Albany High School
2019-20 Course Offerings
Table of Contents

Vision and Mission .................................................. 3
Notice of Non-Discrimination ................................. 3
Four Unique Academies .................................... 4-8
University in the High School ............................... 9-10
Advanced Placement ......................................... 11-13
International Baccalaureate ............................... 14-17
Graduation Requirements ................................. 18-23
NCAA Eligibility ........................................... 24-25
Art ................................................................ 26-29
Business ............................................................ 30-31
Career and Technical Education ....................... 32-35
English Language Arts ........................................ 36-39
English as a New Language ................................ 40-43
Family and Consumer Sciences ......................... 44-45
Health ............................................................... 46
JROTC ............................................................... 46
Mathematics .................................................... 48-50
Music ................................................................ 51-53
Performing Arts ............................................... 54
Physical Education ............................................. 55
Science ............................................................. 56-59
Social Studies ................................................... 60-63
Special Education ............................................ 64-66
Technology Education ...................................... 67-69
World Languages ............................................. 70-72
Career Explorations Internship Program .......... 73
College and Career Readiness ......................... 74
Smart Scholars Program .................................. 75
Course Interest Sheet ....................................... 77
Notes .................................................................. 78
Albany High School’s Vision and Mission

Staff, students, parents and community will work together to ensure every student will graduate within four years career-ready, college-ready and as engaged citizens of our global society. We will work together to focus our priorities, use data to inform our instruction and planning, and create rigorous academic and extracurricular opportunities for our students.

With the support of parents, staff and community, we believe that every student will graduate from Albany High School with the skills and goals to be responsible and positively engaged members of society.

Our vision is supported by Albany High School’s four small learning communities, or academies. This structure is designed to build positive relationships among students, faculty, families and the community and strengthen students’ connections to school.

Students are assigned to an academy to have a student-support home office. Each academy focuses on theme development and experiences. Also, our faculty participates in professional development that supports the implementation of rigorous curriculum.

Students’ responsibility is to participate in classes every day, be on time, study and get involved in extracurricular activities. At Albany High, there are many opportunities for extra support and enrichment – just reach out to adults and your peers around you. Your principal, guidance counselor, teachers and other staff are here to help you be successful in school.

We look forward to an exciting and collaborative venture in 2019-20 in our four unique academies within ONE ALBANY HIGH SCHOOL!

Notice of Non-Discrimination

The City School District of Albany does not discriminate on the basis of actual or perceived race, color, national origin, sex, disability, age, weight, ethnic group, religion, religious practice, sexual orientation, gender identity or expression, or other characteristic protected by federal or state law in its programs and activities, including but not limited to admission, access to and participation in educational programs, course offerings and student activities.

Information about our non-discrimination practices and procedures, including who can be contacted to assist you in a matter, can be found in our Board of Education Policies, including the Code of Conduct which is distributed and can be found online at albanyschools.org/codeofconduct.
Four unique academies

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

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

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

Students have the opportunity to take advanced courses including Advanced Placement, International Baccalaureate and University in the High School courses. All students may take courses offered through any academy.

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

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

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

Theme: global awareness and multiculturalism

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

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

Opportunities in Citizenship Academy

- Join Passport for Good, our student volunteering program
- Earn a New York State Seal of Biliteracy for being proficient in listening, speaking, reading and writing in one or more languages, in addition to English (students in any academy can access the Seal of Biliteracy)
- Experience global foods and gourmet cooking in Culinary Arts courses
- Immerse yourself in different cultures through multiple foreign language studies
- Join French Honor Society
- Participate in related after-school clubs including International Club, French Club, Spanish Club and 21st Century Cooking
Discovery Academy

Theme: communication and performing arts

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

Discovery Academy allows students considering careers in acting, computer animation, directing, fashion, graphic arts, music, photography, videography or web design to explore courses that will provide them with the 21st-century skills necessary to be successful in the information age.

Discovery students will learn about information, media and technology in courses such as Studio in Art/Electronic Media, Film or Digital Audio Workstation. Student communication and collaboration skills will soar as they participate in the Theatre Ensemble. Students will have a chance to further explore their creative side in courses such as Photography or Fashion Illustration.

Opportunities in Discovery Academy

- Work with Youth FX to create films (Albany High students participated in a film that went to the 2016 Sundance Film Festival)
- Participate in related after-school clubs including Digital Film and Media Arts, Gospel Singing, Music Recording, Photography, Cosmetology and Dance
- Complete an independent study/University in the High School program in advanced art
- Earn an Advanced Regents Diploma by completing a five-unit art sequence
- Learn the many facets of production in filmmaking and Digital Audio Workstation
- Perform in musical and student-written productions of Theatre Ensemble
- Earn a license in cosmetology
- Perform in award-winning music performance groups, including vocal, jazz, wind and symphonic ensembles, and concert band
Innovation Academy

*Theme: science, technology and engineering*

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

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

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

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

**Opportunities in Innovation Academy**

- Delve into our Nanoscale Science course
- Explore Project Lead the Way pre-engineering courses
- Earn Certified Nurse Assistant certification
- Complete our new Computer Science pathway
- Collect, preserve and analyze forensic evidence
- Pursue opportunities for internships, field trips, guest speakers and more
- Join the Robotics Team to compete with national and international teams
Leadership Academy

*Theme: civic and social responsibility*

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

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

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

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

**Opportunities in Leadership Academy**

- Align student’s interests to the business world by participating in career excursions as a freshman
- Participate in job-shadowing experiences at local businesses and organizations as a sophomore
- Pursue business internship opportunities in a career as a junior/senior
- Complete an accounting pathway and earn Accounting Basic certification
- Develop “soft” skills such as attitude, communication and time management, and learn how to build relationships in an occupational field
- Earn scholarships and accumulate college credits to offset the cost of higher education
- Join our Model UN, Falcon Council (Student Government), and Speech and Debate clubs
University in the High School

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

This “dual enrollment” can result in college credit from Hudson Valley Community College, The College of Saint Rose, Rochester Institute of Technology (RIT), SUNY College at Potsdam or the University at Albany (UAlbany). The cost per credit is significantly reduced, making these courses a great way for students to get college credit before graduating high school. The credits are transferable to most colleges and universities with some exceptions.

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

<table>
<thead>
<tr>
<th>Department</th>
<th>University in the High School Course Name</th>
<th>Albany High School Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Two-Dimensional Design (UAlbany)</td>
<td>AP Two Dimensional Design</td>
</tr>
<tr>
<td></td>
<td>Beginning Drawing (UAlbany)</td>
<td>Drawing and Painting II</td>
</tr>
<tr>
<td></td>
<td>Video Production for Internet (Saint Rose)</td>
<td>Digital Film</td>
</tr>
<tr>
<td>Business</td>
<td>Computer Concepts and Applications (HVCC)</td>
<td>Advanced Computer Applications</td>
</tr>
<tr>
<td></td>
<td>Advanced Business Math (HVCC)</td>
<td>Advanced Business Math</td>
</tr>
<tr>
<td></td>
<td>Business Concepts and Applications (HVCC)</td>
<td>Business Concepts and Applications</td>
</tr>
<tr>
<td></td>
<td>Principles of Accounting (SUNY Potsdam)</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>English</td>
<td>Writing About Literature (Potsdam)</td>
<td>Horror Fiction and Film</td>
</tr>
<tr>
<td></td>
<td>African/African American Literature (UAlbany)</td>
<td>African-Americans and Women in Literature</td>
</tr>
<tr>
<td></td>
<td>Creative Writing (UAlbany)</td>
<td>Creative Writing</td>
</tr>
<tr>
<td></td>
<td>Journalism (HVCC)</td>
<td>Journalism</td>
</tr>
</tbody>
</table>
### University in the High School (continued)

<table>
<thead>
<tr>
<th>Department</th>
<th>University in the High School Course Name</th>
<th>Albany High School Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>Pre-Calculus (HVCC)</td>
<td>Calculus w/ Pre-Calc</td>
</tr>
<tr>
<td></td>
<td>Pre-Calculus (HVCC)</td>
<td>Pre-Calc</td>
</tr>
<tr>
<td></td>
<td>Intermediate Algebra (HVCC)</td>
<td>Intermediate Algebra</td>
</tr>
<tr>
<td></td>
<td>Elementary Statistics (UAlbany)*</td>
<td>AP Statistics</td>
</tr>
<tr>
<td><strong>Pre-Engineering</strong></td>
<td>Design and Drawing for Production (RIT)</td>
<td>Design and Drawing for Production</td>
</tr>
<tr>
<td></td>
<td>Digital Electronics (RIT)</td>
<td>Digital Electronics</td>
</tr>
<tr>
<td></td>
<td>Computer Integrated Manufacturing (RIT)</td>
<td>Computer Integrated Manufacturing</td>
</tr>
<tr>
<td></td>
<td>Civil Engineering and Architecture (RIT)</td>
<td>Civil Engineering and Architecture</td>
</tr>
<tr>
<td></td>
<td>Engineering Design and Development (RIT)</td>
<td>Engineering Design and Development</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Introduction to Anatomy and Physiology (SUNY Potsdam)</td>
<td>Anatomy and Physiology</td>
</tr>
<tr>
<td><strong>World Language</strong></td>
<td>Contemporary French Language 3 (SUNY Potsdam)*</td>
<td>French 4</td>
</tr>
<tr>
<td></td>
<td>Oral and Written French 1 (SUNY Potsdam)*</td>
<td>French 5</td>
</tr>
<tr>
<td></td>
<td>Intermediate Spanish 1 (UAlbany)*</td>
<td>Spanish 4</td>
</tr>
<tr>
<td></td>
<td>Intermediate Spanish 2 (UAlbany)*</td>
<td>Spanish 5</td>
</tr>
<tr>
<td></td>
<td>Intermediate Chinese 2 (UAlbany)</td>
<td>Chinese 4</td>
</tr>
</tbody>
</table>

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

Advanced Placement (AP) courses are available at Albany High School.

An AP course is essentially a college-level program developed to prepare students to take an AP exam at the conclusion of the course. Students who perform well on AP exams may find their college course requirements reduced or may qualify for advanced coursework in their freshman year of college. Nationally, the AP program is administered by the College Board, which develops the course curriculum for each course, trains teachers and designs and administers AP examination. Currently Albany High School offers 20 AP courses.

Please be aware: Students enrolled in AP courses are expected to take the AP examination in May and will be charged a registration fee. A fee reduction may be available based on financial need.

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

Why take AP/IB classes?

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

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

I’m not sure I’m interested in college credit or advanced placement. Why should I take an AP/IB course and exam?

Taking an AP/IB course provides you with additional learning opportunities. The course gives you the kind of background and preparation that will prove beneficial in your college courses or career, and an AP/IB exam grade shows your college or employer that you have learned college-level material and deserve credit and/or advanced placement for meeting that challenge.

I’m not sure I am ready for an AP/IB course and examination. What do I need to succeed?

You need to be willing and you need to be able. Students need to be motivated to study and learn on the college level. If you are committed to participating actively in an AP/IB class and doing the out-of-class assignments, you have met a major prerequisite for success. Keeping up is a basic practice for any college-level course. Successful students are those who keep up and stay a little ahead of the required reading. You must also be able to do the work. Your record in earlier courses is the most obvious indicator of that ability.

How do I get into an AP/IB course?

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

<table>
<thead>
<tr>
<th>Department</th>
<th>AP Course Name</th>
<th>Albany High School Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts</td>
<td>Music Theory</td>
<td>AP Music Theory</td>
</tr>
<tr>
<td></td>
<td>Two-Dimensional Design</td>
<td>AP Two-Dimensional Design*</td>
</tr>
<tr>
<td></td>
<td>Three-Dimensional Design</td>
<td>AP Three-Dimensional Design*</td>
</tr>
<tr>
<td>English</td>
<td>English Language and Composition</td>
<td>AP English Language and Composition*</td>
</tr>
<tr>
<td></td>
<td>English Literature and Composition</td>
<td>AP English Literature and Composition*</td>
</tr>
<tr>
<td>Math</td>
<td>Statistics</td>
<td>AP Statistics*</td>
</tr>
<tr>
<td></td>
<td>Calculus AB</td>
<td>Mathematics 12 AP-1</td>
</tr>
<tr>
<td></td>
<td>Calculus BC</td>
<td>Mathematics 12 AP-2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History</td>
<td>AP World History</td>
</tr>
<tr>
<td></td>
<td>European History</td>
<td>AP European History</td>
</tr>
<tr>
<td></td>
<td>US History</td>
<td>AP US History*</td>
</tr>
<tr>
<td></td>
<td>US Government and Politics</td>
<td>AP US Government and Politics</td>
</tr>
<tr>
<td></td>
<td>Microeconomics</td>
<td>AP Economics</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>AP Psychology</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>AP Biology</td>
</tr>
<tr>
<td></td>
<td>Environmental Science</td>
<td>AP Environmental Science</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>AP Chemistry</td>
</tr>
<tr>
<td></td>
<td>Physics D: Mechanics</td>
<td>AP Physics</td>
</tr>
<tr>
<td>World Language</td>
<td>French Language and Culture</td>
<td>French 5H AP 2*</td>
</tr>
<tr>
<td></td>
<td>Spanish Language and Culture</td>
<td>Spanish 5H AP 2*</td>
</tr>
</tbody>
</table>

*Course may be co-seated with University in the High School or International Baccalaureate courses.
The International Baccalaureate (IB) program aims to:

• Provide an internationally accepted level of qualification for entry into higher education;

• Promote international understanding;

• Educate the whole person, emphasizing intellectual, personal, emotional, and social growth; and

• Develop inquiry and thinking skills and the capacity to reflect upon and to evaluate actions critically.

The curriculum utilized to achieve these goals is based on what the IB calls “the hexagon model” (see page 15). It features six subject groups: primary language, second language, social sciences, experimental sciences, mathematics and the arts. It also features components unique to the program – a 4,000-word extended essay, a specialized course entitled Theory of Knowledge, and a public service element known as “creativity, action, service,” or CAS.

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

Sound interesting? For more information, please see your guidance counselor.
Students may elect to take certificate courses or pursue the full diploma program. There is a cost for a certificate course, with eligibility for a fee reduction or waiver.

**Diploma program students must complete the following over two years:**

- Six subjects chosen from the six groups
- Three of the six subjects are studied at Higher Level (HL); courses representing 240 hours
- The remaining three subjects are studied at Standard Level (SL); courses representing 150 hours
- An extended essay research paper
- Theory of Knowledge course (TOK) offered at Albany High over 2 years
- Creativity, action, service (CAS) – the equivalent of 3 hours per week over the 2 years
## IB class offerings

<table>
<thead>
<tr>
<th>Department</th>
<th>IB Course Name</th>
<th>Albany High School Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>English A HL1</td>
<td>English 11 IB HL 1*</td>
</tr>
<tr>
<td></td>
<td>English A HL2</td>
<td>English 12 IB HL 2*</td>
</tr>
<tr>
<td>Group 2</td>
<td>French B SL 1</td>
<td>French 4H IB 1*</td>
</tr>
<tr>
<td></td>
<td>French B SL 2</td>
<td>French 5H IB 2*</td>
</tr>
<tr>
<td></td>
<td>Spanish B SL 1</td>
<td>Spanish 4H IB 1*</td>
</tr>
<tr>
<td></td>
<td>Spanish B SL 2</td>
<td>Spanish 5H IB 2*</td>
</tr>
<tr>
<td>Group 3</td>
<td>History HL 1</td>
<td>IB HL 1 History of the Americas*</td>
</tr>
<tr>
<td></td>
<td>History HL 2</td>
<td>IB HL 2 History of the Americas – 20th Century World History</td>
</tr>
<tr>
<td></td>
<td>Economics SL</td>
<td>IB SL Economics</td>
</tr>
<tr>
<td>Group 4</td>
<td>Physics SL</td>
<td>IB SL Physics</td>
</tr>
<tr>
<td>Group 5</td>
<td>Mathematics SL 1</td>
<td>IB SL 1 Mathematics*</td>
</tr>
<tr>
<td></td>
<td>Mathematics SL 2</td>
<td>IB SL 2 Mathematics*</td>
</tr>
<tr>
<td>Group 6</td>
<td>Theater HL 1</td>
<td>IB HL 1 Theater</td>
</tr>
<tr>
<td></td>
<td>Theater HL 2</td>
<td>IB HL 2 Theater</td>
</tr>
<tr>
<td></td>
<td>Visual Arts SL</td>
<td>IB SL Art/Design</td>
</tr>
<tr>
<td></td>
<td>Visual Arts HL 1</td>
<td>IB HL 1 Art/Design</td>
</tr>
<tr>
<td></td>
<td>Visual Arts HL 2</td>
<td>IB HL 2 Art/Design</td>
</tr>
<tr>
<td>Core</td>
<td>Theory of Knowledge 1</td>
<td>IB Theory of Knowledge (juniors)</td>
</tr>
<tr>
<td></td>
<td>Theory of Knowledge 2</td>
<td>IB Theory of Knowledge (seniors)</td>
</tr>
</tbody>
</table>

*Course may be co-seated with University in the High School or AP courses.
IB program (continued)

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

IB Extended Essay
The Extended Essay is a 4,000-word, in-depth study of a topic chosen from one of the subjects offered in the IB program. Its purpose is to acquaint the student with the type of independent research and writing skills expected by universities. Emphasis is placed on the process of formulating an appropriate research question, engaging in a personal exploration of a topic, communicating ideas, and developing an argument.

IB CAS (Creativity, Action, Service)
CAS enables students to enhance their personal and interpersonal development by learning through experience. Students participate in community service activities alongside their academics. The most meaningful CAS experience comes from spending time with others to build relationships and to develop the self-worth of both server and served. The CAS coordinator will assist in the design and construction of ALL CAS schedules. The activities should be undertaken gradually, be appropriately adapted to the circumstances and take into account the student’s aptitude and preferences. Some type of commitment to one situation or organization for a length of time is recommended as well as smaller scale projects. The project concludes with a written reflection that provides evidence of learning outcomes.

IB Theory of Knowledge
Grades 11-12 (½ credit) each

Theory of Knowledge (TOK) is the core course of the IB experience. It is central to the educational philosophy of the Diploma Program, offering students and their teachers the opportunity to reflect critically on what knowledge is in various cultures and at various times. How we know what we know and how we learned it are central to the TOK experience. The following is from the IB course description booklet, “The stated aim of TOK is that students should become aware of the interpretive nature of knowledge, including personal and ideological biases, regardless of whether, ultimately, these biases are retained, revised, or rejected.” TOK encourages the intercultural understanding central to today’s globally interdependent world. The external assessment will be based on a 1,200- to 1,600- word essay written on a topic prescribed by IB. Internal assessments will be based on teacher-rated student presentations.
### Graduation requirements: Credit requirements

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum number of credits for Local Diploma, Regents Diploma and Regents Diploma with Advanced Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td>Distributed as follows:</td>
<td></td>
</tr>
<tr>
<td>• US History (1)</td>
<td></td>
</tr>
<tr>
<td>• Global History and Geography (2)</td>
<td>4</td>
</tr>
<tr>
<td>• Participation in Government (1/2)</td>
<td></td>
</tr>
<tr>
<td>• Economics (1/2)</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Distributed as follows:</td>
<td></td>
</tr>
<tr>
<td>• Life Science (1)</td>
<td>3</td>
</tr>
<tr>
<td>• Physical Science (1)</td>
<td></td>
</tr>
<tr>
<td>• Life Science or Physical Science (1)</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Languages Other than English (LOTE)</strong></td>
<td>1*/3**</td>
</tr>
<tr>
<td><strong>Visual Art, Music, Dance and/or Theater</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Physical Education (participation each semester)</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>3.5/1.5**</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22</td>
</tr>
</tbody>
</table>

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

** Advanced designation requires 3 language and 1.5 elective credits
Graduation requirements: Examination requirements

Regents diploma for all students

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

Regents diploma via appeal for all students

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

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

## Local diploma for students with disabilities

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

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

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

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

Regents Diploma with Advanced Designation

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

<table>
<thead>
<tr>
<th>Traditional Combination</th>
<th>Assessesments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA, Global History and Geography, US History and Government, 3 math, 2 science (1 must be life science and 1 must be physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam OR a 5 unit sequence in the arts, CTE, music, business or technology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathway Combination (other than STEM)</th>
<th>Assessesments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA, 1 social studies, 3 math, 2 science (1 must be life science and 1 must be physical science), 1 pathway (other than Science or math) or complete the requirements for the CDOS Commencement Credential = 7 or 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam OR a 5 unit sequence in the arts, CTE, music, business or technology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEM (Mathematics) Pathway Combination</th>
<th>Assessesments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA, 1 social studies, 4 math, 2 science (1 must be life science and 1 must be physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam OR a 5 unit sequence in the arts, CTE, music, business or technology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEM (Science) Pathway Combination</th>
<th>Assessesments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA, 1 social studies, 3 math, 3 science (1 must be life science and 1 must be physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam OR a 5 unit sequence in the arts, CTE, music, business or technology</td>
<td></td>
</tr>
</tbody>
</table>
Graduation requirements: Additional information

1) Pathways:
A student must either:

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

See Multiple Pathways and Department Approved Alternatives at [p12.nysed.gov](p12.nysed.gov).

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

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

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

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

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

6) Social Studies Requirement for Students entering grade 9 prior to September 2016
All students first entering grade 9 in 1985 and thereafter but prior to September 2016, shall earn four units of credit in social studies. Such requirement shall include: one unit of credit in American history and one half unit of credit in participation in government and one half unit of credit in economics.
NCAA Division I or II Athletics

Interested in participating in NCAA Division I or II? If so, you will need to be certified through the NCAA eligibility center. Eligibility requirements – which are based on core classes taken, grade point average and SAT/ACT scores – can be found on the NCAA website at ncaaclearinghouse.net.

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

• Review eligibility requirements in your freshmen/sophomore years at eligibilitycenter.org
• Register at the beginning of your junior year at eligibilitycenter.org
• Request your transcript electronically through Naviance and NCAA (at the end of your junior year)
• Review your transcript with your guidance counselor. Be sure you have all the required core classes for graduation and NCAA (22 credits) required for graduation; 16 core courses required for Divisions I and II)
• Take the SAT/ACT. Division I uses a sliding scale to match test scores and core grade-point averages (GPA). Division II requires a minimum SAT score of 920 or an ACT sum score of 70 (end of junior year)
• Ask your guidance counselor to submit your final transcript with proof of graduation through Naviance (end of senior year)
Albany High’s NCAA-approved courses

Interested in participating in NCAA Division I or II? If so, you will need to be certified through the NCAA eligibility center. Eligibility requirements – which are based on core classes taken, grade point average and SAT/ACT scores – can be found on the NCAA website at ncaaclearinghouse.net.

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

<table>
<thead>
<tr>
<th>English</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra, Geometry R, Algebra 2, Precalc, Calc W/ Precalc, IB Math SL 1, IB Math SL 2, Math 12 AP 1, Math 12 AP 2, AP Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Additional core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese 1, Chinese 2, Chinese 3, Chinese 4, French 1, French 2H, French 3H, AP French, Spanish 1, Spanish 2H, Spanish 3H, Spanish 4H, AP Spanish</td>
</tr>
</tbody>
</table>
**Art**

All students are invited to participate in the art program. Students interested in careers in fine art, industrial design, architecture, photography or media arts are encouraged to take a five-credit visual arts sequence including electives in areas of career interest. Students interested in studying fine art, fashion design, illustration, architecture, photography or graphic arts at the college level are encouraged to develop a competitive admissions portfolio from any advanced art courses for those colleges that require a portfolio as part of their admissions process. AP 2-D Design, AP 3-D Design and Art Portfolio Development are three courses designed to offer advanced art students opportunity to develop art portfolios for college admission and art career readiness.

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

### Visual and Media Arts Sequences

<table>
<thead>
<tr>
<th>Grade</th>
<th>2-D Sequences</th>
<th>Media Arts Sequences</th>
<th>3-D Sequences</th>
<th>IB Sequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Recommended Studio in Art or Design/ Drawing for Production</td>
<td>Recommended Studio in Art: Electronic Media</td>
<td>Recommended Studio in Arts: Crafts</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Drawing and Painting I or Fashion Illustration</td>
<td>Photo I or Drawing and Painting I</td>
<td>Studio in Pottery and Sculpture or Advanced Creative Crafts</td>
<td>Any second-level art course or begin IB sequence in grade 10</td>
</tr>
<tr>
<td>11</td>
<td>Drawing and Painting II in sequence or AP 2-D Design or Advanced Fashion Illustration in sequence or Portfolio or IB SL I A or B</td>
<td>Photo II in sequence or Digital Film I or Graphic Arts I or Animation or Portfolio or IB SL I A or B</td>
<td>Advanced Studio in Pottery and Sculpture (in sequence) or AP 3-D Design or Portfolio or IB SL I A or B</td>
<td>IB SL or IB HL 1 (year 1 of 2); co-seated with an advanced art course</td>
</tr>
<tr>
<td>12</td>
<td>Courses listed above in sequence or Independent Study</td>
<td>Courses listed above in sequence or Independent Study or Digital Film II or Graphic Arts II</td>
<td>Courses listed above in sequence or Independent Study</td>
<td>IB SL or IB HL 2 (year 2 of 2); co-seated with an advanced art course</td>
</tr>
</tbody>
</table>
**COMPREHENSIVE FOUNDATION COURSES**

**Studio in Art**  
*Grades 9-12 (1 credit)*  
**PREREQ: None**  
This course introduces the student to the art elements, principles of design and the artmaking of various cultures. It satisfies the prerequisites for all other art courses and the Regents requirement for art or music.

**Studio in Art: Crafts**  
*Grades 9-12 (1 credit)*  
**PREREQ: None**  
This is a foundation course designed to introduce students to a wide variety of arts and crafts through learning the elements and principles of art. The projects created in this course will be 3-dimensional in nature and help students develop their talents. This course will serve to guide students' interests in the section of advance level art courses that may include Studio in Pottery and Sculpture and 3-Dimensional Design. This class is open to all students to meet their fine arts graduation requirement and satisfies prerequisites for advanced level art classes.

**Studio in Art: Electronic Media**  
*Grades 9-12 (1 credit)*  
**PREREQ: None**  
Studio in Art: Electronic Media is a foundational course designed to explore how to solve visual literacy problems through graphic design, digital photography and filmmaking. All projects are based on the elements of art and principles of design. After Electronic Media, students may continue in Film I, Photography 1 or Graphic Arts I.  
*This course satisfies the art/music requirement for graduation and prerequisites for advanced courses in Media Art.

**Design and Drawing for Production (Pre-Engineering or Art credit)**  
*Grades 9-12 (1 credit)*

**PREREQ: None**  
*University in the High School/RIT*  
Design and Drawing Production provides students with opportunities to be creative and apply their decision-making and problem-solving skills to various design problems. Students will use powerful computer hardware and software (Inventor) to develop 3-D models of objects. Using this computer-aided design system, students will learn the design process by creating, analyzing, drawing and producing a model. See page 67 for more information about a pre-engineering Endorsement. Students may take the course and earn four credits from Rochester Institute of Technology (RIT). Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

**TWO-DIMENSIONAL ART COURSES**

**Drawing and Painting I**  
*Grades 10-12 (1 credit)*  
*University in the High School/UA\l{}bany*  
**PREREQ: Studio in Art or Design and Drawing for Production**  
In this course, students will develop basic skills and techniques of drawing and painting with a variety of materials. They will develop creative problem-solving skills, review basic art theory, cover a study of western art history and begin preparation of a portfolio. Coursework includes a variety of short-term exercises, long-term projects and written assignments.

**Drawing and Painting 2**  
*Grades 11-12 (1 credit)*  
**PREREQ: Drawing and Painting 1**  
*University in the High School/UA\l{}bany*  
This is an advanced-level course that allows students to further their ability and understanding of 2-dimensional art. This course focuses on the principles of design through the use of a variety of drawing and painting media. Students will develop a strong sense of design through project-based assignments that may include media such as graphite, oil pastel, colored pencil, chalk pastel, and charcoal. Students will also develop painting skills and techniques using acrylic and tempera paints and inks. Students will explore the style of many artists throughout history and study topics like portraiture, landscapes and abstraction. Students may take the course for credit from the University at Albany. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

**Fashion Illustration**  
*Grades 10-12 (1 credit)*  
**PREREQ: Studio in Art or Studio in Art: Crafts**  
This course is intended for students in grades 10-12 who are interested in exploring careers in the fashion industry. Students will study costume and fashion history, develop a fashion portfolio by drawing the human form, and study the techniques necessary to successfully depict costumes and fabrics on the fashion figure. After Fashion Illustration, students may continue in Advanced Fashion Illustration.

**Advanced Fashion Illustration**  
*Grades 11-12 (1 credit)*  
**PREREQ: Fashion Illustration**  
This course is intended for students in grades 11-12 who are interested in exploring careers in the fashion industry. Students will study costume and fashion history, finalize a fashion portfolio by creating original designs and study the techniques necessary to successfully depict costumes and fabrics on the fashion figure. Collaborative opportunities will be explored with the theater arts program and/or media arts programs. After Advanced Fashion Illustration, students may continue in Portfolio or Drawing and Painting 1 or 2 (in sequence).
AP Two-Dimensional Design  
Grades 11-12 (1 credit)  
PREREQ: Painting I  
University in the High School/ University in the High School/ UAlbany credit  
This is an advanced course for students in grades 11 and 12. Students are expected to submit a drawing and 2-D design portfolio. Students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied. In addition to developing a portfolio, students will be expected to photograph and catalogue images of their work, participate in critiques, keep an original sketchbook for developing ideas, and study artists, art movements and terminology. Students may take the course for credit from the University at Albany. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

Art Portfolio Development  
Grades 11-12  
PREREQ: Studio in Art  
No College Credit  
Art Portfolio Development is for the serious art student interested in pursuing art in college. The course will concentrate on developing a professional art portfolio. Each person will have a portfolio ready to present for college admission at the end of the course. Observational drawing and experimental – as well as abstract – painting will be the main focus of the year. The final exam will consist of the finished portfolio, a resume, and artist statement and portfolio review.

Advanced Art Independent Study  
Grade 12 (1 credit)  
PREREQ: AP 2-D Design or AP 3-D Design, Drawing and Painting 2 or 3-credit art sequence  
This course will focus on painting techniques, advanced drawing techniques and mixed media techniques. Much of the classwork will be independent study. Emphasis is placed on portfolio completion and development as well as experimentation and self-direction.

MEDIA ARTS COURSES

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

Graphic Arts 2  
Grades 11-12 (1 credit)  
PREREQ: Studio in Art: Electronic Media or Studio in Art and Graphic Arts 1  
Graphics Arts 2 is the third course in a sequence that began with Studio in Art: Electronic Media (preferred). This advanced course explores how to solve visual literacy problems through digital media. Students will learn topics such as book cover design, branding and visual identity, advertising, motion graphics, and package design. Portfolio preparation will be created for those interested in pursuing a career in Communications or Graphic Arts.

Photography 1  
Grades 10-12 (1 credit)  
PREREQ: Any foundation level art course; Studio in Art: Electronic Media is recommended  
Photography I is designed to elevate the quality of students’ photographs and provide a better understanding of the medium. This introductory course is designed to provide students with a basic understanding of digital imaging. Students will take their own photos using DSLR cameras and edit their work in Photoshop. They will make aesthetic evaluations of work through critiques. Historic and contemporary achievements in photography will be examined in order to enrich student appreciation of the medium. Students will also explore how technology impacts current trends in the field. After successful completion of Photography I students can continue on the Media Arts sequence to Photography II, Graphic Arts I, Digital Film I, or Animation.

Photography 2  
Grade 11-12 (1 credit)  
PREREQ: Photography 1  
Photography 2 reinforces the skills taught in Photography 1. Students begin the year with a short review of the topics taught in Photography 1. Students will continue to use DSLR cameras to take photographs in this course. Photography 2 focuses on enhancing Photoshop skills and creating a digital and printed portfolio. Critiques are an essential part of this course. This allows students the opportunity to deeply reflect and analyze a variety of art and grow as a 21st century learner. In Photography II, students will analyze both historical and contemporary photographs. After Photography II, students may continue in Digital Film 1 or Graphic Arts 1.

Animation  
Grades 11-12  
PREREQ: Studio in Art: Electronic Media  
Students will create various forms of animation using hand-drawn zoetropes and various software including Stop Motion and Adobe Animate. Students will learn the different steps of production from storyboarding, creating, and editing using many Adobe Creative Cloud programs including Animate, After Effects and Premiere. Students will compile their finished projects into a Digital Portfolio.

Digital Film 1  
Grades 10-12 (1 credit)  
PREREQ: Studio in Art: Electronic Media or Photo 1  
University in the High School/ College of Saint Rose (Digital Film 1 or 2, not both)  
This course is an introduction to film process: pre-production, production and post-production. Students in this course are exposed to a variety of creative and technical experiences used by professionals in the field. Examples of projects
covered in this course are music video, public service announcement, silent narrative, and narrative with dialogue. The course is a desirable elective for students interested in fine arts, media creation and communication arts. After Digital Film 1, students may continue in Digital Film 2 Photography 1, Graphic Arts 1 or Animation. Students may take the course and earn three credits from the College of Saint Rose. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

Digital Film 2

Grades 11-12 (1 credit)
PREREQ: Digital Film 1

University in the High School/College of Saint Rose (Digital 1 or 2, not both) (3 credits), College of Saint Rose (one time)

This is an advanced course for students looking to continue working with the film medium. Students will work more independently and shoot in the field and potentially sign out equipment. They will also gain a deeper understanding of filming in a studio setting. After Film 2, students may continue in Photography, Graphic Arts 1 or Animation. Students may take the course and earn three credit from the Saint Rose if they did not in Digital Film 1. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

THREE-DIMENSIONAL ART COURSES

Advanced Studio in Art: Crafts
Grades 10-12
PREREQ: Studio in Art: Crafts

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

Studio in Pottery and Sculpture
Grades 10-12 (1 credit)
PREREQ: Studio in Art, or Design and Drawing for Production

An introductory 3-D course designed to further studies in the elements of art and the principles of design, art history and the art of different cultures. Students explore ceramics and sculpture materials. Development of technical skills is emphasized. Evaluation includes quarterly independent written projects, mid-term and final projects. Assessment may include art production, portfolio/process trail, and essays, or tests.

Advanced Studio Pottery and Sculpture
Grades 11-12 (1 credit)
PREREQ: Studio in Pottery and Sculpture

An advanced course in 3-D studies. Students will refine technical skills of pottery techniques with the manipulation of clay and other sculpture materials. Evaluation includes quarterly independent projects, mid-term and final projects. Assessment will be based upon art production, portfolio/ process trail and essays or tests.
Business
The Albany High School Business Education Department offers students business skills useful in high school, college and career opportunities. Computer technology is used in nearly all course offerings. Interested students can access a business sequence or take business courses as electives.

CTE Business Pathways

<table>
<thead>
<tr>
<th>Pathway/grade</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Accounting</strong></td>
<td>College and Career Readiness</td>
<td>Business Math or Advanced Business Math</td>
<td>Accounting 1</td>
<td>Advanced Accounting and CEIP</td>
</tr>
<tr>
<td><strong>Business: Administrative Professional</strong></td>
<td>College and Career Readiness</td>
<td>Computer Applications 1 and 2</td>
<td>Accounting 1 and Web Design</td>
<td>Advanced Computer Applications and CEIP</td>
</tr>
</tbody>
</table>

Career and Financial Management
Grades 10-12 (1 credit)
PREREQ: None
The purpose of this course is to provide students with knowledge about business, the economy, careers and financial literacy. It is a project-based computer class that introduces economic and management concepts used to help students become successful in the workplace.

Accounting I
Grades 10-12 (1 credit)
PREREQ: None
Accounting prepares students to keep accurate financial records for a business. The complete accounting cycle is presented, and students learn the basic procedures used to operate a business. Using manual skills, students perform accounting tasks for service businesses organized as proprietorships and for merchandising businesses organized as partnerships. Students will learn how to construct main financial statements and get a foundation on which to continue studying business and accounting at the collegiate level.

Advanced Accounting
Grades 11-12 (1 credit)
PREREQ: Accounting 1 or Algebra Regents
University in the High School/SUNY Potsdam
Students will broaden and improve their knowledge, understanding and application of accounting principles. Students learn more advanced, complex accounting principles using manual and computer skills. Course includes budgeting, cost concepts and cost allocation, methods of depreciation and information related to operating, investing, and financing activities. Students perform accounting tasks for merchandising businesses organized as partnerships and corporations. Students who take the course may earn four credits from SUNY Potsdam. Tuition credit fees apply.Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

Advanced Business Math
Grades 11-12 (1 credit)
PREREQ: Algebra Regents exam
University in the High School/HVCC
This course reviews basic arithmetic and algebra skills through factoring trinomials and applies those skills to topics including ratio and proportion, percentages, simple interest, commercial discounts and purchases, and present value. Income statement calculations and analysis will include sales, cost of goods sold, markup and operating expenses.

Business Math
Grades 10-12 (1 credit) (meets requirement for Mathematics diploma credit)
PREREQ: Algebra Regents exam
Students may take the course and earn four credits from Hudson Valley Community College. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).
Business Concepts and Applications
Grade 12 (1 credit)
PREREQ: None

University in the High School/HVCC
The objective of this course is to provide students with the fundamental knowledge necessary in understanding and appreciating the concepts and issues facing the global world of business in the 21st century. Topics in this course will provide students with an awareness of the many facets of a modern business including, but not limited to marketing, finance, management and legal/ethical issues. In addition, the student will gain an appreciation for the importance of attendance, conduct and personal appearance in business settings. Students may take the course and earn four credits from Hudson Valley Community College. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

Business Law
Grades 11-12 (1 credit)
PREREQ: None

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

Computer Applications 1
Grades 9-12 (¼ credit)
PREREQ: None

This course will provide students with instruction in Microsoft Office Word. Students also will learn to type an average of 35-45 words per minute and proper use of the Internet. Successful completion of this course will enhance students’ employability profile as a result of software proficiency and keyboarding skills. Computer experience is not a requirement for this course.

Computer Applications 2
Grades 9-12 (¼ credit)
PREREQ: Computer Applications 1
This course is the second part of Computer Applications I. Students will continue to increase speed and accuracy on the computer. More advanced instruction in Microsoft Word, Excel, and proper use of the Internet will be explored.

Advanced Computer Applications
Grades 10-12 (¼ credit)
PREREQ: Computer Applications I

This course introduces the student to advanced information processing concepts and applications. Students will receive hands-on experience learning advanced features in word processing, spreadsheets, and database management and the Internet. The Microsoft Office suite and Windows Operating Systems are the software products used. Students may take the course and earn three credits from HVCC. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

Sports and Entertainment Marketing
Grades 11-12 (1 credit)
PREREQ: None

This course introduces students to the sports and entertainment industry. It focuses on the marketing of sports as it applies to professional leagues, teams, events, amateur sports, sporting goods and sports media. It is a project-based computer class that looks at the marketing on non-sport products through sports with an introduction to sponsorship, licensing and athlete endorsements. Students apply marketing concepts and strategies to the sports industry through the development of sports marketing and promotion strategies and plans.

Financial Literacy
Grades 11-12 (½ credit)
PREREQ: None

This course is designed to develop skills and knowledge that will be used to help students develop sound money-management skills and inform them of the financial planning process. Topics include: budgeting and all that it entails, including sources of income, taxes, benefits and costs of spending; career as it relates to earning potential and what employers are looking for; savings and investments; inflation, risks and returns and relationships between saving and investing; credit, its purpose and the importance of managing and using it wisely; and insurance, how it works, types and costs.

Web Design
Grades 9-12 (½ credit)
PREREQ: None

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

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

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

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

CTE Pathways

<table>
<thead>
<tr>
<th>Grade</th>
<th>Culinary Arts</th>
<th>Construction</th>
<th>Cosmetology</th>
<th>Certified Nursing Assistant</th>
<th>Automotive Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>College and Career Preparation Seminar</td>
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<td>College and Career Preparation Seminar</td>
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</tr>
<tr>
<td>10</td>
<td>Culinary Arts</td>
<td>Construction Tech 1</td>
<td>Cosmetology</td>
<td>Health Sciences</td>
<td>Automotive Tech</td>
</tr>
<tr>
<td>11</td>
<td>Culinary Arts 2</td>
<td>Construction Tech 2</td>
<td>Cosmetology 2</td>
<td>Health Sciences 2</td>
<td>Automotive Tech 2</td>
</tr>
<tr>
<td>12</td>
<td>Culinary Arts 3</td>
<td>Construction Tech 3</td>
<td>Cosmetology 3</td>
<td>Health Sciences 3</td>
<td>Automotive Tech 3</td>
</tr>
</tbody>
</table>
Construction Technologies 1
Grades 10-12 (1 credit)
PREREQ: NONE
An introduction to construction technologies. This exploratory course will offer the student the opportunity to design and construct wood projects and furniture pieces. It is a hands-on introductory course with built-in flexibility to encourage creativity and varied interests. This course includes units in the use of hand and power tools, craftwork, furniture construction and bench work. There will be a public exhibit toward the end of the course to allow students the opportunity to showcase their work. Afterwards, students will be allowed to take home their finished products.

Construction Technologies 2
Grades 11-12 (2 credits)
PREREQ: Construction Technologies 1
This 2-credit course will provide a comprehensive study including blueprint reading; floor systems; wall and ceiling framing; roof framing and applications; exterior finishing; basic stair layout; electrical safety; residential electrical services; plumbing, masonry, roofing repair, electricity, painting, welding; HVAC; drain, waste, and vent systems; plastic pipe and fittings; and copper pipe and fittings. This course prepares the student with an overall perspective of the various fields of construction. Students will become familiar with various occupations within the field of construction. The work-based learning experience for this course is a school based enterprise. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Construction Technologies 3
Grade 12 (3 credits)
PREREQ: Construction Technologies 2 or instructor approval
6 non-transferable SUNY Delhi credits available
This course will provide a comprehensive study of construction technologies, including use of an organizational approach to construction management, programs and portfolios. Students are also introduced to the convergence of architecture, construction and engineering in today’s workplace. At this point, students may specialize in one or more trade areas such as welding, plumbing, electrical, masonry or carpentry. The work-based learning experience for this course is a school based enterprise and co-op placement. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Students may take the course and earn six non-transferable credits from SUNY Delhi. Tuition credit fees apply. Fee waiver or reduction may be available.

Cosmetology 1
Grade 10 (1 credit)
PREREQ: None
This course is an introduction to cosmetology. Students in this one-credit course will be introduced to the many aspects of the beauty culture: hair color, cutting and styling, and skin and nail care, along with business skills needed to operate a salon or spa.
Cosmetology 2
Grades 11-12 2 credit
PREREQ: Cosmetology 1
This 2-credit course will provide a comprehensive study and practice of the knowledge and skills required to achieve NYS licensing competency, including hairdressing, beauty therapy, nail services and spa services. Students will learn all aspects of hair coloring from basic chemistry to color analysis and testing, state-required procedures, corrective techniques, advanced and specialized techniques, working with wigs, extensions and hair pieces and advanced haircutting techniques. Additional content includes barbering, facials, manicures, hair cutting, chemical relaxing and restructuring, wet hair styling and hair coloring and lighting. Skills in mathematics, science, biology, leadership and problem-solving are reinforced in this course. The work-based learning experience for this course is a school-based enterprise. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Cosmetology 3
Grade 12 (3 credits)
PREREQ: Cosmetology 2 or instructor approval
This 3-credit course will provide a comprehensive study and practice of the knowledge and skills required to achieve NYS licensing competency including: hairdressing, beauty therapy, nail services and spa services. Students will continue with advanced cutting techniques for adults and children, advanced skin care procedures, facials, advanced makeup and nail work. Students will also begin the transition to the workplace with studies of state regulations for salons, ethics, business plans and communications and placement in a work-based learning experience. The work-based learning experience for this course is a school based enterprise and co-op placement. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Successful completion of Cosmetology 1, 2 and 3 will qualify students to sit for the NYS licensing exam. Students who do not complete this three-year program of study will need to pursue additional post-secondary training to complete required hours needed to sit for the NYS licensing exam. Students may earn credit from Bryant & Stratton College.

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

Culinary Arts 2
Grades 11-12 (2 credits)
PREREQ: Culinary Arts 1
In this 2-credit class, students learn through practical experience and theory in the restaurant kitchen. They learn language, work habits, skills and knowledge needed in the hospitality, tourism and food industries. Emphasis is given on the many different careers in this field, as well the importance of personal hygiene, sanitation and the variety of tools and equipment used in the trade. This course includes beginning instruction in safety and in the everyday usage of equipment and tools such as French knives, meat slicers, dough mixers, deep fryers, microwaves, dishwashing machines and coffee makers. Students will master skills in baking and preparation of soups and sauces, salads and sandwiches. Catering, dining room and restaurant-management skills are an integral part of the curriculum. The work-based learning experience for this course is a school-based enterprise. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Students may earn three non-transferable college credits from Schenectady County Community College. Tuition credit fees apply. Fee waiver or reduction may be available.

Culinary Arts 3
Grade 12 (3 credits)
PREREQ: Culinary Arts 2 or instructor approval
3 non-transferable SCCC credits available
The third-year student combines the knowledge and skill of the previous years to specialize in the hospitality, tourism and food industries. The third-year student will be working more in the capacity of baker, assistant cook, and/or earning certification in foundations of restaurant management or ProStart culinary arts. Students focus on the requirements for external placement in the industry work environment. The student at the end of the year will have the necessary information, skills and work experience needed for gainful employment or further advanced education. The work-based learning experience for this course is a school-based enterprise and co-op placement. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Students may earn credit from Bryant & Stratton College. Tuition credit fees apply. Fee waiver or reduction may be available.

Health Sciences 1
Grade 10 (1 credit)
PREREQ: None
This course is a state-mandated prerequisite course for Health Sciences 3 (CNA Course). It is an introduction to the health sciences. Consider taking this course to explore the health sciences and the many occupational opportunities you can pursue. While students learn about different jobs and the day-to-day responsibilities of those jobs, they’ll also explore the healthcare system, medical ethics, HIPAA guidelines, infection control and medical terminology. In addition, they will develop their interpersonal skills. Health care career expectations will be explicitly taught.
Health Sciences 2
Grades 11-12 (2 credits)
PREREQ: Health Sciences 1
The course prepares individuals with the basic skills and knowledge to enter the medical field in a variety of settings. This course provides a more in-depth exploration of the health-care system, legal/ethical issues, infection control, medical terminology, interpersonal skills, anatomy and physiology and core clinical skills relative to employment in a health-care facility. Students will be introduced to occupations in hospitals, nursing homes, physician offices, outpatient surgical centers and other health facilities. This course can be taken in conjunction with the CNA course, and Anatomy and Physiology.

Health Sciences 3: Certified Nurse Assistant (CNA)
Grade 12 (3 credits)
PREREQ: Health Sciences 2 or instructor approval
10 student maximum enrollment per section
The 3-credit course provides students with a strong foundation in comprehensive basic nursing skills and theory. It is designed to prepare students to render care in a long-term care facility as a nursing assistant. Students are placed in long-term care facilities under the supervision of a registered nurse (RN) to complete clinical requirement for certification. This course prepares students to be efficient and compassionate members of the health care team. The course reinforces the content and skills taught in Health Sciences 1 and 2 as they pertain to the elderly population, and emphasis is placed on professional development, communications, safety, bioethical/ legal practices, infection control, healthcare delivery systems, assessment and diagnostic practices, health maintenance practices, problem-solving and decision-making.

The work-based learning experience for this course is clinical experience at a nursing home. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

Students may earn credit from Bryant and Stratton. Tuition credit fees apply. Fee waiver or reduction may be available.

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

Automotive Technologies 2
Grades 11-12 2 credit
PREREQ: Automotive Technologies 1
This two-credit course will provide a comprehensive study including hands-on repair of the automobile electrical system as well as innovative projects that will stretch student thinking. Service procedures include general electrical system diagnosis; battery diagnosis and repair; starting system diagnosis and repair; charging system diagnosis and repair; lighting system diagnosis and repair; gauges, warning devices, and driver information systems diagnosis and repair; horn and wiper/washer diagnosis and repair; and accessories diagnosis and repair. The work-based learning experience for this course is a school-based enterprise and coop placement. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Students may earn three non-transferable college credits from HVCC. Tuition credit fees apply. Fee waiver or reduction may be available.
English Language Arts (ELA)

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

<table>
<thead>
<tr>
<th>Grade 9 Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9H, English 9 ENL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 10 Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 10H, English 10 ENL, Journalism (Elective: does not qualify for mandated English credit)</td>
</tr>
<tr>
<td>World Experiences with Honors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 11 Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11H, English 11 ENL, American Experience with Honors, AP Language and Composition, English 11 IB HL 1, Journalism (Elective: does not qualify for mandated English credit)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 12 Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 12 ENL, AP Literature and Composition, English 12 IB HL 2, English 12 Preparatory/Senior Symposium, Senior Symposium/African-Americans and Women in Literature, Senior Symposium/Horror Fiction and Film, Senior Symposium/Creative Writing</td>
</tr>
</tbody>
</table>

**English 9H**

*(1 credit)*

**PREREQ:** None

The focus of this course is to challenge self-motivated students to read and think critically through the study and analysis of varied genres. Learning will continue beyond the classroom as students enhance their understanding of content through research and reflection. The emphasis in this course is on the skills of reading, vocabulary development and writing. A variety of genres will be studied and analyzed throughout this course including fiction, nonfiction, poetry and drama. Because of the importance of writing and the requirement that all students pass the English 11 Regents, the English 9 program places greater emphasis on the development of writing and analytical skills. Benchmark assessments are done throughout the school year to monitor student progress.

**English 10H**

*(1 credit)*

**PREREQ:** None

The focus of this course is to challenge students to read and think critically through the study and analysis of varied genres. Learning will continue beyond the classroom as students enhance their understanding of content through research and reflection. Student writing will focus on the development of analytical and persuasive essays. Students demonstrate learning through traditional and authentic assessments, including individual and group projects. Tenth-grade students undertake a research project and a literary analysis project, and they become familiar with varied literary genres (drama, fiction, nonfiction, poetry and short stories). Students will enhance their speaking and listening skills through public speaking opportunities. Benchmark assessments are done throughout the school year to monitor student progress.

**World Experiences Honors**

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

**PREREQ:** None

This interdisciplinary course centers on the cooperative discovery of history and literature throughout the world from the 18th Century to present global issues. It is designed to help students establish connections between the political ideas, movements and events that have shaped the world and the literary movements that have created global cultures. Chronological and topical approaches to literature and history provide the framework for the study of world experiences. Students will read a variety of short and longer texts that complement the exploration of world history and relevant primary source documents. All students are required to take the Global History and Geography exam at the end of the course while also preparing for the English Regents at the culmination of 11th grade.
English 11H
(1 credit)
PREREQ: None
Part of this rigorous curriculum will include independent tasks, in-depth literary analysis and mastery of varied writing processes ranging from creative to analytical. This course includes a survey of traditional and contemporary American literature, with an emphasis on drama, poetry and historic texts. Students can expect to partake in an extensive, research-based writing project in the second quarter and an independent reading project in the third quarter. The course as a whole prepares students for successful completion of the English 11 Regents Exam, an exit exam is required for graduation.

The American Experience Honors
English 11 Honors (1 credit) and US History Honors (1 credit)
PREREQ: None
This interdisciplinary course centers on the cooperative discovery of the history and literature of the United States. It is designed to help students establish connections between the political ideas, movements and events that shaped our country and the artistic movements that have created our culture. Chronological and topical approaches to literature and history provide the framework for the study of the American experience. Students read a variety of short and longer texts that complement the exploration of United States history and primary source documents including the US Constitution and landmark Supreme Court cases. All students are required to take the US History and Government and English Regents exams at the conclusion of the course.

AP Language and Composition
(1 credit)
PREREQ: None
In the Advanced Placement course in English Language and Composition, students are engaged in becoming skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. A performance-based assessment (collaborative project) takes the place of an in-class final examination. It is important to note each college has established guidelines for granting credit based on the student’s score on the AP examination. AP exam fee applies; fee waiver or reduction may be available.

English 11 IB HL 1
(1 credit)
PREREQ: None
In English 11 IB HL 1: Language and Literature, students are engaged in becoming skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. A performance-based assessment (collaborative project) takes the place of an in-class final examination. Through the course students will develop: a personal appreciation of language and literature, skills in literary criticism using a range of texts from different periods, styles and genres, an understanding of the formal, stylistic and aesthetic qualities of texts, strong powers of expression — both written and oral, an appreciation of cultural differences in perspective, and an understanding of how language challenges and sustains ways of thinking. The class is a prerequisite for IB HL Language and Literature II.

Senior Symposium/Creative Writing
(1 credit)
PREREQ: Successful Completion of English 11 Regents
University in the High School/UAAlbany
Senior Symposium (first semester) will prepare students to be college and career ready by engaging them in the process that will aid them in making this important transition successfully. Key topics will include resume writing, cover letters, career inventories, college applications/essays, and research. Guest speakers and college visits will also be an important component of this course. This course will foster students’ abilities to produce clear expository prose through emphasis on the writing process, audience analysis, topic selection, thesis support, development, editing and revision. Using models of fiction and non-fiction, students will work on refining syntax, voice and appropriate style. This course is strongly recommended for students preparing for college.

Creative Writing (second semester) affords students the opportunity to further develop their writing talents by experimenting with a variety of forms and techniques. Areas of study will include short fiction, poetry, feature articles and dramatic dialogue. This course is based on the premise that students must write daily in order to further develop their writing skills. Students will also explore other areas, including writing theory and publishing, which will provide a comprehensive view of the creative writing process. Through class assignments, peer editing and the study of professional works, students will create and submit a final portfolio that displays growth as a writer. Students may take the course for University at Albany credit. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

Senior Symposium/African-Americans and Women in Literature
(1 credit)
PREREQ: Successful Completion of English 11 Regents
University in the High School/University at Albany
Senior Symposium (first semester) will prepare students to be college and career ready by engaging them in the process that will aid them in making this important transition successfully.
transition successfully. Key topics will include resume writing, cover letters, career inventories, college applications/essays and research. Guest speakers and college visits will also be an important component of this course. Also, this course will foster students’ abilities to produce clear expository prose through emphasis on the writing process, audience analysis, topic selection, thesis support, development, editing and revision. Using models of fiction and non-fiction, students will work on refining syntax, voice and appropriate style. This course is strongly recommended for students preparing for college.

Horror Fiction and Film (second semester) uses popular mythology to explore the dark, squalid areas of popular culture. This semester-long course examines society’s dreams and the myths it creates through horror fiction and film. Specifically, this course will explore the relationship of horror fiction and film and the underlying use of gender, race, class, ethnicity and the power within. Several films will be viewed and related works of horror fiction are required reading. The goal of this course will be to look beneath the surface of the films and texts in order to develop a theory of the horror genre as it relates to modern culture. Students wishing to take the course will need to submit a signed parent/guardian permission slip to their guidance counselor. University in the High School/HVCC credit. Students may take the course for SUNY Potsdam credit. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

Senior Symposium/Horror Fiction and Film
(1 credit)
PREREQ: Successful Completion of English 11 Regents
University in the High School/SUNY Potsdam
Senior Symposium (first semester) will prepare students to be college and career ready by engaging them in the process that will aid them in making this important transition successfully. Key topics will include resume writing, cover letters, career inventories, college applications/essays and research. Guest speakers and college visits will also be an important component of this course. Also, this course will foster students’ abilities to produce clear expository prose through emphasis on the writing process, audience analysis, topic selection, thesis support, development, editing and revision. Using models of fiction and non-fiction, students will work on refining syntax, voice and appropriate style. This course is strongly recommended for students preparing for college.

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English 12 Preparatory/Senior Symposium
(1 credit)
PREREQ: None
This course is designed for seniors who still need to pass the English 11 Regents exam for graduation credit; emphasis will be placed on preparing for success on that exam. In the first half of the course, students will hone test-taking strategies while working toward developing as a reader and writer relative to text analysis and argumentation. Senior Symposium (second semester) will prepare students to be college and career ready by engaging them in the process that will aid them in making this important transition successfully. Key topics will include resume writing, cover letters, career inventories, college applications/essays and research. Guest speakers and college visits will also be an important component of this course. The course will foster students’ abilities to produce clear expository prose through emphasis on the writing process, audience analysis, topic selection, thesis support, development, editing and revision. Using models of fiction and non-fiction, students will work on refining syntax, voice and appropriate style. This course is strongly recommended for students preparing for college.

English 12 IB HL 2
Grades 11-12 (1 credit)
PREREQ: English 11 IB HL 1
International Baccalaureate English is a demanding, exciting course of study spanning both the junior and senior years. With a focus on global consciousness, students will read a range of literature encompassing works from varied and comprehensive genre (drama, poetry, prose: novel and short story, and prose: other than novel and short story), period (pre-1800, 1800-1900, 20th century) and cultural perspective. Particular attention is paid to the study of language and literature in translation. In keeping with the IB mission to create independent, original thinkers, students will be required to actively engage in critical analysis and dialogue about their texts. To illuminate both the depth and breadth of thinking in our greatest works, texts will be studied in comparison and also through “close reading.” IB assessments span both years, with internal oral commentary and presentation in the spring of the junior year and a combination of independent essays and “scripts” (on demand/IB-created tests) in the senior year. IB registration and exam fee applies; fee waiver or reduction may be available.

AP Literature and Composition
Grade 12 (1 credit)
PREREQ: Successful Completion of English 11 Regents Exam. It is also recommended the student take AP Language and Composition in preparation for this course.
In the Advanced Placement course in English Literature and
Composition, students are engaged in critical analysis of diverse literary texts ranging from classical to contemporary. Intensive analysis of rhetorical techniques, comparative study of genres and universal themes, exploration of modes of discourse and collaborative projects provide students with a number of cultural intellectual contexts. Students will consider how different kinds of literary criticism may enrich, stimulate and challenge their understanding of texts. A performance-based assessment (collaborative project) takes the place of an in-class final exam. It is important to note each college has established guidelines for granting credit based on the student’s score on the AP exam. AP exam fee applies; fee waiver or reduction may be available.

**ELECTIVES**

**Journalism**

*Grades 10-12 (1 credit)*

**PREREQ:** None

*University in the High School/HVCC*

This is primarily a workshop course in which all aspects of producing a newspaper are covered with an emphasis on The Nest, Albany High School’s student newspaper. Topics covered in print and electronic journalism include general reporting, news articles, features, editorials and headline construction. In addition, students participate in video production and outside journalism projects. Guest speakers provide practical insight into newspaper and television journalism. Three HVCC credits are available to students enrolled in Journalism for the whole year. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

**Regents Reading and Writing Tier 2 or 3**

*Grades 10-12 No credit*

**PREREQ:** None

Regents Reading and Writing is an Academic Intervention Service (AIS) course designed to provide additional support for ninth- and tenth-grade students who have demonstrated need based on prior performance. This course further develops students reading and writing skills to prepare them for the English Regents exam that all students must pass to graduate. The course will focus on the skills necessary for essay writing, reading comprehension, study skills, research skills and note-taking strategies.
English as a New Language (ENL)

Entering 9-10
Entering-SIFE 9-10
Grades 9-10 (1 credit)
PREREQ: Most current NYSITELL or NYSESLAT score
This course is designed for students who may have gaps of two or more
years in their formal education and/or little or no background in the
English language. In this three-period class, students will acquire
rudimentary skills and an everyday working English vocabulary. They
will be offered opportunities to practice basic pronunciation,
self-expression and grammatical structures. One period of this three-
period block will be dedicated to developing English Language Arts
(ELA) skills and will be co-taught by a specialist in ELA/reading.
The ultimate goal of this section of English as a New Language is to
help these students acclimate to their new surroundings and new
culture. The intent of this course is to prepare students to progress to
the emerging, transitioning and expanding levels of ENL and soon be on their way to fulfilling
the requirements of a high school diploma.

Emerging 9-10
Grades 9-10 (1 credit)
PREREQ: Most current NYSITELL or NYSESLAT score
At this level of English as a New Language, students will receive two
periods of instruction in language acquisition English that will focus on
listening, reading, writing and speaking skills and the development of
academic language. One period of this two-period block will be
dedicated to developing English Language Arts (ELA) skills and will
be co-taught by a specialist in ELA/reading. The intent of this course
is to prepare students to progress to the transitioning, expanding and
commanding levels of ENL and soon be on their way to fulfilling
the requirements of a high school diploma.

Transitioning 9-10
Grades 9-10 (1 credit)
Transitioning 11-12
Grades 11-12 (1 credit)
PREREQ: Most current NYSITELL or NYSESLAT score
This one-period course is for students at the intermediate level of
English acquisition. While students in this course have a good working
knowledge of conversational English, this class will help them
refine their reading and writing skills to help them be more successful
in their core content classes. This course is a companion to English
9 ENL, English 10 ENL, English 11 ENL and English 12 ENL. The intent
of this course is to prepare students to progress to the expanding or
commanding levels of ENL and soon be on their way to fulfilling
the requirements of a high school diploma.

Emerging 11-12
Grades 11-12 (1 credit)
PREREQ: Most current NYSITELL or NYSESLAT score
At this level of English as a New Language, students will receive two
periods of instruction in language acquisition English that will focus on
listening, reading, writing and speaking skills and the development of
academic language. One period of this two-period block will be
dedicated to developing English Language Arts (ELA) skills and will
be co-taught by a specialist in ELA/reading. The intent of this course
is to prepare students to progress to the transitioning, expanding and
commanding levels of ENL and soon be on their way to fulfilling
the requirements of a high school diploma.

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

Algebra 1 ENL
Grade 9 (1 credit)
PREREQ: None
Algebra 1 is the first mathematics course for high school students, leading to the Algebra Regents exam. This course provides students with broad exposure to the basic concepts of Geometry, and reinforces Algebra skills such as solving equations and working with ratio and proportion. Geometry topics covered are: angles and segments, triangles, transformations, quadrilaterals, congruence and similarity, trigonometry, solids, and constructions. Using second language acquisition methodologies, this course will broaden the ENL student’s mathematical knowledge, while developing algebraic skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Successful completion of this course will earn one of the three credits required for graduation. Students enrolled in Algebra 1 participate in the Algebra Regents examination administered in June. A graphing calculator will be provided for in-class use.

Business Math ENL
Grades 10-12 (1 credit)
PREREQ: Algebra 1 ELL Regents school examination
This course is an interdisciplinary business course option that will prepare students for the financial world they will encounter. This class is designed specifically for ENL students and is taught using second language acquisition methodologies. The course also is for ENL students who have successfully passed the Algebra 1 exam. The course was designed to meet commencement-level math and CDOS standards upon graduation and meets requirements for the third credit of mathematics needed for graduation.

Economics ENL
Grade 12 (½ credit)
PREREQ: None
This course prepares ENL students for civic engagement and domestic and global citizenry by drawing on their personal experiences in their own countries while developing their knowledge of the American government, political, and economic systems. Students in this class will be taught using second-language acquisition methodologies and ENL learning strategies. This course should provide students with the economic knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world. The course is designed to emphasize rational decision-making, and to encourage students to become wiser consumers as well as better citizens. This course culminates with a capstone project that incorporates skills and concepts taught in both Participation in Government and Economics.

Computer Applications ENL
Grades 9-12 (½ credit)
PREREQ: None
This course is designed to support ENL students in learning basic keyboarding skills and word processing. This full-year course will take students from beginning level to more advanced computer applications using Microsoft Word.
English 9 ENL
(1 credit)
PREREQ: None
This course offers the opportunity for ENL students who are at the Transitioning, Expanding, or Commanding level to focus on reading, vocabulary development and writing using second-language acquisition methodologies. A variety of genres will be studied and analyzed throughout this course including fiction, non-fiction, poetry, and drama. Because of the importance of writing and the requirement that all students pass the Common Core English Regents, the English 9, the English 9 program places greater emphasis on the development of writing and analytical skills. Benchmark assessments are done throughout the school year to monitor student progress.

English 10 ENL
(1 credit)
PREREQ: None
This course offers the opportunity for ENL students who are at the Transitioning, Expanding, or Commanding level to continue to focus on reading, vocabulary development and writing using second-language acquisition methodologies and will prepare them for the mandated Common Core English Regents the following year. Student writing will focus on the development of analytical and persuasive essays. Students demonstrate learning through traditional and authentic assessments, including individual and group projects. Tenth-grade students undertake a research project, a literary analysis project, and become familiar with varied literary genres (drama, fiction, nonfiction, poetry and short stories). Students will enhance their speaking and listening skills through public speaking opportunities. Benchmark assessments are done throughout the school year to monitor student progress.

English 11 ENL
Grade 11 (1 credit)
PREREQ: None
This course offers the opportunity for ENL students to study literature and advanced writing using second-language acquisition methodologies. Students will take the English Regents at the end of the year, a requirement for NYS graduation. Therefore, this course places great emphasis on the development of analytical and writing skills demanded by the exam. Students read fiction, non-fiction, poetry and drama, and engage in a variety of tasks and assessments to develop advanced reading comprehension and literary analysis skills. Student writing will focus on analytical, argumentative and research based writing with an emphasis on developing claims and supporting a thesis statement. Special attention is also paid to expanding students' academic vocabulary and linguistic awareness of English.

English 12 ENL
Grade 12 (1 credit)
PREREQ: None
This course offers the opportunity for ENL students to continue their studies in literature and advanced writing using second-language acquisition methodologies. Student writing will focus on analytical, argumentative and research based writing with an emphasis on developing claims and supporting a thesis statement. Student writing will also include the creation and development of a college essay as well as focusing on the college application process. Academic language and vocabulary are enhanced to better prepare students to be college and career ready.

Living Environment ENL
Grade 9 (1 credit)
PREREQ: None
This course continues to work and support ENL students who are expected to pass the Living Environment Regents exam. The ENL students in this class will be taught using second language acquisition methodologies and ENL learning strategies. The course is a study of the organization of living things, reproduction and development, the human body and evolution.

Students are required to have 1,200 documented lab minutes in order to sit for the Regents exam.

Participation in Government ENL
Grade 12 (½ credit)
PREREQ: None
This course prepares ENL students for civic engagement and domestic and global citizenry by drawing on their personal experiences in their own countries while developing their knowledge of the American government, political, and economic systems. Students in this class will be taught using second language acquisition methodologies and ENL learning strategies. The Participation in Government course is interdisciplinary, for it will be drawn from areas beyond the defined social studies curriculum and will include life experience beyond classroom and school. This course will be related to problems or issues addressed by students. In addition, the term participation must be interpreted in the broad sense to possibly include an actual community service program or out-of-school internship, and in-class, in-school activities that involve students in the analysis of state public issues. Analyzing, monitoring, discussing issues and policies are the fundamental activities of this course. This course culminates with a capstone project the incorporates skills and concepts taught in both Participation and Government and Economics.

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

**World History 1 ENL**

*Grade 9 (1 credit)*

*PREREQ: None*

This course supports ENL students who are expected to pass the Global Studies Regents exam after completing Global History 2. The students in this class will be taught using second-language acquisition methodologies and ENL learning strategies. Grade 9 includes an introduction to world history and units on the ancient world, civilizations and religions (4000 B.C.-A.D. 500); expanding zones of exchanges and encounters (500-1200); and global interactions (1260-1650). Benchmark assessments are given throughout the year to monitor students’ progress.

**World History 2 ENL**

*Grade 10 (1 credit)*

*PREREQ: None*

This course continues to work and support ENL students who are expected to pass the Global Studies Regents exam. The students in this class will be taught using second-language acquisition methodologies and ENL learning strategies. World History 2 continues the study of World History 1 by picking up at the conclusion of the ninth-grade course. Global 10 includes units on the first global age (1450-1770); the age of revolutions (1750-1914); a half-century of crisis and achievement (1900-1945); and the 20th century since 1945. A Regents exam will be given at the end of the completion of World History 2.
Family and Consumer Sciences (FACS)

The mission of the Family and Consumer Sciences (FACS) Department is to prepare individuals to be competent, confident and caring in managing their personal, family and career lives.

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

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

FACS courses meet or exceed both the state and national FACS standards and Career Development and Occupational Studies (CDOS) Standards. The focus of FACS continues to be on helping students to become independent, contributing and functioning members of their families and the larger community. This is where academics merge with real life.

FACS at a glance

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>Food and Nutrition</td>
<td>Food Preparation and Nutrition</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10-12</td>
<td>Lifespan Studies</td>
<td>Adolescent Psychology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10-12</td>
<td>Lifespan Studies</td>
<td>Lifespan Studies</td>
<td>1/2</td>
<td>Can be taken either semester</td>
</tr>
<tr>
<td>11-12</td>
<td>Food Science</td>
<td></td>
<td>1</td>
<td>Third-year science or elective credit</td>
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<tr>
<td>10-12</td>
<td>Global and Gourmet Foods</td>
<td></td>
<td>1</td>
<td>Prereq: Food and Nutrition/ Food Preparation and Nutrition</td>
</tr>
<tr>
<td>12</td>
<td>Child Development</td>
<td></td>
<td>1</td>
<td>Prereq: Lifespan Studies CORE/Adolescent Psychology</td>
</tr>
</tbody>
</table>

Food and Nutrition CORE
Grades 9-12 (½ credit)
First semester only
PREREQ: None
Students will prepare nutritious and inexpensive foods from all areas of the food groups using food-preparation equipment, utensils and appliances and ingredients normally found in the home. All foods prepared are for student consumption – no food produced in this course may be sold. This course will cover the basics of nutrition, menu planning and food preparation skills which will fill most of the first ten weeks of this course, with no food preparation taking place. The second half of the semester will consist of both textbook learning, research and food labs. Approximately 18 labs, including four demonstrations, will provide the student with the basics to prepare healthy and nutritionally balanced meals at home. This course is the prerequisite for Food Preparation and Nutrition and is
one of the prerequisites for Global and Gourmet Foods. The course does not have to be taken the same school year as Food Preparation and Nutrition.

**Food Preparation and Nutrition**  
*Grades 9-12 (½ credit)*  
*Second semester only*  
**PREREQ:** Food and Nutrition CORE

This course, the second in the Food and Nutrition sequence covering nutrition and food preparation skills, will reinforce the principles of nutrition and basic food preparation skills. Students will apply basic consumer skills in the research and selection of basic household appliances; identify the pros and cons of workplace design and management; identify the nutritional needs of individuals throughout the lifespan; and explore the path of food from farm to table and the myriad of issues relating to the US food supply. As in Food and Nutrition CORE, students will prepare foods from all food groups but will use recipes that require greater skills and techniques. This course is the prerequisite to Global and Gourmet Foods; it does not have to be taken the same school year as Food and Nutrition CORE.

**Global and Gourmet Foods**  
*Grades 10-12 (1 credit)*  
**PREREQ:** Food Preparation and Nutrition and Food and Nutrition CORE

Global and Gourmet Foods introduces students to the ways in which the culture and traditions of regions and countries influence food choices. Students will identify and prepare foods from various regions and countries to compare cuisines, ingredients used and preferred cooking methods. Students will also examine the issues and conditions which affect the availability and quality of food in the global market. Current issues related to global nutrition from production through consumption will be explored.

Students will have the opportunity to examine the wide variety of career paths in the global and gourmet foods fields and identify the knowledge and skills necessary for success within these fields. In the event this course is not offered due to insufficient enrollment, students will be scheduled in Food Science.

**Food Science**  
*Grades 11-12 (1 credit)*  
**PREREQ:** None

Food Science is a part of every stage of the production, processing, preparation, evaluation and uses of food. In this course students will use biology, chemistry and microbiology to understand scientific principles as they relate to food and the food industry. For example, understanding how crystals grow is a basic scientific experiment. In this class, we'll grow some in a supersaturated borax solution and then in a supersaturated sugar solution. After that, we'll make some fudge and prevent crystals from forming. Laboratory results will sometimes be subject to taste testing and other sensory evaluation, but students should be advised that this is not a cooking class. This course fulfills the NYS graduation requirement for the third year of science.

**Lifespan Studies CORE**  
*Grades 9-12 (½ credit)*  
**PREREQ:** None

The approximate average lifespan of humans in our country is 79 years. This course will cover human growth and development from conception to death and prepares students to understand the physical, socio-emotional and cognitive growth and development that occurs throughout the lifespan. The course will also cover some theories of human development; prenatal development and human development from infancy to death.

**Child Development**  
*Grades 10-12 (1 credit)*  
**PREREQ:** Lifespan Studies OR Adolescent Psychology

Theories of child development and current research are presented and discussed in greater depth than in Lifespan Studies. The interdependence between all areas of growth and development is examined. Students will explore the development of the child from the prenatal stage to school-age, and how optimal physical, emotional, social and cognitive foundations are established. Students will gain a basic understanding of the skills adults need for the guidance, discipline and education of children, and will develop parenting skills. This course addresses the legal and optimal requirements for the physical, emotional, social and cognitive development of children with special needs. Particular importance is given to how adult influence can promote or inhibit child development in all domains. This course meets or exceeds the state mandate for parenting education.

**Adolescent Psychology**  
*Grades 10-12 (½ credit)*  
**PREREQ:** Lifespan Studies CORE

In this course, students will explore contemporary teen problems, values and morals, relationships and family, and the many choices and decisions teens have to make during adolescence. Students will study several psychological theories explaining the behavior that is exhibited during adolescence. Meets NYS parenting education requirements.
Health

Health education is a required subject for all students. Students must complete a one-half unit course in order to be eligible for graduation. This course can be taken any year after grade 9.

Health Education

Grades 10-12 (½ credit)

Alternate days for a full year

This course is designed to provide opportunities for students to achieve the skills, knowledge and attitudes that will allow for the attainment of an optimal quality of life through the development and maintenance of total well-being. This course is designed to be a continuation of the skills and knowledge learned at the elementary and middle school levels and provides each student with knowledge-based experience through which responsibility, decision-making and confidence are constantly nurtured. Health Education focuses on the development of six essential skills: goal setting and planning, decision-making, effective communication, self and relationship management, stress management and advocacy.

JROTC

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

JROTC-LET 1

Grades 9-12

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

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

JROTC-LET 2

Grades 9-12

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

Students continue to learn about leadership skills and qualities in addition to first-aid and effective problem solving techniques. They are given more responsibility and opportunities to hold leadership positions such as team leader and squad leader. Students wear the JROTC uniform once a week.

JROTC-LET 3

Grades 9-12

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

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

JROTC-LET 4

Grades 9-12

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

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

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

<table>
<thead>
<tr>
<th>Sequence/grade</th>
<th>Regents sequence</th>
<th>Advanced Regents sequence</th>
<th>Accelerated Regents Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Topics in Algebra or Algebra 1</td>
<td>Algebra 1</td>
<td>Geometry R (Algebra in grade 8)</td>
</tr>
<tr>
<td>10</td>
<td>Algebra 1 or Geometry S/R</td>
<td>Geometry R</td>
<td>Algebra 2</td>
</tr>
<tr>
<td>11</td>
<td>Geometry S/R or Algebra 2 and/or elective</td>
<td>Algebra 2</td>
<td>Math AP, IB, HVCC or elective</td>
</tr>
<tr>
<td>12</td>
<td>Optional mathematics elective</td>
<td>Math AP, IB, HVCC or elective</td>
<td>Math AP, IB, HVCC or elective</td>
</tr>
</tbody>
</table>

## REGENTS MATHEMATICS COURSES

### Topics In Algebra
**Grade 9 (1 credit)**
**PREREQ:** None

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

### Algebra 1
**Grades 9-10 (1 credit)**
**PREREQ:** None

Algebra 1 is the first Regents mathematics course for high school students and ends with the Algebra Regents exam in June. This course will broaden mathematical knowledge while developing algebraic skills and processes that allow the student to use a variety of techniques to solve problems in a variety of settings. Successful completion of this course will result in one of the three math credits required for graduation.

**Algebra 1 Themes and Connections: AIS Math Test Prep for Algebra**
**Grades 10-12 ½-1½ credit**
**PREREQ:** This course is designed to give additional support to students who have not passed their Algebra 1 Regents exam

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

### Geometry S (School Level)
**Grades 10-11 (1 credit)**
**PREREQ:** Algebra 1

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

### Geometry R (Regents Level)
**Grades 9-10 (1 credit)**
**PREREQ:** Algebra 1

Geometry is the second course of the math Regents sequence for high school students who have passed Algebra and the Algebra 1
with polynomials, first-degree

Topics of study include: operations addresses the principles of algebra

Regents college level course that

Intermediate Algebra is a non-

U niversity in the High School/HVCC

PREREQ: Algebra 1, Geometry, Algebra 2 and Trigonometry sequence or approved course combination

Precalculus is designed for students who will move into advanced levels of mathematics. However, it is not intended as a preparation for AP Calculus. It is expected that advanced Regents students may complete Precalculus as a fourth math credit, and that other college-bound students will elect this course. The course content includes analytic geometry, polar coordinates, advanced algebra, complex numbers and calculus. Students may take the course and earn four credits from Hudson Valley Community College. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

Math in Trades

Math in Trades is designed to provide students with practical mathematics skills that can be applied to a variety of trade and technical areas. This can include the areas of nursing, construction, automotive, electrical, drafting and several other occupations. The emphasis of this course is to provide real-life problem solving opportunities for students that they can later apply to their occupation upon the completion of high school.

Practical Consumer Math

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

ADVANCED MATHEMATICS ELECTIVES

Precalculus

Grades 11-12 (1 credit)

University in the High School/HVCC

PREREQ: Successful completion of Algebra 1, Geometry, Algebra 2 and Trigonometry sequence or approved course combination

Calculus with Precalculus

Grades 11-12 (1 credit)

University in the High School/HVCC

PREREQ: Successful completion of Algebra 1, Geometry, Algebra 2 sequence or approved course combination.

Calculus with Precalculus is designed for students who will move into advanced levels of mathematics including AP Calculus AB or BC. It is expected that accelerated Regents and strong, advanced Regents-level students will complete Calculus with Precalculus. Other college-bound students may elect this course as well. Calculus with Precalculus integrates precalculus topics into the concepts and techniques of Calculus I. This course will prepare students for Math 12 AP or college-level calculus. Students may take the course and earn four credits from Hudson Valley Community College. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High
School).

**Mathematics 12 AP-1**
Grade 12 (1 credit)
PREREQ: Successful completion of Algebra, Geometry, Algebra 2/IB Mathematics SL 1 sequence or approved course combination, and Calculus with Precalculus or IB Mathematics SL 2
Math 12 AP-1 is a college-level course in calculus and related analytical geometry, including all topics ordinarily given in a college freshman mathematics course. It is designed to insure that the student will be able to take more advanced courses in mathematics and allied fields in college. Students who successfully complete this course will be prepared to take the Advanced Placement examination in Calculus AB; AP exam fee applies. Fee waiver or reduction may be available.

**Mathematics 12 AP-2**
Grade 12 (1 credit)
PREREQ: Successful completion of Algebra, Geometry, Algebra 2/IB Mathematics SL 1 sequence or approved course combination, and Calculus with Precalculus or IB Mathematics SL 2.
This college-level course in calculus is somewhat more intense and extensive than Math 12 AP-1 (see above). Students who successfully complete this course will be prepared to take the Advanced Placement examination in Calculus BC; AP exam fee applies; fee waiver or reduction may be available.

**IB Mathematics SL 2**
Grades 11-12 (1 credit)
PREREQ: Successful completion of Algebra, Geometry, Algebra 2/IB Mathematics SL 1 sequence or approved course combination
IB Mathematics SL 2 is designed as both the second year in the IB Math sequence and as a preparation for AP Calculus AB or BC. The course includes a precalculus curriculum as well as elements of AP Statistics and AP Calculus. Precalculus topics include but are not limited to a mastery-level trigonometry unit, linear algebra, higher order polynomials and curve sketching, finite and infinite sequences. Calculus topics covered kinematics, slopes of tangents and normals, area under a curve and volume of revolution. Probability and statistics topics include binomial and normal distributions and probability theory. This is a very rigorous, inquiry-based course with an emphasis on concept development and connections between the curricular areas rather than procedure. This course leaves a student well-prepared to take an AP Calculus course or college calculus in the following year. Students will take an IB assessment in the spring as well as complete an independent research project. IB registration and exam fee applies; fee waiver or reduction may be available.

**AP Statistics**
Grades 11-12 (1 credit)
Minimum PREREQ: Algebra 1, Geometry and Algebra 2
University in the High School/UAAlbany
AP Statistics is a college-level course in statistics and statistical analysis. Students can take this course for AP credit or University at Albany credit. This statistics course follows the Advanced Placement and UAlbany syllabus, which introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. This course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics and is heavily dependent on graphing calculator and computer technology. This course will be useful for any student considering study in science, engineering, business, psychology or the social sciences. A final examination is taken at the completion of this course for students taking this class for UAlbany credit. Students will be prepared to take the AP Statistics exam; exam fees apply. Students may take the course and earn three credits from UAlbany through University in the High School. Tuition credit fees apply. Fee waiver or reduction may be available for the AP exam or UAlbany tuition. (see pages 8-9 to learn more about University in the High School).
Music

The one-year art/music requirement may be satisfied by music with any music class. All students are welcome to participate in the music program. Music ensemble classes can be taken more than once.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Band Pathway</th>
<th>Choral Pathway</th>
<th>Strings Pathway</th>
<th>Music Production and Technology Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Concert/Symphonic Band or World Drumming or Piano I</td>
<td>Vocal Music</td>
<td>Orchestra or Advanced Orchestra (by audition)</td>
<td>Music in Our Lives or Music Theory or Piano I</td>
</tr>
<tr>
<td>10</td>
<td>Any course above or Wind Ensemble (by audition) and/or Jazz Improvisation Ensemble (by audition) and/or Music Theory</td>
<td>Any course listed above or Select Choir (by audition) and/or Music Theory</td>
<td>Orchestra or Adv. Orchestra (by audition) and/or Music Theory</td>
<td>Any course listed above or Digital Audio Workstation I</td>
</tr>
<tr>
<td>11</td>
<td>Any course above in sequence and/or AP Music Theory</td>
<td>Albanettes and Troubadours (by audition) or any course listed above in sequence and/or AP Music Theory</td>
<td>Any course listed above in sequence and/or AP Music Theory</td>
<td>Any course listed above in sequence and/or AP Music Theory</td>
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<tr>
<td>12</td>
<td>Any course listed above in sequence or IB SL or Independent Study</td>
<td>Any course listed above in sequence or IB SL or Independent Study</td>
<td>Any course listed above in sequence or IB SL 1 or Independent Study</td>
<td>Any course listed above in sequence or IB SL I A or B or Independent Study</td>
</tr>
</tbody>
</table>

Music in Our Lives

*Grades 9-12 (1 credit)*

**PREREQ:** None

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

The Music In Our Lives content includes:

- Listening to music performed by a variety of performance media
- Performing at a recreational level on a social or electronic instrument or voice
- Composing or arranging music
- Study of basic theory, history and contemporary music theater
- An independent special interest project, a requirement to receive credit for the course as mandated by New York State

Piano 1

*Grades 9-12 (1 credit)*

**PREREQ:** None

This course is designed to present the beginning high school piano student with group instruction utilizing the electronic piano keyboarding experience. Students will develop skill in learning to play the piano through the application of popular and familiar song material.
Beginning concepts, such as basic music theory, chord construction, rhythmic and harmonic knowledge will be applied throughout this course in both the bass and treble clefs. Students will gain confidence in their performance skills through critique and recitals as their skills develop.

**World Drumming**  
*Grades 9-12 (1 credit)*  
**PREREQ: None**  
This course is presented to the beginning percussion student. No musical background is required for this course. Students will focus on hand drumming and explore rhythmic motives derived from different cultures rich in percussive music. The concept of poly-rhythms and rhythm stacking through Africa, Latin, and Caribbean music will be examined and practiced through the use of music reading as well as by note memorization. Students will perform on various hand drum instruments of varying styles and cultures. Rhythmic content will progress from the easy to medium level. Topics will include reading skills, technique, and general musicality. Student will perform individually and as a group during class.

**Concert/Symphonic Band**  
*Grades 9-12 (1 credit)*  
**PREREQ: Completion of middle school instrumental music program (Symphonic Band/Wind Ensemble) and/or middle/high school band teacher recommendation**  
Concert/Symphonic Band is open to all students who have demonstrated proficiency in performance standards upon leaving middle school. Students will develop ensemble techniques through the performance of quality band literature and exercises. The group rehearses daily throughout the year and performs in at least two concerts. Performance attendance is a mandatory requirement. Regular small group instrumental lessons are offered during school as part of this course requirement.

**Wind Ensemble**  
*Grades 9-12 (1 credit)*  
**PREREQ: Middle/high school band teacher recommendation and/or blind panel audition**  
Wind ensemble students will demonstrate advanced skills musically and personal/group responsibility. Students will be auditioned for this advanced group. Wind Ensemble meets daily throughout the year and performs in at least two school concerts. School lessons will be provided in small instrumental ensembles during the school day as part of this course requirement.

**Orchestra**  
*Grade 9-12 (1 credit)*  
**PREREQ: Completion of middle school orchestra program and/or middle/high school band teacher recommendation**  
This course offers students the opportunity to participate in a full string ensemble. The program supports student experimentation with a vast array of musical literature. In addition to daily class instruction, every student is assigned to a weekly technique class. Participation in school concerts is a course requirement.

**Digital Audio Workstation 1**  
*Grades 10-12 (1 credit)*  
**PREREQ: Music in Our Lives, Piano 1 or Music Theory**  
This course offers an introduction to digital audio software. Students will explore the full functions of Garage Band and FL Studios using modern technology for recording samples, MIDI sequencing, looping and video music composition. DAW 1 students will be introduced to writing and production techniques in hop-hop styles. Topics include the social and cultural aspects of hip-hop music as they pertain to the music’s origins and early pioneers, the analysis of stylistic and musical characteristics, and instruction in the use of sequencing software in hop-hop production. Students will be involved in multiple projects and real-life scenarios, and they will learn from industry professional guest speakers.

**Advanced Orchestra**  
*Grades 9-12 (1 credit)*  
**PREREQ: Orchestra or by audition**  
Advanced Orchestra is an advanced course designed to challenge the most skilled strings students. Through rehearsal and advanced performance of music literature, students will further develop their skills and musical knowledge. Analysis of performances by great orchestras and artists covering major periods of music will be ongoing. In addition to daily class instruction, every student is assigned to weekly technique class. Participation in school concerts is a course requirement.

**Vocal Music**  
*Grades 9-12 (1 credit)*  
**PREREQ: None**  
This course offers an introduction to the fundamentals of choral singing. Students will study, analyze and perform a variety of choral works from various genres and time periods in a rehearsal setting. Students will engage in a variety of vocal activities including warm-ups, sight-singing, solfeggio and rehearsing choral music in several parts. Regular small group voice lessons are offered during school as part of this course requirement. Student participation in rehearsals and concerts is a necessary and vital component to success in this course. This course is appropriate for students who have experience and/or a general interest in singing within a group. Students will gain
knowledge in sight-reading.

Select Choir
Grades 9-12 (1 credit)
PREREQ: Vocal Music or equivalent experience
This course offers further study of choral singing in a more challenging and accelerated rehearsal setting. Students will study, analyze and perform a variety of demanding choral works from various genres and periods, with an increased emphasis on concepts of choral singing, including tone, quality, diction, phrasing and expression. Students will engage in advanced warm-ups, sight singing, solfeggio, multi-part and rehearsal techniques. Student participation in rehearsals and concerts is a necessary and vital component to success in this course, with an expectation of increased effort and responsibility. This course is appropriate for students who have experience singing in a multi-part choir and knowledge of solfeggio and sight-reading. Successful completion of Music Theory is highly recommended.

Jazz Improvisation
Grades 9-12 (1 credit)
PREREQ: Completion of middle school instrumental music program (symphonic band/wind ensemble) and middle/high school band teacher recommendation and/or blind panel audition
This course will develop musical creativity in high school instrumental students. and is open to all students who have demonstrated proficiency in band performance standards. It will familiarize students with jazz standards, Jazz Fusion and contemporary music direction through perceptive listening and performance on instruments. This ensemble performs frequently in the community.

Applied Music
Grades 9-12 (½ credit)
PREREQ: Application approval through the Department of Fine Arts
Students engaged in private music lessons (piano, voice, choir, instrumental) outside of the school day are eligible for (½ credit) per each year in high school. Students must apply for the credit through the office of the Fine Arts. The application will include signed permission from the student, parent/guardian, outside instructor and the Fine Arts Supervisor. A minimal weekly time is required for lessons and practice with a completed practice log signed off by the outside instructor, and submitted each quarter. An end-of-year evaluation conducted by the instructor is required before any credit can be approved or added to a student transcript at the end of a school year. Please see your music teacher to complete paperwork to receive this credit.

AP Music Theory
Grades 9-12 (1 credit)
PREREQ: Music Theory and/or teacher recommendation
Students will analyze music through score study, part writing, harmonization, melodic and harmonic dictation and sight singing. Students will achieve this through the study 18th century part-writing rules and 20th-century harmonic analysis. Each student will be required to take the AP Music Theory exam in the spring; exam fees apply. Fee waiver or reduction may be available.
Performing Arts

Drama
Grades 11-12 (1 credit)
PREREQ: None
Drama focuses on acting and performing. In this course, students will explore and perform original works of their creation. With an emphasis on issues of social justice, participants will write and perform original plays, which will tour the middle and elementary schools. Students will also participate in a mentoring program at Albany School of Humanities. (This course can be taken more than once.)

Theatre Arts
Grades 9-12 (1 credit)
PREREQ: None
This introductory course satisfies the Regents requirement for either one credit of art or music. The course provides an overview of the Eight Elements of Theater: participants, scenario, time, place, movement, costumes, sound and purpose. Through this framework, students explore theater through games, improvisations, acting, design and playwriting. The goals of the class are to improve student self-confidence, presentation and collaboration skills, imagination, and flexibility, and to develop a deeper understanding and appreciation for the human condition.

After School Performing Arts Studies
Grades 9-12 1 or 2 elective credits
(1-credit seat time: 3½ hours/week; 2-credit seat time: 7 hours/week)
PREREQ: None
This full-year practicum is designed to provide participants with the basics of all aspects of the performing arts, with a hands-on, project-based approach to learning. Participants declare a primary area of study (acting, dance, technical theater, film/video, play/screenwriting) and receive training in that discipline during set hours. To fulfill a portion of their seat-time requirement, students will work in other disciplines as a means to enrich understanding of their chosen field, through training, projects and performances. (Acting, playwriting and technical theater will always be available; other disciplines may or may not be available.) This course is designed to meet the demands of students interested in performing arts classes who are unable to fit electives into their regular school hours. Through all of the disciplines explored, students will grow in self-confidence, public speaking, teamwork, language acquisition and decoding skills (text analysis, script writing and choreography), in addition to developing their artistry. This course can be taken more than once.

IB Theater HL 1
Grades 11-12 (1 credit) per year, IB Certificate or Diploma
PREREQ: None
The goal of the International Baccalaureate Organization is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The IB Theater course is a two-year program that involves exploring, designing, directing and performing theater that is inspired by research in world theater tradition. Students are required to work alone as well as collaboratively to fulfill four performance-based assessments within the two-year program. The course meets two days per week after school.

Just Dance!
Grades 9-12 (1 credit)
PREREQ: None
This course is for the beginning dance student who is interested in the study and performance of dance. Just Dance! topics of study include: jazz, African, tap, ballet, hip-hop, and the basic elements of choreography. Students will learn the basic techniques of these dance styles and their history and development through time. This course requires active physical participation as well as written work. Students will be required to wear appropriate attire to dance and also be required to perform. This course can be taken more than once.
Physical Education

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

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

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

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

Modified Physical Education
Grades 9-12 (½ credit)

MODIFIED ACTIVITIES

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

FITNESSGRAM PHYSICAL FITNESS TESTING

All students in the City School District of Albany will participate in physical fitness testing during the course of the school year. Ideally, testing will be administered at the beginning and at the end of the school year. Data will be used to drive the physical education curriculum and identify areas of strengths and weaknesses in the physical fitness levels of our students. Fitnessgram results are shared every year with families.

ELECTIVE OFFERINGS

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

1) Students have the opportunity to participate in a variety of activities throughout the year (see below)

2) Physical education uniform – sneakers are required. To earn an “A” or 100 students have to wear appropriate workout clothing (athletic shorts, t-shirt, sweatpants, sweatshirt, and sneakers that tie).

Possible sports and activities available

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

<table>
<thead>
<tr>
<th>First quarter</th>
<th>Second and third quarters</th>
<th>Fourth quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness</td>
<td>Badminton</td>
<td>Baseball/softball</td>
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<tr>
<td>Football</td>
<td>Basketball</td>
<td>Basketball</td>
</tr>
<tr>
<td>Soccer</td>
<td>Bowling</td>
<td>Backyard games</td>
</tr>
<tr>
<td>Tennis</td>
<td>Cooperative games</td>
<td>Cooperative games</td>
</tr>
<tr>
<td>Track</td>
<td>Dance</td>
<td>Fitness</td>
</tr>
<tr>
<td>Ultimate Frisbee</td>
<td>Fitness</td>
<td>Football</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Martial arts</td>
<td>Soccer</td>
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<td></td>
<td>Pickleball</td>
<td>Tennis</td>
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<tr>
<td></td>
<td>Team handball</td>
<td>Track</td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
<td>Ultimate Frisbee</td>
</tr>
</tbody>
</table>
Prerequisites listed for science courses are the minimum background required for success in a given course; any deviation must be recommended by the student’s counselor or principal. Completion of required laboratory experiments and activities, including submission of acceptable written reports of all experiments and activities, is mandated for admission to Regents exams in science.

**Living Environment: Biology Honors**
*Grades 9-12 (1 credit)*  
**PREREQ: None**  
Living Environment is a class designed to get a better understanding of the world around us and how we interact with the environment. We will be learning about topics that are as small as bacteria and as big as the earth. Through hands-on labs and activities we will explore these relationships around us in preparation for the Living Environment Regents Exam. In addition to the Living Environment class, students are required to take a lab component in conjunction with the class. New York State Board of Regents requires students to successfully complete at least 1,200 lab minutes in order to take the Living Environment Regents.

**Principles of Biology**
*Grades 10-12 (¼ or ½ credit)*  
**PREREQ: None**  
This course is designed for students who need additional support in preparing for the Regents Exam in Living Environment after successfully completing the course. The objective of this course is to utilize and improve literacy skills through the themes of biology. Students will explore the principles of biology, and creating connections among these principles. In addition, students will conduct an array of experiments and activities to improve their understandings of these principles.

**AP Biology**
*Grades 11-12 (1 credit)*  
**PREREQ: Living Environment: Biology and Physical Setting: Chemistry**  
A course of study with a focus in the areas of cytology, biochemistry, molecular genetics, and selected physiological systems. Evolution is the unifying concept at all levels of biological organization. The inquiry component is a focus with students spending at least 50 percent of their time in the biology lab. Prerequisites may be waived in the event of strong student interest coupled with evidence of strong academic performance. AP exam is conducted in the spring; exam fee applies. Fee waiver or reduction may be available.

**Physical Setting: Earth Science**
*Grades 9-12 (1 credit)*  
**PREREQ: None**  
An in-depth study of the earth, the constructive and destructive forces shaping it, including mountain-building, earthquakes, volcanism, sea-floor spreading, erosion, weathering and rock formation. Other topics include astronomy, oceanography and meteorology. Lab activities include map work, study of landforms, identification of rocks and minerals, meteorology and forces in space. The New York State Board of Regents requires students to successfully complete at least 1,200 lab minutes in order to take the Earth Science Regents.

**Environmental Studies/Earth Science**
*Grades 9-12 (1 credit)*  
**PREREQ: None**  
This course will help prepare students interested in entering a two- or four-year college program majoring in an environmental science-related profession. Students will focus on earth science concepts themed and infused with environmental issues. This course is a study of local and global environmental issues. An
analysis of the scientific and societal implications of such environmental issues as pollution, food and people, environment and careers, population dynamics and environmental health will be correlated in the context of current events. This course does not end in a Regents exam. It can be used to meet the Physical Setting Science credit requirement and has a local final exam.

AP Environmental Science
Grades 10-12 (1 credit)
PREREQ: Successful completion of two Regents science exams
AP Environmental Science is designed to be the equivalent of a one-semester introductory college course in environmental science that includes a laboratory and field investigation component. Emphasis is placed on the scientific principles, concepts and methodologies required to understand interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. AP exam is conducted in the spring; exam fee applies. Fee waiver or reduction may be available.

Core Physical Setting: Chemistry
Grades 10-12 (1 credit)
PREREQ: None.
This course is based on the Physical Setting: Chemistry Core curriculum. Students are exposed to basic/introductory concepts of chemistry. This course covers topics in basic atomic structure, acids/bases, formula and equation reading and writing, organic chemistry, metric system, math for chemistry, elements and the periodic table. Lab is included in class activities. The course is designed to assist students in meeting graduation requirements and does not end in a Regents exam. It can be used to meet the physical setting requirement. This course has a local final exam.

Physical Setting: Chemistry
Grades 10-12 (1 credit)
PREREQ: Successful completion of Regents Algebra 1 and one Regents Science Course
An in-depth study of the atom, its structure, bonds that link atoms together to form molecules, chemical reactions in natural and manmade processes and the transfer of energy. In lab, the dynamics of chemical reactions will be studied to understand energy relationships. Data collection, analysis and a firm understanding of the scientific process are integral segments of the lab. New York State Board of Regents requires students to successfully complete at least 1,200 lab minutes labs in order to take the Chemistry Regents.

AP Chemistry
Grades 11-12 (1 credit)
PREREQ: Successful completion of Algebra 1, Living Environment: Biology and Physical Setting: Chemistry
AP Chemistry is designed to be the equivalent of a first-year college general chemistry course. This course presents a rigorous treatment of the following concepts: nuclear and atomic structure; periodicity, covalent bonding and molecules; organic chemistry; predicting reactions, measurement and stoichiometry; thermochemistry, phases; gases, liquids and solids; solutions; kinetics; equilibrium; acids and bases; electrochemistry and thermodynamics. Prerequisites may be waived if high math and science ability are demonstrated.
This course may be taken for joint Regents and AP credit. This course has a lab component scheduled with this class. AP exam is conducted in the spring; exam fee applies. Fee waiver or reduction may be available.

**Physical Setting: Physics**  
*Grades 10-12 (1 credit)*  
**PREREQ:** Successful completion of two Regents science courses and Algebra 1

This course is an in-depth study of the fundamental concepts of motion, sound, light, electronics and atomic theory. In the required lab, concepts from the physics class are verified by the students using equipment relative to the scientific process. The New York State Board of Regents requires students to successfully complete at least 1,200 lab minutes in order to take the Physics Regents.

**AP Physics**  
*Grades 11-12 (1 credit)*  
**PREREQ:** Successful completion of Physical Setting: Physics and Precalculus

This is an advanced calculus-based course on the college level stressing mechanics. High math ability is a must. Calculus as a prerequisite or co-requisite is recommended. AP exam is conducted in the spring; exam fee applies. Fee waiver or reduction may be available.

**IB Physics SL**  
*Grades 11-12 (1 credit)*  
**PREREQ:** None

The IB Physics Standard Level course is a survey course that presents a view of physics from both a historical and a modern perspective. Emphasis is placed on the use of mathematical analysis and scientific inquiry to investigate the mysteries of natural phenomena. The IB course aims to provide opportunities for scientific study and creativity that will:

- Stimulate and challenge students;
- Provide a body of knowledge, methods and techniques that characterize science and technology;
- Develop an ability to analyze, evaluate and synthesize scientific information;
- Encourage an appreciation for the importance of collaboration and communication during scientific activities; and
- Develop and apply students’ information technology skills in the study of science.

**Introduction to Forensic Science**  
*Grades 11-12 (1 credit)*  
**PREREQ:** None

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

**Introduction to Nanoscale Science and Engineering**  
*Grades 10-12 (1 credit)*  
**PREREQ:** Earth Science or Living Environment

Nanotechnology seems to be dominating this century in almost all areas of development and applications. This includes sports, food, cosmetics, clothing, medicine, cars, aircraft, light, electronic devices, paints, and many more. Developed in collaboration with the College of Nanoscale Science and Engineering at SUNY Polytechnic Institute, this course introduces students to nanoscience, the study of atoms, molecules, and objects whose size is on the nanometer scale (1-100 nanometers). Based on the introductory concepts of chemistry and physics, students will explore nanoscience, nanotechnology, and how this emerging field is critical to innovation in the 21st century. Classroom experiences will be enriched through field trips and/or guest lectures.

**Advanced Nanoscale Science and Engineering**  
*Grades: 11-12 (1 credit)*  
**PREREQ:** Completion of Introduction to Nanoscale Science and Engineering and successful completion of a Regents science course

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

**Anatomy and Physiology**  
*Grades 11-12 (1 credit)*  
**University in the High School/SUNY Potsdam**

**PREREQ:** Living Environment course and successful completion of the LE Regents, as well as one other science course

This science elective is designed for students who wish to pursue careers in medicine, nursing, physiotherapy and health-related fields. Students begin by mastering the terminology and memorizing a substantial core of basic concepts related to the structure and function of the human body. In the process,
they are also provided with a mental framework for organizing new information, the ability to access additional information when needed by referring to relevant print or electronic data sources and the understanding of how to apply their knowledge to solve particular problems. Assessments include tests, practicals, labs, quizzes, homework assignments and a final quarter project or final exam. Student may earn SUNY Potsdam credit. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

**Med. Tech: Introduction to Medical Science**

*Grades 11-12 (1 credit)*

**PREREQ: Successful completion of Living Environment**

This course will help prepare students interested in entering a two- or four-year college program majoring in a health or medical related profession. Whether interested in being a paramedic, pharmacist, nurse or doctor, this course will introduce students to the fast-paced world of medicine and its many branches. Topics include pharmacy, radiology (X-ray, MRI, CT scan, and ultrasound), hematology, microbiology, physical therapy, dermatology (wound classification, care, suturing techniques), respiratory therapy, etc. Students learn to read and write using medical terminology. The course includes a mandatory additional lab component; it is lab intensive and designed to simulate a real-life medical environment. This course can be used to meet the third-year science requirement for the Regents or Advanced Regents Diploma. The course ends in a local final examination.
# Social Studies

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

## Grade 9 Courses

- World History 1 Honors, World History 1 ENL, AP World History

## Grade 10 Courses

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

## Grade 11 Courses


## Grade 12 Courses


## Electives (does not qualify for mandated Social Studies credit)

- AP Psychology, Sociology, Anthropology, World Themes 1 and 2, US Themes 1 and 2

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### World History 1 Honors

**Grade 9 (1 credit)**

*PREREQ: None*

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

### AP World History

**Grade 9 (1 credit)**

*PREREQ: None*

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course also emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past thousand years of global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1,000 C.E. (Common Era). Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from that point to the present. Specific themes provide further organization to the course, along with the consistent attention to contact among societies that form the core of world history as a field of study. AP exam is given at the end of the course. AP exam fee applies; fee waiver or reduction may be available.

### World Experiences Honors

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

*PREREQ: None*

This interdisciplinary course centers on the cooperative discovery of history and literature throughout the world from the 18th century to present global issues.
It is designed to help students establish connections between the political ideas, movements and events that have shaped the world and the literary movements that have created global cultures. Chronological and topical approaches to literature and history provide the framework for the study of world experiences. Students will read a variety of short and longer texts that complement the exploration of world history and relevant primary source documents. All students are required to take the Regents Global History and Geography exam at the end of the course while also preparing for the English Regents at the culmination of 11th grade.

World History 2 Honors

Grade 10 (1 credit)

PREREQ: None

World History 2 Honors continues the study of World History 1 Honors by picking up the conclusion of the ninth-grade course. This class includes units on revolutions, industrialization and empires, crisis and achievements of the twentieth century and contemporary issues. Within these units, students will be introduced to the practices of historians such as gathering, interpreting and using evidence, chronological reasoning and causation, comparing and contextualizing, geographic reasoning, evaluating economic systems and civic participation. Upon completion, this course will provide the necessary skills for students to successfully enter an AP course of study. A Regents exam is given at the end of tenth grade.

US History Honors

Grade 11 (1 credit)

PREREQ: None

The focus of this course is to challenge students to study areas in US history. This course is a chronologically organized study of major eras in United States history and government, with an emphasis on the post-industrial nation. The course is divided into seven major eras including: constitutional foundations, industrialization of the US, progressive responses to industrialization at home and abroad, prosperity and depression; the United States in the age of global crisis, a world in uncertain times (1950-1980) and 1980-present. Upon completion, this course will provide the necessary skills for students to successfully enter an AP course of study. A Regents exam is given at the end of the course.

The American Experience Honors

(1 credit) English 11 Honors and (1 credit) US History Honors

PREREQ: None

This interdisciplinary course centers on the cooperative discovery of the history and literature of the United States. It is designed to help students establish connections between the political ideas, movements and events that shaped our country and the artistic movements that have created our culture. Chronological and topical approaches to literature and history provide the framework for the study of the American experience. Students read a variety of short and longer texts that complement the exploration of United States history and primary source documents including the US Constitution and landmark Supreme Court cases. All students are required to take the US History and Government and English Regents exams at the end of the course.

IB HL 1 History of the Americas

Grade 11 (1 credit)

PREREQ: None

The IB program in history is an intensive two year study of the Group 3 area of Individuals and Societies. This course is designed to provide highly motivated students with a rigorous program that will examine various aspects of history in great depth. In addition to extensive content knowledge, students will obtain reading, writing, research and critical thinking skills commensurate with the best college students. An emphasis also will be placed on preparing students for success on the US History and Government exam.

AP US History

Grade 11 (1 credit)

PREREQ: None

AP US History is designed to be the equivalent of a two-semester introductory college or university US history course. In AP US History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary evidence, contextualization, comparison, causation, change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. An AP exam and a Regents exam in Global History are given at the end of the course. AP exam fee applies. Fee waiver or reduction may be available.

Group 3 area of Individuals and Societies
the world; geography and the environment; and culture and society.

An AP exam and a Regents exam in US history are given at the end of the course. AP exam fee applies. Fee waiver or reduction may be available.

**Participation in Government Honors**

*Grade 12 (½ credit)*

*PREREQ: None*

The Participation in Government Honors course is interdisciplinary, for it will be drawn from areas beyond the defined social studies curriculum and will include life experience beyond classroom and school. This course will be related to problems or issues addressed by students. In addition, the term participation must be interpreted in the broad sense to possibly include an actual community service program or out-of-school internship, and in-class, in-school activities that involve students in the analysis of state public issues. Analyzing, monitoring and discussing issues and policies are the fundamental activities of this course. This course culminates with a capstone project that incorporates skills and concepts taught in both Participation in Government and Economics.

**AP US Government and Politics**

*Grade 12 (1 credit)*

*PREREQ: None*

This course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret US politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US politics. Topics include: constitutional underpinnings of US government; political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government and public policy. An AP exam is given at the end of the course. AP exam fee applies; fee waiver or reduction may be available.

**Economics Honors**

*Grade 12 (½ credit)*

*PREREQ: None*

This course should provide students with the economic knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world.

The course is designed to emphasize rational decision-making, and to encourage students to become wiser consumers as well as better citizens. This course culminates with a capstone project that incorporates skills and concepts taught in both Participation in Government and Economics.

**AP Economics (Microeconomics)**

*Grade 12 (1 credit)*

*PREREQ: None*

The purpose of AP Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. An AP exam is given at the end of this course. AP exam fee applies; fee waiver or reduction may be available.

**IB Economics Standard Level (Macroeconomics and Microeconomics)**

*Grades 11-12 (1 credit)*

*PREREQ: None*

The purpose of IB Economics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. An AP exam is given at the end of this course. AP exam fee applies; fee waiver or reduction may be available.

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

*Grade 12 (1 credit)*

*PREREQ: None*

This is the second year of the Group 3 Higher Level course. It is a required class for all IB Diploma candidates but is also offered as a Certificate Class to any Albany High student who has met basic IB prerequisites. This course is a study of the major events of the 20th century and how they shaped the world we live in today, with a deeper focus on the following topics: the causes, practices and effects of 20th-century wars, authoritarian and single party states, the Cold War and the rise of aggressive nations (Germany, Italy and Japan) in the lead-up to World War II. This course also offers students an opportunity to engage in college-level research of a historical topic. Students will pick a research topic and be guided through the process of finding sources, analyzing them and organizing them into a research paper. IB registration and exam fee applies; fee waiver or reduction may be available.
ELECTIVES

AP Psychology
Grades 10-12 (1 credit)
PREREQ: None
The study of psychology introduces students to systematic and scientific study of human and animal behavior. In addition to providing a basic understanding of the facts, principles and phenomena affecting human behavior, AP Psychology will help students to develop an understanding of some of the historic principal themes of modern psychology, an ability to critically analyze data and other evidence used in developing psychological theory and an ability to express psychological understanding both orally and through written expression. This course culminates with students taking the AP Psychology exam. AP exam fee applies; fee waiver or reduction may be available.

Sociology
Grades 11-12 1/2 credit
PREREQ: None
This one-semester course affords the student an opportunity to examine various aspects of American society. Topics to be examined and discussed are: the family, child/sex abuse, violence in society, sex discrimination, addiction, TV/media, population and environmental issues. Class discussion and video are the primary instructional methods.

Anthropology
Grades 11-12 (1/2 credit)
PREREQ: None
The purpose of this one-semester course is to give students an overview of how humankind got here and the direction of civilization in the 21st century. In addition, the course will help students understand that human behaviors that appear odd are, when looked at from an anthropological perspective, similar in all humans. Topics to be studied include primate behavior; marriage and family structures; environmental adaptation and its effects on human behavior; sexual behaviors and mores; human social and physical evolution; violence and its effect on human behavior; and art forms (cave painting, graffiti, tattooing, body piercing, clothing, music, etc.). Class discussion, documentary and ethnographic video are the primary instructional methods.

World Themes 1 and 2
Grades 11-12 1/2-(1 credit)
This one-semester course is designed for students who need additional support in preparing for the Regents exam in World History 2 after successfully completing the course. The objective of this course is to utilize and improve literacy skills through the lens of world history. Students will explore world history in a variety of ways, predominantly through the use of primary and secondary sources which include reading passages, analysis of historical perspective/bias, charts, graphs and map interpretation. In this course, we will use a theme-based approach to analyze enduring issues and topics in world history. This course will chart changes and continuities along with similarities and differences that exist in the major domains of history: social, political, economic, interactions and culture. This semester course is designed for students who need additional support in preparing for the Regents exam in United States History after successfully completing the course. Students will earn a half-credit or whole credit once successful on this exam.

United States Themes 1 and 2
Grade 12 1/2-(1 credit)
The objective of this course is to utilize and improve literacy skills through the lens of American history. Students will explore American history in a variety of ways, predominantly through the use of primary and secondary sources which include reading passages, analysis of historical perspective/bias, charts, graphs and map interpretation. In this course, we will use a theme-based approach to analyze enduring issues and topics in American history. This course will chart changes and continuities along with similarities and differences that exist in the major domains of history: social, political, economic, interactions, and culture. This semester course is designed for students who need additional support in preparing for the Regents exam in United States History after successfully completing the course. Students will earn a half-credit or whole credit once successful on this exam.
Special Education

Albany High School is committed to making sure all students receive a quality education that fits within the framework of their individual needs. Our special education programs provide specially designed instruction and services to help meet the unique needs of students with disabilities.

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

RELATED SERVICES
Related services mean developmental, corrective and other supportive services recommended to assist students with disabilities. Common related services include, but are not limited to: speech and language, occupational therapy, physical therapy, teacher of the visually impaired, skilled nursing, orientation and mobility and/or psychological counseling services. Related services may be provided in conjunction with other regular or special education programs.

CONSULTANT TEACHER SERVICES
This service is provided by a certified special-education teacher and may be delivered as a direct service and/or an indirect service. Consultant teacher services must be provided a minimum of two hours per week in any combination of direct or indirect consultant teacher services. The student's Individualized Education Program (IEP) will specify how often the service will be provided and which academic areas are to be supported.

DIRECT AND INDIRECT CONSULTANT TEACHER SERVICES
A direct consultant teacher is a special-education teacher who provides direct support and instruction to students with disabilities in a general-education classroom. The student’s IEP identifies the subject(s) where consultant teacher services will be provided. An indirect consultant teacher is a special education teacher who helps general education and special area teachers adjust the learning environment and/or modify the instructional methods to meet the individual needs of a student with a disability in a general education class.

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

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

SPECIALIZED READING (15:1:1)
(Blended Learning Program)
This course is designed for students to improve their reading skills. It is a Blended Learning program, meaning it is a blend of computer learning and direct instruction with traditional lessons. Students work in an online reading program called Lexia PowerUp Literacy, a blended instructional intervention program for reading that supports students in developing fundamental reading skills in a structured, sequential manner. Struggling, on-level, and advanced students work at their own pace, and receive targeted instruction provided by the special education teacher directly linked to reading deficits requiring intervention. Lexia PowerUp Literacy teachers word study, grammar, and comprehension at their own levels, as determined by a placement test they take at the beginning of the program.

COMMON WORK EXPERIENCE
This course is designed for students working towards a SACC (Skills and Achievement Commencement Credential). Students participate in a series of job related experiences both in and out of the school building. Upon completion of this course students will have entry level job skills and the tools they need for entry level employment.

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

COLLEGE-BASED TRANSITION PROGRAM

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

REGENTS SPECIAL CLASS (15:1:1)

This program is designed for students whose learning challenges affect their academic achievement in all areas based on standardized testing, curriculum-based assessments and response to intervention. These students typically demonstrate cognitive, language, and/or academic deficits. These students receive their core academic instruction in one or more subject areas (English language arts, math, science, social studies) a self-contained setting outside the general education classroom where specialized instruction is designed to meet the similar needs of a group of students. Students may be exempt from foreign language requirements due to individual cognitive, academic and/or language needs. Students also may be eligible for the following graduation diplomas or credentials: Regents Diploma, Local Diploma, Career Development Credential and Occupational Studies Commencement Credential.

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

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

AUTISM SPECIAL CLASS (12:1:2)

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

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

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

SOCIAL EMOTIONAL SPECIAL CLASS (8:1:2)

This program is designed for students whose learner characteristics include highly intensive behavior management and social emotional needs and display below average social skills which significantly impeded their learning. Students may have a mental health diagnosis which impacts relationships with peers and adults. Students may have significant difficulties with language skills, self-regulation, transitions, and may need a behavior plan. They require constant and consistent adult direction and support in a structured classroom environment where there is a high ratio of teachers to students. Students may struggle with attention, impulsivity, hyperactivity, and low frustration tolerance. They may also display long standing patterns of aggression and acting out behaviors which have not responded to intensive interventions. Their behaviors significantly impede their learning and the learning of others. These students receive the majority of their instruction within a special class setting outside the general education classroom) where specially designed instruction is utilized to address individual or group instructional needs.

SPECIAL EDUCATION ELECTIVES

Introduction to Occupations/ Human Development

Grades 9-12 ½-(1 credit)
PREREQ: None

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

Life Skills Extended

Grades 9-12 (½ credit)
PREREQ: None

This course is designed for students to gain practical life skills.

Students will study the (PAES) Practical Assessment Exploration System Lab, a hands-on lab that allows them to audit different job skills. Students will develop cooperative work skills, discuss work ethics, explore career options and future goal planning s. Students will also learn to develop a budget and manage money, search for an apartment, set up bank accounts and establish and maintain credit. Students are New York State Alternate Assessment (NYSSA) eligible.

Practical Consumer Math

Grades 11-12 (1 credit)
PREREQ: None

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

Career Development and Occupational Studies (CDOS) (15:1:1)

This course is designed for students who are working towards a CDOS Credential. Students will learn knowledgeable about the world of work, explore career options and relate personal skills, aptitudes, and abilities to future career direction.
Technology Education

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

Introduction to Energy and Robotics

*Grades 9-12 (½ credit)*

This course is divided into two equal-length areas:

- **Energy systems**: Study the six forms of energy: mechanical, nuclear, electrical, heat, light and chemical. Projects include low/high-voltage wiring, wire splicing and various electronic projects.

- **Robotics**: Using the VEX robotics building system, students will build two VEX robots. The first robot each student will build and program is a simple follow-the-instruction-type machine. The second robot will be built in teams of 3-4 students and will be designed to compete against other robots in the class and play a specific game. Students will have to design, construct and program this robot to play the game.

CTE Pre-Engineering Pathways

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Suggested Courses Sequence</th>
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<tbody>
<tr>
<td>9</td>
<td>10</td>
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<tr>
<td></td>
<td>- College and Career Readiness</td>
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<tr>
<td></td>
<td>- Design and Drawing for Production</td>
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<tr>
<td>10</td>
<td>11 12</td>
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<tr>
<td></td>
<td>- Civil Engineering and Architecture</td>
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<td></td>
<td>- Computer Integrated Manufacturing</td>
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<tr>
<td></td>
<td>- Digital Electronics</td>
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<tr>
<td></td>
<td>(Must take two courses; students can take the NOCTI exam in grade 11 if they have completed/enrolled in three Pre-Engineering courses)</td>
</tr>
<tr>
<td>12</td>
<td>- Engineering Design and Development</td>
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<tr>
<td></td>
<td>- CEIP</td>
</tr>
<tr>
<td></td>
<td>- (NOCTI Pre-Engineering exam; internship)</td>
</tr>
</tbody>
</table>

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

What is Project Lead the Way?

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

Does Project Lead the Way offer a Regents Diploma?

Yes. Students enroll in the same subjects and take all the Regents that other students take. Many students will qualify for an Advanced Regents Diploma.

How do I learn more?

See your guidance counselor at your school or contact the Technology Department at Albany High.

Computer Science Essentials
Grade 10-12 (1 credit)
PREREQ: None
In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps, develop websites and learn how to make computers work together to put their design into practice. Students will apply computational thinking practices, build their vocabulary and collaborate just as computing professionals do to create products that address topics and problems important to them. Students will experience the major topics, big ideas and computational thinking practices used by computing professionals to solve problems and create value for others. This course will empower students to develop computational thinking skills while building confidence that prepares them to advance to Computer Science Principles.

Computer Science Principles
Grade 11-12 (1 credit)
PREREQ: Computer Science Essentials
Computer Science Principles is a PLTW course to implement the College Board’s new AP CS Principles framework. Students work in teams to develop computational thinking and solve problems. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students’ awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills.

Design and Drawing for Production (Pre-Engineering)
Grades 9-12 (1 credit)
PREREQ: None
University in the High School/RIT
Design and Drawing Production provides students with opportunities to be creative and apply their decision-making and problem-solving skills to various design problems. Students will use powerful computer hardware and software (Inventor) to develop 3-D models of objects. Using this computer-aided design system, students will learn the design process by creating, analyzing, drawing and producing a model. See page 67 for more information about a pre-engineering Endorsement. Students may take the course and earn four credits from Rochester Institute of Technology (RIT). Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

Digital Electronics (Pre-Engineering)
Grades 10-12 (1 credit)
PREREQ: None
University in the High School/RIT
In this course, students will be introduced to the digital circuits found in video games, watches, calculators, digital cameras, etc. Students will study the application of digital-logic circuits and how digital devices are used to control automated equipment. Students will use industry-standard electronic design software, Circuit-Maker, to build and export designs to a printed circuit auto routing program that generates printed circuit boards. Students will then construct the circuit using resistors, capacitors, diodes and integrated circuits. Students may take the course and earn four credits from Rochester Institute of Technology (RIT). Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

Computer Integrated Manufacturing (Pre-Engineering)
Grade 10-12 (1 credit)
PREREQ: Design and Drawing for Production
University in the High School/RIT
This course applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Design and Drawing for Production. Students use CNC equipment
to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included. Students may take the course and earn four credits from Rochester Institute of Technology (RIT). Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

Civil Engineering and Architecture (Pre-Engineering)
Grades 10-12 (1 credit)
PREREQ: Design and Drawing for Production
University in the High School/RIT
This course provides an overview of the fields of civil engineering and architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state-of-the-art software to solve real-world problems and communicate solutions to hands-on projects and activities. The course covers the role of civil engineers and architects, project planning, site planning, building design and project documentation. Students may take the course and earn four credits from Rochester Institute of Technology (RIT). Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

Engineering Design and Development (Pre-Engineering)
Grades 11-12 (1 credit)
PREREQ: Two Project Lead the Way courses
University in the High School/RIT
In this engineering research course, students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. Students must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year. Students may take the course and earn credits from Rochester Institute of Technology (RIT). Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Project Lead the Way Courses</th>
<th>Capstone Course – Completion of any two Project Lead the Way courses</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>Design and Drawing for Production</td>
<td>N/A</td>
</tr>
<tr>
<td>10</td>
<td>Design and Drawing for Production, Civil Engineering and Architecture*, Computer Integrated Manufacturing*, Digital Electronics, Computer Science Essentials</td>
<td>N/A</td>
</tr>
<tr>
<td>11</td>
<td>Design and Drawing for Production, Civil Engineering and Architecture*, Computer Integrated Manufacturing*, Digital Electronics, Computer Science Essentials</td>
<td>Engineering Design and Development</td>
</tr>
<tr>
<td>12</td>
<td>Design and Drawing for Production, Civil Engineering and Architecture*, Computer Integrated Manufacturing*, Digital Electronics, Computer Science Essentials</td>
<td>Engineering Design and Development</td>
</tr>
</tbody>
</table>

*Design and Drawing for Production is a required prerequisite.
World Languages

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

Students planning to attend a four-year college should consider taking at least three years of language in high school. Proficiency in a foreign language is highly useful or required for those anticipating pursuing many careers such as: Art history, banking and finance, government, international advertising and management, interpreting, journalism/publishing, research, scientific translation, teaching, tourism and more.

<table>
<thead>
<tr>
<th>Chinese</th>
<th>French</th>
<th>Spanish</th>
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<tbody>
<tr>
<td>Mandarin Chinese 1</td>
<td>French 1</td>
<td>Spanish 1</td>
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<tr>
<td>Mandarin Chinese 2</td>
<td>French 2H</td>
<td>Spanish 2H</td>
</tr>
<tr>
<td>Mandarin Chinese 3</td>
<td>French 3H</td>
<td>Spanish 3H</td>
</tr>
</tbody>
</table>

**Chinese**

**Mandarin Chinese 1**
*Grades 9-12 (1 credit)*

PREREQ: None

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

**Mandarin Chinese 2**
*Grades 10-12 (1 credit)*

PREREQ: Mandarin Chinese 1

This course will further hone the four basic skills of listening, speaking, reading and writing. During the year there will be a gradual emphasis placed on written forms of the language. Content will focus on school, leisure activities and food, and cultural topics include school culture, hobbies, time and money, as well as food, dining and table etiquette. Daily homework and revision of characters is required.

**Mandarin Chinese 3**
*Grades 11-12 (1 credit)*

PREREQ: Mandarin Chinese 2

This course will continue the emphasis on communicative competence in Mandarin, while at the same time expanding students’ repertoire of characters. Content will focus on weather, traditional Chinese festivals, shopping, clothing and colors. Upon successful completion of the NYS Mandarin Chinese Checkpoint B Assessment at the close of this course, students will not only complete the required graduation sequence, but also earn credit towards an advanced Regents diploma. Daily homework and revision of characters is required.
**Mandarin Chinese 4**
*Grades 11-12 or placement (1 credit)*
PREREQ: Successful completion of the NYS Mandarin Chinese Checkpoint B Assessment.
*University in the High School/UAlbany*
This university-level course provides intensive practice in all four skills: listening, speaking, reading and writing. The course will focus on the themes of body and health, house and home, directions, travel and yet more food and dining. Students will also have an opportunity to explore Chinese culture through fiction and film. Daily homework and revision of characters is required. Students may take the course and earn credits from the University at Albany. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

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

**FRENCH**

**French 1**
*Grades 9-12 (1 credit)*
PREREQ: None
This course is an introduction to French and the countries where it is spoken. Students will develop basic communicative proficiency in understanding, speaking, reading and writing. Any student who did not pass eighth-grade French as well as the grade 8 proficiency 1 examination must take French 1. A school examination completes this course.

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

**French 3H**
*Grades 10-12 (1 credit)*
PREREQ: Successful completion of French 2H
This course consists of oral and written assignments on a variety of topics chosen to increase the student’s proficiency in the structures and vocabulary of the language. Emphasis is placed on active communication aimed at the development of oral and comprehension skills. The skills of speaking, listening, reading and writing will prepare the students for the year-end Checkpoint B assessment.

**French 4H – AP 1/IB SL 1/SUNY Potsdam**
*Grades 11-12 (1 credit)*
PREREQ: French 3 or 3H (grades 10-12 only) and successful completion of the Checkpoint B Assessment in French
*University in the High School/SUNY Potsdam*
This course is taken as Part 1 of a two-year sequence leading to the IB standard level exam and/or the Advanced Placement French Language exam. Students will be exposed to advanced vocabulary and grammar through the study of literature, civilization and culture. Students are expected to perfect their communication in the four skill areas of listening, speaking, reading and writing. Students take the AP exam, which carries college credit dependent on the score earned. AP and/or IB exam fee applies; fee waivers or reduction may be available. Students may take the course and earn credits from SUNY Potsdam. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

**SPANISH**

**Spanish 1**
*Grades 9-12 (1 credit)*
PREREQ: None
This course is an introduction to Spanish and the countries where it is spoken. Students will develop basic communicative proficiency in understanding, speaking, reading and writing. Any student who did not pass eighth-grade Spanish as well as the grade 8 proficiency examination must take Spanish 1. A school examination completes this course.

**Spanish 2**
*Grades 9-12 (1 credit)*
Spanish Language Exam. This is the Advanced Placement exam to the IB Standard level exam of a two-year sequence leading to the IB diploma. This course is taken as Part 1 of Spanish 4H – AP 1/IB 1/ AP 1/ IB 1/ AP 1 (grades 10-12 only).

Spanish 2H
Grades 9-12 (1 credit)
PREREQ: Successful completion of Spanish 8 or Spanish 1

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

Spanish 3H
Grades 10-12 (1 credit)
PREREQ: Successful completion of Spanish 2H or native Spanish speakers and grade 9 Spanish transition students (former Dual Language Program students)

This course consists of oral and written assignments on a variety of topics chosen to increase the student’s proficiency in the structures and vocabulary of the language. Emphasis is placed on active communication aimed at the development of oral and comprehension skills. The skills of speaking, listening, reading and writing will prepare the students for the year-end Checkpoint B Assessment.

Spanish 4H – AP 1/IB SL 1/ UAlbany
Grades 10 - 12 (1 credit)

University in the High School/ UAlbany
PREREQ: Spanish 3H (grades 10-12 only)

This course is taken as Part 1 of a two-year sequence leading to the IB standard level exam and/or the Advanced Placement Spanish language exam. This is an advanced-level course with primary emphasis on expanding students' understanding of culture and development of the Spanish language through the exploration of Spanish-speaking countries and cultures. There will be extensive grammar review and practice. The course will focus on the four skills of listening, speaking, reading, and writing. AP and/or IB exam fee applies; fee waivers or reduction may be available. Students may take the course and earn credits from the University at Albany. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

Spanish 5H/IB 2/AP 2 SL/UAlbany

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

University in the High School/ UAlbany

This course is taken as Part 2 of a two-year sequence leading to the IB standard level exam and/or the Advanced Placement Spanish Language exam. This course is for students with advanced communication skills. The students will be exposed to complex vocabulary and grammar through the study of literature, civilization and culture. Students are expected to perfect their communication skills in the four skill areas of listening, speaking, reading and writing. The students take the AP exam that carries college credit dependent on the score earned. Students who successfully complete both years of IB Spanish will have also fulfilled the requirements for the Standard Level in Language needed to receive their IB diploma. A school exam completes this course as well as the IB and/or the Advanced Placement exam in Spanish. Students who are not in the IB diploma program but have completed the two-year sequence may opt to take the IB exam for an IB certificate. AP and/or IB exam fees apply; fee waiver or reduction may be available. Students may take the course and earn credits from the University at Albany. Tuition credit fees apply. Fee waiver or reduction may be available (see pages 8-9 to learn more about University in the High School).

Spanish for Native Speakers
Grades 10-12 (1 credit)

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

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

This college preparatory course is for students whose home language is Spanish. Students will develop their reading, listening, writing, and speaking skills in Spanish. In addition, students will study Hispanic history and culture as well as the political and socio-economic issues facing the Spanish-speaking world. Students also will be introduced to the study of grammar and literature of the Spanish language, and will be expected to participate orally through debates, presentations, demonstrations, speeches and student lectures.

Writing assignments for this course will focus on writing for academic and professional purposes. The differences between formal and informal language, both oral and written, will be stressed throughout the year. Students may, upon recommendation of the instructor, sit for the AP Spanish Language exam in May. This course counts toward the NYS mandated foreign language requirement. A school examination completes this course.
Career Exploration Internship Program

Grade 12 (½ credit)

PREREQ: None

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

College and Career Preparation Seminar

*Grade 9 required course (½ credit)*

*Alternating days*

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

Students will explore the five pillars of readiness from the Ramp Up Curriculum: Academic, admissions, career, financial, and personal and social readiness.

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

**AVID**

*Grade 9-12 (1 credit) each year*

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

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

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

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

Smart Scholars students are expected to earn 24 college credits by the end of grade 12 through the University in the High School (UHS) program (see pages 8-9) at Albany High. Students can also access Advanced Placement (AP) courses. Both UHS and AP support students as they prepare for college. While opportunities exist in all content areas, there is a focused pathway in Computer Science that could result in an on-campus course at UAlbany and an internship with the New York State Office of Information Technology Services during senior year. The Computer Science pathway is focused on web development and cybersecurity.

All Smart Scholars students are expected to enroll in the AVID elective class (see page 74) that will support and prepare students for college-level courses both in high school and college. Tutoring is a part of the AVID course, as are access to college speakers, college tours and preparation in the skills necessary to be successful in college.

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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Guidance Counselor</th>
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</thead>
<tbody>
<tr>
<td>Current grade</td>
<td>Student ID</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Required Courses</th>
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<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Mathematics</td>
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<td>Science</td>
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</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
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</thead>
<tbody>
<tr>
<td>Elective #1</td>
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<tr>
<td>Elective #2</td>
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<tr>
<td>Elective #3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Alternate Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective #1</td>
</tr>
<tr>
<td>Elective #2</td>
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</table>

**Long Range Planning**

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

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

<table>
<thead>
<tr>
<th>Parent/Guardian Signature</th>
<th>Parent/guardian Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian Email</td>
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</tr>
</tbody>
</table>
Our district vision, mission and goals

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

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

Our goals
• Increase student achievement
• Enhance the delivery of quality instruction
• Build our leadership capacity and increase accountability
• Empower families
• Partner with our diverse community

Board of Education
Anne Savage, President
Vickie Smith, Vice President
Jennifer Lange, Secretary
Damarise Alexander-Mann
Sridar Chittur, Ph.D.
Ellen Roach
Tabetha Wilson

District leadership
Kaweeda G. Adams
Superintendent
William F. Hogan
Deputy Superintendent, Business and Finance Division
Cecily L. Wilson-Turner, Ed.D.
Assistant Superintendent, Elementary Instruction Division
Lori A. McKenna
Assistant Superintendent, Secondary Instruction Division
Kent Baker
Assistant Superintendent, Assessment, Accountability and Technology Innovation Division
Ron Lesko
Director, Communications and Operations Division
Karen Bechdel
Director, Curriculum and Instruction Division
Eileen Leffler
Director, Grants and Program Development Division
Matthew Petrin
Director, Human Resources Division