects and topics for study.

**Assessment:** A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.

**DCC Psychology**

**Code:** D722  
**Rank weight:** 1.10  
**Half-Year (12) (½ credit)**

Prerequisite: 85% overall average and college bound senior

Emphasis in this course is about major aspects of human behavior and its adaptation to the environment. Topics include learning, motivation, emotional behavior, maturation, personality, behavior disorders, and therapies.

Course Student Learning Outcomes:
1. Apply psychological concepts, theories, and research to everyday life
2. Identify and evaluate the source, context, and credibility of psychological claims using scientific principles.

**World at War**

**Code:** D740  
**Rank weight:** 1.0  
**Half-Year (9-12) (½ credit)**

Prerequisite: None

This course is designed to give students an in-depth look at World War I and World War II, as well as other military conflicts of the twentieth century. The course will be lecture-driven, highlighted by historical-based videos, group discussions, readings and analysis, and essay writing. The goal of the course is the analysis of the events that occurred and the decisions that were made leading up to and throughout the war, trying to answer the question of “why,” and not just a survey of who, what, where and when.

**Assessment:** A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.

**Society and Culture in Twentieth Century America**

**Code:** D770  
**Rank weight:** 1.0  
**Half-Year (11-12) (½ credit)**

Prerequisite: None

The goal of this course is to assess the major developments which shaped the social and cultural values of the American people in the twentieth century. This is a course in social history that examines the way ordinary Americans lived and what they believed as reflected in their music, art, literature and popular institutions. To gain a better understanding of what it means to be an American today, we will examine how previous generations of Americans went about their daily lives and what was important to them.

**Assessment:** A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.

**History of Film**

**Code:** D787  
**Rank weight:** 1.0  
**Half-Year (11-12) (½ credit)**

Prerequisite: None

Students will learn about the history of film as an art form and become knowledgeable about the techniques, film styles, genres, creative talent and the industry itself. Students will examine how the medium of film has changed with the times and adapted to the technological and cultural changes that show how movies were catalysts for social movements/change. Students will learn about the techniques and vocabulary needed to examine films with a critical and analytical eye. The films will serve as both primary sources and in some cases, evidence for students to support their point of view/opinions and perspective. This course will also teach students how to use film in an intelligent and thought provoking way in order to write a persuasive/position essay or articulate an argument with supporting evidence.
Social Studies

**History of Sports and Competition**

Code: D788  
(Rank weight 1.0)  
**Half-Year (9-12) (½ credit)**  
**Prerequisite: None**

In this half year course, students will examine the development of sports and competition throughout history. We will concentrate on how sports have grown to play a large role in the political, economic and social aspects of our everyday lives. There will be connections made to show the impact that sports had on a particular era in history. Issues and developments related to gender, race, ethnicity, and social class will be examined and the pioneers of each sport will be studied.

**Law and the Individual**

Code: D710  
(Rank weight 1.0)  
**Half-Year (11-12) (½ credit)**  
**Prerequisite: None**

This course is designed to provide students with a general understanding of their legal rights and responsibilities and knowledge of daily legal problems faced in society. The course will examine the purposes and origins of law using both criminal and civil law. A variety of other laws will be discussed, including individual rights and freedoms, family law and consumer law. There will be extensive use of current events and issues.

**History Through Myths and Legends**

Code: D789  
(Rank weight 1.0)  
**Half-Year (9-12) (½ credit)**  
**Prerequisite: None**

This course will explore world history, culture and sociology and mythology. Students will examine myths and legends that have shaped cultures and nations around the world. This course will include the study of beliefs, cultures, and history of ancient societies in order to gain knowledge beneficial to the academic disciplines of philosophy, anthropology, archaeology, art, literature, and psychology. Students will work together to tell the story of human history through stories that shape our past.

**African Studies II (RCK)**

Code: D470  
(Rank weight 1.0)  
**Half-Year (11-12) (½ credit)**  
**Prerequisite: None**

Continuations of African Studies I.

**DCC Social Problems in the Today’s World (JJHS)**

Code: D469  
(Rank weight 1.0)  
**Half-Year (11-12) (½ credit)**  
**Prerequisite: None**

This course examines social problems that confront the world today, and the underlying shared values, ethics, and diverse perspectives that contribute to those problems. Concepts of the behavioral sciences are introduced. The course presents a broad range of social problems, with a particular focus on the complex relationships between contemporary issues. Students are presented the current research data that explains both the causes and possible resolutions to important social issues.
# Technology Education & Engineering

At Wappingers Central School District, we offer a unique one of a kind cutting edge program in the field of Technology & Engineering. We have a class for every student where they have an opportunity to learn about tomorrow’s technology today!

Our program is split into three categories: Engineering Design, Computer Design, and Industrial/Traditional Design courses. Our Engineering Design courses are part of an accredited Project Lead the Way (PLTW) program, where students could earn up to 30 credit hours through our partner school, Rochester Institute of Technology (RIT).

## Computer Design Courses

### Communications Systems

<table>
<thead>
<tr>
<th>Code: T6710</th>
<th>Half Year (9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ Credit</td>
<td>(Rank Weight 1.0)</td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td>College Credit: None</td>
</tr>
<tr>
<td>Code: I100</td>
<td>Full Year (9-12)</td>
</tr>
<tr>
<td>1 Credit</td>
<td>(Rank Weight 1.0)</td>
</tr>
<tr>
<td>Other: I100 Course Fulfills the New York State Art/Music Graduation Requirement.</td>
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</tbody>
</table>

### SIA/Communication Systems (T6710)

Communication Systems is a HALF YEAR, half credit course, taught by the Department of Technology. Students learn about the different systems of communications including, audio, audio/visual, visual, and electronic. Students will use various Communication Technology Equipment including mixing boards, video cameras, Apple Computers, and other video production equipment. Students work will be displayed on MSG Varsity Network.

### SIA/Communication Systems (I100)

Communication Systems is a FULL YEAR, full credit course, taught by the Department of Technology in conjunction with the Art Department (Studio-In-Art). Upon completion of both Communication Systems and Studio-In-Art, students will receive credit in Technology and Art. Student's NYS Regents Art/Music requirement will be fulfilled.

### Computer Graphics

<table>
<thead>
<tr>
<th>Code: T743</th>
<th>Half Year (9-12) (½ Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank Weight 1.0</td>
<td>College Credit: None</td>
</tr>
<tr>
<td>Prerequisite: None</td>
<td></td>
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</tbody>
</table>

This intermediate design and visual communications course will provide an overview of graphic design, digital photography, and animation. Software used includes: Adobe Photoshop, Illustrator, InDesign, and Flash. Skills developed in the course are a necessary foundation for success in Web Design and Development. Students will develop computer vocabulary related to concepts, aesthetics, and technical skills related to computer graphic technology. Students utilize official Adobe training materials which make them eligible to take Adobe Certification Exams (ACE).

### Web Design and Animation

<table>
<thead>
<tr>
<th>Code: T742</th>
<th>Spring, Half Year (9-12) (½ Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank Weight 1.0</td>
<td>College Credit: None</td>
</tr>
<tr>
<td>Prerequisites: Successful Completion of Computer Graphics</td>
<td></td>
</tr>
</tbody>
</table>

This course is a continuation of Computer Graphics. Students will broaden their skills in Adobe Illustrator, Photoshop, and Flash to complete projects using Dreamweaver. Students will utilize the graphic design process to create both professional and personal websites. Students will gain knowledge in the areas of basic computer programming, design, and site maintenance/management while understanding the theory and history of Web Design. Students utilize official Adobe training material, which make them eligible to take Adobe Certification Exams (ACE).

### Computer Aided Design (CAD)

<table>
<thead>
<tr>
<th>Code: T745</th>
<th>Half Year (9-12) (½ Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank Weight 1.0</td>
<td>College Credit: None</td>
</tr>
<tr>
<td>Recommendations: Technical Drawing</td>
<td></td>
</tr>
</tbody>
</table>

Computer Aided Design is a half year, half credit course designed to acquaint the student with hands-on activities using a PC platform workstation. Students will exercise a variety of drafting and design software tools using CAD to produce both two and three-dimensional drawings and illustrations. Drawings will be produced by students of their own designs as well as assigned exercises. Drawings will be electronically saved, printed and/or plotted for evaluation.
**Technology Education & Engineering**

### Industrial Arts

**Materials Processing: Woods**

- **Code**: T753
- **Half Year (9-12) (½ Credit)**
- **College Credit**: None
- **Prerequisite**: None

Woods Processes and Fabrication is an introduction to woods technology including materials, processes, tools, and equipment. The half year course includes fundamental manipulative work in selection, planning, cutting, forming, assembling, and finishing a variety of wood products. Students are instructed on many machinist tools and utilize many different combining techniques to form a well-rounded experience that will be an asset in any future work in the technology field or even for the home hobbyist.

**Materials Processing: Advanced Woods**

- **Code**: T754
- **Half Year (9-12) (½ Credit)**
- **College Credit**: None
- **Prerequisite**: Materials Processing: Woods

Advanced woodworking is a half year course for students taking the basic woodworking class to the next level. Students will be using more advanced machinery and completing projects that entail more thought and detail while still demonstrating proper safety measures.

**Materials Processing: Metals**

- **Code**: T759
- **Half Year (9-12) (½ Credit)**
- **College Credit**: None
- **Prerequisite**: None

Metals Processes and Fabrication is an introduction to metals technology including materials, processes, tools, and equipment. The half year course includes fundamental manipulative work in selection, planning, cutting, forming, assembling, and finishing a variety of metal products. Students work with ferrous and nonferrous metals and learn how industry uses these materials to construct structures and tools that are essential in our technological society. Students are instructed on many machinist tools and utilize many different combining techniques to form a well-rounded experience that will be an asset in any future work in the technology field or even for the home hobbyist.

**Construction Systems**

- **Code**: T723
- **Half Year (9-12) (½ Credit)**
- **College Credit**: None
- **Prerequisite**: None

Construction Systems is a ½-unit, twenty-week course offered to all students. Construction Systems explores how mankind shapes the world using current technology to provide solutions for society’s needs. This course will explore the four fields of construction—Light Construction, Commercial Construction, Industrial Construction, and Civil Construction. Seventy-five percent of the course time will be spent on hands-on activities in a laboratory setting. Lab activities will center on the most common construction activities found in Light and Commercial Construction. Careers within the construction trades will be explored throughout the course. Personal safety, energy use, conservation, and environmental issues are addressed as related to all fields of construction.

**Transportation Systems**

- **Code**: T720
- **Half Year (9-12) (1 Credit)**
- **College Credit**: None
- **Prerequisite**: None

Transportation systems is a course that will acquaint students with a range of methods used to move people, materials, and products, across the land sea and air. The study of these systems will be the main focus of the course. The theory of operation and the scientific principles of the transportation systems will be included. The course is full year for one period each day. The lab work will consist of 20 or more instructional topics and 60-70 lab periods for student activity. Such lab activities will include construction of model cars, planes, rockets, and boats. Students will also experiment with internal combustion engines that are used to power our transportation systems, as well as auto repair and maintenance.

**Basic Electricity/Electronics**

- **Code**: T725
- **Half Year (9-12) (½ Credit)**
- **College Credit**: None
- **Prerequisite**: None

Basic Electronics and Electricity provides students with a background in electronics and electricity principles. Many activities involve Energy Electronics and the use of Innovative Green Electronic Technology systems. Students will also participate in household wiring projects such as wiring up a room in a house, garage door openers, “Clap on Clap off” circuits, and solar panels.

**Technical Drawing and Drafting**

- **Code**: T735
- **Half Year (9-12) (½ Credit)**
- **College Credit**: None
- **Prerequisite**: None

Technical Drawing and Drafting
Industrial Arts (continued)

**Manufacturing Systems**

<table>
<thead>
<tr>
<th>Code: T760</th>
<th>Full Year (11-12) (1 Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Rank Weight: 1.00)</td>
<td>College Credit: None</td>
</tr>
<tr>
<td>Prerequisite: 2 Previous Technology classes</td>
<td></td>
</tr>
</tbody>
</table>

Students will explore the concepts of custom and mass production with an emphasis on the construction of student designed projects. This will include but not be limited to 3D computer design, prototyping, learning the entire process of CNC (computer numerical control) machining, and developing procedures to mass produce products within the Tech Ed. Labs.

**Project Lead The Way (PLTW)**

Project Lead The Way (PLTW) is a national accredited engineering program offered at both Roy C. Ketcham and John Jay High Schools. The Department of Technology & Engineering is certified and offers college credit from the Rochester Institute of Technology (R.I.T). We also offer advanced weighting for most our PLTW courses.

**PLTW Design and Drawing for Production (DDP)**

<table>
<thead>
<tr>
<th>Code: T750</th>
<th>Full Year (9-10) (1 Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Rank Weight: 1.04)</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: 75% or Higher in Math 8</td>
<td></td>
</tr>
<tr>
<td>College Credit: Yes, at R.I.T. (6 Hours)</td>
<td></td>
</tr>
<tr>
<td>Other: This Course Fulfills the New York State Art/Music Graduation Requirement.</td>
<td></td>
</tr>
</tbody>
</table>

Design and Drawing for Production is a course in the Project Lead the Way Program at John Jay that teaches students how to take an idea through a design process that will eventually be manufactured or produced. As you learn about various aspects of engineering and engineering design, such as how engineers communicate through drawing, you will apply what you learn through various activities, projects, and problems. For example, after learning about the different techniques engineers use in determining how to design a product, students will have the flexibility to explore the design and engineering processes to solve problems that are of their own interest. Students who meet certain requirements may also receive college credits through Rochester Institute of Technology at the end of the course.

**PLTW Principles of Engineering (POE)**

<table>
<thead>
<tr>
<th>Code: T773</th>
<th>Full Year (10-12) (1 Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Rank Weight: 1.04)</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: 75% or Higher in Math 8</td>
<td></td>
</tr>
<tr>
<td>College Credit: Yes, at R.I.T. (6 Hours)</td>
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</tr>
</tbody>
</table>

This survey course of engineering exposes students to some of the major concepts they’ll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for 10th or 11th grade students.
## Technology Education & Engineering

### PLTW Civil Engineering & Architecture (CEA)

<table>
<thead>
<tr>
<th>Code: T774</th>
<th>Full Year (10-12) (1 Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Rank Weight 1.04)</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: 75% or Higher in Math 8</td>
</tr>
<tr>
<td></td>
<td>College Credit: Yes, at R.I.T. (6 Hours)</td>
</tr>
</tbody>
</table>

Basic Electronics and Electricity provides students with hands-on activities and projects to develop the properties of civil engineering and architecture, thereby learning about various aspects of their design and development. The course provides teachers and students freedom to develop the properties as a simulation or model. Students apply what they learn to the design and development of a property. The course provides teachers and students freedom to develop the properties as a simulation or to students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.

### PLTW Digital Electronics (DE)

<table>
<thead>
<tr>
<th>Code: T771</th>
<th>Full Year (10-11) (1 Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Rank Weight 1.04)</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: 75% or Higher in Math 8</td>
</tr>
<tr>
<td></td>
<td>College Credit: Yes, at R.I.T. (6 Hours)</td>
</tr>
</tbody>
</table>

This course is the study of electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, and high-definition televisions. The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

### PLTW Engineering Design & Development (EDD)

<table>
<thead>
<tr>
<th>Code: T775</th>
<th>Full Year (11-12) (1 Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Rank Weight 1.04)</td>
</tr>
<tr>
<td></td>
<td>College Credit: None</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: Two completed PLTW courses</td>
</tr>
<tr>
<td></td>
<td>Recommendation: Advanced Math or Science Course</td>
</tr>
</tbody>
</table>

This capstone course allows students to design a solution to a technical problem of their choosing. They have the chance to eliminate one of the “Don’t you hate it when…” statements of the world. This is an engineering research course in which students will work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead The Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable asset to students in the future.
Career Exploratory Program

This course is geared for students in 10th and/or 11th grade who are classified with disabilities pursuing a Regents Diploma or CDOS Credential. Students will be given a foundation in career skills and will explore a number of career options. Additional services include career counseling, career research and work based learning opportunities. Upon successful completion, students may enter CTE programming.

Agriculture

Small Engine Technology I & II - This program offers students entry level skills in small engine operation, maintenance, and repair. Second year students will focus on the operation, maintenance, and repair of lawn/ garden equipment and recreational vehicles. Students who successfully complete courses I and II will be eligible for one unit of Math credit.

*Careers in Animal & Plant Sciences (PM) - Students will develop an understanding of the diverse and profitable fields of Agriculture. A variety of topics are covered including plant and animal biology and technology, food science and safety, wildlife management and environmental conservation, agricultural research, college and career exploration. This program emphasizes hands-on experiences with on-site projects, guest visitors, work placements and related field trips to businesses, organizations, colleges and industry events. Students have the option of choosing the animal or plant track in their second year.

Architecture & Construction

Construction Trades I & II - This program includes coursework in building construction, finish carpentry, masonry, plumbing and basic electricity. Students will be introduced to the tools, methods, and skills needed to gain entry level employment in the construction industry. Students who successfully complete courses I and II will be eligible for one unit of Math credit.

Electrical Construction Technology I & II - This program provides students entry level skills in construction electricity. Courses emphasize job safety, electrical theory, electrical calculations, work ethic, proper tool use and exposure to professional opportunities within the trade. First year focus is on residential installations, followed by second year directed at commercial and industrial installations. Students who successfully complete courses I and II will be eligible for one unit of Math credit and one unit of Science credit. Students must provide hand tools and code book.

Welding I & II - This program will help students develop entry level skills needed for careers in the welding and steel fabrication industry.

Arts, Technology & Communication

Graphic Design I & II - Students will be given the opportunity to explore the exciting world of Graphic Arts, Graphic Design, and Multi-Media Arts. Students enrolled in this program will develop skills and workplace competencies while exploring the many facets of communication careers. Students use a hands-on learning approach where the emphasis is placed on problem solving skills and communication techniques and processes.

Film Production I & II - This course is an introduction to the field of film and video production. It familiarizes students with the basic principles, theories and techniques in video production. Students will construct storyboards, write scripts, direct shoots, and edit their own projects using equipment provided by the CTI.

Education

Early Childhood Education I - This program provides students with an understanding of the physical, social and mental development of children ages birth to eight. Students will participate in off-site classroom internships.

Early Childhood Education II - This program prepares students to work under the general supervision of a licensed Teacher. Students will cover a range of topics related to pedagogy. Early Childhood Education is recommended prior to Early Childhood Education II. Students who successfully complete courses I and II will be eligible for one unit of Math credit.

Health Sciences

Introduction to Health Occupations - This one-year course is recommended during the student’s junior year and includes core competencies specific to the Health Occupations. Students will be given an opportunity to explore various health care fields. Introduction to Health Occupations is strongly recommended before taking the Nursing Assistant (CNA) course. Second year options include Nursing Assistant or Practical Nursing 1. Requirements for PN1 HS are: a 98% average, strong work ethic and no more than three absences in order for recommendation to take the entrance exam for the program.
Nursing Assistant - This one-year course for seniors introduces the student to the foundation skills necessary for the study of Nursing. Successful students qualify to take the CNA exam. Successful completion satisfies the health requirement for high school graduation. Students completing the program are eligible for one unit of science credit. No academic pullouts available for this course.

Important Notes: Introduction to Health Occupations is strongly recommended before taking Nursing Assistant; work maturity skills essential to success in the Nursing Assistant program.

Hospitality & Tourism

Culinary Arts /Restaurant Management I & II
This program for juniors and/or seniors introduces the student to skills in food preparation, baking and pastry arts, safety and sanitation, and culinary hospitality. Students who successfully complete courses I and II will be eligible for one unit of Math credit.

Human Services

Cosmetology I & II - This is a two-year program. Students learn the care of hair, nails and skin. Students completing both years of the program are eligible for one unit of Science credit. Good attendance is essential. Students who successfully complete the program with at least 1000 hours are eligible to take the New York State cosmetology license exam. No academic pullouts are available for this class.

Successful completion of this program will require students to complete off-site internships. Students who successfully complete courses I and II will be eligible for one unit of Science credit.

Information Technology

Computer Networking - This class is designed to provide the student with the technical knowledge required to obtain an entry level job in the field of computer network installation and maintenance. While Computer Hardware Technology is not required as a prerequisite, basic knowledge of the workings of computers will make this class more accessible. Students who successfully complete Computer Hardware Technology and Computer Networking will be eligible for one unit of Math credit.

Computer Hardware Technology - (Formerly called A+ Computer Repair.) This class is designed to provide the student with the technical knowledge and skills required for an entry-level position in the information and computer technology career field. Additionally, students will be prepared to take the A + Industry Certification Exam. Students who successfully complete Computer Hardware Technology and Computer Networking will be eligible for one unit of Math credit.

Law and Public Safety

Security & Law Enforcement I - This program introduces the student to the basic concepts of security and public safety, including homeland security, executive protection, and disaster preparedness.

Security & Law Enforcement II - This program introduces the student to the theory and practical applications of law enforcement and criminal justice.

Transportation

Automotive Technology I & II - This is an exploration of various segments of the automotive field, including in the second year, electronics, on-board computers, OBD I & II, transmissions, drive line and clutches, and engine service. Students who successfully complete courses I and II will be eligible for one unit of Math credit.

Auto Body Technology I & II - This course introduces students to structural and nonstructural automobile repair as well as waterborne painting technology. It offers students with the knowledge, skills, and professionalism needed in today's auto body industry.

Related Academics

Career Literacy (CTE English) - All programs offer .5 credit per year in high school English, with the exception of Career Exploratory. HIGH SCHOOL EQUIVALENCY - Eligible students may prepare for a General Equivalency Diploma while completing a vocational program.

MST - This integrated Math-Science-Technology Program fulfills the requirement for a third unit of Math or Science credit.

Integrated/Specialized Science and Math - as indicated.

For more details on our programs, please visit our website www.dcboces.org/CTI or call Kirstin Litwin or Deanna Pillius at 845.486.8001
### 2021-2022 Course Selection

**FINE ARTS Full Year**
- I100 Studio-In-Art/Communications Systems
- F587 Studio-In-Art
- F590 Advertising Design
- F591 Studio-In-Art/Ceramics
- F592 Ceramics II
- F594 Studio-In-Sculpture
- F596 Advanced Art I - Drawing & Painting
- F597 Advanced Art II - Drawing & Painting
- F607 Studio-In-Art/3-Dimensional Design
- F608 3-D Design/Crafts II
- F613 Studio-In-Art/Design Works - Full Year
- F615 Media Arts II
- F622 Photography II
- F626 Broadcast Arts
- F630 Photography III
- F631 Media Arts III
- F632 Ceramics III
- F633 Studio-In-Art/Photomedia
- F637 3-D Design/Crafts III
- F638 Sculpture II
- F640 Portfolio Development
- F642 AP Studio Art and Design

**FINE ARTS Half Year**
- F611 Studio-In-Art/Design Works A - 1st Sem
- F612 Studio-In-Art/Design Works B - 2nd Sem
- F735 Studio-In-Art/Photomedia
- F707 Studio-In-Art/3-Dimensional Design
- F791 Studio-In-Art/Ceramics

**BUSINESS EDUCATION Full Year**
- B415 Financial Math
- B553 Sports & Entertainment Marketing
- B610 Business Law
- B652 DCC Accounting 101/102
- B653 Business Ownership (CTE)
- B700 School-To-Work (Diversified Co-op)
- B770 Work Based Learning (CTE)
- B800 College Virtual Enterprise I (CTE)
- B801 College Virtual Enterprise II
- B690 AP Computer Science Principles (CTE)

**BUSINESS EDUCATION Half Year**
- B545 Microsoft Office w/Keyboarding (CTE)
- B625 Sports & Entertainment Law
- B640 Ethics & Decision Making
- B650 Money Management (CTE)
- B656 College Business Economics DCC 105
- B700 College & Career Planning (CTE)
- B680 Computer Game Design (CTE)
- B685 Mobile App Development (CTE)

**FAMILY & CONSUMER SCIENCES Half Year**
- H587 Food Prep/Nutrition
- H730 Baking & Pastry
- H740 Nutrition for Health, Fitness & Sports**
- H750 Gourmet Foods**
- H760 International/Regional Foods**
- H770 Child Development & Psychology
- H780 Parenting**
- H790 Adolescent Psychology
- H950 Interior Design**
- H960 World of Fashion**

**ENGLISH Full Year**
- E341 English 9
- E361 Honors English 9
- E386 English 9 Literacy Lab
- E441 English 10
- E461 Honors English 10
- E540 English 11 Regents
- E563 AP - Language & Composition
- E640 English Language Arts Skills I
- E664 English 12 - DCC 101/102
- E670 English 12
- E740 English Language Arts Skills II
- E681 AP - Literature & Composition
- E911 Academic Intervention Services

**ENGLISH Half Year**
- E664 DCC Public Speaking
- E731 Science Fiction & Popular Culture
- E732 Monsters & Marvel in Literature
- E737 Writers Workshop
- E738 Media Writing & Communications
- E740 English Language Arts Skills
- E777 Film as an Art: Elements & Analysis
- E782 (D782) Literature of Genocide
- E445 Improvisational Theatre (JJHS)

**HEALTH Half Year**
- J440 Health Education

**MATHEMATICS Full Year**
- M331 Algebra 1A
- M341- Algebra+ Regents
- M351 Algebra
- M371 Algebra Honors
- M431 Algebra 1B
- M451 Geometry
- M453- Geometry+ Regents
- M481 Geometry Honors
- M541 Algebra 2N
- M551 Algebra 2
- H581 Algebra 2 Honors
- M644 Pre-Calculus
- M645 Introduction to College Math
- M650 AP Computer Science A**
- M655 AP Statistics
- M911 DCC Elementary Statistics
- M661 DCC Honors Pre-Calculus
- M662 AP Calculus AB
- M681 AP Calculus BC
- M691 Multivar Calculus & Lin Algebra Honors**
- M692 Math and Science Real World Application**

**MATHEMATICS Half Year**
- M350 Math LAB for Algebra
- M401 Math AIS Regents Prep - 1st Sem
- M402 Math AIS Regents Prep - 2nd Sem
- M415 Computer Programming 1
- M416 Computer Programming 2
- M450 Math LAB for Geometry

**PERFORMING ARTS Full Year**
- N627 Applied Music or Private Music Study
- N632 Symphonic Band (JJ)
- N635 Concert Band
- N643 Mixed Chorus - All days
- N646 Mixed Chorus - Every other day
- N651 Music Theory I
- N654 Ninth Grade Band

**PERFORMING ARTS Full Year (continued)**
- N655 String Orchestra (JJ)
- N657 Chamber Orchestra (JJ)
- N649 Wind Ensemble (RCK)
PERFORMING ARTS Half Year
□ N658 Music Theory II
□ N659 Music Workshop
□ N664 AP Music Theory
□ N743 Concert Choir (RCK)
□ N755 Concert Orchestra (RCK)
□ N757 String Ensemble (RCK)

SOCIAL STUDIES Full Year
□ D347 Global History I Regents
□ D367 Global History I Honors
□ D377 AP World History I
□ D401 Global Hist. AIS Regents Prep - 1st Sem
□ D402 Global Hist. AIS Regents Prep - 2nd Sem
□ D447 Global History II Regents
□ D467 Global History II Honors
□ D477 AP World History II
□ D547 United States History Regents
□ D567 United States History Honors
□ D587 AP United States History
□ D649 AP Micro/Macro Economics
□ D780 AP European History

SOCIAL STUDIES Half Year
□ D468 Education In American Society (DCC)
□ D469 Social Problems in Today's World (DCC)
□ D470 African Studies II
□ D605 Participation in Government
□ D650 Economics
□ D687 DCC Government
□ D740 World at War
□ D760 The American Civil War
□ D770 Society & Culture in 20th Cent America
□ D782 Holocaust Studies
□ D783 Latin American Studies
□ D784 Human Rights Issues
□ D785 African Studies
□ D786 Philosophy - A History of Thought
□ D787 History Through Film
□ D788 History of Sports & Competition
□ D789 History Through Myths & Legends

TECHNOLOGY ED & ENGINEERING Full Year
□ T710 Communication Systems
□ T723 Construction Systems
□ T725 Basic Electricity/Electronics
□ T735 Technical Drawing
□ T742 Web Design & Animation
□ T743 Computer Graphics
□ T745 Computer Aided Design
□ T753 Materials Processing (Wood)
□ T754 Advanced Woodworking
□ T759 Materials Processing (Metal)

TECHNOLOGY ED & ENGINEERING Half Year
□ T710 Communication Systems
□ T723 Construction Systems
□ T725 Basic Electricity/Electronics
□ T735 Technical Drawing
□ T742 Web Design & Animation
□ T743 Computer Graphics
□ T745 Computer Aided Design
□ T753 Materials Processing (Wood)
□ T754 Advanced Woodworking
□ T759 Materials Processing (Metal)

THEATRE Full Year
□ E810 Theatre I
□ E820 Theatre II
□ E821 Theatre III

TECHNOLOGY ED & ENGINEERING Full Year
□ T710 Communication Systems
□ T723 Construction Systems
□ T725 Basic Electricity/Electronics
□ T735 Technical Drawing
□ T742 Web Design & Animation
□ T743 Computer Graphics
□ T745 Computer Aided Design
□ T753 Materials Processing (Wood)
□ T754 Advanced Woodworking
□ T759 Materials Processing (Metal)

THEATRE Full Year
□ E810 Theatre I
□ E820 Theatre II
□ E821 Theatre III

Languages Other Than English
□ L113 French I
□ L123 French II
□ L133 French III
□ L145 French IV Honors
□ L156 AP French V
□ L313 Italian I
□ L323 Italian II
□ L333 Italian III
□ L345 Italian IV Honors
□ L355 Italian V Honors/College Credit
□ L356 AP Italian V
□ L513 Spanish I