



# **COLUMBIA HIGH SCHOOL**

## **PROGRAM OF STUDIES 2025 - 2026**



## GENERAL INFORMATION

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<p>The Columbia High School Program of Studies is a comprehensive guide designed to assist students and their families in navigating the exciting journey of high school education. Each student's path to success is unique, and our program is tailored to provide the support, guidance, and resources necessary for every student to thrive.</p> <p>At Columbia High School, we believe in a collaborative approach to education. Parents, guardians, and teachers play a vital role in guiding students through their academic journey. Our dedicated school counselors and staff are always available to assist students in crafting their individualized programs of study. They provide valuable insights into course selection, balancing academic workload, and aligning courses with future college and career aspirations.</p> <p>Moreover, we encourage students to take an active role in their educational planning. Engaging in honest self-appraisal and taking advantage of the wealth of resources and support available are key to making the most of the high school experience. Students are scheduled to meet with their counselors annually to develop and review their academic plans, ensuring they are on track to meet their goals.</p> <p>Columbia High School teachers and staff are committed to providing an environment that supports exploration, growth, and personal development. We invite you to explore our Program of Studies and begin this exciting process with us.</p>	<table border="0"> <tr><td><a href="#">Introduction</a></td><td><a href="#">Page 2</a></td></tr> <tr><td><a href="#">NCAA Disclosure</a></td><td><a href="#">Page 3</a></td></tr> <tr><td><a href="#">College Credit Options</a></td><td><a href="#">Page 4</a></td></tr> <tr><td><a href="#">Student Opportunities</a></td><td><a href="#">Page 5</a></td></tr> <tr><td><a href="#">Graduation Requirements</a></td><td><a href="#">Page 6</a></td></tr> <tr><td><a href="#">Art</a></td><td><a href="#">Page 8</a></td></tr> <tr><td><a href="#">Career &amp; Technical Education (Business Education)</a></td><td><a href="#">Page 10</a></td></tr> <tr><td><a href="#">English</a></td><td><a href="#">Page 14</a></td></tr> <tr><td><a href="#">Health Education</a></td><td><a href="#">Page 24</a></td></tr> <tr><td><a href="#">Literacy Lab</a></td><td><a href="#">Page 25</a></td></tr> <tr><td><a href="#">Mathematics</a></td><td><a href="#">Page 26</a></td></tr> <tr><td><a href="#">Music</a></td><td><a href="#">Page 32</a></td></tr> <tr><td><a href="#">Physical Education</a></td><td><a href="#">Page 34</a></td></tr> <tr><td><a href="#">Science</a></td><td><a href="#">Page 35</a></td></tr> <tr><td><a href="#">Social Studies</a></td><td><a href="#">Page 41</a></td></tr> <tr><td><a href="#">Technology</a></td><td><a href="#">Page 45</a></td></tr> <tr><td><a href="#">World Languages</a></td><td><a href="#">Page 47</a></td></tr> <tr><td><a href="#">Vocational Education</a></td><td><a href="#">Page 50</a></td></tr> <tr><td><a href="#">New Visions</a></td><td><a href="#">Page 53</a></td></tr> <tr><td><a href="#">Columbia's Alternate Program (CAP)</a></td><td><a href="#">Page 54</a></td></tr> <tr><td><a href="#">Operation Graduation</a></td><td><a href="#">Page 55</a></td></tr> <tr><td><a href="#">JumpStart</a></td><td><a href="#">Page 56</a></td></tr> </table>	<a href="#">Introduction</a>	<a href="#">Page 2</a>	<a href="#">NCAA Disclosure</a>	<a href="#">Page 3</a>	<a href="#">College Credit Options</a>	<a href="#">Page 4</a>	<a href="#">Student Opportunities</a>	<a href="#">Page 5</a>	<a href="#">Graduation Requirements</a>	<a href="#">Page 6</a>	<a href="#">Art</a>	<a href="#">Page 8</a>	<a href="#">Career &amp; Technical Education (Business Education)</a>	<a href="#">Page 10</a>	<a href="#">English</a>	<a href="#">Page 14</a>	<a href="#">Health Education</a>	<a href="#">Page 24</a>	<a href="#">Literacy Lab</a>	<a href="#">Page 25</a>	<a href="#">Mathematics</a>	<a href="#">Page 26</a>	<a href="#">Music</a>	<a href="#">Page 32</a>	<a href="#">Physical Education</a>	<a href="#">Page 34</a>	<a href="#">Science</a>	<a href="#">Page 35</a>	<a href="#">Social Studies</a>	<a href="#">Page 41</a>	<a href="#">Technology</a>	<a href="#">Page 45</a>	<a href="#">World Languages</a>	<a href="#">Page 47</a>	<a href="#">Vocational Education</a>	<a href="#">Page 50</a>	<a href="#">New Visions</a>	<a href="#">Page 53</a>	<a href="#">Columbia's Alternate Program (CAP)</a>	<a href="#">Page 54</a>	<a href="#">Operation Graduation</a>	<a href="#">Page 55</a>	<a href="#">JumpStart</a>	<a href="#">Page 56</a>
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## INTRODUCTION

The course selection process at Columbia High School occurs in January, offering a comprehensive and guided approach. It incorporates input from teachers, counselors, students, and parents to ensure thoughtful decision-making. The process includes the following steps:

- **Teacher Recommendations:** Core content area teachers initiate the process by providing recommendations for each student.
- **Student-Counselor Meetings:** Counselors meet with students to discuss teacher recommendations and to explore additional electives that may interest the student or be required.
- **Course Selection Confirmation:** Following the course selection period, communication will be sent to students' homes, giving them and their parents an opportunity to review the submitted course requests.

**Parent-Counselor Communication:** Parents are encouraged to reach out to their child's counselor if they require further assistance or have specific questions about course selections.

### When selecting courses, keep the following in mind:

- A student's schedule must include a minimum of 5 credits plus 1/2 credit in Physical Education.
- Students are encouraged to take a full schedule of challenging courses consistent with their ability.
- Learn the requirements for entrance to the college, program, or to the career area you plan to pursue after graduation.
- Continuation of math, science, and foreign language is highly encouraged throughout all 4 years.

Credits required for promotion to following grade level	
> Minimum Credits: 5.5	Completion of Grade 9
> Minimum Credits: 11	Completion of Grade 10
> Minimum Credits: 16.5	Completion of Grade 11
> Minimum Credits: 22	Graduation

SCHEDULING TIMELINE		STUDENT SCHEDULE CHANGES
Week of January 6	Program of Studies available online	While students have a wide range of freedom and choice in determining their academic program, all course changes for the next year must be submitted to the School Counselor prior to July 1. The deadline to change course levels is August 1, pending summer school and Regents results.
Jan. 13 - Jan 17	Grade 11 course selection	
January 27, 28, 30, 31	Grade 10 course selection	
Feb. 3 - Feb 7	Grade 9 course selection	
Feb. 10 - Feb 14	Grade 8 to 9 course selection	
<b>July 1, 2024</b>	<b>Deadline for course request changes</b>	<ul style="list-style-type: none"> <li>❖ We are unable to accommodate requests for specific teachers.</li> <li>❖ Some courses listed in the Program of Study may not run due to enrollment or budgetary reasons. That decision will be made after student requests are tallied.</li> </ul>
<b>August 1, 2024</b>	<b>Deadline for course level change</b>	
<p>*At the conclusion of the student scheduling period, course requests will be emailed to parents for review. Additional emails will be sent periodically throughout the second semester to keep parents informed of any updates or changes to these requests.</p>		<p align="center"><b><u>DROPPING A COURSE</u></b></p> <p><b>Semester Courses (20 weeks):</b> Students are unable to drop a course after five (5) weeks.</p> <p><b>Full-year Courses:</b> Students are unable to drop a course after ten (10) weeks.</p> <p><i>Decisions to withdraw from a course will require consultation with the teacher, counselor, Department Chair, and Assistant Principal.</i></p>



## NCAA ELIGIBILITY DISCLOSURE

### NCAA Clearinghouse Process

The National Collegiate Athletic Association (NCAA) operates its own process for determining course eligibility for student athletes. As an independent organization, the NCAA has no affiliation with the New York State Education Department or any other academic authority at the secondary level. Each high school in the country is required to submit their courses to the NCAA for annual approval.

Therefore, if you are a student-athlete aspiring to compete at the Division I, Division I-AA, or Division II level, engaging with the NCAA clearinghouse process is essential. It is crucial for students aiming to participate in collegiate athletics to consult with their school counselors early in their high school career and to do so regularly thereafter. These meetings are vital for reviewing transcripts and ensuring that the courses taken are accepted by the NCAA.

NCAA Division 1 Core Requirements	NCAA Division 2 Core Requirements
<ul style="list-style-type: none"><li>• 4 credits English;</li><li>• 3 credits math;</li><li>• 2 credits natural/physical science;</li><li>• 1 credits additional English, math or science;</li><li>• 2 credits social science; and</li><li>• 4 credits of additional coursework from any area above, or from foreign language, comparative religion/philosophy</li></ul>	<ul style="list-style-type: none"><li>• 3 credits English;</li><li>• 2 credits math;</li><li>• 2 credits natural/physical science;</li><li>• 3 credits additional English, math or science;</li><li>• 2 credits social science; and</li><li>• 4 credits of additional coursework from any area above, or from foreign language, comparative religion/philosophy</li></ul>

### ELIGIBILITY CENTER

The NCAA has strict academic eligibility requirements. It is highly recommended that students and parents refer to the NCAA Clearinghouse website for important information:

- [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

Please also note that as we continually submit courses for NCAA approval, our website contains the most current list of eligible courses taught at Columbia High School.



## COLLEGE CREDIT OPTIONS

### College in the High School Program (CHSP)

The College in the High School Program (CHSP) at Columbia High School offers students the opportunity to take college-level courses and earn college credits while still in high school. These courses, approved by the respective colleges, are highly transferable and meet the standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP). CHSP courses are available at a reduced cost per credit hour and are designated as CHSP Credits in the Columbia High School Program of Study.

This program is the result of a collaborative agreement between Columbia High School and participating colleges. Teachers assigned to CHSP courses meet the credentialing requirements set by the New York State Department of Education. Students enrolled in these courses receive both Columbia High School Credits and CHSP Credits simultaneously. All course materials, including the syllabus, textbooks, and tests, are pre-approved by the collaborating college to ensure quality and consistency.

### College in the High School Courses

#### HVCC CHSP Courses

CISS 105 IT Essentials  
 FREN 200 French Language and Culture III  
 FREN 201 French Language and Culture IV  
 MATH 135 Elementary Statistics  
 MATH 170 Precalculus  
 MATH 180 Calculus I  
 MATH 190 Calculus II  
 PHYS 140 General Physics I  
 SPAN 200 Spanish Language and Culture III  
 SPAN 201 Spanish and Language & Culture IV  
 BADM 200 Business Communication  
 ENTR 110 Entrepreneurship  
 MKTG 120 Principles of Marketing  
 CMPT 101 Personal Computer Concepts & App 1  
 BADM 207 Organization and Management  
 ACTG 120 Business and Personal Finance

#### SCC COLLEGE CHSP Courses

MUS 147 Music Fundamentals

#### SIENA COLLEGE CHSP Courses

CSIS 110 Intro to Computer Science  
 ENGL 101 Intro to Literature

#### RUSSEL SAGE CHSP Courses

AEM 101 Drawing 1  
 PSY 208 Developmental Psychology  
 PED 225 Nutrition, Health, Fitness, and Wellness

#### SYRACUSE UNIVERSITY Project Advance (SUPA) Courses

PST 101 Introduction to the Analysis of Public Policy

#### SUNY OSWEGO CHSP Courses

GER 201 Intermediate German  
 GER 202 Continuing Intermediate German

#### UNIVERSITY AT ALBANY CHSP Courses

ACAS 109 Intermediate Science Research  
 ACAS 110 Intermediate Methods Research  
 ACAS 209 Advanced Science Research  
 ACAS 210 Advanced Methods Research  
 PSY 101 Intro to Psychology

### Articulated Agreement Courses (HVCC and SCCC)

Credits earned through Articulated Agreement Courses differ from those obtained via the College in the High School Program. While these credits are non-transferable, they are recognized by the respective colleges involved in the agreement. To receive these credits, students must enroll in the specific college affiliated with the course.

Articulated Agreements between Columbia High School and colleges are tailored to specific content areas. Teachers at Columbia High School, who deliver these courses, are not required to hold the same level of specialized credentials as college faculty, though they must teach within their certified areas as defined by the New York State Education Department. All syllabi and textbooks for these courses receive prior approval from the affiliated colleges.

**SCCC Articulation Agreements**  
 CRJ 113 Introduction to Criminal Justice





## STUDENT OPPORTUNITIES

### SEAL OF BILITERACY

The East Greenbush Central School District recognizes the importance of bilingualism in our diverse, global community. Research has demonstrated that bilingualism leads to numerous cognitive benefits, often referred to by scientists as the 'bilingual advantage.' The ability to speak, understand, and write in more than one language offers students several advantages, including academic, social, and linguistic.

Students at Columbia High School who can demonstrate mastery in both English and any other language, including American Sign Language, may apply for the Seal of Biliteracy program as early as their junior year. Participation in this program is voluntary, and students will incur no fees other than those associated with exams. For more information, please consult the [Seal of Biliteracy Handbook](#).

### SIENA COLLEGE SCHOOL OF BUSINESS EARLY ASSURANCE PROGRAM

Through the Columbia High School and Siena College Early Assurance Program, students have the opportunity to secure a seat in Siena's School of Business ahead of others. By completing a sequence of Regents-level courses and earning a grade of 85 or higher, students can be admitted to Siena College, positioning them to earn a Bachelor's degree in three years and an MBA in the fourth year. Students interested in this program must apply by December 1st of their sophomore year.

For more information, please consult your school counselor.

### CAREER & TECHNICAL ENDORSEMENT

At Columbia High School, students have the opportunity to earn a technical endorsement on their diploma. This can be achieved through the successful completion of a program and its requirements, either through our partnership with Questar or via our three in-house programs in the Business Department. These in-house programs include Business Management & Administration, Computer Applications, and Accounting/Finance. For more information, please consult your counselor.

### INDEPENDENT STUDY

Independent Study at Columbia High School is not a structured program, but rather an avenue of study developed by a student in cooperation with a faculty member. Its purpose is to gain special knowledge and/or experiences. The amount of credit granted, ranging from a quarter to a full credit, is determined by the nature and caliber of the student's work. This program is centered on a student designing and executing their own course of study, with limited teacher involvement.

To obtain credit, a student must arrange with a teacher to supervise their study program. Once the proposal is accepted, a credit value and time schedule are set, which must be mutually agreeable to both the student and the teacher. Candidates for independent study must apply through the Guidance Office.

### REQUEST FOR COLLEGE CREDIT

If a student is interested in taking a college-level class outside the school day for Columbia High School credit, they must first receive approval from the District. The consideration of a college course for CHS credit will be based on the student's educational plan.

Students are advised to consult with their school counselor to obtain additional information, guidelines, and the application.



## GRADUATION CREDIT REQUIREMENTS

Regents Diploma	Credits Required	Regents Diploma with Advanced Designation	Credits Required
English	4	English	4
Social Studies	4	Social Studies	4
Math**	3	Math	3
Science**	3	Science	3
World Language*†	1	World Language†	3
The Arts	1	The Arts	1
Health	.5	Health	.5
Physical Education	2	Physical Education	2
Electives	3.5	Electives	1.5
<b>TOTAL</b>	<b>22</b>	<b>TOTAL</b>	<b>22</b>

\* Students are required to have completed one unit of credit in a World Language and pass the Local Proficiency Exam, unless language exempt with an IEP

\*\*An integrated course in mathematics/science/technology or a computer science course may be used as the third required unit of credit in Mathematics or Science.

† A five-credit sequence of Business, Technology, or Art courses can be used as a substitution for the foreign language requirement for graduation. The Career and Financial Management course must be included in the Business and Technology sequence.

### PATHWAYS TO GRADUATION

#### 4 + 1 OPTION FOR REGENTS EXAMS

The New York State Board of Regents approved regulations establishing multiple, equally rigorous assessment pathways to graduation. Multiple pathways recognize the importance of engaging students in rigorous and relevant academic programs. Most students will earn their Regents Diploma through the “Humanities Pathway”, listed below, earning a 65 or higher on listed Regents exams. However, opportunities may exist for students to earn a diploma through the following pathways: CDOS, CTE, STEM. Please consult your school counselor if you would like more information about pathway requirements.

Requirements: Regents Diploma	Requirements: Advanced Regents Diploma
English Language Arts Regents Exam	English Language Arts Regents Exam
Global History and Geography Regents Exam	Global History and Geography Regents Exam
US History and Government Regents Exam	US History and Government Regents Exam
Math (typically Algebra I) Regents Exam	Algebra I, Geometry, and Algebra II Exams
1 Science Regents Exam	2 Science Regents Exams
	World Language (Checkpoint B) Exam

\*Special Education students may earn a Local Diploma through either the *Low Pass Safety Net* or *Compensatory Safety Net Option* where the minimum Regents exam score is lower than 65. Please consult your school counselor.

\*There may be additional opportunities for all students to earn a diploma while falling short of the minimum 65 passing score. Please consult your school counselor for information.



## STANDARDS

In several subject areas at Columbia High School, levels of instruction have been established to appropriately challenge students' academic abilities. Details regarding student placement and eligibility for these courses can be found within the course description text. This information is intended as a guideline for parents, teachers, and students. Parents with questions about student placement are encouraged to consult with the school counselor.

### R = REGENTS

Regents courses are designed to prepare students with the academic skills and knowledge needed for post-secondary education or entering the workforce, and are aligned with a corresponding Regents Examination. The purpose of these exams is to assess students' proficiency in the subject matter and ensure that they meet specific NYS learning standards.

### H = HONORS

Students are expected to examine subject matter more deeply, explore advanced concepts, and engage in critical analysis. They should demonstrate a higher level of critical thinking, problem-solving, and independent research skills. Additionally, Honors-level courses often require a greater workload and a higher degree of self-motivation and time management. Overall, the expectations for Honors-level courses are elevated to challenge and prepare students for more advanced academic pursuits.

### AP = ADVANCED PLACEMENT\*

Advanced Placement curriculum is provided by the College Board. Students are expected to learn college-level subject matter through in-depth study and critical thinking. They will be required to demonstrate advanced skills in writing and communication, as well as time management and organization. Students are eligible to take an Advanced Placement Exam to potentially earn College credit. The acceptance of these credits is dependent on score and is at the discretion of individual colleges or universities.

### CHSP = College in the High School Program\*

Students will be expected to perform at an advanced standard in an accelerated and/or enriched environment and to have Prerequisite and corequisite advanced math and science courses according to the course being offered. Students may participate in CHSP courses without earning or paying for the college credit. These credits are highly transferable in the post-secondary environment but subject to individual determinations made by colleges and universities.

- ☒ Students who accrue college credits at the high school level should work closely with their college advisor to monitor how these credits may affect their enrollment status and financial aid.

### LEARNING RESOURCE CENTER

Columbia High School offers Learning *Resource Centers* in both mathematics and English, each staffed by a teacher from the respective department. Students are welcome to access the LRC for extra help during any free periods in their day. Upon request from a teacher or parent, an LRC can also be scheduled into a student's regular school day. For more information, please contact your child's school counselor.





## ART DEPARTMENT

The Art Department offers a wide selection of courses and experiences for all students. A student planning to major in art should have at least a three-year sequence and preferably four years of art courses. The sequence usually begins in 9<sup>th</sup> grade with Studio Art. At least two years of study in drawing, painting, sculpture, and computer graphics/electronic media are recommended in order to create a college preparatory portfolio.

A student completing an art sequence and working for a Regents diploma must save work from all art courses, and assemble an art portfolio senior year. The portfolio must be available for review by the State Education Department. A student planning post-graduate art related studies should take at least one three-dimensional art course (Sculpture or Ceramics); along with two-dimensional courses such as Painting, Drawing, etc.

### SUGGESTED SEQUENCE FOR STUDENTS INTERESTED IN PURSUING ART AS A MAJOR IN COLLEGE

Grade 9	Grade 10	Grade 11	Grade 12
Studio Art	Drawing and/or Painting	Advanced Art (Portfolio Refinement)	Art Electives

<b>STUDIO ART-R</b>	A9000	40 Weeks	1 Credit	Grades 9-12
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This course meets the full year art requirement for graduation. Studio Art is a comprehensive foundation course for all secondary school art. Students will be introduced to a variety of studio experiences pertaining to the study of art that could include computer graphics, drawing, painting, sculpture, ceramics, and portfolio. The elements and principles of design will be incorporated into the studio experience so that students will be able to evaluate art, as well as create and design art. This course is a prerequisite for all art elective courses.

<b>ADVANCED ART (PORTFOLIO REFINEMENT)</b>	A9010	40 Weeks	1 Credit	Grades 11-12	<b>CHSP - Sage 3 credits</b>
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**Prerequisite:** Studio Art (Painting I and/or Drawing I is also beneficial)  
A student may be required to present a portfolio of work to be assessed by the art teachers prior to admittance into this course. It is strongly recommended that students interested in taking this course do so in their junior year.

This course is designed to help students refine and expand their visual art portfolios for college entrance and/or art careers. Building upon their knowledge from previous art classes, they will create a final portfolio that contains both new artwork and artwork made in previous, upper level art courses. Portfolios will be ready for presentation or college review and should contain 12-18 art pieces ranging in art media and subject matter that represent their best work.

Using a combination of exploration and practice, students will create both observational and abstract art works. Students are encouraged to express themselves in their work, show good contrast, and create dynamic, aesthetically-pleasing compositions. Frequent in-progress and final critiques of art will foster good working relationships and help students gain the confidence they need to succeed in the arts. Giving and receiving feedback and class participation are major components of any college-level art course. For inspiration and a basis in art history/pop culture, students will be exposed to both traditional and contemporary artists throughout the year.

Students are encouraged to purchase their own portfolio case, though it is not required.

- Students have the option to earn three credits from Russell Sage College for AEM 101 Drawing 1.

<b>GRAPHIC DESIGN I or II</b>	A1102 / A1122	20 Weeks	1/2 Credit	Grades 10-12
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**Prerequisite:** Studio Art  
Graphic Design is an introduction to the digital world of art. This course is meant to engage students in developing, implementing and blending their fine art skills with computer software (Adobe Creative Suite, Google Slides, Fresco, etc.). This will support students in applying graphic design fundamentals and capacities to build branding systems and visual communication design that can be incorporated into our everyday world. By the end of this course, students will have design and presentation skills that are essential in college courses and in the workplace.



ART DEPARTMENT

<b>DRAWING I or II</b>	A1001 / A1101	20 Weeks	1/2 Credit	Grades 10-12
<b>Prerequisite:</b> Studio Art				
Drawing is an intermediate course for students in grades 10-12. This course provides opportunities for the acquisition and development of basic drawing skills and techniques by exploratory projects in charcoal, conte, pencil, pen and ink, and scratchboard. The second part of the course further develops these skills and techniques at a higher level through use of the above and mixed media, as well as the study of artists' styles and techniques, and life drawing. Students may be required to purchase portfolios, sketchbooks, pencils, and other drawing materials.				
<b>PAINTING I or II</b>	A1002 / 1012	20 Weeks	1/2 Credit	Grades 10-12
<b>Prerequisite:</b> Studio Art				
Painting is an intermediate course for students in grades 10-12. This course provides a foundation in understanding brushes, paint, color theory, and development of basic skills, and techniques by providing opportunities for the students to work in a variety of media, including pastel, tempera, ink, gouache, watercolor, and acrylic. Once students gain confidence, they have the opportunity to work in his or her choice of media. The study of art trends and artists' styles of painting is explored to further the students' understanding of how artists use paint to express oneself.				
<b>CERAMICS/SCULPTURE I or II</b>	A1005 / 1015	20 Weeks	1/2 Credit	Grades 10-12
<b>Prerequisite:</b> Studio Art				
This course is designed for students to explore hand building techniques with clay including, but not limited to, pinch pots, slab building, and coil building. Projects made will range from functional objects to sculptural pieces. Students who are Art majors must take Ceramics/Sculpture to expand their perception from the two-dimensional realm into the third dimension. Students will work with the additive and subtractive methods as they explore various materials such as paper, wire, clay, plaster, etc.				
<b>PHOTOGRAPHY I</b>	A9001	20 Weeks	1/2 Credit	Grades 10-12
<b>Prerequisite:</b> Studio Art				
This course is designed for the novice who wants to learn how to take a good photograph and learn about photography. The emphasis of the course will be to learn about the camera, film and photographic composition. The student will learn how to develop black and white film, how to use the enlarger to create black and white prints from negatives, and how to use filters for contrast in their prints. Students will complete a research project about a photographer of their choice. This course is recommended for students who are interested in the art of black and white photography. Students will also explore digital photography through the use of their phone cameras. Students must be able to manage their time well and work independently.				
<b>CARTOONING/ILLUSTRATION I or II</b>	A9003/A9013	20 Weeks	1/2 Credit	Grades 10-12
<b>Prerequisite:</b> Studio Art				
This studio arts course allows students to learn and practice various technical skills and styles in cartooning. Students will hone their mechanical and observational skills in drawing, developing their creativity and different styles of cartooning through the development of work that reflects subjects of personal interest and importance. They will understand how to make revisions in their artwork to create strong compositions and a finished portfolio of work that is ready for a gallery exhibit. Students will also learn about careers and skills in five categories of cartooning.				
<b>INTRODUCTION TO VIDEO GAME DEVELOPMENT</b>	A1115	40 Weeks	1 Credit	Grades 10-12
Looking to have fun while building lifelong skills? In this multidisciplinary course taught by an Art teacher and an English teacher, students will learn game theory, build original games, and explore careers in the video game industry. Open to all talents and experience levels, students will engage in collaborative, hands-on projects covering illustration and graphic design, narrative writing, computer coding/programming, and more. Industry mentors will visit to share their experiences, academic background, and career paths.				
<b>Note:</b> Students should be comfortable working within a team environment and working on project-based assessments.				



## CAREER AND TECHNICAL EDUCATION (CTE)

Career and Technical Education courses will enable students to explore various career opportunities and will help prepare them to function successfully in life. Students completing Career and Technical Education pathways may be prepared for employment immediately after high school.

A five-credit sequence of Business, Technology courses will satisfy the World Language requirement for graduation. Career and Financial Management is a sequence requirement.

Students taking a business course for the first time are encouraged to take Microsoft Word or Career and Financial Management.

A student who enrolls in select Business Courses can earn up to a total of 18 college credits.

### BUSINESS DEPARTMENT PATHWAYS

Columbia's Business Education Department offers 3 NYSED approved Career and Technical Education Pathways. They include Business Administration/Management, Accounting/Finance, and Computer Applications for Business. Students who complete the required courses and pass the professional exam will receive the Regents CTE endorsement on their diploma. For each pathway, courses should be taken in the order listed. Please consult with your school counselor if you would like more information about pathway requirements.

BUSINESS ADMINISTRATION & MANAGEMENT	ACCOUNTING/ FINANCE	COMPUTER APPLICATIONS FOR BUSINESS
<ol style="list-style-type: none"> <li>1. Microsoft Word Essentials</li> <li>2. Career and Financial Management</li> <li>3. Entrepreneurship (HVCC, 3 College Credits)</li> <li>4. Principles of Marketing (HVCC, 3 College Credits)</li> <li>5. *Computer Concepts and Applications (HVCC, 3 College Credits)</li> <li>6. Organization and Management or Career Exploration Internship Program (HVCC, 3 College Credits)</li> </ol> <p>*This course has a prerequisite of Microsoft Word Essentials</p>	<ol style="list-style-type: none"> <li>1. Microsoft Word Essentials</li> <li>2. Career and Financial Management</li> <li>3. Entrepreneurship (HVCC, 3 College Credits)</li> <li>4. Business and Personal Finance (HVCC, 3 College Credits)</li> <li>5. *Computer Concepts and Applications (HVCC, 3 College Credits)</li> <li>6. Accounting</li> <li>7. Organization and Management or Career Exploration Internship Program</li> </ol> <p>*This course has a prerequisite of Microsoft Word Essentials</p>	<ol style="list-style-type: none"> <li>1. Microsoft Word Essentials</li> <li>2. Career and Financial Management</li> <li>3. Business Communication (HVCC, 3 College Credits)</li> <li>4. *Computer Concepts and Applications (HVCC, 3 College Credits)</li> <li>5. Business Technical Math or Accounting</li> <li>6. Web Page Design and Social Media or Career Exploration Internship Program</li> </ol> <p>*This course has a prerequisite of Microsoft Word Essentials</p>

### BUSINESS AND MARKETING HONOR SOCIETY

Students who have successfully completed three credits in business may be eligible for the Business and Marketing Honor Society during junior or senior year.

### FUTURE BUSINESS LEADERS OF AMERICA

Students enrolled in business classes can participate in a national business organization – Future Business Leaders of America. Students participate in leadership activities, community service projects, and attend local and state conferences.



## CAREER AND TECHNICAL EDUCATION (CTE)

<b>MICROSOFT WORD ESSENTIALS</b>	OB150	20 Weeks	1/2 Credit	Grades 9-12
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In today's information age, keyboarding is a life skill, which has value for all students. Eliminate bad habits that slow you down and maximize your speed and accuracy by developing proper keyboarding techniques. Learning Microsoft Word is essential for college and career readiness. Become proficient in formatting a variety of business documents, including boxed tables, memos, correct email format, business letters, reports, endnotes, and job application documents. Learn all the Word Ribbons including layout tools as well as search and replace, formatting page numbers, headers/footers, margins. Google Applications and Drive will be utilized to learn collaboration and effective business communications in the workplace.

<b>CAREER AND FINANCIAL MANAGEMENT (CFM)</b>	OE200	20 Weeks	1/2 Credit	Grades 9-12
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***Recommended for students in grades 9 & 10***  
Develop skills that will last a lifetime! This course will focus on career exploration, workplace issues, and personal financial topics. Students will participate in career self-assessments, explore a variety of careers and industries, discuss college options, and learn the skills and competencies needed for future success. Students will create a resume, complete job applications, practice interview techniques, and learn to work cooperatively/productively with employers and co-workers. In addition, students will learn to successfully handle their own personal financial lives. Topics will include budgeting, checking and savings accounts, credit, insurance, and investing. Guest speakers will include members of the community from a variety of occupations. They will share their educational backgrounds, career paths, and speak to the students about a typical workday.

<b>ACCOUNTING</b>	OB122	40 Weeks	1 Credit	Grades 10-12
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This is a full-year course designed to explore the various careers and certifications in the field of accounting. Students develop basic accounting skills. The processes and procedures for effectively maintaining and reporting a business's financial records are applied. The curriculum is taught utilizing an online program. The field of accounting continues to be an occupation with career opportunities. Topics included are journalizing and recording business transactions; the accounting cycle; and preparation of financial statements. Students will analyze financial statements of existing companies through their competition in The Stock Market Game. Students will complete accounting simulations utilizing on-line working papers and journals.

➤ ***This course is recommended for students who are considering majors in Accounting or Business in college.***

<b>WEB PAGE DESIGN &amp; SOCIAL MEDIA</b>	OB906	20 Weeks	1/2 Credit	Grades 10-12
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To be competitive in today's fast-paced business world, it is essential to market products and services through print and social media. In this course, students will learn fundamental layout and design skills as they develop creative and appealing media communications using drag and drop web development software such as Wix and Google Sites, as well as creating websites utilizing HTML/CSS coding. Students will create company websites. Social Media and its effect on business communication will be incorporated within the designed web pages.

<b>ENTREPRENEURSHIP</b>	OB920	20 Weeks	1/2 Credit	Grades 10-12	<b>CHSP - HVCC 3 credits</b>
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What does achieving the "American Dream" of owning and operating a business involve? This course provides an introduction to starting and managing a small business successfully. Topics include franchising, business structures, management, marketing, communication, financial planning, and legal aspects. Students will create business cards, logos, brochures, and floor plans while applying tools like Microsoft Excel, Word, Publisher, PowerPoint, and Google Applications. They will explore starting a business in their chosen industry, utilize online and government resources, and gain insights from guest speakers and workplace videos. This hands-on course prepares students for entrepreneurship with practical skills and real-world knowledge.

➤ ***Students may receive three college credits through HVCC for ENTR 110 Intro to Entrepreneurship.***



## CAREER AND TECHNICAL EDUCATION (CTE)

<b>COMPUTER CONCEPTS AND APPLICATIONS</b>	OB110	20 Weeks	1/2 Credit	Gr 11-12	<b>CHSP - HVCC 3 credits</b>
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**Prerequisite:** *Microsoft Word Essentials*

This course equips students with essential skills for success in college, work, and daily life. It offers hands-on experience with Microsoft applications, including Word, Excel, Access (database), Outlook, Publisher, and PowerPoint. Students will also be introduced to the fundamentals of creating web documents. This course is highly recommended for anyone looking to enhance their computer proficiency.

➤ **Students may receive three college credits through HVCC for CMPT 101 Personal Computer Concepts & Applications.**

<b>BUSINESS AND PERSONAL FINANCE</b>	OB119	20 Weeks	1/2 Credit	Grades 11-12	<b>CHSP - HVCC 3 credits</b>
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**Students who are considering pursuing a pathway in Business are encouraged to take Career and Financial Management (OE200) prior to this course.**

Learn how to effectively manage your hard-earned money while earning college credit. This course is useful in planning for college, careers and lifelong financial success. This course will cover essential financial topics such as budgeting, taxes, banking, investments, credit, and real estate.

Through project-based assignments, computer simulations, and guest speakers from the finance industry, students will gain practical skills and explore career opportunities in high-growth financial fields. These skills are designed to support lifelong financial success.

➤ **Students may receive three college credits through HVCC for ACTG 120 Personal Finance.**

<b>BUSINESS COMMUNICATION</b>	OB131	20 Weeks	1/2 Credit	Grades 11-12	<b>CHSP - HVCC 3 credits</b>
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**Recommended:** *Microsoft Word Essentials*

This college-level class is designed for students who wish to improve their written and oral communication skills as applied to business situations. Composition and formatting of email, business letters, memorandum, and reports are perfected. Strategies to become an effective listener, assess body language, and acknowledge cultural differences are studied. The course includes discussion and application of the specific types of written business communication forms and graphic aids for successful presentations. Microsoft Word and PowerPoint are used to practice business writing techniques including professional resume preparation, reports, and proposals. Punctuation, spelling, and grammar rules are studied and applied.

➤ **Students may receive three college credits through HVCC for BADM 200 Business Communication.**

<b>BUSINESS TECHNICAL MATHEMATICS</b>	OB132	40 Weeks	1 Credit	Grades 11-12
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**Required:** *Students must have successfully passed the Algebra Regents Exam*

Business Technical Math is a one-credit, specialized, interdisciplinary course related to the mathematics learning standards. This course is designed to equip students with the essential skills needed to navigate the complex financial world they will encounter in their lives.

The course covers technical applications of fractions, decimals, unit conversions, the metric system, ratios and proportions, measurements, rearranging and substituting into formulas, and geometry. Topics also include banking and investment, taxes, household budgeting, and financial management. Students will learn mathematical applications using Excel and engage with web-based money management simulations.

*As outlined in Commissioner's Regulations 100.5(a) (7) (IV), for students who have successfully passed the required Algebra Regents examination and upon local educational agency approval, this specialized course may be used to fulfill one of the three units of mathematics required for the Regents diploma.*



CAREER AND TECHNICAL EDUCATION (CTE)

<b>PRINCIPLES OF MARKETING</b>	OB204	40 Weeks	1 Credit	Grades 11-12	<b>CHSP - HVCC 3 credits</b>
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The field of marketing is exciting, creative, and engaging! You may not realize, but marketing is all around you. Special events covered in class include: Black Friday, Cyber Monday, Small Business Saturday, the Grammys, the Academy Awards, the Super Bowl, March Madness, and Major League Baseball. Learn about market segmentation, legal and ethical issues, communication skills, public relations, management, selling strategies, product presentation, promotional mix, advertising, celebrity endorsements, and sponsorships. Students will analyze case studies and create elevator pitches, commercials, and print advertisements. Branding, taste-testing, and selling a product through several forms of promotion including social media will be explored.

Microsoft Office Suite concepts will be taught including Publisher, Excel, Word and PowerPoint. In addition, Google Suite will be utilized for engaging projects. Students will create “real-life” flyers and brochures for school events utilizing programs such as Adobe Spark, iMovie, and Lucidpress. Guest speakers from a wide variety of occupations in the field of marketing will discuss their careers. Students will also gain knowledge from current business videos. Sign up for Principles of Marketing today: “Just Do It.”

> **Students may receive three college credits through HVCC for MKTG 120 Principles of Marketing.**

<b>ORGANIZATION AND MANAGEMENT</b>	OB402	20 Weeks	1/2 Credit	Grades 11-12	<b>CHSP-HVCC 3 credits</b>
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Students wishing to become effective leaders and perhaps become a manager or CEO in the future will love this college-level class. This course will stress organization theory, principles, and practices. Topics covered include the management functions of organizing, planning, staffing, directing, and controlling; social responsibility; the effect of multi-cultural diversity in the workplace; leadership styles and motivational theories. Guest speakers from this field are encouraged to bring life lessons to our students in this college-level course.

> **Students may receive three college credits through HVCC for BADM 207 Organization and Management.**

<b>CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP)</b>	OE300	20 Weeks	1/2 Credit	<b>Not offered in 2025-26</b>	
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**>> This course will not run in the 2025-26 school year. <<**

**Required:** A completed application and recommendations must be submitted for approval. **See counselor for application packet.**

**Recommended:** Microsoft Word Essentials

- Students planning to enroll in CEIP must provide their own transportation to and from their placements.
- Students who choose to enroll in this elective course are expected to demonstrate a level of responsibility and commitment appropriate for the workplace.
- Outstanding attendance record and academic record is imperative.
- It is suggested that a student not have a part time job during the internship.

This course allows students to complete a non-paid internship experience in one career of interest. Students will need to complete a minimum of 54 hours in their internship experience and 27 hours of classroom instruction. Topics such as communicating for success; as well as writing, speaking, reading and listening for successful communication will be discussed. In addition, workplace success skills are learned.

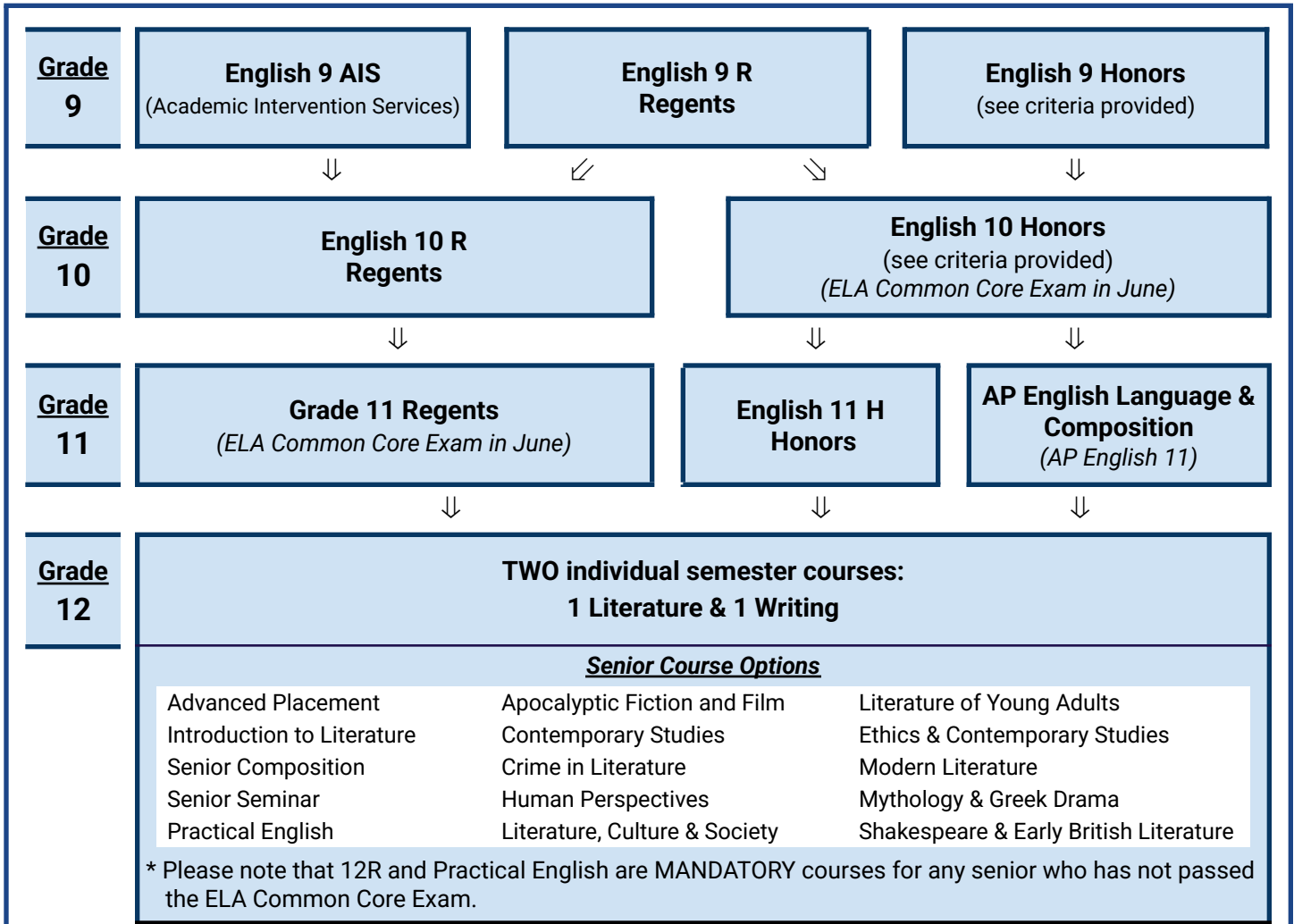
In the past, students have explored such careers as: accounting, television/radio, child care, software design, health care, journalism, sports marketing, teaching, as well as other occupations of student interest. This program gives students a first-hand opportunity to learn about a particular career. This opportunity allows students to gain insight into the skills and educational requirements of a career prior to college. Students will also have scheduled class meetings that fulfill the 27 hours of classroom instruction. Characteristics such as honesty, integrity, ethics, teamwork, and a positive attitude are expected.

**Applications to enroll may be obtained from the Guidance Department and will be reviewed by the Business Department Coordinator.**





# ENGLISH DEPARTMENT



The English Department is committed to teaching a comprehensive curriculum that meets the needs of all students and complies with the NYS Common Core Regents Standards and Next Generation Learning Standards for English Language Arts. With a particularly strong emphasis on reading and writing, we offer a range of programs that include Remedial, Regents, Honors, and Advanced Placement. Our core program is supplemented by electives such as Creative Writing, Public Speaking, Journalism, Intro to Video Game, and SAT Preparation. The English Department believes that all students should have ample opportunity to become stronger thinkers, readers, writers, speakers and listeners. In an age that is becoming increasingly audio-visual, we are concerned with strengthening basic language arts skills and increasing our students' appreciation for the power and beauty of the written word. The curriculum is designed to assist students in developing the literacy skills needed to succeed in both college and careers, and to succeed on the NYS Common Core aligned assessment. This involves close reading of rigorous informational and literary texts, digital literacy, grammar, and the study of academic vocabulary.

**Note:** Literacy research shows that students benefit if they continue to read throughout the summer, so students entering grades 9-12 will be provided the opportunity to earn Extra Credit by reading an optional book over the summer and completing an independent project centered on creative choice. Parents are encouraged to participate in the process of selection and to assist students with their choices.



ENGLISH DEPARTMENT

GRADE 9

<b>ENGLISH 9 (AIS)</b>	E9002	40 Weeks	1 Credit
<p>The curriculum within this course is aligned with the Common Core State Standards for English Language Arts. This course is intended for students requiring Academic Intervention Services. Placements will be based on the ELA 8 scores and teacher recommendation. Students meet daily in a class that is co-taught by an English teacher and a Reading teacher. Essential reading and writing skills are assessed, areas of concern addressed, and foundations established for mastery of the literary and personal essay. Additionally, practical application of composition skills is an essential component of the course. Language use and vocabulary skills are reinforced and further developed. Out-of-class work in reading and writing (homework) is assigned on a regular basis. Students sit for an extensive final examination in June.</p>			

<b>ENGLISH 9 R</b>	E9200	40 Weeks	1 Credit
<p>The curriculum within this course is aligned with the Common Core State Standards for English Language Arts. This course is designed to reinforce and further develop reading comprehension, interpretation of literature, composition, grammar, usage, mechanics of language, and vocabulary. Students develop skills in literary response and analysis through critical readings of various literary genres. Essential writing skills are assessed, areas of concern addressed, and foundations established for developing mastery of the literary and personal essay, including outlining, proofreading, and editing. Additionally, practical application of composition skills is an essential component of the course. Written work comprises a significant percentage of each student's grade, and the course culminates with a final exam. Emphasis will be placed on specific instruction in persuasive, expository and literary writing, as well as research skills. An introduction to research skills will be implemented, and students will become familiar with MLA style and the format of a formal research paper. Language use and vocabulary skills are reinforced and further developed, along with an emphasis on grammar, usage, proofreading and editing skills. Out-of class work in reading and writing (homework) is assigned on a regular basis. Students sit for an extensive midterm and final examination.</p>			

<b>ENGLISH 9 H</b>	E9300	40 Weeks	1 Credit
<p><b>Note: Students accepted into the Honors curriculum sit for the ELA Common Core Exam at the end of their sophomore year.</b></p> <p>The curriculum within this course is aligned with the Common Core State Standards for English Language Arts.</p> <p>The purpose of this course is to offer the student gifted in English Language Arts an opportunity for enriched work with short stories, novels, drama, and poetry. Due to the importance of writing and the requirement that all students within the English Honors program successfully pass the ELA Common Core exam with a score of a 90 in their sophomore year, the English 9H program places greater emphasis on the development of expository writing, extensive essays, independent research and creative writing. Students enrolled in this course read a wide range of literature, including Fahrenheit 451, Speak, and Great Expectations, and are expected to participate in class discussions on a consistent basis. Written work comprises a significant percentage of each student's grade, and the course culminates with a final exam. Emphasis will be placed on specific instruction in persuasive, expository and literary writing, as well as research skills. Eighth graders who meet the necessary qualifications are eligible for this challenging course. Criteria: Students must meet or exceed the following criteria: an academic average of 92, demonstration of mastery of skills on the 9-H qualifying exam, and teacher recommendation. In addition, students accepted into the course must successfully complete a summer reading/writing project to be submitted to CHS teachers before the end of the summer. Students intending to continue in the Honors English program must meet or exceed ALL of the following criteria: high academic achievement in 9-H (a cumulative average of 88 or above or a 92 in English 9R), teacher recommendation, and exemplary achievement on the 10-H qualifying exam.</p> <p>➤ Please note that only 2 sections of the course will be offered.</p>			



ENGLISH DEPARTMENT

**GRADE 10**

ENGLISH 10 R	E1020	40 Weeks	1 Credit
<p>The curriculum within this course is aligned with the Common Core State Standards for English Language Arts. English 10 R reinforces and extends skills and objectives introduced in English 9-R. Requirements for written work, including grammar, usage, spelling and language use, are more demanding. Students experience and learn in-depth analysis of a wider range of literature, including novels, essays, short stories, drama, poetry, and non-fiction. Emphasis continues to be placed on specific instruction in persuasive, expository and literary writing, as well as research skills. Out-of class reading and writing work (homework) is assigned on a regular basis. Language use and vocabulary skills are reinforced and further developed, along with an emphasis on grammar, usage, proofreading and editing skills. Students prepare for the PSAT/NMSQT exam administered in the fall semester of the junior year. A comprehensive midterm and final exam are within the school year.</p>			

ENGLISH 10 H	E1030	40 Weeks	1 Credit
<p><b>Prerequisites:</b> Students must meet or exceed ALL of the following criteria: an academic average of 90 indicating excellence in English in 9H or an average of 92 from English 9R, a teacher recommendation, and a successful performance on the departmental qualifying exam. In addition, students accepted into the course must successfully complete a summer reading/ writing project to be submitted to CHS teachers before the end of the summer.</p> <p>The curriculum within this course is aligned with the Common Core State Standards for English Language Arts. A comprehensive study of literature, including a Shakespeare selection, is the background and context for student composition and discussion. Other major works of literature for in-depth analysis include modern novels, drama, poetry, various essays, and short works of fiction. Written work comprises a major percentage of each student's grade. Grammar proficiency, vocabulary power, and language usage skills are points of emphasis. Students are expected to successfully complete a full MLA style research paper, 4 independent reading projects, multiple writing pieces related to the NYS ELA Common Core Regents Examination, creative compositions, personal narratives, and analytical writings detailing literary criticism. Emphasis is placed on making evidence-based claims, engaging in sophisticated analysis, and demonstrating the application of language in ways that are increasingly precise and effective.</p> <p>English 10H students sit for the ELA Common Core Regents Examination as a final examination in June. Students intending to continue in the honors program for their junior year must meet or exceed ALL of the following criteria: A final academic average of 88 or higher in 10H, a demonstration of mastery on the ELA Common Core Regents Examination, and strong teacher recommendation. Students who wish to proceed to AP level English in their junior year must meet or exceed ALL of the following criteria: A final academic average of 90 or higher in 10H, a demonstration of mastery on the ELA Common Core Regents Examination, and strong teacher recommendation.</p> <p>&gt; <i>Please note that only 2 sections of the course will be offered.</i></p>			



ENGLISH DEPARTMENT

GRADE 11

ENGLISH 11 R	E1122	40 Weeks	1 Credit
<p>The curriculum within this course is aligned with the Common Core State Standards for English Language Arts. This course continues the study of literature, grammar, and composition in preparation for the ELA Common Core Regents Exam. Most students sit for the examination in June of the junior year; some students, after consultation with teacher, school counselor and parent, may sit for the exam in January of the junior year. This academic year focuses on critical reading, aesthetic appreciation of selected literature, and refinement of writing skills, including use of MLA style in the research mode. Students read and analyze fiction and non-fiction texts that reflect essential themes in American literature, and continue writing in a variety of genres. Students are expected to develop writing skills which demonstrate: clear and appropriate focus, logical and coherent structure, precise and engaging language, varied sentence structure, and correct application of the conventions of Standard Written English. Emphasis is placed on making evidence-based claims and engaging in close reading to analyze texts at a sophisticated level. Students also engage in activities which develop vocabulary, critical reading, and writing on-demand skills essential for success on the College Board SAT Reasoning Test administered in the spring of junior year.</p>			

ENGLISH 11 H	E1130	40 Weeks	1 Credit
<p><b>Prerequisites:</b> Students must meet or exceed ALL of the following criteria: an academic average of 90 or higher in 10-H or an average of 92 or higher in 10R, demonstration of mastery on the ELA Common Core Exam, and teacher recommendation. In addition, students accepted into the course will be asked to successfully complete a summer reading/writing project to be submitted to CHS teachers before the end of the summer.</p> <p>The curriculum within this course is aligned with the Common Core State Standards for English Language Arts. This course extends the study and analysis of literary genres encountered in 10-H. Students develop deep appreciation for the craft and philosophies of a wide variety of American authors. Students identify and practice stylistic approaches essential to quality expository, literary, critical, and persuasive writing. Oral and written expression is enhanced through advanced vocabulary, grammar, and Greek and Latin roots study. A broad and structured supplementary reading program expands each student's perspectives and increases his/her self-understanding of the human condition. An extensive research project focusing on American Literature serves as the final exam for the course. Qualified 10th graders are eligible for this challenging course. Students intending to continue in the honors program have two options: Advanced Placement English or Introduction to Literature (H). Students must demonstrate academic excellence in 11-H (an academic average of 88) and receive teacher recommendation to enroll in either course.</p>			

ENGLISH 11 AP - LANGUAGE & COMPOSITION	E1125	40 Weeks	1 Credit
<p><b>Prerequisites:</b> Students must meet or exceed ALL of the following criteria: an academic average of 90 in 10H, or an average of 92 or higher in 10R, demonstration of mastery on the ELA Common Core Exam, and 10th grade English teacher recommendation. In addition, students accepted into the course must successfully complete a summer reading/writing project to be submitted to CHS teachers before the end of the summer.</p> <p>This AP English Language and Composition course is designed to help students become both skilled readers of writing in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. The purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. 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 generic conventions and the resources of language contribute to effectiveness in writing. Students are expected to sit for the Advanced Placement exam which is administered in May. Sophomores must meet the necessary qualifications and earn an English teacher's recommendation to be eligible for this course.</p> <p>&gt; Please note that only 1 section of this course will be offered.</p>			



ENGLISH DEPARTMENT

GRADE 12

ENGLISH 12 CORE OPTIONS

Students in their final year of high school English fulfill their Senior English requirement by selecting *ONE* class from the **Literature category** and *ONE* from the **Writing category**. These courses are specifically designed to prepare students for their post-high school choices. Students are encouraged to choose the courses that they will personally find most beneficial for their future educational or career goals.

WRITING COURSES

- English 12 Advanced Placement (*Literature and Composition*)
- Introduction to Literature (*Siena College credit*)
- Senior Composition
- Senior Seminar
- Practical English

LITERATURE COURSES

- Apocalyptic Fiction and Film
- Contemporary Studies
- Crime in Literature and Modern Society
- Human Perspectives
- Literature, Culture and Society
- Literature of Young Adults
- Modern Literature
- Mythology and Greek Drama
- Shakespeare and Early British Literature

Advanced Placement

ENGLISH 12 AP - LITERATURE & COMPOSITION

E1225

40 Weeks

1 Credit

**Prerequisites:** Students must have excelled (final GPA in the 90s) in English 11 Regents, English 11 Honors or 11 AP, received a recommendation from their junior English teacher, and completed the 12 AP summer reading project, which involves a close reading of an assigned major work, to be eligible for this course.

According to the College Board, "AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works."

Foundational to this course is the development of proficiency with literary analysis. To master this skill, we will read a wide array of poems, short stories and longer pieces of fiction and drama. Readings are frequent, extensive, and sophisticated. Students will master the recognition and application of an extensive array of literary devices to aid in analysis, comprehension, and critical thinking. This is a full year college-level English course culminating in an AP examination offered by the College Board in mid-spring (May).



ENGLISH DEPARTMENT

12<sup>th</sup> Grade WRITING COURSES

<b>INTRODUCTION TO LITERATURE H</b>	E1240	20 Weeks	1/2 Credit	<i>CHSP - Siena College 3 credits</i>
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**Prerequisites:** A minimum average of 88% in English 11H/11AP or a minimum of 90% in 11th Grade and recommendation of previous English teacher.

This one-semester collegiate course offers students practice in critical thinking, reading, responding to, and analyzing a wide variety of literature. Because the course is writing-intensive, students will gain experience in writing and revising critical essays about literature. Readings will include literature from diverse classic and contemporary authors, as well as various literary genres, with a primary focus on short fiction, the novel, the drama, and poetry. Students enrolled in the course must agree to Siena College course policies, which include registration and monetary fees paid to the college. At the course's completion, students who successfully meet the academic requirements will receive three (3) credits through Siena College.

<b>SENIOR COMPOSITION 12 R</b>	E1214	20 Weeks	1/2 Credit	
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This course is recommended for students who will independently work to enhance their writing and analytical skills. The course focuses on composition and research abilities, in addition to synthesis and presentation skills. Students will practice developing coherence, precision, and clarity in written expression. Course study also includes a variety of literature that introduces students to varied genres and perspectives.

<b>SENIOR SEMINAR 12R</b>	E1205	20 Weeks	1/2 Credit	
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This course is designed for students who will benefit from a structured approach to enhance their writing and analytical skills. The course addresses composition and research abilities, in addition to presentation skills. Students will also engage in concrete writing for post-graduation and career readiness. The purpose is to acquaint students with coherence, precision, and clarity in written expression. Course study also includes a variety of literature that introduces students to varied genres and perspectives.

<b>PRACTICAL ENGLISH R</b>	E1201	20 Weeks	1/2 Credit	
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The focus of this course is thoughtful and careful reading and writing- necessary skills for gaining and sharing information that has practical applications in the workplace and in society. By reading and discussing a variety of pieces, students learn how to understand different writing styles. Students will learn the writing techniques important in the business and technical realms, as well as evaluate professional situations, determine the best textual format for purpose and audience, and create documents using collaborative electronic tools. A comprehensive unit for future planning also helps students develop resumes, cover letters, and prepare for job applications and interviews.

<b>ENGLISH 12 R</b>	E1212	20 Weeks	1/2 Credit	
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This course is designed for students who have not earned a grade of 65 on the ELA Common Core Examination, and is designed to prepare students to be capable and confident readers and writers. Reading, writing, listening and speaking skills are extended through a wide range of ELA activities. Students will develop their understanding of different writing styles and gain further insight into human behavior through reading, experiencing and discussing a variety of works (novels, dramas, short fiction, and non-fiction essays), as well as exploring mass media. An analysis of performance on the ELA Common Core Exam will be included as part of an educational plan for each student. The January Regents Examination is 20% of the first semester final average for those students who must sit for the exam.





ENGLISH DEPARTMENT

12<sup>th</sup> Grade LITERATURE COURSES

<b>HUMAN PERSPECTIVES</b>	E1340	20 Weeks	1/2 Credit
<p>This course offers students the opportunity to deepen their understanding and appreciation of the lived experiences of people in America. The overlooked and misunderstood perspectives of many communities within our country will be explored with a focus on the differences and commonalities amongst all ethnicities, races, socioeconomic statuses, genders and orientations, and religions. Multiple genres will be examined through critical, creative, independent, and collaborative work, allowing students to develop a language for social interaction, as well as an opportunity to discuss sensitive and sometimes polarizing issues.</p>			

<b>CONTEMPORARY STUDIES 12R</b>	E1208	20 Weeks	1/2 Credit
<p>Contemporary Studies is a literacy course designed to enable students to recognize the power of various texts (literature and non-fiction) and mass media. Students will demonstrate the ability to process, interpret and act in a knowledgeable manner on messages depicted through various sources of print and visual media. Students prepare written analyses of advertisements, films, television productions, internet content and broadcast news in order to familiarize themselves with real-world connections. This course is recommended to pair with Senior Seminar.</p>			

<b>CRIME IN LITERATURE &amp; MODERN SOCIETY</b>	E1345	20 Weeks	1/2 Credit
<p>In this course, students will examine the behaviors that trigger some of the most notorious crimes and criminals in literature as well as history, in addition to the detective techniques used to track and capture them. In addition to reading a variety of texts, both fiction and non-fiction, students will write for multiple purposes in which they analyze the motives, actions and reactions of literary criminals, as well as explore criminal events in various time periods and cultures. This course will also contain a research component, in which the students will engage with topics covering all facets of the American justice system and their impact on our culture. This course is recommended to pair with College Prep II, Intro to Lit, and AP English 12.</p>			

<b>LITERATURE OF YOUNG ADULTS 12R</b>	E1206	20 Weeks	1/2 Credit
<p>This course offers students the opportunity to read widely and familiarize themselves with literature written for adolescents and develop an understanding of the complex issues facing young adults through a variety of diverse and contemporary genres. We will examine YA literature both in critical and creative ways and trace relevant themes that are related to friendship, race and class, loss, coming of age, cultural diversity and a range of related social themes. Students will share responsibility for reading independently and facilitating discussion of whole class texts while also contributing to collaborative thought as participants within smaller literature circles that may focus on individual texts. It is recommended that students have an appreciation for reading!</p>			

<b>APOCALYPTIC FICTION AND FILM</b>	E1203	20 Weeks	1/2 Credit
<p>In this course we will study a variety of apocalyptic, post-apocalyptic, dystopian, and speculative fiction short stories depicting doomsday scenarios and then synthesize these pieces with contemporary films that share thematic connections. We will focus on categories such as the devastation of war, environmental catastrophe, economic collapse, global health crises (zombies!), and civil unrest. However, the primary focus will be on our shared humanity and the lessons that these satirical or allegorical pieces teach us about ourselves, our world, and our future.</p>			



ENGLISH DEPARTMENT

**12<sup>th</sup> Grade LITERATURE COURSES (continued)**

<b>MODERN LITERATURE 12R</b>	E1215	20 Weeks	1/2 Credit	
<p>Modern Literature is a course for those students who enjoy discussing and debating literature that possesses various interpretations. In this course, students will discuss, debate, and analyze various short stories and novels from the modernist period. These works of literature will focus on the role of individuals in society and challenge readers to discover the authors' deeper meanings and potential social commentaries. Discussions will explore topics like alienation, identity, and disillusionment, as well as focus on how these texts relate to our world today. Students are responsible for independently reading texts to discover the deeper meanings and will be expected to actively participate in and facilitate class discussions and debates about the assigned literature. There will be an opportunity for both individual and group projects to analyze the texts. The course will culminate in a collaborative learning project exploring the connections between all of the literature studied throughout the course.</p>				
<b>LITERATURE, CULTURE AND SOCIETY 12R</b>	E1207	20 Weeks	1/2 Credit	<b>Not offered in 2025-26</b>
<p><b>Please note that this course will not be offered in 2025-26</b>                      This course engages students in critical analysis of various forms of literature and print media in an effort to successfully develop media literacy. Students will demonstrate understanding of how various mediums are constructed and critique the effects they have on our world. An assortment of fictional short stories will serve to satirize America's corporate media system, and two allegorical and dystopian novels (Jennifer Government by Max Barry and Feed by M.T. Anderson) will be read and analyzed with a focus on fully understanding modern American culture and society. The course will culminate with a project on human happiness as viewed through multiple cultural and societal lenses.  <b>This course is recommended for Honors and AP level students.</b></p>				
<b>MYTHOLOGY AND GREEK DRAMA 12 R</b>	E1218	20 Weeks	1/2 Credit	
<p>Herbert Mason's translation of The Epic of Gilgamesh, in tandem with ideas drawn from Joseph Campbell's acclaimed series <i>The Power of Myth</i>, introduces students to an array of heroic archetypes and the liminal journey that ensues for the hero, either through choice or serendipity.  <i>Mythology</i>, Edith Hamilton's acclaimed anthology of Greek and Norse myths, delves into the heroes and villains, gods and goddesses, and epic tales of achievement and loss in settings far removed from our own. Yet the connections between the issues and values of that time and ours are often quite profound and enlightening. Mythology has an indelible influence on the modern era, as students shall discover. The tragedy of Sophocles and comedy of Aristophanes will also be part of the mix.                      Regular attendance, an ability to keep pace with weekly readings, an enthusiasm for solo and collaborative assignments, and voluntary participation in class discussions will be expected.</p>				
<b>SHAKESPEARE AND EARLY BRITISH LITERATURE 12R</b>	E1219	20 Weeks	1/2 Credit	<b>Not offered in 2025-26</b>
<p><b>Please note that this course will not be offered in 2025-26</b>                      This course studies English Literature from its beginnings through Shakespeare. Readings may include the early folk epic, Chaucer's Canterbury Tales, and special emphasis on the sonnets and plays of Shakespeare. Students are expected to participate in class discussion and oral and written interpretation. Writing assignments will emphasize short analytical papers. A major project could involve a research paper or staging of scenes from Shakespeare.</p>				



ENGLISH DEPARTMENT

ENGLISH ELECTIVES

In addition to the Core offerings specified above, the department will continue to offer electives as follows:

- Creative Writing and Poetry (Grades 10–12)
- Public Speaking (Grades 10-12)
- Journalism (Grades 10-12)
- Classic Roots of English (Grades 10-12)
- SAT Preparation (Grades 10 & 11)
- Introduction to Video Game Dev (Grades 10-12)
- The Play's The Thing (Grades 10-12)
- A Woman's Point of View (Grades 11-12)

<b>CREATIVE WRITING AND POETRY</b>	E1221	20 Weeks	1/2 Credit	Grades 10-12
<p>Creative Writing can take on a variety of meanings, and this course is designed to provide creative students with an outlet to express themselves through various types of imaginative writing. Throughout the course, writers will have opportunities to craft personal pieces, create characters and short stories in a variety of genres, construct poetic pieces, and practice the art of using language and writing as a form of self-expression. Students will have opportunities for dedicated writing time and discussions of their own work as well the work of others. At the completion of the course, finalized writing pieces will be offered for publication in Columbia's literary magazine, the <i>Labyrinth</i>, students will be invited to participate in the annual Poetry Slam, and all writers will leave with a portfolio of complete writing creations.</p>				

<b>PUBLIC SPEAKING</b>	E1309	20 Weeks	1/2 Credit	Grades 10-12
<p>This course is designed to improve students' speech in everyday life. Speeches are prepared, presented and critiqued. Time is devoted to the study of research skills and organization of material, as well as to the craft of writing for specific audiences. A study of voice, diction, vocabulary and other tools of speech are stressed. Speeches address three significant genres: informative, persuasive, and entertaining. Other potential topics include debates, impromptu, and demonstrative speeches.</p>				

<b>JOURNALISM</b>	E1213	20 Weeks	1/2 Credit	Grades 10-12
<p>Journalism is open to any student in Grades 10-12 and provides students with an opportunity to study journalism as a form of written expression. It may be taken in addition to a regular English course. The course is designed for any student interested in the field of communication arts. Students will learn the basics of writing the news, gathering facts from sources, evaluating facts for inclusion in stories, the various sections of newspapers, and how stories are assigned, researched, and incorporated in each type of medium. Time will be spent recognizing and analyzing the distinctive forms of journalistic writing: straight news, features, editorials, and sports stories. Other areas covered in the course include TV news, ethics in journalism, and headline writing. It is expected that before the conclusion of the course, students will write articles and headlines suitable for submission to the school newspaper, the <i>Devils' Advocate</i>. A final project or exam will be a component of the final average.</p>				

<b>SAT VERBAL PREPARATION</b>	E1320	20 Weeks	1/2 Credit	Grades 10 & 11
<p>While high school grades are a useful indicator of how students will perform in college, there is great variation in grading standards and course rigor within and across high schools. Today, the SAT is the benchmark standardized assessment of the critical reading, mathematical reasoning, and writing skills students have developed over time and that they need to be successful in college. This one-semester course offers intensive preparation for the verbal section of the SAT Reasoning Test, along with knowledge of what the exam measures, how it is developed, and how to best prepare for the exam. The course emphasizes vocabulary growth, development of critical reading skills, and proficiency in writing standards. Students will practice and master proven test-taking strategies.</p>				



ENGLISH DEPARTMENT

ENGLISH ELECTIVES (continued)

<b>INTRODUCTION TO VIDEO GAME DEVELOPMENT</b>	A1115	20 Weeks	1/2 Credit	Grades 10-12
<p>Looking to have fun while building lifelong skills? In this full-year, multidisciplinary course taught by an Art teacher and an English teacher, students will learn game theory, build original games, and explore careers in the video game industry. Open to all talents and experience levels, students will engage in collaborative, hands-on projects covering illustration and graphic design, narrative writing, computer coding, and more! Industry mentors will visit to share their experiences, background, and career paths.</p> <p><b>Note:</b> Students will be working within a team environment to foster career-readiness while working on project-based assessments.</p>				
<b>THE PLAY'S THE THING/SHAKESPEAREAN WORKS</b>	E1350	20 Weeks	1/2 Credit	Grades 10-12
<p>This is a course for those who love theater and become excited when a play is being handed out in English class. It will offer opportunities to stage and direct scenes, practice oral interpretation, and explore theater criticism. Let's read plays, watch performances, engage in staging some of our own skits, and thoroughly enjoy how theater is the best medium in English. We will read classics, including one of Shakespeare's plays, select some favorite American playwrights to study, and students will be presented with options for some modern and/or unusual styles. You decide what to read and enjoy! It is a great opportunity for the English student who loves the theater, and for those who consistently participate in class. This course may be repeated by juniors and seniors since the works studied can change on a yearly basis. Opportunities will be available to view theatrical shows in local theaters during the school day and the evening.</p>				
<b>CLASSIC ROOTS OF ENGLISH</b>	E1230	20 Weeks	1/2 Credit	Grades 10-12
<p><b>• Please note that this course will not be offered in 2025-26</b></p> <p>This course focuses on the evolution of the English language through a detailed look at its Latin and Greek origins. Special emphasis will be placed on cracking the code behind the English vocabulary through an in depth look at Latin and Greek roots, prefixes and suffixes. Exploration of the building blocks of scientific, medical, literary, military, government and law related terminology will serve to prepare students for select careers. Additionally, students will explore aspects of Roman and Greek culture such as government, law, philosophy, art, architecture, and literature and develop an understanding of how modern language and culture evolved within these realms.</p>				
<b>A WOMAN'S POINT OF VIEW</b>	E1330	20 Weeks	1/2 Credit	Grades 11-12
<p><b>• Please note that this course will not be offered in 2025-26</b></p> <p>This course explores the unique perspective women writers bring to imaginative literature. Readings explore the nature and status of women in society and the special strategies that women have developed to cope with prejudice, stereotyping, and the struggle for equality in a male world. Rather than focusing exclusively on feminist themes, the course seeks to discover the special vision that women writers bring to our idea of humanity. Authors will include: The Bronte Sisters, Virginia Woolf, Flannery O'Connor, Sue Miller, Alice Walker, Toni Morrison, Joyce Carol Oates, Katherine Ann Porter and others.</p>				



## HEALTH EDUCATION

HEALTH EDUCATION	HLTH	20 Weeks	1/2 Credit	Grades 10-12
<i>A half credit in Health Education is required for graduation.</i>				
<b>Topics covered in the course include:</b>				
<b>WELLNESS</b> The emphasis is on maintaining a positive attitude and helping students become their best selves.				
<b>ALCOHOL, DRUGS and TOBACCO PREVENTION</b> The consequences of alcohol, drug, and tobacco use are taught from psychological and sociological perspectives. This unit includes basic instruction in the pharmacology of drugs.				
<b>FAMILY EDUCATION and PARENTING</b> Adolescent conflicts, peer relationships, family relationships, parenting,, human sexuality, STDS and HIV/AIDS.				
<b>NUTRITION and PHYSICAL FITNESS</b> The science of food and its effects on the body. The importance of regulating the amounts of nutrients, proper diet and physical fitness.				
<b>AMERICAN RED CROSS – ADULT CPR/AED WITH INFANT AND CHILD CPR</b> All health students will receive background training on the American Red Cross – Adult CPR/AED with Infant and Child CPR. This includes instruction and successful performance testing of artificial respiration, artificial circulation, and the clearing of an obstructed airway, students must also demonstrate how to properly utilize an automatic external Defibrillator (AED). Students will also be instructed and tested on the proper techniques for CPR on Infants and Children.				



## LITERACY LAB

Literacy Lab is an Academic Intervention Service (AIS) that may be recommended to students who score below the State designated performance level on one or more of the State Assessments and/or are determined to be at risk of not achieving Federal and State Next Generation Learning Standards.

*NOTE:* Students are assigned through the Guidance Office in consultation with the Reading Department and other instructional staff.

### LITERACY LAB

L9001	1/2 Credit	<b>Grade 9 Literacy</b>
L9002	1/2 Credit	<b>Grade 10 Literacy</b>
L9003	1/2 Credit	<b>Grade 11 Literacy</b>
L9004	1/2 Credit	<b>Grade 12 Literacy</b>

These courses focus on the literacy skills necessary for academic success and are aligned with the Federal and State Next Generation Learning Standards. Instruction may include strategies to develop the following skills: academic language and vocabulary, content area reading comprehension for literature and informational texts, and writing strategies that address a variety of purposes. Students must continue in the program until they pass the appropriate local and state evaluations.





# MATHEMATICS DEPARTMENT

The Columbia High School Mathematics Department offers a variety of courses at each grade level to maintain interest and to encourage students of all ability levels to continue their study of mathematics for four years. Courses are designed to prepare students for success in the future by developing mathematical problem-solving skills, knowledge, and critical thinking skills.

## Math Courses and Pathways

The chart below illustrates typical pathways for students to complete their mathematics courses; however, other pathways may be available.

- Courses in BOLD are required for graduation credits
- Courses in italics are 3rd and/or 4th year electives

The first row lists math courses for students entering grade 9						
Grade <b>9</b>	<b>CE Intro Alg 1A</b>	<b>Intro Algebra 1A</b>	<b>Algebra 1R</b>		<b>Geometry R or Geometry H</b>	
Grade <b>10</b>	<b>CE Intro Alg 1B</b>	<b>Intro Algebra 1B</b>	<b>Intro Geo 1</b>	<b>Geometry R</b>	<b>Algebra II R</b>	<b>Algebra II H</b>
Grade <b>11</b>	<b>**CE Math Topics</b>	<b>**Basic Geometry</b>	<b>Intro Geo 1</b>	<b>Intro Geo 2</b>	<b>Algebra II R</b>	<b>PreCalc R PreCalc H</b>
Grade <b>12</b>	<b>**Basic Geometry or Business Math</b>	<b>**Basic Algebra II</b>	<b>Intro Geo 2</b>	<b>**Basic Algebra II or Algebra II R</b>	<b>PreCalc R</b>	<b>Calculus AB Calculus BC</b>

\*\* Courses denoted as "basic" do not lead to a Regents exam.

➤ To earn an Advanced Designation Regents Diploma, students must pass Regents exams in the following courses: **Algebra I, Geometry, and Algebra II.**

**In addition to the courses listed above, the Mathematics Department offers the following electives:**

- Introduction to Probability and Statistics
- Introduction to Computer Science
- Computer Programming

**NYS Regents examinations in mathematics require each student to use a graphing calculator.**

Sets of graphing calculators are available for student use during class; however, it is **STRONGLY RECOMMENDED** that students purchase their own graphing calculator. Using the calculator at home allows students to further practice concepts and gain familiarity with its functions. These graphing calculators will be used throughout your child's high school math program and in many college courses.



**MATHEMATICS DEPARTMENT**

All students must earn a minimum of three credits in mathematics, and pass one math Regents examination.

– Math Requirements for NYS Diploma –

**NYS Regents Diploma:**

- 3 math credits and successful completion of the Algebra I Regents exam.

Intro to Algebra 1A	-Grade 9
Intro to Algebra IB	-Grade 10 (Algebra I Reg exam)
Basic Geo (or math elective)	-Grade 11

**NYS Regents with Advanced Designation Diploma:**

- 3 credits and successful completion of Regents exams in Algebra I, Geometry, Algebra II

Algebra I	-Grade 9
Geometry	-Grade 10
Algebra II	-Grade 11

<b>INTRODUCTION TO ALGEBRA IA - R</b>	MALG1	40 weeks	1 Credit
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This course will follow the New York State Next Generation Mathematics Learning Standards for the Algebra I curriculum. This course will help students acquire basic manipulative algebraic skills as well as apply those skills in real world settings. The topics include: fractions, exponents, equations, factoring and graphing a variety of functions. This is the first year of a two year course of study.

<b>INTRODUCTION TO ALGEBRA IB - R</b>	MALG2	40 Weeks	1 Credit
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This course is a continuation of Introduction to Algebra IA with an emphasis on building algebraic skills. Topics covered include: statistics, functions, solving and graphing quadratic equations, exponential functions and systems of equations. Upon completion of the course, students will be eligible for the Algebra I Regents exam which is a graduation requirement.

<b>ALGEBRA I - R</b>	MALG	40 Weeks	1 Credit
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This one year course will follow the New York State Next Generation Mathematics Learning Standards for the Algebra I curriculum. This course will help students acquire important algebraic skills as well as apply those skills to real world settings. Topics will include: polynomials, equations, inequalities, linear models, functions and statistics. Upon completion of the course, students will be eligible for the Algebra I Regents exam which is a graduation requirement.

<b>CE MATH TOPICS</b>	CEM320	40 Weeks	1 Credit
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**Prerequisite:** The successful completion of coursework leading up to the NYS Algebra I Regents exam.

This one-year course is a continuation of the Curriculum Equivalent Algebra IA & Algebra IB courses with an emphasis on providing students with practical, real-world knowledge and skills related to mathematics and their applications after graduation. The content included will prepare students to be both college and career ready, as well as contain content that is included in the New York State P-12 Common Core Learning Standards/Next Generation Learning Standards for Mathematics. Integrated into the course will be various aspects of geometry, financial literacy, modeling, and probability. Additionally, career exploration, opportunities to develop awareness of future careers and exposure to mathematical concepts that all individuals encounter will be included. Students enrolled in this course will take a school final examination that will assess authentic math skills needed for success in college and the workforce and transferable mathematics skills relevant to their lives after graduation.

<b>BASIC GEOMETRY - R</b>	MGEOB	40 Weeks	1 Credit
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**Prerequisite:** The successful completion of coursework leading up to the NYS Algebra I Regents exam.

This one-year course will include select topics aligned with the Common Core State Standards for Mathematics for Geometry. An emphasis will be placed on using algebra to solve geometric problems. Additional units of studies include logic proofs, quadrilaterals and circles. This course is designed primarily for students who have successfully completed Introduction to Algebra IA and Introduction to Algebra IB. Students enrolled in this course will not take the Geometry Regents exam, but will take a school final examination.



## MATHEMATICS DEPARTMENT

<b>INTRODUCTION TO GEOMETRY I - R</b>	MGEO1	40 Weeks	1 Credit	
<p><b>Prerequisites:</b> Passing grade on the NYS Algebra I Regents exam AND teacher recommendation</p> <p>This course will follow the New York State Next Generation Learning Standards for Mathematics for the Geometry curriculum. This course will help students acquire important geometric skills as well as apply those skills to real world settings. Topics will include: geometric proofs, geometric constructions, triangle congruence, equations of lines, transformations in the coordinate plane and parallel lines. This is the first of a two year course of study.</p>				
<b>INTRODUCTION TO GEOMETRY II – R</b>	MGEO2	40 Weeks	1 Credit	
<p><b>Prerequisite:</b> Passing grade in Introduction to Geometry I</p> <p>This course is a continuation of Introduction to Geometry 1 with an emphasis on building geometric skills. Topics will include: geometric proofs, geometry of the circle, proportions, similarity, quadrilaterals, constructions and geometry of three dimensions. <i>Upon completion of the course, students will be eligible for the Geometry Regents exam.</i></p>				
<b>GEOMETRY – R</b>	MGEO	40 Weeks	1 Credit	
<p><b>Prerequisites:</b> Minimum final average of 70% in Algebra IR AND a passing grade on the NYS Algebra I Regents exam and teacher recommendation</p> <p>This one-year course will follow the New York State Next Generation Learning Standards for the Geometry curriculum. This course will help students acquire important geometric skills as well as apply those skills to real world settings. Topics will include: geometric proofs, congruence, similarity, right triangles, trigonometry, circles, expressing geometric properties with equations, modeling with geometry and geometric measurement and dimension. Upon completion of this course, students will be eligible for the Geometry Regents exam, which is one of the requirements for an Advanced Regents Diploma.</p>				
<b>GEOMETRY – H</b>	MGEOH	40 Weeks	1 Credit	
<p><b>Prerequisites:</b> Minimum final average of 90% in Algebra I (accelerated), OR minimum final average of 90% in Algebra I <i>with</i> teacher recommendation</p> <p>With the implementation of the NYS Next Generation Mathematics Learning Standards at the high school level, all students who wish to enter the Honors Program at Columbia High School will now be required to take a qualifying exam. The exam will serve as a component used for consideration for course entrance.</p> <p>This one-year course will follow the New York State Next Generation Learning Standards for the Geometry curriculum, many in greater depth and also will include advanced topics in geometry. Increased emphasis will be placed on explanations and justifications of procedures and thought processes. Students will engage in honors assignments comprising challenging problem sets. These activities are designed to help students acquire important geometric skills and apply them in real-world settings. Topics will include: geometric proofs, congruence, similarity, right triangles, trigonometry, circles, expressing geometric properties with equations, modeling with geometry and geometric measurement and dimension. Upon completion of this course, students will take the NYS Geometry Regents exam, which is one of the requirements for an Advanced Regents Diploma.</p>				
<b>BASIC ALGEBRA II - R</b>	MTRGB	40 Weeks	1 Credit	
<p><b>Prerequisite:</b> Successful completion of a geometry course</p> <p>This one-year course will include select topics aligned with the Common Core Standards for Mathematics for the Algebra II curriculum. An emphasis will be placed on enhancing the students' algebraic skills and giving the student a solid foundation in the basic principles of trigonometry. Other topics will include: polynomials, functions, rational expressions, radicals, complex numbers, systems of equations, families of graphs and exponential and logarithmic functions and equations. Students enrolled in this course will not take the Algebra II Regents Examination, but will take a school final examination.</p>				



## MATHEMATICS DEPARTMENT

<b>ALGEBRA II - R</b>	MTRGR	40 Weeks	1 Credit	
<p><b>Prerequisites:</b> Minimum final average of 70% in Geometry R, a passing grade on the NYS Geometry Regents Exam and teacher recommendation</p> <p>This one-year course will follow the New York State Next Generation Learning Standards for the Algebra II curriculum. This course will help students expand their algebraic skills as well as apply these skills to real world settings. Topics will include: real number system, complex number system, polynomials and rational expressions, reasoning with equations and inequalities, interpreting categorical and quantitative data, conditional probability and the rules of probabilities, interpreting functions, trigonometric functions and linear, quadratic and exponential models. Upon completion of the course, students will be eligible for the Algebra II Regents Exam, one of the requirements for an Advanced Regents Diploma.</p>				

<b>ALGEBRA II - H</b>	MTRGH	40 Weeks	1 Credit	
<p><b>Prerequisites:</b> Minimum final average of 85% in Geometry H, <i>OR minimum</i> final average of 90% in Geometry R, a passing grade on the NYS Geometry Regents Exam <i>and</i> teacher recommendation</p> <p>This one-year course will follow the New York State Next Generation Learning Standards for the Algebra II curriculum, many in greater depth. Increased emphasis will be placed on explanations and justifications of procedures and thought processes. The students will complete honor assignments that will include challenging problem sets. This course will help students expand their algebraic skills as well as apply these skills to real world settings. Topics will include: real number system, complex number system, polynomials and rational expressions, reasoning with equations and inequalities, interpreting categorical and quantitative data, conditional probability and the rules of probability, interpreting functions, trigonometric functions and linear, quadratic and exponential models. Upon completion of the course, students will be eligible for the Algebra II Regents Examination, which is one of the requirements for an advanced Regents Diploma.</p>				

<b>INTRODUCTION TO PROBABILITY AND STATISTICS - R</b>	MSTAT	40 Weeks	1 Credit	<b>CHSP - HVCC 4 credits</b>
<p><b>Prerequisite:</b> Passing grade in Algebra II R</p> <p>This one-year course will introduce students to probability and statistical concepts and models that are most commonly used in real world analytical work. Applications will come from a variety of areas. Topics would include, but are not limited to, frequency distributions, measures of central tendency and dispersion, linear regression and correlation, sampling techniques and design of experiments, basic probability concepts, discrete and continuous probability distributions, the central limit theorem, sampling distributions, confidence intervals, and testing of hypotheses. This course is project driven and will include significant use of technology for computations and analysis.</p> <p>&gt; <i>Students may earn four college credits from HVCC for MATH 135 Elementary Statistics.</i></p>				

<b>PRE-CALCULUS ALGEBRA - R</b>	MPCAR	20 Weeks	1/2 Credit	
<p><b>Prerequisite:</b> Passing grade in Algebra II R</p> <p>This is a half-credit course taught only in the first semester. The purpose of precalculus is to bridge the gap between high school and college mathematics. Topics include: Complex numbers, polynomial functions and equations, exponential, logarithmic, and trigonometric functions.</p>				

<b>PRE-CALCULUS GEOMETRY - R</b>	MPCGR	20 Weeks	1/2 Credit	
<p><b>Prerequisite:</b> Passing grade in Pre-Calculus Algebra - R</p> <p>This is a half-credit course taught only in the second semester. Its purpose is to extend the student's experience with coordinate geometry and also to provide some exposure to other select topics. Topics include: the circle and the conics, trigonometric equations and identities, systems of equations, matrices, limits, continuity and derivatives.</p>				



**MATHEMATICS DEPARTMENT**

<b>PRE-CALCULUS ALGEBRA - H</b>	MPCAH	20 Weeks	1/2 Credit	<b>CHSP-HVCC 4 credits</b>
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**Prerequisite:** Minimum final average of 85% in Algebra II H, OR minimum final average of 90% in Algebra II R and teacher recommendation

Same content as Pre-Calculus Alg R, with an emphasis on more sophisticated problems and solutions. Additionally, it includes the study of partial fractions, special functions, Descartes rule of signs, damped trigonometric graphs and additional trigonometric formulas.

<b>PRE-CALCULUS GEOMETRY - H</b>	MPCGH	20 Weeks	1/2 Credit	
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**Prerequisite:** Passing grade in Pre-Calculus Algebra - H

Same content as Pre-Calculus Geo R, with an emphasis on more sophisticated problems and solutions. Additionally, it includes the study of DeMoivre’s Theorem, determinants, Cramer’s Rule, mathematical induction, parametric and polar equations and graphs, and a more in-depth study of limits and an introduction to differentiation.

<b>INTRODUCTION TO CALCULUS - AP I</b>	MCA12	20 Weeks	1/2 Credit	
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**Prerequisite:** Passing grades in both semesters of Pre-Calculus R

This half-credit course, offered only in the first semester, is a rigorous and comprehensive program designed for high school students who are motivated, possess a solid understanding of previous related coursework, especially Pre-Calculus, and demonstrate a strong interest in mathematics. The course reinforces foundational topics such as trigonometry, exponentials, logarithms, and limits, while introducing students to the fundamental concepts, techniques, and applications of differential calculus. Key topics include limits and continuity, differentiation techniques, applications of derivatives, and an introduction to integration. Students will apply these concepts to solve complex problems, often grounded in real-world applications, to build a solid foundation for the second-semester course.

<b>INTRODUCTION TO CALCULUS - AP II</b>	MCB12	20 Weeks	1/2 Credit	<b>CHSP - HVCC 4 credits</b>
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**Prerequisite:** Completion of Introduction to Calculus - AP I

Building on the concepts taught in the first semester, this half-credit course, offered exclusively in the second semester, introduces students to advanced integration techniques, further applications of derivatives and definite integrals, and an introduction to elementary differential equations. The course fosters strong problem-solving skills and mathematical reasoning. Students may also have the opportunity to take the Advanced Placement Calculus AB exam.

> Students may receive four college credits from HVCC for MATH 180 Calculus I

<b>CALCULUS - AP I</b>	MCLAH	20 Weeks	1/2 Credit	<b>CHSP – HVCC 4 credits</b>
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**Prerequisite:** Minimum final average of 85% in Pre-Calculus H OR Minimum final average of 92% in Pre-Calculus R and Teacher Recommendation

This calculus course to be taught in the first semester is based on the Advanced Placement BC Calculus syllabus. Same content as Calculus-AB with emphasis on a more sophisticated study of differential and integral calculus topics.

> Students may receive four college credits from HVCC for MATH 180 Calculus I

<b>CALCULUS - AP II</b>	MCLBH	20 Weeks	1/2 Credit	<b>CHSP – HVCC 4 credits</b>
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**Prerequisite:** Completion of Introduction to Calculus - AP I

This calculus course to be taught in the second semester is based on the Advanced Placement BC Calculus syllabus. Same content as Calculus-AB with the additional topics of sequences and series, differential equations, parametric and polar functions. Students completing this course will be prepared to take the advanced placement examination in Calculus BC.

> Students may receive four college credits from HVCC for MATH 190 Calculus II



## MATHEMATICS DEPARTMENT

<b>COMPUTER PROGRAMMING I R</b>	MCPT1	20 Weeks	1/2 Credit	<i>Sem 1 Only</i>
<p><b>Prerequisite:</b> Passing grade on Algebra I Regents Exam</p> <p>This course will introduce the student to the basic techniques of computer programming using the C language. A history of computers will also be included. Program design, documentation, and problem solving will be emphasized through projects. This half-year course will be offered in the fall semester.</p>				
<b>COMPUTER PROGRAMMING II R</b>	MCPT2	20 Weeks	1/2 Credit	<i>Sem 2 Only</i>
<p><b>Prerequisite:</b> Computer Programming I (to ensure continuity, students should take immediately after Computer Programming I)</p> <p>This course will extend the student's programming skills and techniques to solve more complex problems. The student will be introduced to object oriented design using the C language. It will also include the study of algorithms and data structures at a moderate level. This half-year course will be offered in the spring semester.</p>				
<b>INTRODUCTION TO COMPUTER SCIENCE</b>	MCS100	40 Weeks	1 Credit	<b>CHSP - SIENA College 3 credits</b>
<p><b>Prerequisite:</b> Successful completion of Geometry <i>R</i> or Geometry <i>H</i> course <i>and</i> passing grade on the NYS Geometry Regents exam</p> <p>This course is a broad introduction to a variety of fundamental topics in computer science through the theme of multimedia. Students will be introduced to the important areas of computer science including abstraction, computer organization, representation of information, history of computing, ethics, and the development and evaluation of algorithmic solutions using an appropriate programming environment. Students will use the Python programming language to solve problems presented in the course.</p> <p>➤ Students may receive three college credits from <i>Siena College</i> for <i>CSIS110 Introduction to Computer Science</i>.</p>				





## MUSIC DEPARTMENT

The Music Department offers a wide variety of courses and experiences for all students. A student planning to pursue a music degree in college should consider acquiring a five-year sequence in music. The sequence begins in 9<sup>th</sup> grade with participation in one of the performing ensembles (concert band, chorus or orchestra). After successful completion of the first year of study it is suggested that music students take music theory.

### PERFORMANCE COURSES

A student may obtain the one credit in music required for high school graduation by participating in the school's major performing organizations. Experienced singers and instrumentalists are encouraged to participate in these performing groups. Recommendation of the 8<sup>th</sup> grade ensemble director is **required** for freshmen. Each performing group rehearses daily. A weekly music lesson is also required of all participants as is attendance at all public performances. Freshmen students have the option of taking band and chorus or orchestra and chorus on opposite day rotation. Students in grade 10-12 must decide whether they will take band, chorus or orchestra. All performance courses fulfill the NYS fine arts requirement for graduation.

<b>CHORUS - R</b>	MU114	40 Weeks	1 Credit	
<b>Prerequisite:</b> Recommendation of 8 <sup>th</sup> grade chorus teacher or a passing grade on a basic musicianship entrance exam is required.				
This course is for 9-12 grade students who would like to participate in the CHS choral program. This ensemble will continue to develop and build on skills previously learned. There will be mandatory concerts throughout the year. Students will take a weekly small group vocal lesson. Students must maintain an average grade of 80% in order to continue this course in grades 10-12.				

<b>CHAMBER SINGERS - R*</b>	MU115	40 Weeks	1 Credit	<i>*Grades 10 - 12 by audition only</i>
This course is for 10-12 grade students who would like to participate in Columbia High School's most select vocal ensemble. There will be mandatory concerts throughout the year. Students will take a weekly small group vocal lesson. Chamber Singers is an auditioned group. Auditions take place in the spring semester. In order for students to audition, they must successfully complete one year in high school chorus.				

<b>CONCERT BAND</b>	MU906	40 Weeks	1 Credit	
This course is for students who would like to participate in the CHS band program. This ensemble will continue to develop and build on skills previously learned. There will be mandatory concerts throughout the year. Students will take a weekly small group lesson on their instrument. Students must maintain an average grade of 80% in order to continue this course in grades 10-12				

<b>SYMPHONIC BAND - R*</b>	MU112	40 Weeks	1 Credit	<i>*Grades 10 - 12 by audition only</i>
This course is for 10-12 grade students who would like to participate in Columbia High School's most select band. There will be mandatory concerts throughout the year. Students will take a weekly small group lesson on their instrument. Symphonic Band is an auditioned group. Auditions take place in the spring semester. In order for students to audition, they must successfully complete one year of high school in concert band.				



## MUSIC DEPARTMENT

### STRING ORCHESTRA - R

MU905

40 Weeks

1 Credit

This course is for 9-12 grade students who would like to participate in the CHS orchestra program. This ensemble will continue to develop and build on skills previously learned. There will be mandatory concerts throughout the year. Students will take a weekly small group lesson on their instrument. Students must maintain an average of 80% in order to continue this course in grades 10-12.

### CHAMBER ORCHESTRA - R\*

MU118

40 Weeks

1 Credit

*\*Grades 10 - 12 by audition only*

This course is for 10-12 grade students who would like to participate in the Columbia High School's most select orchestra. There will be mandatory concerts throughout the year. Students will take a weekly small group lesson on their instrument. Chamber Orchestra is an audition group. In order to audition, students must successfully complete one year in orchestra. Auditions take place in the spring semester.

### GUITAR

MU115

40 Weeks

1 Credit

*Fulfills NYS Fine Arts requirement*

This course is for students in grades 9-12 who would like to learn how to play guitar. The course is targeted toward students who do not already play guitar but who would like to learn. Students may have previous experience on another instrument but it is not required. Students do not need to know how to read music to take this course. The course material will cover the following topics: Strumming, basic chords, flat picking, finger picking, reading tablature, reading chord notation and chord charts, basic note reading, improvisation and composition, guitar maintenance and basic song form. Students will have access to a guitar in school. Students must have a guitar for home practice. Assignments will be given that will require students to have access to a guitar outside of class. This course fulfills the NYS fine arts requirement for graduation.

## COURSES FOR MUSIC SEQUENCE AND ADVANCED STUDY

A student wishing to pursue a five (5) unit sequence in music must take Music Theory I R. Any student who wishes to deepen their understanding of music is encouraged to select this course.

### MUSIC THEORY I - R

MU159

40 Weeks

1 Credit

*Grades 10 - 12*

**CHSP – SCCC 3 credits**

*Open to students in Grades 10 - 12*

#### **Prerequisites:**

1. Students must have been taking lessons on their instrument or voice (in school or privately) for at least two years.
2. Students must be able to read music in at least 1 clef.
3. Students must be able to read rhythmic notation.
4. Students must have a recommendation from one of the Columbia music teachers to enroll in Music Theory.

*\*Students who do not meet the above criteria must take a pre-test to be considered eligible.*

This course is required for students who wish to pursue a five-credit sequence in music. Students will gain an in-depth understanding of music through topics such as major and minor scales, simple and compound meter, interval recognition, triads, seventh chords, inversions, four-part writing, and Roman numeral analysis.

As a challenging and fast-paced course, regular homework assignments will be given, and consistent class attendance is essential for student success.

- Students may earn three college credits through *Schenectady County Community College for MUS147 Music Fundamentals*.



## PHYSICAL EDUCATION DEPARTMENT

**MISSION STATEMENT:** The Physical Education program in East Greenbush is dedicated to fostering the optimal physical, emotional, and social development of each student within the District. Our curriculum aligns with both the New York State and SHAPE America Standards, providing all students with a wide variety of physical activities. We aspire to foster not only a lifestyle of health and fitness among our students, but also to develop healthy habits and positive decision-making skills.

**BELIEF STATEMENT:** The Physical Education department believes that the quality of each individual's life is enhanced through the participation in a comprehensive physical education program which promotes the optimal growth and development in one's physical, mental, emotional and social well-being. A developmentally appropriate physical education program empowers students to make wise choices, meet challenges and exhibit positive behavior in lifelong fitness and movement activity.

**PASSING REQUIREMENTS:** All students must complete four years of Physical Education in order to fulfill their NYS graduation requirement. One half unit of credit is earned each year with a passing grade. Students are required to complete no less than 75% of all offered classes. Opportunity for student makeup will be provided during and after school.

PHYSICAL EDUCATION 9-12	PE912	40 Weeks	1/2 Credit	Grades 9 - 12																														
Students may experience offerings in both team and individual sports:																																		
<p style="text-align: center;"><b><u>TEAM SPORTS</u></b></p> <p>Team sports are those sports that require more than one participant per side. The following sports may be offered if facilities and weather conditions permit:</p> <table border="0"> <tr> <td>Basketball</td> <td>Speedball</td> <td>Rugby</td> </tr> <tr> <td>Flag Football</td> <td>Softball</td> <td>Floor Hockey</td> </tr> <tr> <td>Soccer</td> <td>Lacrosse</td> <td>Team Handball</td> </tr> <tr> <td>Volleyball</td> <td>Ultimate Frisbee</td> <td>Team Building</td> </tr> </table>			Basketball	Speedball	Rugby	Flag Football	Softball	Floor Hockey	Soccer	Lacrosse	Team Handball	Volleyball	Ultimate Frisbee	Team Building	<p style="text-align: center;"><b><u>INDIVIDUAL SPORTS</u></b></p> <p>Individual sports are those sports that require no more than two participants per side. The following sports may be offered if facilities and weather conditions permit:</p> <table border="0"> <tr> <td>Cross Country</td> <td>Track &amp; Field</td> <td>Yoga</td> </tr> <tr> <td>Tennis</td> <td>Kan Jam</td> <td>Disc Golf</td> </tr> <tr> <td>Bowling</td> <td>Pickleball</td> <td>Archery</td> </tr> <tr> <td>Badminton</td> <td>Corn Hole</td> <td>Golf</td> </tr> <tr> <td>Table Tennis</td> <td>Snowshoeing</td> <td>Backyard Games</td> </tr> <tr> <td>Ramp Shot</td> <td>Personal Fitness</td> <td></td> </tr> </table>		Cross Country	Track & Field	Yoga	Tennis	Kan Jam	Disc Golf	Bowling	Pickleball	Archery	Badminton	Corn Hole	Golf	Table Tennis	Snowshoeing	Backyard Games	Ramp Shot	Personal Fitness	
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PERSONAL PERFORMANCE CLASS	PE100	40 Weeks	1/2 Credit	Grades 9 - 12
<p>The personal performance class was designed to provide each student in grades 9-12 with the skill set to build a lifelong understanding of fitness, conditioning and self-care. This will be accomplished through the use of fitness training, achievement and goal setting for personal improvement. The students will leave the class with an understanding on how to maintain adequate physical fitness for a healthy lifestyle.</p> <p>All students will be provided with the necessary training on each specific exercise so that the exercise process can be safe and productive. Students are encouraged to remain positive with themselves, as well as with other students in order to maintain a good training atmosphere. It is important to realize that everyone progresses through this course at his or her own rate as they reach their own individual goals. Safety is our top priority. Students who do not follow class procedures may be referred to their counselor to discuss switching out of PE100.</p>				

FIT FOR LIFE FOUNDATIONS	PE120	40 Weeks	1/2 Credit	Grades 9-12
<p><i>This course will have a primary focus on the use of cardiovascular equipment, including but not limited to, treadmills, skiers, rowers, stationary bikes and ellipticals. Circuit training and bodyweight training will also be included upon completion of proper safety understanding.</i></p> <p>A cardiovascular based conditioning physical education course will be offered to students in grades 9-12. Students who successfully participate in this course will learn how to develop and maintain a cardiovascular strength program. This class will assist in students' social, emotional and physical health, in addition to offering students an enhanced perspective on wellness. Students will gain the skills and knowledge necessary to safely continue a healthy lifestyle outside of our immediate physical education environment, enhancing their overall lifetime fitness capabilities.</p>				



## SCIENCE DEPARTMENT

### NYS Diploma Requirements

A student is required to earn a minimum of three (3) science credits. At least one of the credits must be in the Living Environment (Biology) course, and at least one in a Physical Science. The selection of the third course depends on the student's chosen academic pathway.

### Required laboratory experiences

All Science classes are laboratory-based. Students are expected to actively participate in all laboratory activities and to complete written reports. For courses evaluated through a NYS Regents exam, students are required to successfully complete lab reports for all mandatory laboratory experiences.

All students are required to take both the Living Environment and Earth Science courses. Registration for Science Department electives is permitted upon successful completion of these courses. **Successful completion is defined as achieving a passing average within one academic year.**

## SCIENCE PATHWAYS

Students may move from one pathway to another...see attached

PATHWAY 1	PATHWAY 2	PATHWAY 3
<p><b>GRADE 9</b></p> <ul style="list-style-type: none"> <li>➤ Core Living Environment R</li> </ul>	<p><b>GRADE 9</b></p> <ul style="list-style-type: none"> <li>➤ Earth Science - R</li> </ul> <p><b>*Science Research:</b> End of year application to enter and summer assignment <b>Must be taken concurrently with Pathway #2 science courses</b></p>	<p><b>GRADE 9</b></p> <ul style="list-style-type: none"> <li>➤ Living Environment - H (Prerequisite: Earth Science, Grade 8)</li> </ul> <p><b>*Science Research:</b> End of year application to enter and summer assignment <b>Must be taken concurrently with Pathway #3 science courses</b></p>
<p><b>GRADE 10</b></p> <ul style="list-style-type: none"> <li>➤ Core Earth Science-R,</li> <li>➤ Earth Science Essentials, or</li> <li>➤ Core Living Environment</li> </ul>	<p><b>GRADE 10</b></p> <ul style="list-style-type: none"> <li>➤ Living Environment - R</li> </ul> <p><b>*Science Research 1</b></p>	<p><b>GRADE 10</b></p> <ul style="list-style-type: none"> <li>➤ Chemistry - H</li> </ul> <p><b>*Science Research 1</b></p>
<p><b>GRADE 11</b></p> <ul style="list-style-type: none"> <li>➤ Environmental Science</li> <li>➤ Core Earth Science or</li> <li>➤ General Chemistry</li> </ul>	<p><b>GRADE 11</b></p> <ul style="list-style-type: none"> <li>➤ Chemistry - R</li> </ul> <p><b>*Science Research 2</b></p>	<p><b>GRADE 11</b></p> <ul style="list-style-type: none"> <li>➤ Physics - H and</li> <li>➤ AP Chemistry</li> </ul> <p><b>*Science Research 2</b></p>
<p><b>GRADE 12</b></p> <ul style="list-style-type: none"> <li>➤ Environmental Science</li> <li>➤ Forensics</li> <li>➤ General Chemistry</li> </ul>	<p><b>GRADE 12</b></p> <ul style="list-style-type: none"> <li>➤ Physics R,</li> <li>➤ Forensics,</li> <li>➤ Environmental Science</li> </ul> <p>AND</p> <p><b>AP Electives:</b> AP Biology, AP Chemistry, AP Environmental, AP Physics I</p> <p><b>*Science Research 3</b></p>	<p><b>GRADE 12</b></p> <p><b>AP Electives:</b> AP Biology, AP Chemistry, AP Environmental, AP Physics C (Calc Based) HVCC College Physics (Alg Based)</p> <p><b>*Science Research 3</b></p>



## SCIENCE DEPARTMENT

<b>CORE EARTH SCIENCE - R</b>	SC925	40 Weeks	1 Credit
<p>This course is designed for students who have successfully completed the Core Living Environment course last year. While it shares similarities with the Earth Science–R course, it is taught at a more deliberate pace, emphasizing a thorough understanding of the major concepts. The focus of this course is on interpreting environmental observations. We will explore a variety of topics including the measurement of change, Earth's position in space, energy transformations in the atmosphere, budgets of moisture and energy, processes of erosion and deposition, plate tectonics, mountain building, earthquakes, volcanoes, rock and fossil formation, Earth's history, and landscape development. The course aims to heighten student awareness of environmental changes and foster an understanding of their causes. As a laboratory science course, it adheres to the New York State Regents Core Curriculum Guide. The course concludes with both a Regents Examination and a Regents laboratory exam. Students who pass the Regents Examination and achieve a final average of 65% or higher will earn one Regents credit.</p>			

<b>EARTH SCIENCE - R</b>	SC920	40 Weeks	1 Credit
<p>In this course, students will focus on interpreting their environment through careful observation. We will cover a diverse range of topics, including measurement of change, earth's position in space, changes in insolation and atmospheric energy, moisture and energy budgets, erosional and depositional processes, plate tectonics, mountain formation, earthquakes and volcanoes, rock and fossil formation, earth's history and landscape development. The objective of the course is to enhance students' awareness of environmental changes and deepen their understanding of these changes' causes. As a laboratory science course, it aligns with the New York State Regents Core Curriculum Guide. The course concludes with the Regents Examination and a Regents laboratory exam. Successfully passing the Regents Examination and achieving a final grade of 65% or higher qualifies a student for one Regents credit.</p>			

<b>EARTH SCIENCE - S</b>	SC923	40 Weeks	1 Credit
<p>This full-year course is tailored for students seeking a physical science credit (note: this is not a Regents Science credit) to fulfill their science sequence requirements. It offers an introduction to key Earth Science topics commonly taught at the high school level. The course is designed not only to prepare students for advanced scientific inquiry and problem-solving in Earth Science but also to enhance their understanding of the real-world applications of science. Students will be required to take a school final exam in June.</p>			

<b>CORE LIVING ENVIRONMENT - R</b>	SC901	40 Weeks	1 Credit
<p>Students will use science skills to explore topics including genetics, human physiology, classification, plants, reproduction and development, evolution and ecology. Analytical organization of data and observation skills will also be stressed. This laboratory science course is the New York State Regents Living Environment curriculum and terminates with a Regents Examination. Upon successful completion of the lab requirement, achieving a 65%+ final average, and passing the Regents Exam, a student earns one Regents credit.</p>			

<b>LIVING ENVIRONMENT – R</b>	SC101	40 Weeks	1 Credit
<p><b>Prerequisite:</b> Earth Science - R</p> <p>An understanding of the facts, concepts and principles of biological science will play a vital part in the life of organisms. Content of this course includes the study of cell theory, biological classification, physiology, reproductive processes, genetics, evolution and ecology. A major goal of the course will be to promote understanding and appreciation of broad biological concepts that apply to many aspects of daily living. This laboratory science course is based upon a New York State Regents Core Curriculum Guide and terminates with a Regents Examination. Upon passing the Regents exam, and achieving a 65% final average, a student earns one Regents credit.</p>			



SCIENCE DEPARTMENT

<b>LIVING ENVIRONMENT - H</b>	SC105	40 Weeks	1 Credit
<p><b>Prerequisite:</b> Earth Science - R</p> <p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Recommendation of previous science instructor</li> <li>• A score of 90 or higher on the Earth Science Regents Exam</li> <li>• Note: Priority will be given to students currently in the accelerated program</li> </ul> <p>Honors Biology is tailored for above-average students who demonstrate a strong personal interest in delving deeper into biological sciences. This course goes beyond the standard Living Environment - R curriculum by engaging students in more complex concepts and a thorough exploration of the chemical and physical foundations of observable biological phenomena. The course demands intensive reading, detailed written reports based on scientific articles, and the completion of scientific projects. A significant component of this course is laboratory investigation. Successful completion of this course prepares students for the Regents examination in June. Students who pass the Regents exam and maintain a final average of 65% or higher will receive one Regents credit.</p>			
<b>AP BIOLOGY - H</b>	SC123	40 Weeks	1 Credit
<p><b>Prerequisite / Corequisite:</b> Physics</p> <ul style="list-style-type: none"> <li>• Students must have demonstrated a high level of success in previous Earth Science, Living Environment, Chemistry, and Physics coursework and Regents exams</li> <li>• Teacher recommendation</li> <li>• Preference given to Seniors</li> </ul> <p>Advanced Placement Biology is designed for students who excel academically and are highly interested in acquiring a comprehensive understanding of biology. This course encompasses all areas of introductory college-level biology, with a special focus on biotechnology and fundamental techniques of DNA gel electrophoresis. Completing this course equips students with the knowledge and skills needed for the AP Exam, and it significantly eases the transition into first-semester college biology. For those interested in pursuing a career in medical sciences, this course is highly recommended.</p>			
<b>ENVIRONMENTAL SCIENCE</b>	SC118	40 Weeks	1 Credit
<p>Environmental Science focuses on understanding the Earth, its ecological systems, and the impact and reliance of human beings on the environment. The course will address contemporary environmental challenges such as ozone layer depletion, solid waste management, the greenhouse effect, species extinction, soil erosion, and the fragmentation of habitats. Additionally, the course includes a laboratory component that reinforces the topics covered and introduces students to various sampling techniques and data collection methods. This course is recommended for students who wish to gain deeper insights into environmental issues. Students who achieve a final average of 65% or higher will earn one science credit.</p>			
<b>AP ENVIRONMENTAL SCIENCE - H</b>	SC119	40 Weeks	1 Credit
<p><b>Prerequisite / Corequisite:</b> Physics</p> <ul style="list-style-type: none"> <li>• Students must have demonstrated a high level of achievement in their Living Environment, Chemistry, and Earth Science coursework, as well as in the associated Regents exams.</li> <li>• Teacher recommendation</li> <li>• Summer project submission</li> <li>• Preference given to Seniors</li> </ul> <p>The advanced Placement Environmental Science course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Environmental science is a multidisciplinary science.</p> <p>AP Environmental Science is an applied science that institutes problem-solving techniques. Students will be able to apply content knowledge to solve real current environmental issues. Environmental scientists search for viable solutions to environmental problems, solutions that are based as much as possible on solid scientific knowledge. The main focus will be to attempt to understand how the biosphere changes naturally and how human activities are altering it. For example, industry transportation, water use, resource use, energy production, agriculture, waste production, and urbanization all go on in a mostly non-sustainable way. Many of the environmental problems we face are due to excessive population growth and unsustainable system design.</p>			



## SCIENCE DEPARTMENT

<b>GENERAL CHEMISTRY</b>	SC109	40 Weeks	1 Credit	
<p><b>Prerequisite:</b> Earth Science and Living Environment</p> <p>This is an interactive, hands-on course focusing on the key subjects of chemistry. It is tailored as a junior-level course for students interested in exploring the physical aspects of science, without the intensive mathematics found in the chemistry Regents course. The major topics covered in this course include matter and energy, atomic structure, the periodic table, bonding, chemical reactions, solutions, biochemistry, acids and bases, kinetics and equilibrium, as well as organic, nuclear, and engineering chemistry. Students achieving a minimum average of 65% will be awarded one science credit.</p>				
<b>CHEMISTRY 11 - R</b>	SC110	40 Weeks	1 Credit	
<p><b>Prerequisite:</b> Earth Science Minimum 75 Regents Score</p> <p><b>Recommended Corequisite:</b> Algebra II</p> <p>Chemistry focuses on exploring the composition and behavior of matter. This course encompasses a wide array of topics: matter and energy, atomic structure, bonding, the periodic table of elements, the mathematics of chemistry, kinetics, equilibrium, acids and bases, redox and electrochemistry, organic chemistry, and nuclear chemistry. A significant component of the course is laboratory work, with experiments conducted and detailed in written lab reports. Regents Chemistry follows the NYS Core Curriculum and culminates in a state-administered Regents examination. Students who pass the Regents exam and maintain a final average of at least 65% will be awarded one Regents credit.</p>				
<b>CHEMISTRY - H</b>	SC115	40 Weeks	1 Credit	
<p><b>Recommended Corequisite:</b> Pre-Calculus (Juniors), Algebra II (Sophomores)</p> <p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Recommendation of previous science instructor</li> <li>• A score of 93 or higher on the Living Environment Regents exam.</li> <li>• Note: Priority will be given to students currently in the Honors program.</li> </ul> <p>Honors chemistry is designed for the above average student who is motivated and wants to understand why and how chemical reactions occur. Course content is the same as Regents chemistry with enrichment activities. Some of these opportunities include advanced topics in the mathematics of chemistry, kinetics and equilibrium and the mole concept. Additional course requirements will include a scientific research project, test extensions with critical thinking in a problem solving format and current events. Laboratory work is a major part of the course and will be performed and summarized in written lab reports. At the end of the course, the student will be prepared for the Regents examination as well as the SAT II Chemistry Achievement exam in June. Upon passing the Regents exam, and achieving a 65% final average, a student earns one Regents credit.</p>				
<b>AP CHEMISTRY - H</b>	SC125	40 Weeks	1 Credit	
<p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>• Students must have demonstrated a high level of success in prior coursework and Regents exams in Earth Science, Living Environment and Chemistry</li> <li>• Chemistry teacher recommendation</li> <li>• Summer project submission</li> </ul> <p>AP Chemistry's subject matter closely parallels that of a typical general chemistry course taken during the first year of college. Designed as a second-year high school chemistry course, it offers a more rigorous challenge compared to Regents Chemistry. The course places a strong emphasis on chemical calculations, the mathematical formulation of principles, and extensive laboratory work.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Structure of matter (atomic theory and structure, chemical bonding, nuclear chemistry)</li> <li>• States of matter (gases, liquids, solids, solutions)</li> <li>• Reactions (types, stoichiometry, equilibrium, kinetics, thermodynamics)</li> <li>• Descriptive chemistry (environment and society, periodic relationships, organic chemistry)</li> <li>• Laboratory</li> </ul>				





SCIENCE DEPARTMENT

<b>FORENSIC SCIENCE</b>	SC111	40 Weeks	1 Credit	Grades 11 - 12
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**Recommended:** Must have successfully completed Earth Science R, Living Environment R and Chemistry having a minimum final average of 80% in each course. *Preference will be given to Seniors.*

This course offers a comprehensive introduction to the field of forensic science. It employs forensic science techniques as a means of teaching scientific principles. Through activities and inquiry-based labs, students will develop skills and confidence essential for proficiency in critical thinking and problem-solving. Topics covered include: an overview of forensic science, crime scene analysis, blood basics and spatter; soil and glass analysis; impressions, tire, foot, and tool marks; entomology and time of death; muscle and bone basics; odontology, teeth and dental records; DNA basics, fingerprinting, mDNA; forensic toxicology: ballistics. This is an ideal class for students interested in pursuing college studies and careers in fields such as criminology, law enforcement, psychology, biology, chemistry, forensic science, law and many others.

<b>GENERAL PHYSICS</b>	SC126	40 Weeks	1 Credit	<b><i>This course will not be offered in 2025-26</i></b>
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General physics is a laboratory based course designed to explore the fields of mechanics (vectors, motion in one and two dimensions, forces momentum); energy (work, power, conservation of energy), sound, light and electricity. Emphasis will be placed on conceptual understanding, problem solving and practical application of the principals involved in the above fields. Concepts and skills will be reinforced by a strong emphasis on hands-on laboratory experiences and the integration of physics into other branches of science.

<b>PHYSICS - R</b>	SC121	40 Weeks	1 Credit	
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**Prerequisite:** Chemistry

**Recommended Corequisite:** Pre-Calculus

Everything in the universe is in motion, from the elementary particles of atoms, to galaxies of stars. Physics is the science of energy. The study of physics deals with the transmission of energy, its transformation, utilization and the natural laws governing these phenomena. A primary goal of physics is to establish an understanding of the nature and behavior of the interactions between matter and energy. Special emphasis will be placed upon practical applications of physical science in daily living and the development of scientific principles, which influence the lives of everyone. Major topics include: mechanics, wave phenomena, electricity, and atomic nuclear physics. This laboratory science course is based upon the New York State Regents core curriculum in Physics. Upon passing the Regents exam, and achieving a 65% final average, a student earns one Regents credit.

<b>PHYSICS - H</b>	SC127	40 Weeks	1 Credit	
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**Prerequisite:** Completion of Chemistry with at least an 85 in the class and on the Regents exam

**Recommended Prerequisite:** Algebra II Regents exam with an 85

Honors Physics covers the regents curriculum at a much deeper level than its Regents level counterpart with additional content and concepts that are beyond the scope of the NYS Regents curriculum. The class is intended for students who plan to pursue science and will incorporate problem solving methodologies essential for higher level STEM courses/careers in engineering and physics. It is also ideal for students seeking life science, medicine or geology majors or non-science majors that have a physics requirement. In addition to the NYS Regents curriculum the course will cover Newtonian rotational dynamics and angular momentum; work-energy theorem, and mechanical waves, special relativity, and conceptual topics relating to quantum mechanics. It will also introduce electric circuits. Student driven laboratory inquiries and Next Generation Learning Standards will be a driving focus of class structure and lesson design. Laboratory investigations make up 30% of the course. These investigations foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting. Students will prepare for and take the NY State Regents in Physics. Upon passing the Regents exam, and achieving a 65% final average, the student earns one Regents credit.



SCIENCE DEPARTMENT

<b>HVCC COLLEGE PHYSICS - H</b>	SC128	40 Weeks	1 Credit	<b>CHSP - HVCC 4 CREDITS</b>
<b>Required:</b>				
<ul style="list-style-type: none"> <li>• Successful completion of Physics</li> <li>• Recommendation of previous science instructor</li> <li>• 85 on the Physics Regents exam</li> </ul>				
<b>Recommended minimum corequisite:</b> Pre-Calc				
<p>This college in the classroom course mirrors HVCC PHYS 140, General Physics I and constitutes a one-year, high-level course in physics which upon successful completion will yield 4 college credits. The fundamental principles of physics are stressed, and presented in depth, particularly as with specific connections made to life/health sciences. Sufficient mathematics is presented so that the student can gain insight into both theory and application through problem solving. The laboratories are largely quantitative and stress applications. Topics include: classical mechanics, gravitation and fluids, and oscillations.</p> <p>❖ <b>This course will be offered for the 2025-26 school year, contingent upon student enrollment.</b></p>				

<b>AP PHYSICS C MECHANICS 12 - H</b>	SC122	40 Weeks	1 Credit	
<b>Required:</b>				
<ul style="list-style-type: none"> <li>• Successful completion of AP Physics 1 or equivalent</li> <li>• Teacher Recommendation</li> <li>• Minimum score of 85 on Physics Regents exam</li> <li>• Algebra II and Pre-Calculus</li> </ul>				
<b>Co-requisite:</b> Calculus A/B or Calculus B/C				
<p>The AP Physics C course is designed for students planning to major in science or engineering in college. It aligns with the curriculum of a first-year, calculus-based Physics 101 class. This course advances from the introductory, algebra-based physics concepts and emphasizes the application of calculus in problem-solving and system analysis. Successful completion of the course prepares students for the AP Physics C Mechanics exam.</p> <p>Covering mechanics, the course delves into velocity, acceleration, and the forces behind acceleration, including non-constant forces and air resistance. It also encompasses a range of topics such as energy, momentum, gravitation, oscillatory motion, and rotational motion. Throughout the course, there is a strong focus on developing skills in critical thinking, problem-solving, and computational modeling.</p>				

<b>PROGRAM IN SCIENCE RESEARCH - H</b>	<b>CHSP - UAlbany</b>		
<b>Prerequisites:</b>	SC230 - Gr 10	40 Weeks	1 Credit
<ul style="list-style-type: none"> <li>• Complete the entrance procedure (essay, meeting, application and teacher recommendation.) Students will be notified of their <b>conditional</b> acceptance sometime in early May/June.</li> <li>• Complete the summer assignment. Departmental approval</li> </ul>	SC213 - Gr 11	40 Weeks	1 Credit
	SC232 - Gr 12	40 Weeks	1 Credit
	<p>This program is designed to give highly self-motivated science students 'real world' science experience. This is a three year program which includes time during the sophomore and junior summers. Students select an area of interest, learn literature research skills, present articles using PowerPoint and finally find a match with a professional mentor in their field of interest. The goal of this course is to complete original scientific research in his/her area of interest. During the first year, class meets every day. In the following years there is individual meeting time and classes meet every other day. The senior year focuses on major scientific competitions and professional publication of student work. Students who complete this program attend some of the most prestigious colleges in the country. This program will take the student above and beyond their science sequence; it is not a replacement.</p> <p>Students may earn 12 college credits through University at Albany:</p> <ul style="list-style-type: none"> <li>• ACAS 109 Intermediate Science Research</li> <li>• ACAS 110 Intermediate Methods of Research</li> <li>• ACAS 209 Advanced Science Research</li> <li>• ACAS 210 Advanced Methods of Research.</li> </ul>		

<b>INTRODUCTION TO ENGINEERING DESIGN</b>	NE100	40 Weeks	1 Credit	Grades 10-12
<p>In this course, students will explore the engineering design process by applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems, using 3D modeling software and maintaining an engineering notebook to document their work.</p>				



## SOCIAL STUDIES DEPARTMENT

### - GRADE 9 -

<b>GLOBAL HISTORY 9 - R</b>	S9001	40 Weeks	1 Credit	
<p>This course marks the first year of a mandatory two-year Global History sequence. It begins with the Paleolithic Era and the development of the earliest civilizations, then progresses chronologically, exploring classical societies, and examines the expansion of trade networks and their global impact. Themes include interactions over time, shifts in political power, and the influence of belief systems, along with the development of historical thinking skills. The course includes a departmental midterm exam and a final exam.</p>				

<b>AP WORLD HISTORY I</b>	S9020	40 Weeks	1 Credit	<i>Grade 9 students only</i>
<p>This course is the first year of a two-year Advanced Placement Program, offering an opportunity for students interested in Global History to potentially earn college credit. It aims to deepen the study through the analysis of historical evidence, preparing students for intermediate or advanced college-level courses. Due to the rigorous nature of this course, student enrollment is contingent upon teacher recommendation, performance on a qualifying exam, and maintaining an average of over 90% in 8th grade. A summer assignment may be required. The course includes a midterm exam in January and a final exam in June. Student placement will be reevaluated quarterly, based on overall achievement.</p>				

### - GRADE 10 -

<b>GLOBAL HISTORY 10 - R</b>	S1010	40 Weeks	1 Credit	
<p>This course is the second half of a mandatory two-year sequence in Global History. It begins with an overview of the global landscape around 1750 and continues chronologically up to the present day. Key concepts such as industrialization, nationalism, imperialism, conflict, technology, and global interconnectedness are integrated throughout the course. A strong emphasis is placed on developing historical thinking skills. The course includes a departmental midterm exam and culminates with the New York State (NYS) Regents exam in Global History in June.</p>				

<b>AP WORLD HISTORY II - Modern</b>	S1022	40 Weeks	1 Credit	
<p><b>Prerequisite:</b> AP World History I</p> <p>This course is a continuation of AP World History I. Upon completion, students will sit for the College Board Exam (based on two years of material) in May, and the NYS Global History and Geography Regents in June. Enrollment is contingent upon successful completion of the 9th-grade AP World History course. A midterm exam is scheduled for January, and registration for the AP Examination in the fall is mandatory.</p>				

### - GRADE 11 -

<b>U.S. HISTORY &amp; GOVERNMENT 11 - R</b>	S1100	40 Weeks	1 Credit	
<p>This course offers students a comprehensive overview of key events in United States History. It starts with the colonial and constitutional beginnings of the United States, delving into the government's structure and functions as outlined in the Constitution. The course covers the nation's development, examining political, social, and economic influences that culminated in the Civil War. Further, it looks at the effects of industrialization and urbanization, as well as America's rise as a global power, including its involvement in the two World Wars of the 20th century and the Cold War. Students will also study the expansion of the federal government, the challenges of terrorism, and the United States' role in a globalized and interconnected world. The course includes a departmental midterm examination and concludes with the New York State (NYS) Regents exam in June.</p>				

<b>UNITED STATES HISTORY 11 AP</b>	S1200	40 Weeks	1 Credit	<i>Grade 11 students only</i>
<p><b>Prerequisite:</b> A minimum 90% average in Global History 10 (or 88% in AP World History 10) and a 90% on the Global Regents exam. In the event of over-enrollment, selection will be based on a combination of the student's GPA in social studies courses and their Regents exam score.</p> <p>This course may offer an opportunity for college-bound students and those interested in American History to obtain college credit. It is designed to provide students with the analytical skills and factual information necessary to deal critically with history. It also prepares students for intermediate and advanced college courses by introducing them to various interpretations by American historians. A mid-term exam, the College Board Advanced Placement Exam in May, and the NYS Regents Exam in U.S. History and Government in June are also required. Registration for the AP Examination in the fall is mandatory.</p>				



**SOCIAL STUDIES DEPARTMENT**

**- GRADE 12 -**

Students in Grade 12 are required to enroll in one (1) Economics class and one (1) Government class.

**Economics Courses**

<b>ECONOMICS AND DECISION MAKING 12 - R</b>	S1204	20 Weeks	1/2 Credit	
<p>This course will deal with the basic concepts and principles of economics, the major elements of economic systems and the roles of various components of those systems, including the consumer, business, labor, agriculture, and government. The major focus is on the economy of the United States, but attention will be given to the world economy as a whole and to other economic systems. This course concludes with a departmental final examination.</p>				

<b>ECONOMICS 12 - H</b>	S1203	20 Weeks	1/2 Credit	
<p>This course will offer an extensive experience in micro or macroeconomic theory and its application. Both the American economic system as well as the international economy will be thoroughly investigated. This course is geared for the advanced/college bound senior. All students will take a departmental final examination.</p>				

<b>AP MICROECONOMICS</b>	S1205	20 Weeks	1/2 Credit	<b>2nd SEMESTER ONLY</b>
<p>AP Microeconomics is a half-year, <b>2nd SEMESTER ONLY</b> class that focuses on the functions of individual decision makers. Topics including, but not limited to, basic economic concepts, nature and function of product markets, efficiency, and equity are discussed. All students enrolled in this class will take the AP Microeconomics exam in May to obtain college credit. A final project will also be required.</p>				

**Government Courses**

<b>PARTICIPATION IN GOVERNMENT 12-R</b>	S1207	20 Weeks	1/2 Credit	
<p>Being a citizen in a democracy is most demanding. This course will examine government as it involves our everyday lives. Students will study the interaction between citizens and government at the local, state, and national levels. The development of skills that encourage lifelong participation in the process of government is stressed. A final project is required of all students.</p>				

<b>INTRO TO PUBLIC POLICY - SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA)</b>	S1208	20 Weeks	1/2 Credit	<b>CHSP - Syracuse University 3 Credits</b>
<p><b>Prerequisite:</b> - A cumulative GPA of 90 or above in Social Studies and an interest in how our government process works.</p> <p>This course will allow students to earn college credit from Syracuse University in Public Affairs while also fulfilling their Participation in Government (PIG) requirement for graduation. This course is designed to provide students with basic research, communication, and decision-making skills used in public policy analysis. This is a challenging course that requires students to practice collecting information by examining graphs, tables, statistics and using interview procedures while studying a specific public policy issue. In addition, they will identify a social problem and come up with a proposed public policy. Additionally, students will complete 20 hours of community service as a course requirement. Students are required to enroll with Syracuse University at the beginning of the semester. Students who do not enroll with Syracuse, will be dropped from this course.</p> <p>The current fee for registration is \$115.00 per credit hour or \$345.00 for the class. If there are financial concerns regarding payment of the college credit, please see your school counselor.</p> <p><i>Students who successfully complete this course will earn 3 credits from Syracuse University for PST 101 Introduction to the Analysis of Public Policy.</i></p>				



SOCIAL STUDIES DEPARTMENT

SOCIAL STUDIES ELECTIVES

The following electives are open to students in grades 11 and 12.

<b>EUROPEAN HISTORY AP</b>	S1020	40 Weeks	1 Credit	<b>Course will not be offered in 2025-26</b>
<p>This course may offer an opportunity for students interested in European history to obtain college credit. Critical analysis of the political, diplomatic, cultural, social, and economic history of Europe from the period of the High Renaissance (1450) to the present will be studied. Students will take the Advanced Placement Examination in May.</p>				

<b>SOCIOLOGY - R</b>	SS124	20 Weeks	1/2 Credit	
<p>Sociology is the scientific study of society and human behavior. This class offers an introduction to the concepts and approaches in the study of society. Major components of our society in the United States and those of other areas of the world are examined as “common sense” is challenged and prejudices explored. This course is mature in nature, and is an excellent course to take before or after any criminology or law courses. This course will end with a departmental final exam (open notes).</p>				

<b>PSYCHOLOGY-R</b>	SS122	20 Weeks	1/2 Credit	
<p>This course is a general introduction to the science of Psychology for all interested students in 11th and 12th grade (Students in grade 10 may take the course with prior approval of the instructor). Some of the topics covered are personality, emotion, motivation, altered states of consciousness, perception, learning and development. Famous psychologists, Freud, Skinner, Pavlov and others will be discussed. This course terminates with a departmental examination.</p>				

<b>INTRO TO PSYCHOLOGY</b>	SS130	20 Weeks	1/2 Credit	<b>CHSP - UAlbany 3 Credits</b>
<p><b>Prerequisite:</b> students must have a cumulative GPA of 90 or above</p> <p>This course will allow students to earn college credit while being introduced to the science of Psychology. The course curriculum will be a more rigorous and challenging option for interested students. Some of the topics covered are personality, the science of psychology, states of consciousness, perception, learning and development. Famous psychologists, Freud, Skinner, Pavlov and others will be studied. This course terminates with a departmental examination. This option is only available for juniors and seniors. If class is at capacity, preference will be given to seniors. If there are financial concerns regarding payment of the college credit, please see your school counselor.</p> <p>➤ <i>Students may earn 3 college credits through University at Albany for PSY 101 Intro to Psychology.</i></p>				

<b>ABNORMAL PSYCHOLOGY-R</b>	SS123	20 Weeks	1/2 Credit	
<p><b>Prerequisite:</b> To take this course a student must have successfully completed Psychology</p> <p>Abnormal psychology examines many of the complex problems of our times. The course examines conflicts in people’s lives and defense mechanisms that are used by all. Studies of alcoholism, depression, phobias, schizophrenia, and mental hospitals are included. This course is offered to 11<sup>th</sup> and 12<sup>th</sup> grade students who have completed the Prerequisite in Psychology. A departmental examination will be given at the end of the course.</p>				



SOCIAL STUDIES DEPARTMENT

<b>CRIMINOLOGY-R</b>	SS125	20 Weeks	1/2 Credit	
<p>Criminology is the study of crime and the criminal justice system. Class discussions will focus on such controversial issues as capital punishment, issues concerning prisons, domestic violence, and college and campus crime. Guest speakers who hold positions in the criminal justice system are scheduled. Students will be exposed to a variety of career opportunities in the Criminal Justice field. Projects and field trips that encourage students to observe our system are required of all students in the course. Class participation and discussion is a part of the course grade. This course is open to students that can handle adult topics and will terminate with a departmental final exam (open notes).</p>				

<b>CRIMINAL JUSTICE 1</b>	NC300	20 Weeks	1/2 Credit	
<p>This course is articulated through the Schenectady County Community College, where it is registered at CRJ 113 (Introduction to Criminal Justice). The course description is as follows:          "This course provides the philosophical and historical background of the agencies that compose the criminal justice system. It focuses on the development of justice and law, crime and punishment, the administration of laws, the agencies' functions, career orientation and public policy." Students will be provided with the opportunity to earn FEMA certifications.</p>				

<b>INTRODUCTION TO CRIMINAL LAW</b>	NC304	20 Weeks	1/2 Credit	<b><i>Not offered in 2025-26</i></b>
<p><b>Recommended:</b> Seniors who have completed Criminal Justice I          This course is an overview of the American Criminal Justice System. Students will study how the court system works. They will participate in mock trials, debates and be given opportunities for public speaking. This class includes field trips and guest speakers. This course is of great interest to students intending on studying law and/or any careers involving the American legal system.</p>				



## TECHNOLOGY EDUCATION

Technology Education provides 21st-century instruction where students collaborate and learn through designing, creating, and testing solutions. This hands-on, systems-based approach integrates concepts from math, science, social science, and language arts to solve practical problems. Students explore the relationship between technology and society while developing technical skills and creative thinking. The program offers opportunities to design projects with real-world implications and discover future career paths. Courses inspire students to focus their interests and talents while gaining valuable experience in technical fields. Technology Education serves as an excellent introduction to careers in engineering, architecture, and related disciplines.

**NOTE:** Design and Drawing for Production may be used by ANY student to satisfy the Art/Music requirement.

Design and Drawing for Production	1 Credit	*Computer Integrated Manufacturing	1 Credit
Materials Processing Wood I	1/2 Credit	*Principles of Engineering	1 Credit
Materials Processing Metals I	1/2 Credit	*Digital Electronics	1/2 Credit
Materials Processing Wood II	1/2 Credit	*Energy Technology	1/2 Credit
Materials Processing Metals II	1/2 Credit	<b>*Course not offered in 2025-26 School Year</b>	

<b>DESIGN AND DRAWING FOR PRODUCTION</b>	OT110	40 Weeks	1 Credit	Grades 9-12
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This introductory course is recommended for students interested in pursuing engineering or entering a skilled trade. Students will learn to sketch and use drawing tools to create two-dimensional orthographic drawings and pictorial-style isometric views to represent objects. They will apply critical thinking and problem-solving techniques while developing engineering and technical skills. The course also incorporates the use of current computer-aided drafting (CAD) software to design and generate virtual models. By teaching the fundamentals of engineering design, this course is ideal for students considering a technical or STEM-related career.

**\* This course will satisfy the art/music graduation requirement.**

**\*\*Pending approval, this course may provide the opportunity to earn 4 college credits from HVCC for CADD 100.**

<b>MATERIALS PROCESSING WOOD I</b>	OT107	20 Weeks	1/2 Credit	Grades 10-12
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This course introduces students to the fundamentals of woodworking. It will provide the student with the opportunity to experience the machines, tools and processes of the woodworking industry. Skills will be developed in the use of hand tools, power tools, finishes and wood identification. Students will design and build various projects as they learn about craftsmanship, quality, and the safe use of tools, machines and processes. Careers in the woodworking industry will be explored.

<b>MATERIALS PROCESSING METALS I</b>	OT108	20 Weeks	1/2 Credit	Grades 10-12
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This course will provide students with the opportunity to experience the machines, tools and processes of the metalworking industries. The Metals I course provides a "hands-on" experience with various machines and processes of metal working. Students will be introduced to concepts in Sheet Metal working, with areas of focus on safety, precision measurement, designing, planning, forming and welding.





## TECHNOLOGY EDUCATION

### MATERIALS PROCESSING WOOD II

OT117

20 Weeks

1/2 Credit

Grades 10-12

**Please note that enrollment will determine if this course will be run in the 2024-2025 school year.**

**Prerequisite:** Materials Processing Wood I

This course will provide students with the opportunity to demonstrate a higher level of proficiency in woodworking techniques. The students will demonstrate upper-level skills with a higher level of detail and use of different joinery techniques. The students will develop an appreciation for design and workmanship. Students will develop working drawings/plans for their project-based activities. Skills developed in this course could lead to a career in cabinet / furniture making, carpentry / construction or simply a relaxing hobby.

### MATERIALS PROCESSING METALS II

OT118

20 Weeks

1/2 Credit

Grades 10-12

**Please note that enrollment will determine if this course will be run in the 2024-2025 school year.**

**Prerequisite:** Materials Processing Metals I

As a continuation of the knowledge built from Metals I, this course will build upon student knowledge within the field of metals manufacturing and fabrication. This course will provide students with the opportunity to demonstrate upper-level skills in welding, machining, cold and hot metal forming techniques, and metals processing. Students will develop an appreciation for design and workmanship. Students will develop working drawings/plans for all project-based activities. Skills developed in this course could be applied to a career in welding, fabrication and manufacturing as well as related college programs.



## WORLD LANGUAGES

The World Languages Department offers a sequential program of study grades 7-12. French, Spanish and German are all taught at the Regents level.

### **Regents Diploma world language requirements**

All students will need at least one unit of credit in a world language other than English. This can be earned either by receiving a passing score on the Checkpoint A Proficiency exam by the end of grade 8 or by passing one high school world language course.

### **Regents Diploma with Advanced Designation world language requirements**

In addition to passing the Checkpoint A exam, students will need to complete *two additional* units of study (Level II and III) in a world language and pass the Checkpoint B Proficiency exam.

### **World Language for College Credit:** Level IV H and Level V H

These classes are taught as part of the *College in the High School Program*. For a modest tuition fee, students can earn up to 3 college credits per year of study at Columbia High School. All offerings are full-year courses for one unit of high school credit.

## FRENCH

<b>FRENCH LEVEL II R</b>	LFRII	40 Weeks	1 Credit	
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**Prerequisite:** Passing average in French Level I at the middle school and a passing grade on the Checkpoint A exam.

This course builds on the foundations developed in French at the middle school. Vocabulary, structures, and cultural knowledge are reviewed and expanded. All four language skills will be emphasized, with a focus on further developing practical communication skills in the target language. Students would need one full year of previous study in French to be successful in this course.

<b>FRENCH LEVEL III R</b>	LFRIII	40 Weeks	1 Credit	
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**Prerequisite:** Passing average in French Level II.

This course expands communication skills developed in the two previous levels and prepares students to take the Local Regents Exam in French at the completion of the course. Students need at least two full years of previous study in French to be successful in this course.

<b>FRENCH LEVEL IV H</b>	LFRIV	40 Weeks	1 Credit	<b>CHSP - HVCC 3 credits</b>
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**Prerequisite:** Passing average in French Level III and a passing score on the Checkpoint B exam.

**Recommended:** A grade of 80 or above in French Level III.

This class offers a review and extension of grammar and concentrates on activities to help students reach high intermediate competency in French in the four skill areas of reading, writing, listening and speaking. The course includes the study of selected readings and cultural topics in French. Class is conducted primarily in French.

**Students may receive 3 college credits through HVCC: FREN 200 French Language and Culture III**

<b>FRENCH LEVEL V H</b>	LFRV	40 Weeks	1 Credit	<b>CHSP - HVCC 3 credits</b>
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**Prerequisite:** Passing average in French Level IV H.

This class is an extension of higher level grammar and concentrates on readings and activities to help students reach high intermediate competency in French in the four skill areas of reading, writing, listening and speaking. The course includes the study of a variety of French literary selections and cultural topics. Class is conducted primarily in French.

**Students may receive 3 college credits through HVCC: FREN 201 French Language and Culture IV**



WORLD LANGUAGES

GERMAN

<b>GERMAN LEVEL II R</b>	LGR II	40 Weeks	1 Credit	
<p><b>Prerequisite:</b> Passing average in German Level I at the middle school and a passing grade on the Checkpoint A exam.</p> <p>This course builds on the foundations developed in German at the middle school. Vocabulary, structures, and cultural knowledge are reviewed and expanded. All four language skills will be emphasized, with a focus on further developing practical communication skills in the target language. Students need one full year of previous instruction in German to be successful in this course.</p>				

<b>GERMAN LEVEL III R</b>	LGR III	40 Weeks	1 Credit	
<p><b>Prerequisite:</b> Passing average in German Level II R.</p> <p>This course expands communication skills developed in the two previous levels and prepares students to take the Checkpoint B exam in German at the completion of the course. Students need at least two years of previous German language instruction to succeed in this course.</p>				

<b>GERMAN LEVEL IV H</b>	LGR IV	40 Weeks	1 Credit	<b>CHSP - SUNY Oswego 3 credits</b>
<p><b>Prerequisite:</b> Passing average in German Level III, and a passing score on the Checkpoint B exam.</p> <p><b>Recommended:</b> A grade of 80 or above in German Level III.</p> <p>This class offers a review and extension of grammar and concentrates on activities to help students reach high intermediate competency in German in the four skill areas of reading, writing, listening and speaking. Through projects, video, films, research and readings, students will better appreciate the people, lifestyles, arts, historical influences and literature of German-speaking countries.</p> <p><b>Students may receive three college credits through SUNY Oswego for GER 201 Intermediate German</b></p>				

<b>GERMAN LEVEL V H</b>	LGR V	40 Weeks	1 Credit	<b>CHSP - SUNY Oswego 3 credits</b>
<p><b>Prerequisite:</b> Passing average in German Level IV H.</p> <p>This class is an extension of higher level grammar and concentrates on readings and activities to help students reach high intermediate competency in French in the four skill areas of reading, writing, listening and speaking. This course continues to explore the uniqueness of German culture through student projects, research, readings, video and film. Emphasis is on advanced communication skills.</p> <p><b>Students may receive three college credits through SUNY Oswego GER 201 for Continuing Intermediate German</b></p>				



WORLD LANGUAGES

SPANISH

<b>SPANISH LEVEL I R</b>	LSPI	40 Weeks	1 Credit	
<p>This course will introduce students to the Spanish language and culture. Students practice the four language skills – listening, speaking, reading, and writing – with an emphasis on vocabulary and pronunciation. Students will survey aspects of the history, culture, geography, and daily life in Spanish speaking countries. The introductory nature of the course permits students to become acquainted with Spanish and to strengthen skills in the acquisition of this language.</p>				

<b>SPANISH LEVEL II R</b>	LSPII	40 Weeks	1 Credit	
<p><b>Prerequisite:</b> Passing average in Spanish Level I at the middle school and a passing grade on the Checkpoint A exam.</p> <p>This course builds on the foundations of Spanish developed in middle school or Spanish Level I at the high school. It reviews and expands vocabulary, grammatical structures, and cultural knowledge. All four language skills are emphasized, with a focus on practical communication in the target language. Students need at least one year of previous Spanish language instruction to succeed in this course.</p>				

<b>SPANISH LEVEL III R</b>	LSPIII	40 Weeks	1 Credit	
<p><b>Prerequisite:</b> Passing average in Spanish Level II R.</p> <p>This course builds on the communication skills developed in the two previous levels and prepares students to take the Checkpoint B exam in Spanish at the end of the course. Students need at least two years of previous Spanish language instruction to succeed in this course.</p>				

<b>SPANISH LEVEL IV H</b>	LSPIV	40 Weeks	1 Credit	<b>CHSP - HVCC 3 credits</b>
<p><b>Prerequisite:</b> Passing average in Spanish Level III R, and a passing score on the Checkpoint B exam.</p> <p><b>Recommended:</b> A grade of 80 or above in Spanish Level III</p> <p>Spanish IV H offers a review and extension of language structure and concentrates on improving grammar, vocabulary and fluency in the four skill areas of reading, writing, listening and speaking. The course includes the study of selected readings and cultural topics in Spanish. Class is conducted primarily in Spanish.</p> <p><b>Students may receive three college credits through HVCC: SPAN 200 Spanish Language and Culture III</b></p>				

<b>SPANISH LEVEL V H</b>		40 Weeks	1 Credit	<b>CHSP - HVCC 3 credits</b>
<p><b>Prerequisite:</b> Passing average in Spanish Level IV H.</p> <p>Spanish V extends advanced Spanish grammar and focuses on readings and activities designed to help students achieve high-intermediate proficiency in the four skill areas: reading, writing, listening, and speaking. The course incorporates a range of Spanish literary works and cultural topics. Class instruction conducted primarily in Spanish</p> <p><b>Students may receive three college credits through HVCC: SPAN 201 Spanish Language and Culture IV</b></p>				



## VOCATIONAL-TECHNICAL EDUCATION

### QUESTAR III

Each year CHS contracts with the QUESTAR III Career and Technical Education Center in Troy, NY, to offer Career/Technical education programs for students. The Career and Technical Education courses are generally scheduled for one-half of the school day (Monday through Friday). Bus transportation is provided by the East Greenbush Central School District.

Enrollment in many of these programs requires students to be in good academic standing. Students who meet the requirements must also have good attendance, satisfactory grades, and obtain a counselor recommendation. Students electing to attend the Career/Technical Center are making a serious commitment. Interested students must attend any scheduled visitation days to visit their intended program. After the visitation, students must then complete the QUESTAR III Parent and Student Form stating their interest in the program.

### Career and Technical Education

Four credits are earned upon successful completion of each year of the program. Most programs have a one or two-year option (except Cosmetology, which is a mandatory two year program for licensing).

<b>AUTOMOTIVE TECHNOLOGIES I</b>	OV112	40 Weeks	4 Credits	Grade 11
<b>AUTOMOTIVE TECHNOLOGIES II</b>	OV122	40 Weeks	4 Credits	Grade 12

These programs train students to repair and maintain a variety of vehicles. Students will learn to locate mechanical problems through careful diagnosis and perform the necessary repairs, using modern test equipment and tools. This "hands-on" experience and instruction prepares students for entry level employment in the Auto Mechanics field. Recommended entrance requirements: Completion of Grade 10, good mechanical aptitude, ability to perform heavy physical work, and good school attendance.

<b>AUTOMOTIVE SERVICES I</b>	OV110	40 Weeks	4 Credits	Grade 11
<b>AUTOMOTIVE SERVICES II</b>	OV131	40 Weeks	4 Credits	Grade 12

The Auto Services program provides students with entry-level training at an alternative learning pace. This program provides a more customized career instruction and experience in a supportive learning environment. With a small student-teacher ratio, course instruction provides the support for students to become successful in the world of work. Students who complete the two-year program meet the minimum hour requirement to sit for the New York State Inspection License Course.

<b>CONSTRUCTION TECHNOLOGIES I</b>	OV113	40 Weeks	4 Credits	Grade 11
<b>CONSTRUCTION TECHNOLOGIES II</b>	OV123	40 Weeks	4 Credits	Grade 12

These programs provide students with the basic knowledge of tools, methods and materials used in the building trades. Emphasis is placed on construction theory, blueprint reading, and related math. Shop activities include construction of forms, framing roofing and siding. Students who satisfactorily complete these programs will be prepared for entry level employment in the carpentry field. Students will participate in actual modular house construction at the VoTec Center. Recommended entrance requirements: Completion of grade 10, good manual dexterity, capacity for physical work, good health, basic mathematics, good school attendance



## VOCATIONAL-TECHNICAL EDUCATION

<b>COSMETOLOGY</b>	OV114	40 Weeks	4 Credits	Grade 11
<b>ADVANCED COSMETOLOGY</b>	OV124	40 Weeks	4 Credits	Grade 12

Cosmetology is a two-year program which offers instruction and practical experience in the skills and theory necessary to be employed as a hairdresser. This includes care of hair, skin, nails, and all related services offered in a beauty salon. Equipment used in the cosmetology lab is equivalent to that found in a modern shop. The students must fulfill the requirement of 1,000 instructional hours for licensing. Those students completing the second year are qualified to take the New York State Cosmetology Licensing Examination. Recommended entrance requirements: Completion of Grade 10, physical examination, finger dexterity, good health, good school attendance.

<b>CULINARY ARTS I</b>	OV117	40 Weeks	4 Credits	Grade 11
<b>CULINARY ARTS II</b>	OV127	40 Weeks	4 Credits	Grade 12

These are programs in which the students learn the skills needed for entry level jobs in restaurants, hotels, cafeterias, institutional and specialized food service establishments. Students become familiar with catering, menu planning, operation of a food service restaurant, use and care of commercial equipment and preparation of small and large group dinners/luncheons. Students actually participate in a cooking lab 4-5 days each week. Recommended entrance requirements: Completion of Grade 10, good health, good school attendance, reading level of grade 7+.

<b>WELDING/METAL FABRICATION I</b>	OV125	40 Weeks	4 Credits	Grade 11
<b>WELDING/METAL FABRICATION II</b>	OV135	40 Weeks	4 Credits	Grade 12

The two-year Welding program is based on the American Welding Society (AWS) curriculum, which provides broad exposure to the operation, standards, and current practices in the field of welding and metal fabrication. Students learn and have hands-on practice with a variety of welding techniques including MIG, TIG, and stick. Students work with metal preparation, torch and plasma cutting, reading schematics, and using different power tools. The content and hands-on experience prepares students with the foundation for different careers in welding and metal fabrication.

<b>CRIMINAL JUSTICE I</b>	OV161	40 Weeks	4 Credits	Grade 11
<b>CRIMINAL JUSTICE II</b>	OV162	40 Weeks	4 Credits	Grade 12

Criminal Justice is a two-year program. Through classroom instruction, hands-on practical exercises, field trips, and meeting with career professionals in the field, students learn about law enforcement and the criminal justice system. Students complete a rigorous curriculum to learn the most up-to-date information and techniques to prepare for post-secondary studies and careers in law enforcement, investigations, security, corrections, courts, or other criminal justice related fields.

<b>ELECTRICAL TRADES I</b>	OV163	40 Weeks	4 Credits	Grade 11
<b>ELECTRICAL TRADES II</b>	OV164	40 Weeks	4 Credits	Grade 12

This two-year program is designed to equip students with the technical skills and knowledge necessary for a career in electrical work. Students delve into the fundamentals of electrical principles and engage in advanced techniques through hands-on and classroom instruction. Students will receive an in-depth understanding of the electrical trades, including modern green energy solutions. This program will cover the essentials of residential, industrial, and commercial work, ensuring students are well-prepared to enter this diverse and in-demand field.



## VOCATIONAL-TECHNICAL EDUCATION

<b>HEATING, VENTILATION &amp; AIR CONDITIONING (HVAC) I</b>	OV145	40 Weeks	4 Credits	Grade 11
<b>HEATING, VENTILATION &amp; AIR CONDITIONING (HVAC) II</b>	OV146	40 Weeks	4 Credits	Grade 12

Heating, Ventilation, Air Conditioning & Refrigeration (HVAC/R) is a two-year program that provides students with classroom instruction, demonstrations and hands-on work. Students will learn about ventilation, piping, industry chemicals, electrical schematics, wiring, application, and design of systems, refrigeration and furnaces.

<b>HEAVY EQUIPMENT OPERATION &amp; MAINTENANCE I</b>	OV174	40 Weeks	4 Credits	Grade 11
<b>HEAVY EQUIPMENT OPERATION &amp; MAINTENANCE II</b>	OV173	40 Weeks	4 Credits	Grade 12

This two-year program is based on the National Center for Construction Education and Research (NCCER) curriculum. Students will learn how to operate and maintain large, construction-related equipment. Types of equipment may include backhoes, dozers, front end loaders, excavators, and forklifts. Students will also learn how to diagnose and repair common issues with diesel engines and heavy machine operation.

<b>CERTIFIED NURSE ASSISTANT (CNA)</b>	OV120	40 Weeks	4 Credits	Grade 12
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Questar III's one-year Certified Nurse Assistant (CNA) program prepares students for a health occupation career as a CNA. Students receive comprehensive classroom instruction and hands-on laboratory and clerical work in short-and long-term health care facilities. Students learn hands-on quality care for patients while working under the supervision of a licensed professional. Students who complete the program are eligible to take the NYS Nurse Assistant Certification Exam.

<b>GAMING AND MULTIMEDIA I</b>	OV147	40 Weeks	4 Credits	Grade 11
<b>GAMING AND MULTIMEDIA II</b>	OV148	40 Weeks	4 Credits	Grade 12

Looking for the skills and experiences to prepare you for a career in the gaming or multimedia industries? Questar III's Gaming & Multimedia program will help you bring ideas from concept to completion. Learn how to use multimedia technology to produce games or artistic effects and how to design graphics to meet specific commercial or promotional needs. Collaborate with others to create innovative game and role-play simulations, storylines, and character biographies. Study how the teams behind your favorite games use these core topics to build immersive gaming experiences. The field of Information Technology (IT) is always growing and changing with applications in industries at home and all over the world. Be the master of your machine and the master of your future.

<b>PATHWAYS IN EDUCATION I</b>	OV137	40 Weeks	4 Credits	Grade 11
<b>PATHWAYS IN EDUCATION II</b>	OV138	40 Weeks	4 Credits	Grade 12

Pathways in Education is an exciting program focused on preparing students for a career in the field of education. This two-year program offers two options in the senior year: continuation of the CTE program with additional exploration of related education careers OR direct entry into the New Visions program at UAlbany. Students will have the opportunity to complete college courses each semester. These courses are directly applicable to a variety of educational careers. Along with the college coursework, this program will have class time to cover additional educational topics and will incorporate hands-on experiences including observations, shadowing, and internship experiences with a variety of inspiring professionals in the field of education. Students will be supported along the way to help them successfully make the transition from high school to college level work. This program will prepare students with the content knowledge and experience to continue their coursework towards a degree in education. Students will also have mastery of the content needed to obtain a New York State Level 1 Teaching Assistant certification for immediate employment.





## NEW VISIONS (Senior Students Only)

New Visions programs are designed for highly motivated high school students who are seniors and who possess a strong academic foundation, a desire to get a head start on college and make informed career choices. It provides students with rigorous classroom instruction that is linked with career exploration. Students also take college courses and can earn between 8 and 15 college credits.

<b>NV - EMERGENCY PREPAREDNESS, INFORMATICS, CYBER AND HOMELAND SECURITY</b>	OV216	40 Weeks	4 Credits	Grade 12
<p>Located at SUNY Albany, this program focuses on preparing students for emerging in-demand career fields in cyber security, government intelligence, web technology, homeland security, counter terrorism, and cyber espionage. Students will focus on leadership, public administration, management, risk analysis, ethics, policy making, planning, strategic communication and systemic thinking through mock threat assessments, guest speakers, and field trips.</p>				
<b>NEW VISIONS PATHWAYS IN EDUCATION</b>	OV214	40 Weeks	4 Credits	Grade 12
<p>Located at SUNY Albany, along with college coursework, students will incorporate hands-on experiences including observations, shadowing, and internship experiences with a variety of professionals. Students will also have mastery of the content needed to obtain a NYS Level 1 Teaching Assistant certification for immediate employment.</p>				
<b>NV - SCIENTIFIC RESEARCH AND WORLD HEALTH</b>	OV210	40 Weeks	4 Credits	Grade 12
<p>Located at SUNY Albany East Campus in East Greenbush, students do hands-on research and participate in multiple rotations throughout the year with scientific specialists and public health professionals. The program is designed for students seeking careers in biological sciences, including medicine, nursing, pharmacy, biomedical research, etc.</p>				
<b>NEW VISIONS MEDICAL</b>	OV108	40 Weeks	4 Credits	Grade 12
<p>This program is open to seniors interested in learning about a variety of high demand occupations in medical and emergency services. Utilizing classroom instruction, professional speakers and rotations at local health-related facilities, students will establish a solid foundation for pursuing a career in the fast-growing field of healthcare. Students will be trained as a NYS Certified First Responder.</p>				
<b>NEW VISIONS STEM</b>	OV220	40 Weeks	4 Credits	Grade 12
<p>Located at Rensselaer Polytechnic Institute in Rensselaer County, this program blends practical experience with classroom instruction and exposes students to various engineering fields, research, studies in mathematics, technology and other sciences. It is ideal for students who are planning to study engineering or physical science in college.</p>				
<b>NEW VISIONS VISUAL AND PERFORMING ARTS</b>	OV230	40 Weeks	4 Credits	Grade 12
<p>Located at the Arts Center of the Capital Region in downtown Troy, students learn about the business of art and the techniques through a curriculum that blends college-level education with practical experience. Students participate in workshops and classroom instruction while gaining experience with local artists and art related businesses. Topics of study include: preparing the college application, audition and /or portfolio; filmmaking; songwriting and recording; playwriting and performance; and the art show.</p>				



## Columbia Alternate Program (CAP)

**CAP** is Columbia High School's Alternate Program designed to serve approximately 50 students. **CAP** is a school site program assisting students who have demonstrated a combination of at-risk characteristics including academic failures, school discipline issues, family or community difficulties, substance abuse, teen pregnancy and legal issues. Students must meet Columbia High School and New York State Regents' graduation requirements to receive their high school diploma. **CAP** has proven to be an effective program for several reasons:

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| <ul style="list-style-type: none"><li>• Small class size allows for individualized instruction</li><li>• Self-Leadership class– focus on self-concept and teen issues</li><li>• Academic remediation and independent study opportunities</li><li>• Department Chair to monitor overall student progress</li><li>• Small group counseling opportunities</li></ul> | <ul style="list-style-type: none"><li>• <b>CAP</b> Social Worker to assist with student challenges</li><li>• <b>CAP</b> Principal to assist with program management, community opportunities, and student discipline</li><li>• Teacher Assistant and Attendance Monitor to work with students and families</li></ul> |
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### WHAT COURSES DO CAP STUDENTS TAKE?

CAP students may enroll in any course offered at Columbia High School for which they meet the eligibility requirements. All core subjects are taught by CAP teachers, including:

- Intro to Algebra IA & Intro to Algebra IB
- Living Environment and Earth Science Essentials
- Social Studies 9, 10, 11, and 12
- English 9, 10, 11, and 12
- Self –Leadership (Freshmen year only)

### HOW DOES A STUDENT ENROLL IN CAP?

Students may be referred to **CAP** by any Columbia High School staff member, by a parent or guardian, or by a representative of a human service agency. Students may also make a self-referral. Once a student is referred, the following steps occur:

- Assessment of academic records by the **CAP** staff
- Input from teachers, principals, and the Child Study Team
- Initial approval by the **CAP** staff
- Final approval for admittance by the Child Study Team

If a student is selected for CAP, the following admission procedures occur:

- Student interview with a parent/guardian present
- Student and parent/guardian sign **CAP** contract

Students who demonstrate a responsible effort and sincere commitment to **CAP** can expect to graduate and earn a diploma. **CAP** students have the opportunity to enhance their self-image, improve coping skills, develop effective methods of conflict resolution, and cultivate a more mature sense of individual responsibility. Additionally, they will gain a broad understanding of resources to help address personal challenges.



## Operation Graduation (OG)

### What is Operation Graduation?

Operation Graduation is designed as a small learning community within Columbia High School to work exclusively with students who are at-risk of not meeting their graduation requirements. The program is primarily for students who should be in their senior year of high school.

### Staffing:

Operation Graduation is staffed by one special education teacher (program leader), one teaching assistant, part time math, social studies, physical education and science teachers. The program works closely with the District's Transition Coordinator who meets with students to assist them with all post high school planning options. A Columbia High School social worker assigned to the program also runs a dynamic support group once per week in collaboration with the school counselor to support students within the classroom. Students will be shown opportunities and given tools that will be useful in life beyond high school. The program is administered by one of the Assistant Principals of Columbia High School.

### Structure:

The structure of the Operation Graduation program was designed to meet the specific needs of at-risk students. Students take all classes in one room that is separated from the other students in the High School building. Students also enter and exit the building from a separate door adjacent to the room and are provided with transportation to fit the unique schedule of the program. The school day starts at 8:15 am and is the length at which the individual student's academic needs dictate. Each class is 30 minutes in length. Students may be enrolled in all day OG classes and/or CHS courses as needed. Mandatory community service participation is also required.

### Entrance into the Program:

Students are considered as candidates for Operation Graduation as a result of recommendations from school counselors, teachers, and student interest. Operation Graduation and counselors also research potential candidates through evaluation of Cohort Reports. These reports rank all students in a particular cohort by the number of credits and requirements earned toward graduation. Once a candidate is identified, an application is completed that includes the student's academic history, special education needs, and credit deficiencies. Applications are reviewed by Operation Graduation staff and the building Principal. It is preferred that students enter the program at the beginning in September; however, students can be accepted at any time throughout the year.

### Courses Offered:

Courses offered in the Operation Graduation program include subjects in the areas of Math, Science, Social Studies, English, Physical Education and an elective. Students may also be enrolled in courses on APEX to recover credit as needed. There is an emphasis on transitional life skills and career/job readiness. Although it is rare, some students can also be enrolled in a course outside of the program, such as art or health, if it is required for graduation and cannot be offered within the program.

### Progress Monitoring:

The progress of students enrolled in Operation Graduation is closely monitored and staff communicates with parents frequently. Meetings are held with students, parents and guardians at the first sign of any academic or behavioral concerns. Parents are also contacted by program staff when any student is absent to verify the absence and to plan for the student's return. Grades and progress reports are sent to parents every five weeks. Columbia staff and District leaders visit the program frequently to provide support and celebrate student success.



## JUMP START

### What is JumpStart?

JumpStart provides students with academic, social and emotional support. The program is a combination of classes in a small group setting (Math, English, Social Studies and Science) and mainstreamed classes (Art, Music, PE and lunch). The small group aspect provides students with a “safe haven” establishing a comfort zone to ease the transition to the High School.

### Staffing:

JumpStart has a Support Teacher and a Teaching Assistant who provide the majority of support. The Support Teacher teaches , ELA, Math, and Instructional Support (ISP). Instructional Support Class provides organizational and academic support, and is used to administer test modifications for students with IEP's. A Literacy teacher and Speech Therapist provide direct consultant teacher support in the English class. In an attempt to create independence and diversity of instruction, students have core teachers for Social Studies and Science in a small group setting. Core classes are supported by the Support Teacher and/or Teaching Assistant. Jump Start is also supported by a school Social Worker, who meets with students on a weekly basis.

### Structure:

Small group classes for core areas provide a consistent level of support to achieve academic success and to focus on skills necessary in preparation for their sophomore year.

### Entrance into the Program:

Goff teachers, school counselors and administrators play an integral role in the recommendation of students for the JumpStart Program. The JumpStart team reviews applicants and meets with potential candidates to ensure a proper placement.

### Courses Offered:

JumpStart courses include:

- 9R English
- Global History 9R
- Intro to Algebra IA
- Core Living Environment
- Art or World Language
- Physical Education

### Progress Monitoring:

Team members maintain a constant level of communication to evaluate individual social, emotional and academic concerns. Meetings are held with students and parents/guardians prior to entering the program and throughout the year. Communication with parents/guardians is a crucial component to the students' success.