

Introduction to Program Planning

This guide has been prepared for the purpose of assisting students and parents in the selection of courses for the next school year. A brief description of each course is provided for your information. Our entire staff, including teachers, Instructional Support Team Leaders, and school counselors, is available to provide any assistance needed. The Guidance Department will hold group and individual conferences to assist students with their selections.

The most important decision-maker in the process is the student. The most important quality brought to the task of making choices is honest self-appraisal. When you plan your high school program, you should take into consideration your special abilities, interests, and objectives. Your pattern of studies will be built around a minimum of required subjects. By carefully selecting elective subjects that meet your needs and satisfy your interests and abilities, you may work toward your own educational, occupational and personal goals. It is your responsibility to consult with your parents and teachers.

Steps in Planning

1. Establish personal goals. Even though they may be revised, you should have some specific long-range educational, occupational, and personal objectives toward which you are working. Select subjects that are most congruent with your post-high school goals.
2. Honestly evaluate your personal strengths, interests, aptitudes and needs.
3. Learn the requirements for entrance to the college or school of your choice or to the kind of work you plan to do after graduation.
4. Visit the college or vocational program in which you are interested.
5. Consult your parents, talk with your teachers, and confer with your school counselor in order to benefit from their experience and the information that they can make available to you. Talk with citizens of the community who are currently working in the profession or vocation you are considering.
6. Select subjects so your course load will be properly balanced throughout the four years you are in high school.

Scheduling Process

This Program Planning Guide will be distributed to students at the initial scheduling meetings with school counselors.

Initial Scheduling Timeline for Grades 9, 10 and 11

February - April	Group and Individual Meetings
May	Master Schedule Completed
Early June	Deadline for resolving schedule problems
Late June	2011-2012 course selections distributed with report cards
August	Schedule changes based on summer school results or unanticipated problems
Prior to Labor Day	Final schedules will be mailed home

Change of Course Procedure

Students and parents should be aware that, except under the most compelling of circumstances, they will not be permitted to drop courses or make changes after the semester has begun. Students have six months from March to August to make course selections. The Counseling staff work very diligently to accommodate all requests possible and to balance class sizes. Changes made after the beginning of the semester often create overcrowded classes. Students who are added to classes after the first week of school may have difficulties due to missed lessons and work. All Students must take a minimum of six classes plus physical education each semester. Course offerings are dependent upon student requests and board approval. Please note that some courses are offered every other year.

PLEASE make your program decisions carefully so that changes can be avoided.

Students requesting a drop/add after the start of school must do the following:

1. Pick-up a drop/add form in the Guidance Office.
2. Have this form signed by:
 - a. a parent
 - b. teacher whose class you want dropped
 - c. teacher whose class you want added
3. Return drop/add form to guidance office
3. Refer to grading policy for conditions under which a student will be allowed to drop a course.
4. Permission to drop or add will be made by the Principal in conjunction with the school counselors.

Questar Eligibility Policy and Programs

Students who attend Questar during their junior and senior years are out of the high school building for approximately half of the school day, which often results in scheduling challenges. Therefore, the following items will be considered of students who wish to attend a Career and Technical Education Program. Special circumstances such as transferring students and Alternative Learning Placements will be reviewed by the administrative team (Principal, Assistant Principal, and Guidance).

1. Students must have passed the following courses*:

2 years of Math	2 years of Physical Education
2 years of Science	½ credit of Health
2 years of Global History	1 credit of Art or Music
2 years of English	Foreign Language requirement satisfied

*A student who does not pass one or more classes during the school year may earn credit by passing the class(es) in summer school.

2. It is recommended that students have passed the following Regents Exams*:
 - Math A or Integrated Algebra Regents
 - One Science Regents
 - Global History Regents

*A student who does not pass one or more NYS Exams during the school year may retake the Exam(s) in August.

3. Attendance history will be considered for students requesting to attend VoTec. Those with an inappropriate history of absences or tardiness will not be considered for VoTec. This is at the discretion of the High School Principal.
4. All students signing up for a CTE or Career Studies Program are required to complete the Career and Technical Education/Career Studies Parent and Student form by mid-March. Please see your School Counselor for the form and specific deadlines.

****Please note that all requests to attend Questar should be made by March 1st.**

Questar Program Offerings

The following programs are available through Questar III. For complete program descriptions and additional information, please see your Guidance Counselor.

Career & Technical Education Programs

Automotive Technologies

Aviation

Certified Nurse Assistant (12th grade only)

Clean & Green:Tech Valley Careers (12th grade only)

Construction Technologies

Cosmetology

Criminal Justice

Culinary Arts

Heating, Ventilation, Air Conditioning
& Refrigeration

Health & Emergency Med. Careers
(12th Grade only)

Machine Shop/Machine Tool

Welding/Metal Fabrication

New Visions (12th grade only):

Math, Engineering, Technology and Science

Medicine & Allied Health

Scientific Research & World Health

Visual & Performing Arts

Repeating a Course & Summer School

Who repeats a course?

A student has failed a course when their final average for that course is less than 65.

Who attends summer school?

A student who has failed a course has the option to attend summer school (if the failed course is offered). Students are encouraged to attend summer school in order to remain on track for graduation.

A student earns course credit by attaining a final average of 65 or above, which is a combination of the regular school year grades and summer school grades. The final average for a course will be calculated in the following manner:

The two lowest quarter grades from the regular school year will be replaced by the two summer school marking period grades.

The final exam or Regents Exam grade from the regular school year will also be replaced by the summer school final exam or Regents Exam grade.

Those five (5) grades are then averaged together to determine the final grade for that course.

Current Graduation Requirements
For students who entered 9th grade in 2005 and 2006

	<i>LOCAL</i>		<i>REGENTS</i>		<i>ADVANCED REGENTS</i>	
COURSES/	English	4	English	4	English	4
	Social Studies	4	Social Studies	4	Social Studies	4
CREDITS	Mathematics	3	Mathematics	3	Mathematics	3
	Science	3	Science	3	Science	3
REQUIRED	Health	0.5	Health	0.5	Health	0.5
	Art/Music/DDP	1	Art/Music/DDP	1	Art/Music/DDP	1
	Core Credits	15.5	Core Credits	15.5	Core Credits	15.5
	Foreign Language	1	Foreign Language	1	*Foreign Language	3
	Physical Ed.	2	Physical Ed.	2	Physical Ed.	2
	Electives	3.5	Electives	3.5	Electives	1.5
	Total Required	22	Total Required	22	Total Required	22
REGENTS	English	**	English	65	English	65
EXAMS/	Global History	**	Global History	65	Global History	65
MINIMUM	U.S. History	**	U.S. History	65	U.S. History	65
GRADE	Math A	**	Math A	65	Math A	65
REQUIRED	Science	**	Science	65	Math B	65
					Science	65
					2nd Science Reg	65
					*Foreign Language	65
<p>**Students who entered 9th grade in 2005 must earn 65+ on at least <u>two</u> of the five required Regents Exams, and 55+ on the remaining three.</p>						
<p>**Students who entered 9th grade in 2006 must earn 65+ on at least <u>three</u> of the five required Regents Exams, and 55+ on the remaining two.</p>					<p>*May be replaced with a 5-unit sequence in Career & Technical Education or</p>	
					The Arts	

Students with an Individualized Education Plan (IEP) or an eligible 504 Plan may be eligible for a Local Diploma under the Regents Competency Test (RCT) Safety Net.

Types of High School Diplomas

Diploma Type	Criteria
Local Diploma	55-64 on the five required Regents Exams (see table above) and/or "P" on RCTs
Regents Diploma	65+ on the five required Regents Exams (see "Regents" column above)
Regents Diploma with Honors	Scores on the five required Regents Exams must average 90+
Advanced Regents Diploma	65+ on the eight required Regents Exams (see "Advanced Regents" column above)
Advanced Regents Diploma with Honors	Scores on the eight required Regents Exams must average 90+

Current Graduation Requirements
For students who entered 9th grade in 2007, 2008 and thereafter

	<i>LOCAL</i>		<i>REGENTS</i>		<i>ADVANCED REGENTS</i>	
COURSES/	English	4	English	4	English	4
	Social Studies	4	Social Studies	4	Social Studies	4
CREDITS	Mathematics	3	Mathematics	3	Mathematics	3
	Science	3	Science	3	Science	3
REQUIRED	Health	0.5	Health	0.5	Health	0.5
	Art/Music/DDP	1	Art/Music/DDP	1	Art/Music/DDP	1
	Core Credits	15.5	Core Credits	15.5	Core Credits	15.5
	Foreign Language	1	Foreign Language	1	*Foreign Language	3
	Physical Ed.	2	Physical Ed.	2	Physical Ed.	2
	Electives	3.5	Electives	3.5	Electives	1.5
	Total Required	22	Total Required	22	Total Required	22
REGENTS	English	**	English	65	English	65
EXAMS/	Global History	**	Global History	65	Global History	65
MINIMUM	U.S. History	**	U.S. History	65	U.S. History	65
GRADE	Integrated Algebra	**	Integrated Algebra	65	Integrated Algebra	65
REQUIRED	Science	**	Science	65	Geometry	65
					Algebra 2/Trig	65
					Science	65
**Students who entered 9th grade in 2007 must earn 65+ on at least					2nd Science Reg	65
Four of the five required Regents Exams, and 55+ on the remaining					*Foreign Language	65
One.						
**Students who entered 9th grade in 2008 and thereafter must earn						
65+ on <u>ALL FIVE</u> of the required Regents Exams.					*May be replaced with a 5-	
					unit sequence in Career &	
					Technical Education or	
					The Arts	

Students with an Individualized Education Plan (IEP) or an eligible 504 Plan may be eligible for a Local Diploma under the Regents Competency Test (RCT) Safety Net.

Types of High School Diplomas

Diploma Type	Criteria
Local Diploma	55-64 on the five required Regents Exams (see table above) and/or "P" on RCTs
Regents Diploma	65+ on the five required Regents Exams (see "Regents" column above)
Regents Diploma with Honors	Scores on the five required Regents Exams must average 90+
Advanced Regents Diploma	65+ on the eight required Regents Exams (see "Advanced Regents" column above)
Advanced Regents Diploma with Honors	Scores on the eight required Regents Exams must average 90+

New York State Department of Education Approved Alternatives for Regents Testing

Some students with unusual circumstances may be eligible to substitute an alternate exam for a given Regents Exam. Following is a list of approved alternatives. The test scores indicated are the minimum acceptable score(s) that can be substituted for a Regents Examination score for students who have successfully completed the course of study for that subject. Please see your guidance counselor if you think this may be an option for you.

Approved Alternative Exam	Minimum Acceptable Score
English:	
Advanced International Certificate of Education (AICE) English Examination	E
Advanced Placement Language and Composition Exam	3
Advanced Placement Literature and Composition Exam	3
Mathematics:	
Advanced International Certificate of Education (AICE) Mathematics Examination	E
Advanced Placement Calculus AB Examination	3
Advanced Placement Calculus BC Examination	3
International General Certificate of Secondary Education (IGCSE)	A
SAT II Mathematics Level IC	470/490
SAT II Mathematics Level IIC	510/550
Science:	
Advanced Placement Biology	3
SAT II Biology*	520
SAT II Chemistry	540
SAT II Physics	530
United State History and Government:	
Advanced Placement United States History	3
SAT II United States History**	560
Languages Other Than English	
SAT II French Listening <i>and</i> French Reading	500/500
SAT II German Listening <i>and</i> German Reading	470/470
SAT II Modern Hebrew	490
SAT II Italian	450
SAT II Latin	470
SAT II Spanish Listening <i>and</i> Spanish Reading	460/460

*In addition to achieving the established score, students must complete 1,200 minutes of hands-on laboratory work with satisfactory laboratory reports.

**In addition to achieving the established score, students must complete a multi-source, in-depth research project that demonstrates the ability to use primary and secondary sources.

Chatham High School Academic Program

Courses which have Regents exams

English, Global History, US History and Government, Algebra I, Geometry, Algebra II, Earth Science, Biology, Chemistry, Physics, French III, and Spanish III.

Advanced Placement

AP English Literature, AP European History, AP American History, AP World History, AP Calculus, AP Computer Programming.

Students interested in electing any one of these college level courses should consult with their teachers and school counselors. Colleges will give credit or placement only to those students who take the AP examination and demonstrate the mastery of the material presented in the course. AP scores eligible for college credit will vary by college. Students seeking college credit should check directly with their prospective colleges for their policies.

College Credit Courses (at Chatham High School)

Chatham High School offers a variety of courses whereby students may choose to earn college credit through Columbia Greene Community College, SUNY Albany, and SUNY College of Environmental Science & Forestry through the University in the High School Program (UHS). These classes are offered at Chatham High School during the regular school day. The credits earned form the basis of a permanent post-secondary academic record that can be transferred, typically with a grade of C or higher, within the SUNY system and to other institutions at their discretion.

UHS and Columbia Greene courses also provide students with the academic challenges of college-level curriculum during their final year(s) in high school. As a “bridging” experience to college, these courses can help students begin to develop the skills and perspectives necessary for academic success in higher education. In addition, it can provide students the opportunity to shorten the four-year college sequence by entering college with previously earned credits.

Students registered for Columbia Greene or UHS Program courses are entitled to College ID cards that allow them onsite use of library resources, campus recreational facilities, and student admission to sporting, cultural, and other College-sponsored events.

Students who register for courses through the Columbia Greene or UHS Program are subject to the same academic expectations as students at the campus. Recorded student grades for all courses result in a permanent academic record at the college. Withdrawals from courses are the responsibility of the individual student and are subject to the policies of the individual college.

Columbia Greene Community College Program

Anticipated 2011-2012 Course Offerings: Marketing, Management, Accounting
or Business Law, Psychology, Sociology, Public Speaking, Mythology, and Spanish.

Student Eligibility for Columbia Greene Courses

A student who wishes to register for courses offered by CGCC at Chatham must have attained junior or senior status. In addition, the student must have an 80 average in a related subject area as the intended CGCC course. If there is no related subject area, then the student’s English grade(s) will be used.

University in the High School Program

Anticipated 2011-2012 course offerings: AP US History and Government (SUNY Albany) and Environmental Science (SUNY Environmental Science & Forestry)

Student Eligibility for UHS Courses

Typically, only juniors and seniors with an average of B or better are eligible to register for UHS Program courses. In exceptional cases, sophomores with advanced academic standing can register at the discretion of the UHS Program Director. **Freshmen are not eligible to register for any UHS Program courses.** Language courses are open only to students who have passed the NYS Regents exam in that subject.

College Courses During Senior Year (on campus)

Senior students may wish to attend Columbia-Greene or Hudson Valley Community College in lieu of a full day at Chatham High School. Their intention to accomplish this must be stated in writing to the building principal no later than June 1st of their 11th grade year. Students who wish to pursue this course of study must take their remaining required classes for graduation at Chatham High School. This program does not waive the Senior Project requirement. It is expected that students will regularly meet with their faculty advisor throughout the year.

Although the Guidance Office will make every attempt to schedule students so they may take the courses they wish at the community college, there is no guarantee that all requirements will be offered or available when the student needs them.

New York State Theater Institute (NYSTI)

Students may choose to attend the NYSTI program in lieu of a semester or their entire senior year. Students earn high school credit for English 12, Economics and/or Participation in Government, Physical Education and various performing arts courses. Transportation to NYSTI is the responsibility of the student and their family. This program does not waive the Senior Project requirement. It is expected that students will regularly meet with their faculty advisor throughout the year.

Early Graduation

A student who, for sound educational and/or vocational reasons, wishes to graduate from high school in less than the ordinary four year sequence may request permission to complete graduation requirements on an altered schedule. The student and his/her parents will consult with high school guidance personnel in order to develop an early graduation plan. Their intention to accomplish this must be stated in writing to the building principal at the end of the freshman year in order to allow time to develop an early graduation plan. The principal shall make the final decision on whether to grant permission after consultation with the individual student, his/her parents and counselor. Parents and students will have an opportunity to contest the principal's decision in a formal hearing with the principal and the superintendent of schools. A student who graduates early must complete all requirements of the State Education Department and the Board of Education.

Registration and Enrollment

New students and their parents should call the Registrar's Office (392-1535) for an appointment. Students will be placed in courses based upon their academic history and judgment of the counselor. Courses taken in other schools that are equivalent to CHS courses will be given appropriate weight for ranking purposes.

Board of Education Policy requires that an enrolled student must carry a minimum of six (6) courses each semester plus physical education, except for students enrolled in Questar III courses. Students will be encouraged to take courses beyond the minimum requirements wherever applicable.

Class and Homeroom Placement

Class and homeroom placement are based upon the number of credits previously earned:

9th Grade

All students will be assigned to 9th grade homerooms upon completion of 8th grade.

10th Grade

All students will be assigned to 10th grade homerooms upon completion of 5 units of credit.

11th Grade

All students will be assigned to 11th grade homerooms upon completion of 10 units of credit.

12th Grade

All students will be assigned to 12th grade homerooms upon completion of 15 units of credit.

Grading System

1. A 100-point numerical grading system is in effect.
 - a. Course grades shall be the straight numerical average of all quarter grades and final / Regents exams.
 - b. Minimum passing grade shall be 65.
 - c. In the first quarter of any full year course, no grade lower than 50 may be given. In subsequent quarters the actual grade earned shall be recorded.
 - d. In quarter or semester courses the actual grade earned shall be recorded for each grading period.
2. Students shall be allowed to drop a course only under the following conditions:
 - a. A student must be enrolled in classes bearing 6 credits (plus Physical Education) at all times.
 - b. In all courses, a student may drop a course without penalty only in the first five weeks.
 - c. After the 5-week period a student who drops a course shall receive either a withdraw-fail or withdraw-pass as a grade for that course. The student will receive no credit for this course.
3. A cumulative weighted Grade Point Average (weighted GPA) will be computed for each student. This average will be used in determining class rank.
 - a. Level I final course grades will be multiplied by 1.00 to obtain a weighted grade. (AIS / Remedial / Regents / Applied Courses).
 - b. Level II final course grades will be multiplied by 1.03 to obtain a weighted grade. (Accelerated and Pre-AP Courses).
 - c. Level III final course grades will be multiplied by 1.06 to obtain a weighted grade. This includes Advanced Placement or College Accredited courses taken while in attendance at Chatham.
 - d. The weighted Grade Point Average will be computed as follows: each weighted grade will be multiplied by its credit value; the grades will then be totaled, and divided by the number of credits attempted.
 - e. Independent study shall not be included in class ranking computations unless the course is meeting a graduation requirement. In such a case, approval must be obtained from the Principal and guidance counselor.
4. An unweighted Grade Point Average (unweighted GPA) will be computed, recorded on report cards and transcripts and used to determine Honor Roll status each quarter. The unweighted GPA will be calculated by multiplying the final grade for each course by its credit value. These values will be added together and this total will be divided by the total number of credits.

5. Students who meet the following criteria for each marking period will be included on the Honor Roll:
 - a. Honors: Unweighted GPA for the marking period of 85 or above with all passing grades.
 - b. High Honors: Unweighted GPA for the marking period of 90 or above with no grade below 80.

6. Class ranking is done at the end of the junior year and again at the end of the first semester of the senior year:
 - a. After weighted GPA is computed students will be ranked. The ranking will be recorded based upon 5% intervals.

 - b. This ranking determines honor students, valedictorian, and salutatorian. It is also used to determine eligibility for the National Honor Society. Graduating honors students will be determined by using 3 ½ years of cumulative weighted GPA of 89.5% and above. The announcement of honor students, valedictorian, and salutatorian will be made at the annual Arbor Day Banquet. National Honor Society eligibility will be based upon obtaining a cumulative weighted GPA of 89.5% and other factors as outlined in the regulations of the organization.

 - c. The final transcript, including final ranking, done after final exams in June, does not change or alter the status of honor students or valedictorian or salutatorian.

Approved by the Board of Education on 1/28/03

New York State Learning Standards

New York State Education Department 10/98

English / Language Arts

Standard 1: Students will read, write, listen and speak for information and understanding.

As listeners and readers, students will collect data, facts and ideas; discover relationships, concepts and generalizations; and use knowledge generated from oral, written and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply and transmit information.

Standard 2: Students will read, write, listen and speak for literacy response and expression.

Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical and cultural dimensions and texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Standard 3: Standards will read, write, listen and speak for critical analysis and evaluation.

As listeners and readers, students will analyze experiences, ideas, information and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Students will read, write, listen and speak for social interaction.

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Mathematics, Science & Technology

Standard 1: Students will use mathematical analysis, scientific inquiry and engineering design, as appropriate to post questions, seek answers and develop solutions.

Standard 2: Students will access, generate, process and transfer information using appropriate technologies.

Standard 3: Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry.

Standard 4: Students will understand and apply scientific concepts, principles and theories pertaining to the physical settings and living environment and recognize the historical development of ideas in science.

Standard 5: Students will apply technology knowledge and skills to design, construct, use and evaluate products and systems to satisfy human environmental needs.

Standard 6: Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.

Standard 7: Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

Languages Other Than English

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

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

Social Studies

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United State and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, ears, themes, developments and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national and global – including the distribution of people, places and environments over the Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economics, and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 5: Civics, Citizenship and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civil values of America constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.

The Arts

Standard 1: Creating, Performing and Participating in the Arts

Students will actively engage in processes that constitute creation and performance in the arts (dance, music, theatre and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communications and how the arts in turn and shape the diverse cultures of the past and present society.

Health, Physical Education & Home Economics

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

Career Development & Occupational Studies

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3: Universal Foundation Environment

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace; and...

Standard 3b: Career Majors

Students who choose a major will acquire the career specific technical knowledge and skills necessary to progress toward gainful employment, career advancement and success in post-secondary programs.

English Department

English Department Faculty

Mr. Terry Bordell – Instructional Study Team Leader

Mrs. Meghan Connelly

Mrs. Barbara Roosevelt

Mrs. Jodi Sullivan

Mrs. Chelsea Wells

The following courses will be offered during the upcoming school year, pending approval by the Board of Education and adequate student enrollment.

E0925 - Regents English 9

**Full Year
Grade 9
1 Credit
Level I**

Regents English 9 focuses on reading, writing, listening, and speaking skills. Vocabulary and the conventions of standard written English are studied in this course. Students complete several written pieces throughout the year, including literature-based responses, at least one significant research paper (MLA style), narrative essays, creative pieces, and various responses that prepare students for the New York State Regents Comprehensive Examination in English. The study of literary elements and techniques is a major focus of this course. Regents English 9 offers a survey approach to literature with a thematic link of *Overcoming Adversity*.

E0900 – English 9 Concepts

**Full Year
Grade 9
1 Credit
Level I**

English 9 Concepts will follow the Regents English 9 curriculum, but emphasis will be placed on the development of the skills needed to successfully meet the New York State ELA requirements for graduation.

E0951 – Pre-AP English 9

**Full Year
Grade 9
1 Credit
Level II Course**

9th grade students wishing to undertake a more rigorous course of study may opt for the Pre-AP section. A summer literacy project is required. See *Entrance / Continuance Requirements*.

E1025 – Regents English 10**Full Year
Grade 10
1 Credit
Level I**

Regents English 10 focuses on reading, writing, listening, and speaking skills. Vocabulary and the conventions of standard written English are studied in this course. Students complete several written pieces throughout the year, including: literature-based responses, at least one significant research paper (MLA style), persuasive essays, creative pieces, and various responses that prepare students for the New York State Regents Comprehensive Examination in English. The study of literary elements and techniques is a major focus of this course. Regents English 10 offers a survey approach to literature with the thematic link of *Utopia/Dystopia*.

E1000- English 10 Concepts**Full Year
Grade 10
1 Credit
Level I**

English 10 Concepts will follow the Regents English 10 curriculum, but emphasis will be placed on the development of the skills needed to successfully meet the New York State ELA requirements for graduation.

E1051 – Pre-AP English 10**Full Year
Grade 10
1 Credit
Level II**

10th grade students wishing to undertake a more rigorous course of study may opt for the Pre-AP section. A summer literacy project is required. See *Entrance / Continuance Requirements*.

E1125 – Regents English 11**Full Year
Grade 11
1 Credit
Level I**

Regents English 11 focuses on reading, writing, listening, and speaking skills. Vocabulary and the conventions of standard written English are studied in this course. Students complete several written pieces throughout the year, including: literature-based responses, at least one significant research paper (MLA style), persuasive essays, creative pieces, and various responses that prepare students for the New York State Regents Comprehensive Examination in English. The study of literary elements and techniques is a major focus of this course. Regents English 11 places an emphasis on American authors and literary periods, with the thematic link of *Dreams*. English 11 culminates in the taking of the New York State Regents Comprehensive Examination in English.

E1100 – English 11 Concepts**Full Year
Grade 11
1 Credit
Level I**

English 11 Concepts will follow the Regents English 11 curriculum, but more emphasis will be placed on the development of the skills needed to successfully meet the New York State ELA requirements for graduation. English 11 Concepts culminates in the taking of the New York State Regents Comprehensive Examination in English.

E1151 – Pre-AP English 11**Full Year
Grade 11
1 Credit
Level II**

11th grade students wishing to undertake a more rigorous course of study may opt for the Pre-AP section. A summer literacy project is required. *See Entrance / Continuance Requirements.*

All seniors are required to take a full-year of English. The options that are available are Advanced Placement English 12 (*See Entrance / Continuance Requirements*) or two half-year English electives (one fall semester and one spring semester course). Those seniors who choose to take AP English 12 may also opt to request a half-year elective. Requests will be fulfilled as space allows. Course descriptions for Advanced Placement English and the half-year electives follow.

E1252 – Advanced Placement (AP) English**Full Year
Grade 12
1 Credit
Level III**

Seniors wishing to receive college credit through the Advanced Placement (AP) program may enroll in Advanced Placement English. Students in this course are expected to meet and maintain the standards of excellence associated with college courses and are **required to sit for the Advanced Placement exam**. The coursework, designed to challenge students through an in-depth study of various genres of literature, requires an extensive amount of reading and writing. This full-year course may be used in place of two ½ year English 12 electives. Sample works include: *Heart of Darkness*, *King Lear*, *The Metamorphosis*, *Frankenstein*, and *Hedda Gabler*. A summer literacy project is required. *See Entrance / Continuance Requirements.*

Senior Electives offered for the 2011-2012 School Year:

E1277 – Media Literacy

**Spring Semester
½ Credit
Grade 12
Level I**

Media Literacy is a half-year course that explores stereotypes, propaganda, and other prominent trends in modern media. Mediums to be studied include: the internet, television, magazines, newspapers, film, and graphic novels. Students will be required to write several short, analytical papers based on the curriculum, complete quizzes / tests, and complete a final examination or final project.

E1265 - Creative Writing

**Fall Semester
½ Credit
Grade 12
Level I**

Creative Writing is a half-year course that focuses on two main genres—poetry and short fiction. This class will be devoted to introducing a plethora of writing prompts to get students to begin to think about using language in a “visionary” way. There will also be a writing workshop component in which the entire class will spend time critiquing one another’s material. Each student will be required to hand in a final project at the end of the semester.

E1266 - Film and Literature

**Spring Semester
½ Credit
Grade 12
Level I**

This class will explore the idea of translation. We will look at how filmmakers transform certain works of literature--plays, novels, and short stories—into cinema. We will focus on, compare and contrast, deconstruct the text and its film version. Much of the discussion will be based around the idea of how artists who use visual images to create meaning and story are similar to artists who use language to essentially reach the same goal. Students will be required to write several short analytical papers based on the curriculum, complete quizzes/tests, and complete a final examination or final project.

E1278 - Public Speaking

**Fall Semester
½ Credit
Grade 12
Level I**

Public Speaking is a half-year course that studies the basic principles and techniques for the research, composition, organization, and delivery of informative and persuasive speeches. The course concentrates on practical experience in developing speaking and listening abilities, focusing on audience awareness, issue framing, visual aids, and oral delivery. A final examination or project is mandatory

College credit can be earned by completing this course through an agreement with Columbia Greene Community College.

E1268 - Mythology**Spring Semester
½ Credit
Grade 12
Level I**

Mythology is a half-year course that focuses on the classic myths of man including, but not limited to, the study of Greek Mythology. Students will critically analyze various pieces, with the intent to discuss and write about connecting themes and trends. The course will also explore the idea of the mythological hero and its modern implications. Students will be required to write several short, analytical papers based on the curriculum, complete quizzes/tests, and complete a final examination or final project.

College credit can be earned by completing this course through an agreement with Columbia Greene Community College.

E1267 - Outsiders, Freaks, and Monsters in Literature**Fall Semester
½ Credit
Grade 12
Level I**

Outsiders, Freaks, and Monsters in Literature is a half-year course that explores the concept of the classic monster in literature as an outsider and as social commentary. The course will have a slight focus on Gothic Literature. Works to be studied may be selected from “the classics” as well as from contemporary authors. Students will be required to write several short, analytical papers based on the curriculum, complete quizzes/tests, and complete a final examination or project.

E1274 - Sports in Literature**Fall Semester
½ Credit
Grade 12
Level I**

Sports in Literature is a half-year course that explores the theme of sports as revealed in various pieces of literature. Students will read, analyze, and discuss several pieces of literature that have sports as the common link. Discussions will focus on the motifs of perseverance, overcoming challenges, teamwork, goal setting, achieving success, coaching, and others. Students will be required to write several short, analytical papers based on the curriculum, complete quizzes/tests, and complete a final examination or final project.

E1271 – The Documentary**Spring Semester
½ Credit
Grade 12
Level I**

The Documentary is a half year course that explores the documentary as a medium of communication. Students will view, analyze, and discuss several documentaries and what message(s) are being delivered. The selected films will be tied either thematically or by filmmaker and will include some of the earliest documentaries. Students will be required to write several short, analytical papers based on the curriculum, complete quizzes/tests, and complete a final examination or final project.

E1279 – Women in Literature

One Semester
½ Credit
Grade 12
Level I

In this half-year course, students will explore the roles that women have played and continue to play in literature. We will read the works of both male and female authors and consider how authors explore gender issues-relationships between men and women, the roles of both men and women play in history and society as well as issues pertaining to class and race. Students will be required to write several short analytical papers based on the curriculum, complete quizzes/tests, deliver speeches/presentations, and take a final examination.

E1275 - Film History

Spring Semester
½ Credit
Grade 12
Level I

Film History is a half-year course that focuses on the path of American film from the 1920's to present day. Students will explore common film trends throughout the twentieth century as well as the impact of a single, featured filmmaker. Students will be required to write several short, analytical papers based on the curriculum, complete quizzes/tests, and complete a final examination or final project.

Chatham High School **Entrance / Continuance Requirements for AP and Pre-AP English Courses**

AP English Entrance Requirements:

- 1.) Teacher Recommendation:
 - a. The student must be recommended by the CHS English Department to be admitted into AP English.
 - b. A transfer student must provide a letter of recommendation written by his or her 11th grade English teacher or English Department Chairperson and mailed to the CHS Guidance Department to be admitted into AP English.
- 2.) GPA:
 - a. The student must have an overall GPA of **85% - 100% in a related Pre-AP level English** class to be admitted into AP English.
 - b. The student must have an overall GPA of **90% - 100% in a related Regents level English** class to be admitted into AP English
- 3.) Writing Sample:
 - a. The student will complete a writing sample given during midterm / Regents week of his or her junior year. This sample will be evaluated by the CHS English Department.
 - b. A student who attended a school other than CHS for 11th grade English must complete the exact writing sample (see above) prior to admittance into AP English. This sample will be evaluated by the CHS English Department.

Pre-AP English Entrance Requirements:

For 8th Graders Entering 9th Grade:

- 1.) Teacher recommendation:
 - a. The student must be recommended by the CMS English Department to be admitted into Pre-AP English 9.
 - b. A transfer student must provide a letter of recommendation written by his or her 8th grade English teacher or English Department Chairperson and mailed to the CHS Guidance Department to be admitted into Pre-AP English 9.
- 2.) Writing Sample:

- a. The student will complete a writing sample given in 8th grade English class in the spring. This sample will be evaluated by the CHS English Department.
 - b. A student who attended a school other than CMS for 8th grade English must submit a writing sample to the CHS Guidance Department. This sample will be evaluated by the CHS English Department.
- 3.) GPA:
- a. The student must have an overall GPA of **90% - 100% (A- or better) in a related 8th grade class** to be admitted into Pre-AP English 9.

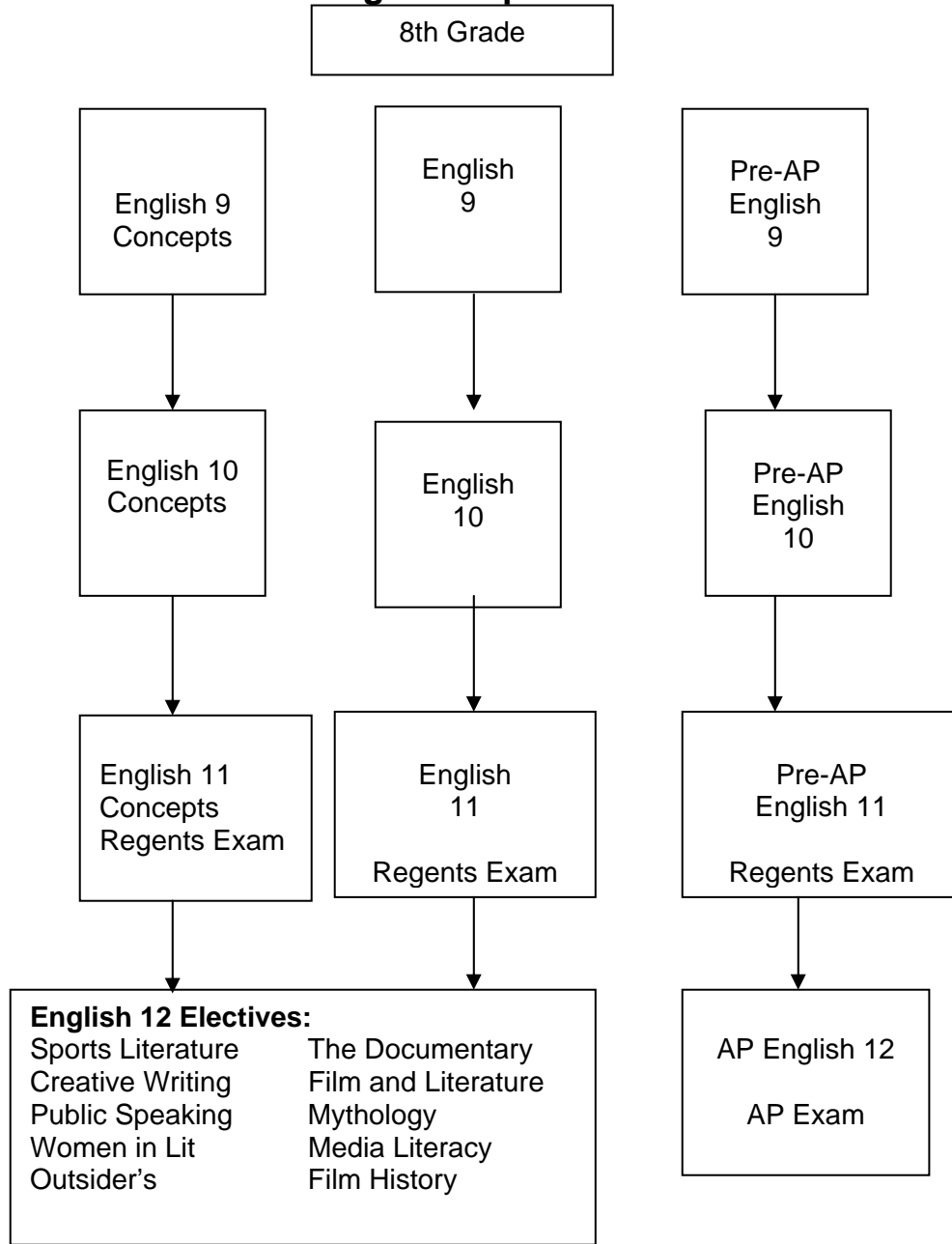
For Students Currently Enrolled in High School:

- 1.) Teacher recommendation:
 - a. The student must be recommended by the CHS English Department to be admitted into OR to continue to the next level of Pre-AP English.
 - b. A transfer student must provide a letter of recommendation written by his or her most recent English teacher or English Department Chairperson to be admitted into any level of Pre-AP English.
- 2.) GPA:
 - a. The student must have an overall GPA of **80% - 100% in a related Pre-AP level English** class to continue into the next level of Pre-AP English.
 - b. The student must have an overall GPA of **90% - 100% in a related Regents level English** class to be admitted into any level of Pre-AP English.

Miscellaneous:

- 1.) All GPA requirements are based on most current grades. As an example, when scheduling a student, if only two or three quarter grades are available, then those grades will be used for the GPA requirement.

English Department



Although this flowchart reflects typical paths, there is potential for movement between Concepts and Regents classes, as well as Regents and Pre-AP/AP classes. Please refer to the English Department Standards on the previous page for more information.

Social Studies Department

Social Studies Department Faculty

Ms. Stephanie Campbell

Mr. Peter Cook

Mr. Mark Pearson

Mr. Owen Poland - Instructional Study Team Leader

Mr. Darren Rosenbaum

The following courses will be offered during the upcoming school year, pending approval by the Board of Education and adequate student enrollment.

H0925 – Global History 9

**Full Year
Grade 9
1 Credit
Level I Course**

Global History is designed to focus on the five social studies standards and common themes that recur across time and in eight historical eras. It is a two-year chronological study of world history culminating with a mandatory Regent Examination after the second year. Both courses and the Regent Exam are required for high school graduation.

Global History includes a study of:

1. Introduction to Global History (methods and process)
2. Ancient World: Civilization and Religion (4000 BC – 500 AD)
3. Expanding Zones of Exchange and Encounter (500-1200)
4. Global Interactions (1200-1650)
5. The First Global Age (1450-1770)

H0951 – Pre-AP History 9 H1052 – AP World History 10

**Level II Course
Level III Course**

**Full Year
Grades 9 & 10
1 Credit per year**

The course (Pre-AP History 9 and AP World History 10) is offered as a two-year sequence for 9th and 10th graders. This course fulfills New York State Regents mandates for Global History and Geography. The course concludes with a local final exam following the 9th grade and the required New York State Regents Exam in Global History and Geography following the 10th grade. The AP World History 10 offers the student the opportunity to challenge the AP World History Examination in May of their sophomore year.

The first year primarily focuses on early civilization to absolutism around 1750. The second year continues to the present. It covers all global societies within Asia, Africa, Europe, and Latin

America. The course requires rigorous assignments that go beyond Regents requirements including critical book reviews and a thesis research paper.

There are no course prerequisites for either the Pre-AP World History 9 or the AP World History 10. However, there will be summer assignment given to the incoming freshmen who intend to enroll in the Pre-AP World History 9 Course. The Social Studies Department encourages those students considering the AP World History Examination and course to enroll in the Pre-AP World History 9.

H1025 – Global History 10

**Full Year
Grade 10
1 Credit
Level I Course**

Global History 10 continues where the freshmen left off in their chronology of world history. The focus is on connecting and parallel events between world regions. The Regents Examination will be administered in June and will include multiple choice, thematic essays, and DBQ's (document based questions). Passing the Regents is mandatory for high school graduation.

Global History 10 includes a study of:

1. An Age of Revolutions (1750-1914)
2. A Half Century of Crisis and Achievement (1900-1945)
3. The 20th Century Since 1945
4. Global Connections and Interactions
5. Cross Topical Applications

H1125 – Grade 11: Social Studies United States History and Government

**Full Year
Grade 11
1 Credit
Level I Course**

This is a survey course in U.S. History from Colonial times to the present. Students will study the Constitution, Industrialization of the United States, American People adjusting to Industrialization, Progressive Movement, Reform Movements, Prosperity and Depression, Global Crisis and the U.S. 1933-1960 and the U.S. from 1960 to the present time. There will be Competency and Regents examinations at the end of the 11th grade. Passing the Regents Exam or the Competency test (if eligible) is mandatory for high school graduation.

H1152 – Advanced Placement United State History

**Full Year
Grade 11
1 Credit
Level III Course**

Note: AP United States History may be used in place of Social Studies 11

Course Philosophy – The basic philosophy in offering the Advanced Placement United States History course to selected students at Chatham High School is to:

- Afford a talented student the opportunity to participate in a stimulating and rewarding intellectual experience as part of his or her high school social studies program.

- Acquaint the student with a college-level course of study to better prepare him/her to deal with the academic demands of post-secondary educational pursuits.
- Prepare the student for the Advanced Placement examination as a way of earning advanced standing on the university level.

The Advanced Placement United States History course will place a heavy emphasis on the student's ability to analyze logically and evaluate critically. It is necessary that the student independently assumes responsibility for acquiring the important factual knowledge; such understanding will be necessary to benefit from the class discussion and organized activities dealing with historical interpretation and theory.

In dealing with the material in the prepared course outline, several instructional strategies or approaches will be used.

The basic textbook, *The American Pageant*, by Thomas C. Bailey, will be used extensively for factual background information. However, the instructor will introduce a variety of primary sources and stress the application of the critical procedure of the historical method. Also, publications concerned with new and differing interpretations of major developments in American History will be utilized.

Reading, writing and discussion skills will be stressed as well as research skills that will facilitate the student's ability to pursue independent study.

Requirements for the University in the High School Program

Students wishing to receive credit through the Scholars' Program are expected to meet standards of excellence in all areas and to exhibit/demonstrate their mastery through portfolio work and exhibitions. The student will be required to provide oral defense of this work. The student is expected to exceed the minimum requirements associated with assignments. An additional paper is also required. The successful student will receive 3 units at SUNY Albany for American Political and Social History II – History 101.

H1235 – Grade 12: Social Studies Participation in Government

**One Semester
Grade 12
½ Credit
Level I Course**

The 12th grade Participation in Government Course is a required semester course. In this course, students will use a variety of intellectual skills to demonstrate their understandings of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. This study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills. This is a required Social Studies course for all seniors at Chatham High School. No independent study courses nor correspondence courses will be permitted to substitute for this course.

**H1225 – Grade 12: Social Studies
Economics**

**One Semester
Grade 12
½ Credit
Level I Course**

Students will study the US economic system, the enterprise system and the US economy, money, finance, and personal finance, fiscal and monetary policy, and the global economy. This is a required Social Studies course for all seniors at Chatham High School. No independent study or correspondence courses will be permitted to substitute for this state-required course.

**H1345 – Social Studies
The Human Identity**

**Full Year
Grades 11 & 12
1 Credit
Level I Course**

The Human Identity is a course that explores the primary questions human beings have always asked about themselves. Where did we come from? How have we become the way we are? Where will the human race end up? This interdisciplinary course is designed to take students beyond the cubicles of single subjects and have students link disciplines together to make connections. As a “Big History” course, it combines Social Studies with Science using the concepts of physical/life sciences and the rigors of the scientific method. The Human Identity is the chronological study of earth, its relationship to life and ultimately the development of human beings with prospects of the future for the human race.

1st Quarter: “Origins”

We start the year at the very beginning – the creation of the universe. It is a study of cosmology using modern astrophysics and quantum theory while also exploring what humans have believed or origins throughout time. Included in this study will be beliefs in ancient civilizations, religions and mythology. Topics covered in the first quarter will include astronomy, looking at galaxies, stellar evolution, black holes and the solar system.

2nd Quarter: “Development”

The origins of life on earth are explored with a study of the development of the flora and fauna on the planet. Paleontology will be a major topic as proof and evidence of this development. Students will have hands-on work with fossils and a study of the period with great life on Earth. The Age of Dinosaurs is also included. I will include personal experiences working with Paleontologists during excavations at Dinosaur Provincial Park for the Edmonton Natural History and Royal Tyrrell Museums in Alberta, Canada.

3rd Quarter: “Evolution”

Using paleoanthropology and anthropology we will study the biological/environmental development of human beings. Study will include our earliest ancestors, *australopithecines* and other *hominid* species to *Homo sapien sapien*. Evolutionary theory and alternative beliefs will be explored.

4th Quarter: “Attainment”

Using archaeology we will study prehistoric human life and activities as seen through evidence found in fossil relics, monuments and artifacts left behind by ancient people. We will consider what aspects make humans unique with a study of parapsychology. The last part of the year will look at the possible future for human beings including the history and possibility of space travel beyond earth.

H1325 – Psychology**Fall Semester
Grade 12
½ Credit
Level I Course**

This course is designed to be an introduction to the study of psychology. As a social science discipline it presents the five main theories in psychology, terminology used in its study and a review of psychology's historical development as a social science. The works of key individuals such as Freud, Skinner, Piaget, will be assessed. The course covers states of consciousness, human development, personality, psychological disorders and social influences. *College credit can be earned by completing this course through an agreement with Columbia Greene Community College*

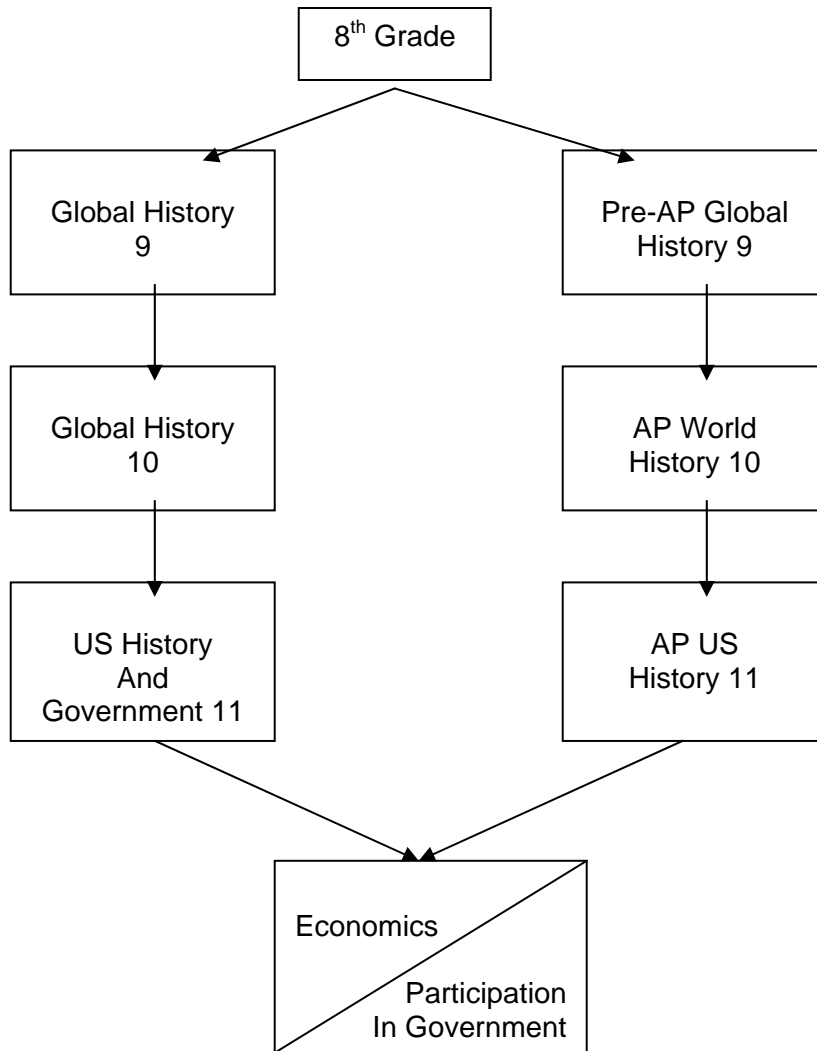
H1335 – Sociology**Spring Semester
Grade 12
½ Credit
Level I Course**

This course is designed to serve as an introduction to the study of sociology as a social science discipline. The course covers basic concepts, technology, and methods used in the study of sociology and such topics as socialization, social stratification, ethnic and racial groups, collective behavior and social change. It investigates such social problems as crime, aging, prison life, poverty and terrorism. *College credit can be earned by completing this course through an agreement with Columbia Greene Community College*

H1252 – Advanced Placement European History**Full Year
Grade 12
1 Credit
Level III Course**

Do you love European History? Do you have a strong thirst for learning the major events and trends in European History from 1450 to the present? Are you interested in the Renaissance, the Reformation European societies, the Scientific Revolution, the Enlightenment, 18th Century Europe, the Industrial Revolution, Nationalism, Imperialism, World Wars, the rise of Dictators, the Cold War, Europe since World War II, and current European events? Are you prepared to analyze documents, primary sources, write papers, perform exhibitions, participate in debates, plays, role-plays, write tests, quizzes, homework? Are you ready to face the challenge that an Advanced Placement Examination offers? If you said YES to all of the above questions then you should consider registering for this course.

Social Studies Department



Electives:
Human Identity, 11th or 12th Grade
Sociology, 12th Grade
Psychology, 12th Grade
AP European History 12

Mathematics Department

Mathematics Department Faculty

Mrs. Jill Chittenden

Mr. Mark Dwyer

Mr. James Flanagan

Mrs. Judith Matthews – Instructional Study Team Leader

Ms. Katharine Sager

The following courses will be offered during the upcoming school year, pending approval by the Board of Education and adequate student enrollment.

M0900 – Algebra IA/IB

**Two Year
Grade 9
2 Credits
Level I Course**

Prerequisite: Students must have the recommendation of his/her 8th grade mathematics teacher and the MS counselor.

This two-year course serves as an introduction to Algebra. It covers many topics including the properties of real numbers, solving and graphing linear and quadratic equations, probability, and statistics. Students will also gain experience using graphing calculators. This course is designed for students who require more time to meet the expectations of the Algebra I curriculum. ***All students will be expected to pass a departmental final at the end of the first year and the NYS Algebra Regents Exam at the end of the second year.***

M0925 - Algebra I

**Full Year
Grade 9
1 Credit
Level I Course**

This course serves as an introduction to Algebra. It covers many topics including the properties of real numbers, solving and graphing linear and quadratic equations, probability and statistics. Students will also gain experience using graphing calculators. ***All students will be expected to pass a departmental final and the NYS Algebra Regents Exam.***

M1025 - Geometry**Full Year
Grade 9, 10, 11, 12
1 Credit
Level 1 Course**

Prerequisite: Successful completion of Algebra I and the NYS Integrated Algebra Exam

The general goals of this course are for students to develop an understanding of geometric concepts and logical reasoning skills and be able apply these skills to the solution of problems. Geometry requires the use of skills learned in Algebra I. Topics include: angles, triangles, parallel lines and planes, congruent and similar polygons, right triangles, circles, coordinate geometry, areas of polygons and circles, surface areas and volumes of solids, transformations, constructions, proofs and right triangle trigonometry. Emphasis is placed on deductive reasoning, logic and problem solving. **All students will be expected to pass a departmental final and the NYS Geometry Regents Exam.**

M1125 – Algebra II/Trigonometry**Full Year
Grade 10, 11, 12
1 Credit
Level 1 Course**

Prerequisite: Students must have a combined GPA of 80% in Algebra and Geometry and have passed the NYS Geometry Regents Exam or completing Algebra II Non-Regents Course

Students in Algebra II continue their study of Algebra focusing on polynomial, rational, exponential, logarithmic, and trigonometric functions. A major portion of the year is devoted to the study of trigonometry. Additional topics include complex numbers, interpretation of data, regression analysis, probability, and statistics. All students will use graphing calculators to manipulate data and improve their problem-solving skills. **Students will take a departmental final exam and the NYS Algebra II/Trig Regents Exam in June.**

M1145 – Algebra II/College Prep.**Full Year
Grades 11, 12
1 Credit
Level I Course**

Prerequisite: Successful completion of Geometry and one NYS Regents exam.

Students in this course will continue their study of mathematics with an emphasis on functions. Topics will include intermediate algebra, geometry, functions, trigonometry, exponents, and logarithms. The course will stress the importance of data analysis and the use of graphing calculators. This course will satisfy the NYS requirement for a third year in mathematics and is prepares students for college mathematics without the demands of the NYS Regents Exam requirements.

M1225 – Pre-Calculus**Full Year
Grade 12
1 Credit
Level I Course**

Prerequisite: Successful completion of Algebra I, Geometry, Algebra II.

A survey course in higher mathematics designed to follow the successful completion of Algebra II at the Regents level. Topics will include (but are not limited to): matrices, vectors in 2 and 3 dimensions, conic sections, exponential and logarithmic functions, polynomial functions of 3rd degree and higher degree, rational functions, nature of graphs, and series and sequences. This course will involve extensive use of graphing calculators.

M1252 – Advanced Placement Calculus AB**Full Year
Grade 12
1 Credit
Level III Course**

Prerequisite: Successful completion of Pre-Calculus.

AP Calculus is a college level course which follows the AB syllabus of the Advanced Placement program. Students will study the main ideas of calculus including limits, derivatives, integrals, and applications of each. All students will take the AP exam in May. The course will involve substantial use of the graphing calculator.

Note: A copy of the syllabus is available upon request.

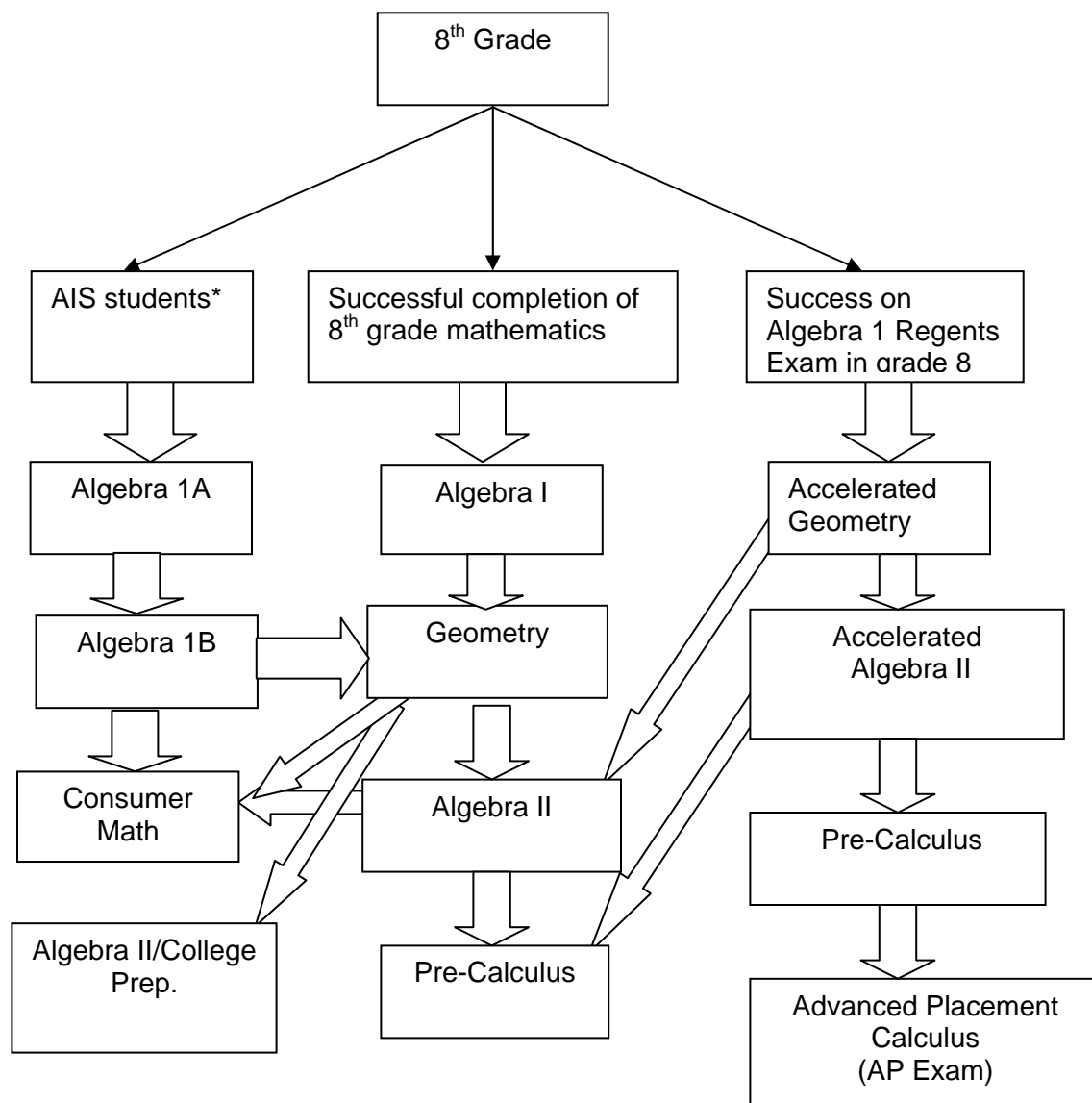
TB110 – Consumer Math**Full Year
Grades 11-12
1 Credit
Level I Course**

Prerequisite: Students enrolling in this course must have completed two credits of math, in addition to having met their NYS math Regents or RCT requirement.

Consumer Math is a one year course designed to take a hands-on, practical mathematical approach to everyday consumer problems and decisions. Focus topics for the class will include: finding employment, making basic consumer purchases, checking and savings accounts, insurance, buying on credit, interest, taxes, purchasing automobiles, housing, investments, payroll, and personal finances. This course will satisfy New York State's third year math requirement. It will not prepare students for any NYS Regents Exams.

Students who are in Math courses designated as accelerated will receive Level II Course Credit for ranking purposes. Students who are accelerated in Math typically begin Algebra I in the 8th grade.

Mathematics Department



The Chatham High School Mathematics Department strongly encourages students to enroll in one of the Computer Programming courses as an elective. Although programming courses can not be part of the 3-credit sequence necessary for graduation, they strongly support the development of the analytical and logical thinking skills so valuable in mathematics.

- * Must include students who have not successfully passed the 8th grade course, as well as students in need of Academic Intervention Services.
- ** This course will be intended for those who have passed the Algebra and Geometry Regents exams but do not wish to pursue an Advanced Regents Diploma.

Computer Science Department

The following courses will be offered during the upcoming school year, pending approval by the Board of Education and adequate student enrollment.

M1335 – Computer Programming I

**Full Year
Grades 9-12
1 Credit
Level I Course**

Prerequisite: Successful completion of Algebra I

This course introduces students to computer programming through the use of the languages Java, JavaScript and VB.NET. Topics will include the use of objects and events, data types, arithmetic operations, variables types, text files, concatenation, numeric functions, string functions, generating random numbers, subprograms, functions, relational and logical operators, IF and Select Case Blocks, Do and For...Next Loops, and arrays. Class work will consist almost entirely of writing programs that solve a given problem, demonstrate a particular programming technique, and reflect each individual's creative imagination.

M1345 – Computer Programming II

**Half Year
Grades 10-12
½ Credit
Level I Course**

Prerequisite: Successful completion of Computer Programming I.

Students in this course will continue their study of computer programming.

TA145 – Web Design

**Half Year
Grades 10-12
½ Credit
Level I Course**

Web Design will take the student through the entire process of planning and building a website, starting by specifying the needs of the audience, setting forth the structure, designing the display, and gathering the materials – including multimedia. This course will go on to show the student how to build a website with a WYSIWIG editor, and then how to test and post the site to a web server.

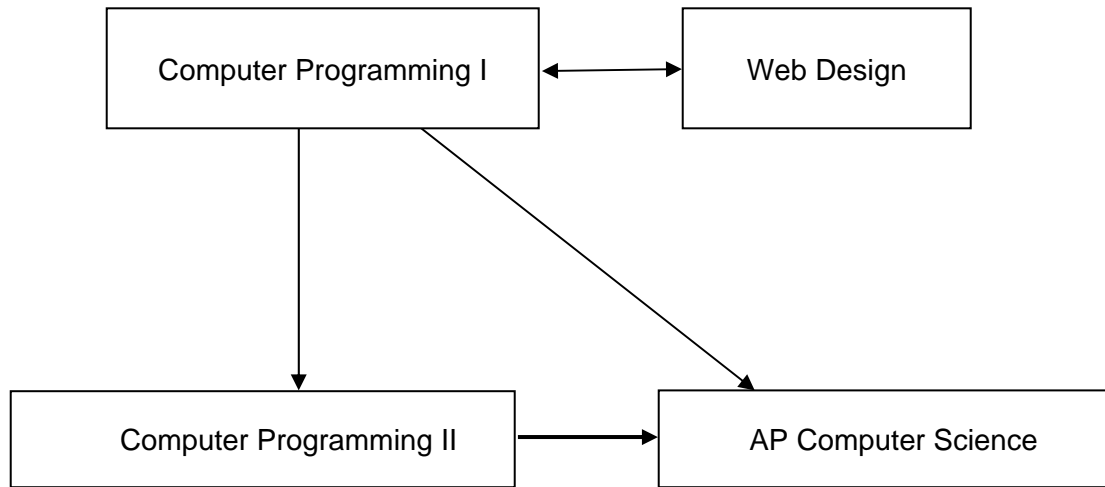
M1352- AP Computer Science A Course

**Full Year
Grades 10-12
1 Credit
Level III Course**

Prerequisite: Successful completion of Computer Programming I

Computer Science A emphasizes programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester college course in computer science. It also includes the study of data structures and abstraction.

Computer Science Department



Science Department

Science Department Faculty

Mrs. Sandy Fischer – Instructional Study Team Leader

Mr. Justin Forrest

Ms. Ashley Gerace

Mr. Steven Silverman

Mrs. Patricia Songayllo

Mr. Paul Vachirapapun

The following courses will be offered during the upcoming school year, pending approval by the Board of Education and adequate student enrollment.

S0900 – Science Links

**Full Year
Grade 9
1 Credit
Level I Course**

Science Links is an integrated science program that uses high interest themes to engage students in science learning. In Science Links students will learn science by doing many laboratory investigations. This course is also designed to meet the New York State Standards for science. The goal of this course is to prepare students for a New York State Science Regents at the end of 10th grade.

S0925 – Physical Setting / Earth Science Regents / Lab

**Full Year
Grade 9
1 Credit
Level I Course**

Prerequisite: Successful completion of two years of middle school science.

Earth Science follows the state designed curriculum which includes topics in astronomy, meteorology, physical geology and historical geology. In order to be eligible to sit for the Regents in June, a student must complete the mandated state requirement for lab work. Additional lab periods are included in order to meet this requirement. Earth Science is usually completed by students during their Freshman year.

S1025 – Living Environment / Regents / Lab

**Full Year
Grades 10
1 Credit
Level I Course**

Prerequisite: Successful completion of Middle School Science

This course offers investigation into evolution, reproduction, heredity, human anatomy and physiology, and the interrelationships among organisms. Students will be required to master large quantities of information in order to obtain a foundation for understanding the fundamental characteristics and functions of living things. Students must also complete the required laboratory skills in order to gain admittance to the Regents exam in June. Independent research will also be a part of the course requirement.

S1125 – Physical Setting / Chemistry Regents / Lab**Full Year
Grades 11-12
1 Credit
Level I Course**

Prerequisite: Successful completion of Earth Science and Living Environment courses and Regent Exams; currently enrolled in or successfully completed Algebra II.

This course follows the New York State Chemistry Core Curriculum which includes the following topics: atomic structure, the periodic table, chemical bonding, moles and stoichiometry, physical behavior of matter, kinetics and equilibrium, organic chemistry, oxidation-reduction, acid-base, and nuclear chemistry. Students will learn to apply chemical theory to the study of the topics listed above. Many of the topics also require mathematical applications. This is an excellent college preparatory course. Satisfactory completion of lab work is necessary to be seated for the Regents exam.

S1100 – Applied Science**Full Year
Grades 11-12
1 Credit
Level I Course**

Prerequisite: Successful completion of two years of science.

Applied Science is a general science class that includes a large number of interactive labs that have an emphasis on real-life applications. The overall goal of this course is to provide opportunity to increase understanding of the world and the environment and learn about ways to play an active role in the future.

**S1150 – Environmental Science
“The Global Environment And the Evolution
Human Culture”****Full Year
Grades 11-12
1 Credit
Level 1 Course**

Prerequisite: Successful completion of Earth Science and Living Environment or recommended by instructor.

The Global Environment is a one-year interdisciplinary course that will help you gain the knowledge and tools to make informed decisions regarding the environment and the earth's future and to be able to understand the connections between such varied topics as pollution, deforestation, climate change, acid rain, soil depletion, economics, evolution, history and social justice. The course stresses a science based systems approach in evaluating problems and potential solutions as well as the critical role of energy in many of the environmental challenges facing the world. Students will complete numerous labs, projects, and writing assignments in addition to participating in field trips

Students interested in the University in the High School option through SUNY ESF must have successfully completed the Chemistry Regents, be currently enrolled in Chemistry, or have the recommendation of the instructor. *The UHS option is tentative pending approval by the Board of Education.*

S1225 – Physical Setting /Physics Regents / Lab**Full Year
Grades 11-12
1 Credit
Level I Course**

Prerequisite: Successful completion of Earth Science and Living Environment courses and Regent Exams; currently enrolled in or successfully completed Algebra II.

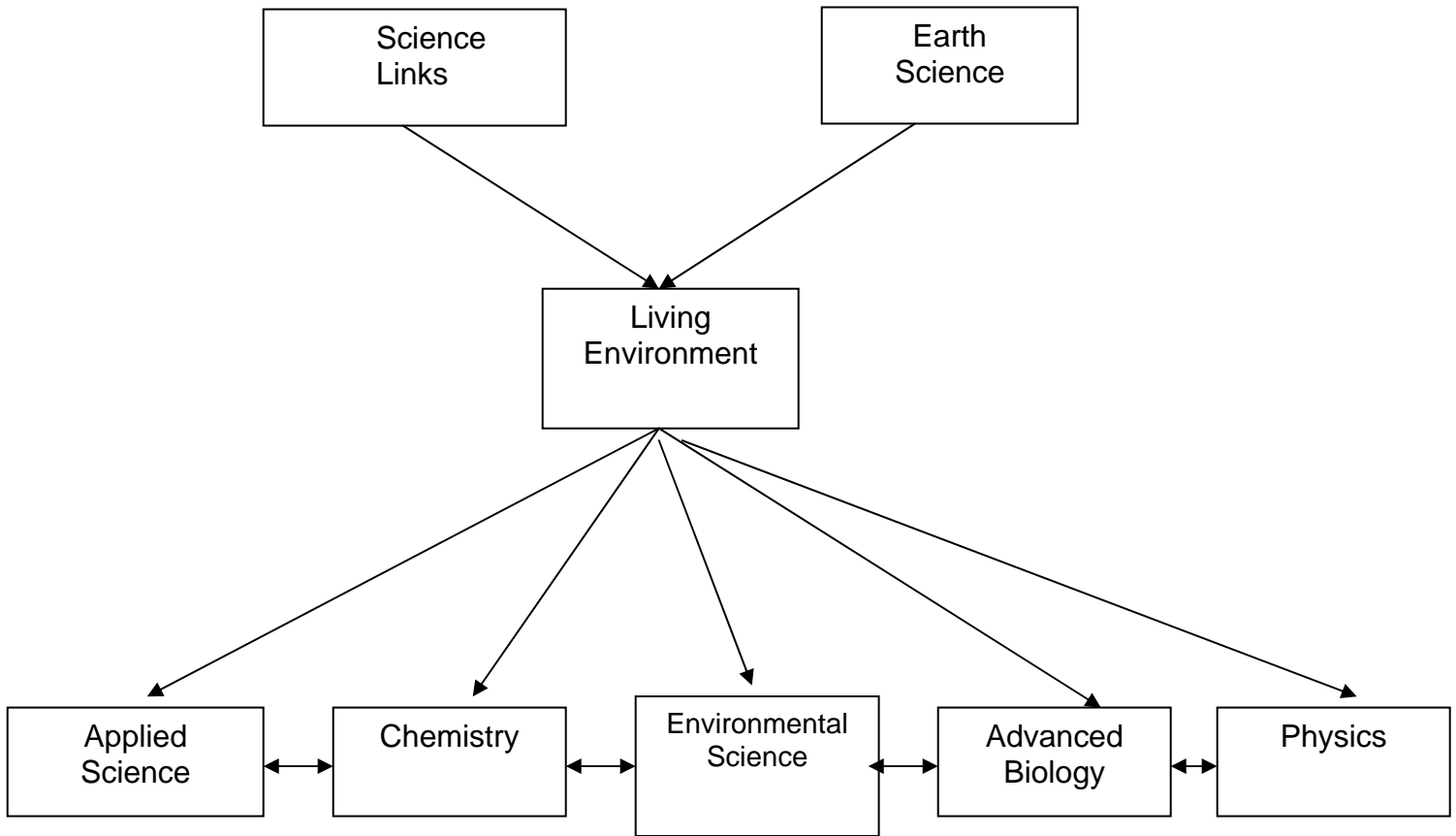
Physics includes the study of kinematics and dynamics of plane motion, friction, gravity, energy, work, power, impulse, and momentum. In addition, wave motion, sound, resonance, the Doppler effect, properties of light, static and current electricity, and modern physics are studied. Additional laboratory periods are included to meet the mandated State requirements for lab work. Satisfactory completion of lab work is necessary to be seated for the Regents exam.

S1235 – Topics In Advanced Biology**Full Year
Grades 11-12
1 Credit
Level I Course**

Prerequisite: Successful completion of Living Environment with a 75 on the Living Environment Regents and a second year of science or permission of instructor.

This is a college level course that is open to those who have scored above 75 on the Living Environment Regents exam. Topics covered include DNA Science, which includes extensive lab work, molecular and chromosomal genetics and embryology. A shark dissection is done in the spring. There are no separate lab periods for this course. Although this course is taught at a high level, no college course credit is available from the colleges.

Science Department



Language Department

Language Department Faculty

Ms. Alicia Crowd

Ms. Elle Dietemann

Ms. Jessa Waterhouse

The ability to communicate in a foreign language is a vital skill in today's world. Language study provides students with a valuable linguistic tool, and it enhances their understanding of foreign cultures as well as of their own. The analytical ability and knowledge of grammar the students acquire carry over to many other disciplines. Proficiency in a foreign language is a credential sought by an increasing number of colleges and employers.

The following courses will be offered during the upcoming school year, pending approval by the Board of Education and adequate student enrollment.

F0135 – French I

**Full Year
Grade 9
1 Credit
Level I Course**

In French I, the students acquire sufficient mastery of the basic language skills to be able to communicate in fundamental French. Emphasis is given to vocabulary development, basic grammar, correct pronunciation, listening and reading comprehension, and elementary conversation. In addition, the students receive an introduction to various aspects of French culture and geography. This is a required course for students who did not pass the foreign language proficiency exam at the end of the 8th grade.

F0235 – French II

**Full Year
Grade 9
1 Credit
Level I Course**

Prerequisite: Successful completion of 7th and 8th grade French or French I

In French II, the students review and expand their knowledge of the fundamental grammar and vocabulary. The goal of the course is the balanced development of the four language skills: speaking, listening, reading, and writing. Much of the course is conducted in French, and class time is used for activities that promote the active use of French. Day-to-day culture is taught through readings and dialogues.

F0335 – French III

**Full Year
Grade 10
1 Credit
Level I Course**

Prerequisite: Successful completion French II.

French III is the Regents course in the French sequence. The students expand their active vocabulary and master more advanced grammatical structures as they increase their spontaneity and confidence in the use of the language. Greater emphasis is placed on reading comprehension and writing at this level. There is further study of the essentials of grammar with greater emphasis on developing skill in reading and writing. The course is conducted as much as possible in French. The Regents Examination is the final examination in the course.

F0431 – French IV**Full Year
Grade 11
1 Credit
Level III Course**

Prerequisite: Successful completion French III and Regent Exam.

This is an advanced course with emphasis on facility in written and oral communication in French. The students continue their study of advanced grammar, read short stories and short works of literature, and develop their vocabulary and communicative skills through the use of a cultural reader. The textbooks are supplemented with authentic French – language materials. The students write frequent compositions on a variety of topics. *College credit can be earned by completing this course through an agreement with Columbia Greene Community College.*

F0532 – French V**Full Year
Grade 12
1 Credit
Level III Course**

Prerequisite: Successful completion of French IV

In this course the students acquire ease and spontaneity in the use of French through an intensive program of reading, writing and speaking. The students read a variety of texts including plays, short novels, and articles from the Internet. Debates and oral presentations are organized around cultural themes, and advanced grammar is reviewed. Video programs are used as often as possible to enhance the students' listening comprehension. *College credit can be earned by completing this course through an agreement with Columbia Greene Community College.*

F0125 – Spanish I**Full Year
Grade 9
1 Credit
Level I Course**

In Spanish I, the students acquire sufficient mastery of the basic language skills to be able to communicate in fundamental Spanish. Emphasis is given to vocabulary development, basic grammar, correct pronunciation, listening and reading comprehension, and elementary conversation. In addition, the students receive an introduction to various aspects of Hispanic culture and geography. This course is required for any student who failed the foreign language proficiency exam in eighth grade.

F0225 – Spanish II**Full Year
Grade 9
1 Credit
Level I Course**

Prerequisite: Successful completion of 7th and 8th grade Spanish or Spanish I, if offered

The development of listening, speaking, reading and writing is continued with more advanced work in grammar, vocabulary and reading. There is further study of elements of Hispanic culture. As much of the course as possible is conducted in Spanish.

F0325 – Spanish III**Full Year
Grade 10
1 Credit
Level I Course**

Prerequisite: Successful completion of Spanish II

This is the Regents course in the Spanish sequence. The students increase their active and passive vocabulary. There is further study of the essentials of grammar with greater emphasis on developing skill in reading and writing. Elements of culture are integrated into the course. As much of the course as possible is conducted in Spanish. The Regents examination is the final examination.

F0421 – Spanish IV**Full Year
Grade 11
1 Credit
Level III Course**

Prerequisite: Successful completion of Spanish III and Regents Exam

More advanced work in speaking, writing, reading and understanding Spanish will be stressed than in previous years. Grammar texts are supplemented by reading a variety of literary forms from articles to short stories and plays. Students will write frequent compositions.

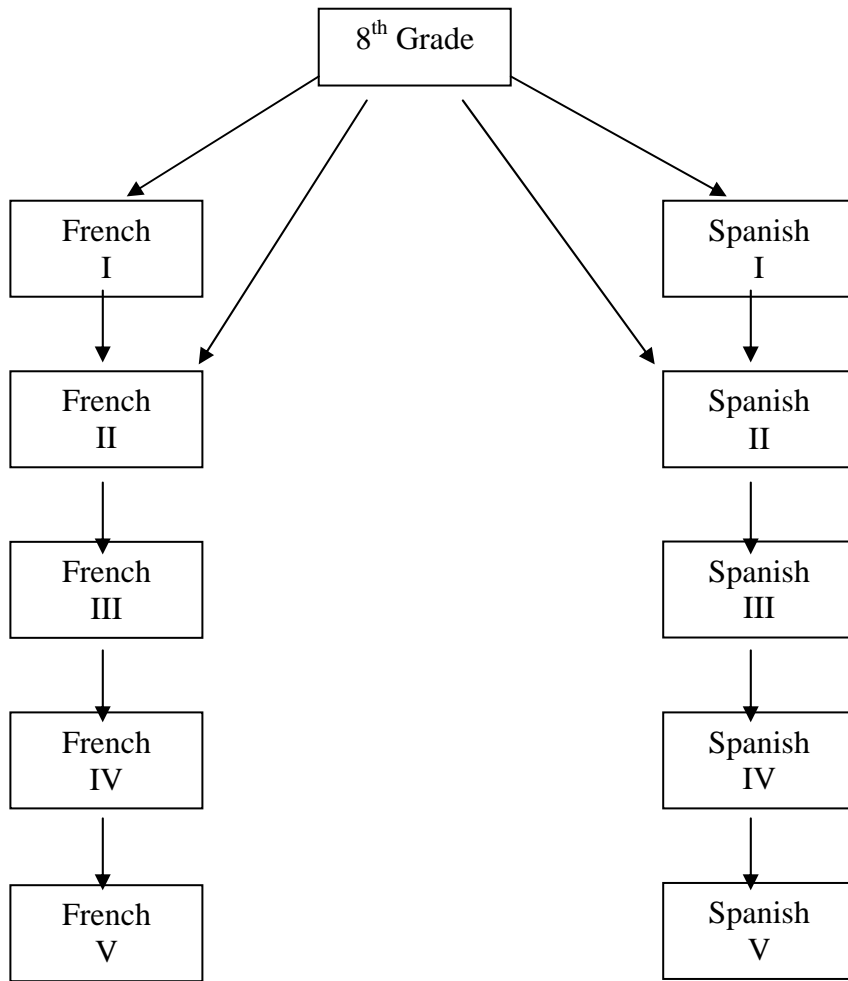
College credit can be earned by completing this course through an agreement with Columbia Greene Community College.

F0522 – Spanish V**Full Year
Grade 12
1 Credit
Level III Course**

Prerequisite: Successful completion of Spanish IV

This is an intensive program of reading, writing and speaking. Students read a variety of texts including plays, short stories and poetry. Video programs are used. *College credit can be earned by completing this course through an agreement with Columbia Greene Community College.* Students also have the option of taking the Advanced Placement Examination in the Spanish language.

Language Department



Music Department

Music Department Faculty

Mr. Mark Giordano

Mrs. Samantha McShane

Mrs. Jean Waggoner

The Music Education program strives to offer students an opportunity for musical skill development, musical knowledge, attitude development and pride of being a member of a musical organization.

The following courses will be offered during the upcoming school year, pending approval by the Board of Education and adequate student enrollment.

MU010 - Music In Our Lives*

**Full Year
Grades 9-12
1 Credit
Level I Course**

Music in our lives is an introductory course to music history, performance, and appreciation. Topics of study could include the history of American Music, African Drumming, composition, improvisation, recording, keyboarding and basic music literacy. There are no prerequisites to take this class. This course satisfies the music/art graduation requirement.

MU025 – Chorus

**Full Year
Grades 9-12
1 Credit
Level I Course**

Prerequisite: Previous experience or audition

Chorus is a study of vocal music through total involvement. This course is open to any student who has participated in the middle school chorus program, by audition, or with the approval of the instructor. This class includes vocal skill development, music reading, rehearsal techniques, vocal literature and performance. Students are expected to attend lessons and concerts as part of the program and may have the opportunity to participate in additional ensembles after preparing solo literature for adjudication at the NYSSMA solo and small ensemble festival.

MU035 – Concert Band

**Full Year
Grades 9-12
1 Credit
Level I Course**

This course is open to all interested students.

The concert band learns and performs several styles of music such as marches, overtures, pop tunes and movie themes. Skills including articulation, intonation, balance and blend are addressed daily in this large group setting. The team concept is an integral part of each rehearsal as students work diligently in preparation for each performance. Concert band members are encouraged to form small ensembles such as Dixieland bands, brass choirs, and woodwind ensembles. Each band member is required to take a weekly lesson. The primary objective of lesson instruction is to reinforce correct playing habits while introducing more difficult skills which are appropriate for each student's musical experience and ability. During lessons students may choose to prepare for solo competitions which may lead to participation in a select county or state-wide performing organization.

MU045 – Orchestra**Full Year
Grades 9-12
1 Credit
Level I Course**

Prerequisite: Previous experience

This course is open to string players who have participated to a satisfactory degree in the Middle School orchestral program or by audition. An emphasis is placed on learning and performing a wide variety of orchestral literature. The string orchestra meets daily. Once a week, wind and percussion players are combined with the string to form a full orchestra.

MU125 – Music Theory I**Full Year
Grades 9-12
1 Credit
Level I Course**

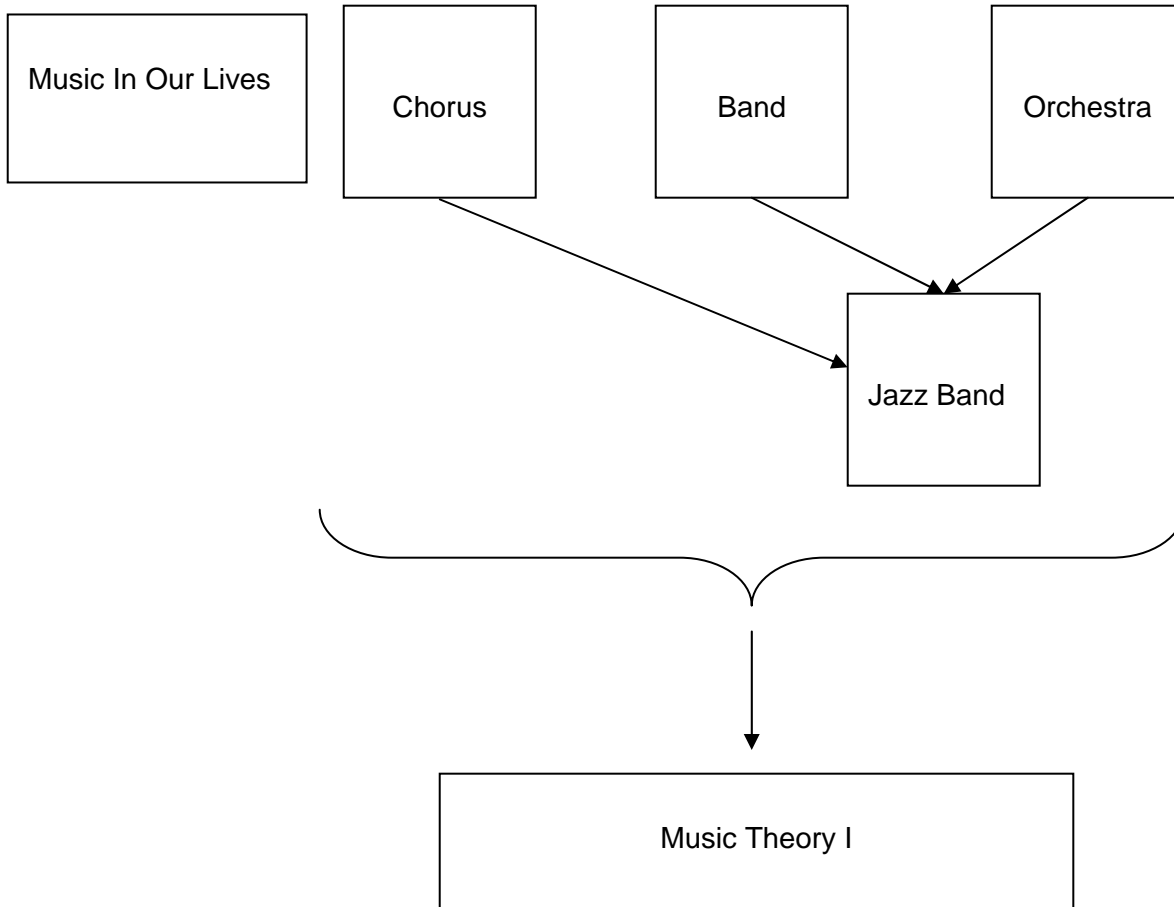
This course is offered for students who plan to pursue a career in music education or performance. This course is to be used in conjunction with other offerings for a sequence in music. Students will explore the elements of music. They will identify chords, specific scales and melodic progressions as they pertain to various musical styles.

MU135- Jazz Band**Full Year
Grades 10-12
1 Credit
Level I Course**

9th and 10th grade students must also be in concert band

This course will meet daily during the school day and will focus on jazz performance and the art of improvisation. Students will study jazz from a historical perspective and be introduced to the pioneers of jazz music. Through performance, students will analyze the differing styles of jazz composers such as Ellington, Basie and Armstrong. They will also have an opportunity to attend concerts by jazz artists. Incoming 9th graders are required to audition.

Music Department



Technology Department

Technology Department Faculty

Mr. Shawn Caldwell

The following courses will be offered during the upcoming school year, pending approval by the Board of Education and adequate student enrollment.

Non-Project Lead the Way* Courses

TA005 – Career & Financial Management

**One Semester
Grades 9-12
½ Credit
Level I Course**

The purpose of this one-half credit course is to provide students with the opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed for success in the workplace and to begin to become financially literate. Students will also have practice in public speaking. This course is required in a Career and Technical Education (CTE) sequence for those students wishing to substitute the additional two credits of foreign language required for a Regents Diploma with Advanced Distinction (see table on page 5 or 6).

TO240 – Woodworking I

**One Semester
Grades 10 -12
½ Credit
Level I Course**

Prerequisite: Design and Drawing for Production

This course provides an introduction to working with wood by means of using hand tools and power tools. Students will develop a number of small projects while learning different skills and produce a major project by the end of the semester. Students will be exposed to the proper uses of various types of common woods.

TO346 – Transportation Systems

**One Semester
Grades 10-12
½ Credit
Level I Course**

This course presents an overview of aerospace, land and marine transportation systems. Class activities include rebuilding a small four-stroke (lawnmower), small two-stroke (weed eater) engines along with the design and building of a recyclable boat for competition.

Project Lead the Way* Courses

TO145 – Design and Drawing for Production*

**Full Year
Grades 9-12
1 Credit
Level I Course**

DDP is an introductory technology course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design. This course fulfills the one-year art/music requirement and it is part of the Project Lead the Way curriculum.

TO225 – Principles of Engineering *

**Full Year
Grades 10-12
1 Credit
Level I Course**

Prerequisite: Successful completion of Algebra I

This one credit integrative, hands-on, laboratory-based course introduces students to concepts of engineering such as ethics, design, modeling, optimization systems and technology/society interactions. The class will be revolved around problem-solving activities while incorporating math, science and technology.

TO355 – Digital Electronics *

**Full Year
Grades 10-12
1 Credit
Level I Course**

Prerequisite: Successful Completion of Math A or Integrated Algebra Regents

This is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software will be used to design and test digital circuit prior to the construction of circuits and devices.

TO365 – Civil Engineering & Architecture *

**Full Year
Grades 10-12
1 Credit
Level I Course**

Prerequisite: Successful Completion of Math A or Integrated Algebra Regents

This course provides an overview of the fields of Civil Engineering and Architecture while emphasizing the relationship and dependence of both fields upon each other. Using state of the art software, students will be solving architecture design problems from residential to commercial projects. The course covers topics such as:

- The roles of civil engineers and architects
- Project Planning
- Site Planning
- Building Design
- Project Documentation and Presentation

***Project Lead the Way**

Project Lead the Way is a not-for-profit organization that promotes pre-engineering courses for high school students. Their goal is to increase the number of young people who pursue engineering and engineering technology programs. Project Lead the Way is a five-course, four-year curriculum that exposes students to the rigors and content of a pre-engineering program. Eligible students may earn college credit through Rochester Institute of Technology. For more information see your Guidance Counselor or visit www.pltw.org.

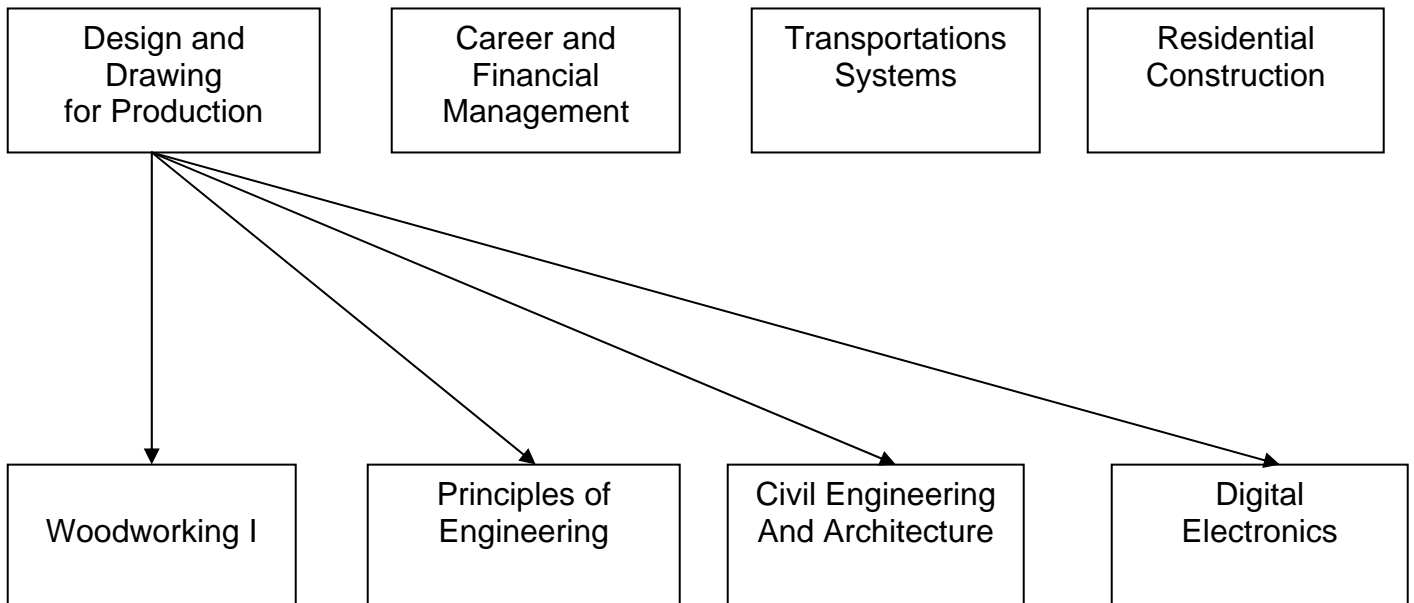
Future Technology Department Offerings (not offered in 2011-2012)

TO355 - Residential Construction

**One Semester
Grades 10 -12
½ Credit
Level I Course**

Study of the contributions and impacts of the construction technologies on society and free enterprise through the study of resources, processes, and systems. An emphasis is on residential homes.

Technology Department



Business Department

Business Department Faculty

Mr. Frank DeCrescenzo

The following courses will be offered during the upcoming school year, pending approval by the Board of Education and adequate student enrollment.

TA005 – Career & Financial Management

**One Semester
Grades 9-12
½ Credit
Level I Course**

The purpose of this one-half credit course is to provide students with the opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed for success in the workplace and to begin to become financially literate. Students will also have practice in public speaking. This course is required in a Career and Technical Education (CTE) sequence for those students wishing to substitute the additional two credits of foreign language required for a Regents Diploma with Advanced Distinction (see table on page 5 or 6).

TB100 - Principles of Computers

**One Semester
Grades 9-12
½ Credit
Level I Course**

This course offers an introduction to Office Suite (Word, Excel, Access, PowerPoint) and use of the computer as a research tool. Microsoft office certification may be available to students who successfully complete this course.

TB135 – Accounting

**Full Year
Grades 11-12
1 Credit
Level I Course**

Students taking this course will be introduced to general concepts and basic principles of financial accounting. Applications include the accounting cycle, internal control, reporting the results of operations, and financial position. *College credit can be earned by completing this course through an agreement with Columbia Greene Community College.*

TB145 – Business Law

**Full Year
Grades 11-12
1 Credit
Level I Course**

In this course, students will study the fundamentals of legal liability and growth of our legal institutions, the principles of law and contracts, personal property and bailments, and sales. *College credit can be earned by completing this course through an agreement with Columbia Greene Community College.*

TB154 – Marketing**One Semester
Grades 11-12
½ Credit
Level I Course**

This course encompasses a survey of marketing theory and practice. Topics covered include marketing planning and management, marketing strategy, sales forecasting, consumer buying behavior, product development, pricing, placement, and promotional methods. *College credit can be earned by completing this course through an agreement with Columbia Greene Community College.*

TB156 – Management & Leadership**One Semester
Grades 11-12
½ Credit
Level I Course**

In this class, management theory, the nature of management, the traditional functions of management (planning, organizing, staffing, directing, and controlling), the decision-making process, delegation, leadership styles and theories, and motivational theories will be covered. In addition, the course will promote civic and personal responsibility, as well as assertive leadership, through activities that give students the opportunity to apply these skills. Practical training is offered in public speaking and communication, group dynamics, organizational skills, time management, values clarification, social/community involvement, and parliamentary procedure. Students develop life-long leadership skills through fun and interactive lessons. *College credit can be earned by completing this course through an agreement with Columbia Greene Community College.*

TB157 – Financial Literacy**One Semester
Grades 9-12
½ Credit
Level I Course**

The Financial Literacy course will assist students with developing the necessary financial skills to succeed in the workplace and participate in the American dream. Students will develop positive money management skills, create a financial plan for the future, learn how to achieve their financial goals, understand the role of open credit, consumer loans, insurance, managing investments, and estate planning

TB 158 - Sports and Entertainment Marketing**One Semester
Grade 9 - 12
1/2 Credit
Level I Course**

This course will take the student on a step by step journey through the world of marketing. Students will learn the basic functions of marketing and how those functions are applied to sports and entertainment. The basic functions of marketing that will be included in the course are: marketing information management, financing, pricing, promotion, product/service management, distribution, and selling. Marketing is the tool that has allowed the United States economy to be one of the most successful in the world. Sports and entertainment are important parts of our modern economy. Students will learn how to determine the target markets for sports and entertainment products and how to develop strategies that appeal to the target markets.

TB 159 - E-Commerce**One Semester
Grade 9 - 12
1/2 Credit
Level I Course**

This course teaches students fundamental business concepts that apply to the world of E-Commerce. Students will learn what it takes to set up and operate an E-commerce (Internet) business. They will develop their own web page concentrating on what needs to be included to be a successful business. Topics include types of Internet businesses, Internet marketing

TB110 – Consumer Math**Full Year
Grades 11-12
1 Credit
Level I Course**

Prerequisite: Students enrolling in this course must have met their NYS math Regents or RCT requirement.

Consumer Math is a one-year course designed to take a hands-on, practical mathematical approach to everyday consumer problems and decisions. Focus topics for the class will include: finding employment, making basic consumer purchases, checking and savings accounts, insurance, buying on credit, taxes, purchasing automobiles, housing, investments, probability, and personal finances. Consumer Math will satisfy New York State's third year math requirement.

Career Exploration and Internship Program (CEIP)**One Semester or
Full Year
Grade 12
1 Credit
Level I Course**

This program provides students with the opportunity to obtain awareness of occupations through an *unpaid* community internship. Students will gain an understanding of the importance of a positive work ethic, timeliness and good study habits. Students who successfully meet entrance requirements including an interview by the CEIP committee will be placed in a work environment related to their interests. The internship may take place outside the school day and/or on weekends. In addition to the internship, there will be a mandatory classroom component. ***Students must provide their own transportation to and from their internship location. Those students looking for an internship within the education field can be placed within the school district.*** Interested students must notify their Guidance Counselor by April 30th.

Family and Consumer Sciences Department

Family and Consumer Sciences Department Faculty

Mrs. Maria Hayes

The following courses will be offered during the upcoming school year, pending approval by the Board of Education and adequate student enrollment.

TA005 – Career & Financial Management

**One Semester
Grades 9-12
½ Credit
Level I Course**

The purpose of this one-half credit course is to provide students with the opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed for success in the workplace and to begin to become financially literate. Students will also have practice in public speaking. This course is required in a Career and Technical Education (CTE) sequence for those students wishing to substitute the additional two credits of foreign language required for a Regents Diploma with Advanced Distinction (see table on page 5 or 6).

HC025 – Food and Nutrition

**Fall Semester
Grades 9-12
½ Credit
Level I Course**

This course is broken down into two ten-week periods. The first ten weeks focuses on kitchen safety and sanitation, kitchen tools, kitchen equipment use and function, measuring and knife techniques, and the food guide pyramid. The final ten weeks will focus on nutrition, including nutrient identification and function, fad diets, dietary analysis, teen wellness, food choices for healthy living, food labels, and menu planning. Students will participate in cooking labs throughout the twenty-week semester.

HC035 – Food Preparation

**Spring Semester
Grades 9-12
½ Credit
Level I Course**

This one-semester course continues the concepts presented in Food and Nutrition. Classroom experiences will reinforce the concepts of a healthy diet and the preparation of nutritious food products. Some course highlights include cake decorating, pie varieties for Pi(e) Week, spices and herb research project, careers and majors in the food industry, party & event planning menus, and foods for various groups (infants, elderly, pregnant women, etc.). Students will participate in cooking labs throughout the twenty-week semester.

HC045 – Global & Gourmet Foods

**One Semester
Grades 10-12
½ Credit
Level I Course**

Prerequisite: Food & Nutrition and Food Preparation

This course offers those students interested in the culinary arts, hospitality, or international career paths the opportunity to study Global and Gourmet Foods at the high school level. The

Global and Gourmet foods course is divided into several topics including: Regional Cuisine of the United States, International Cuisine, and Advanced Culinary Techniques. Students will examine, cook, and taste international cuisine from such countries as Italy, China, Sweden, France, and Mexico. In addition, advanced culinary skills will be developed as students prepare a wide variety of dishes using advanced cooking techniques. ***This course will be offered pending approval by the Board of Education***

HC044 - Parenting

**One Semester
Grades 9-12
½ Credit
Level I Course**

In this course students will examine the role of adults leading up to and becoming parents. Topics discussed include decision making, parental preparation, pre-natal health, pregnancy preparations, signs of pregnancy, fetal growth and development, infant care, discipline techniques, parental responsibility, lifestyle changes, the effects on careers and relationships, parenting children with special needs, selecting quality childcare, and meeting the various needs of families. Students will try on the Empathy Belly in class and have the opportunity to care for a *RealCare Baby* in a forty-eight hour parenting simulation exercise.

HC050 - Interior Design

**One Semester
Grades 10-12
½ Credit
Level I Course**

Prerequisite: One Art Class

In this course students will apply principles of design to interior design. Students will create both floor plans and wall elevation drawings for a variety of rooms. Students will consider and choose furnishings, carpeting, wallpaper, paint, fabric, upholstery, etc. Topics discussed are functional design, aesthetic design, layout and needs. Projects are presented and evaluated throughout the semester with a culminating project at the end of the semester incorporating all elements of design. Please note there is a supply list which must be purchased by the student. Students will use these supplies throughout the semester.

Art Department

Art Department Faculty

Mrs. Judy Harrigan – Instructional Study Team Leader (Art and Music)

Mrs. Patrice Tomaso

The following courses will be offered during the upcoming school year, pending approval by the Board of Education and adequate student enrollment.

FA080 – Exploring Art

**Full Year
Grades 9-12
1 Credit
Level I Course**

This is a full-year hands-on art course that explores varying art themes using dry media to create art. Projects will be centered on the elements of art (color, line, pattern, texture, shape, and form), using colored pencil, charcoal, pencil, crayon, pastel, conte crayon, paper, etc. Themes will be derived from nature and man.

This course fulfills the arts credit for graduation. This course is not the prerequisite for the other art courses in the art department. You must take, and successfully complete Studio in Art, which is the prerequisite for the upper level art electives

FA095 – Studio in Art

**Full Year
Grades 9-12
1 Credit
Level I Course**

Studio in Art is a year long course that includes the study of Art History and related studio art projects. This course uses a textbook and requires writing assignments. A weekly sketchbook assignment is a mandatory feature of this class. Studio projects will include fundamentals of drawing, painting and design. This course includes a final exam, which is one-fifth of the class average. It satisfies the requirement for a Regents Diploma and is a prerequisite to all advanced classes.

FA125 – Studio in Design

**Fall Semester
Grades 10-12
½ Credit
Level I Course**

Prerequisite: Studio in Art

This course expands the students' vision encouraging them to use experimental solutions and a variety of media to solve visual problems. Projects will include two and three-dimensional design with an emphasis on all the elements of art. (Will be scheduled same period as Drawing, but in the Fall semester)

FA135 – Studio in Drawing and Painting**Spring Semester
Grades 10-12
½ Credit
Level I Course**

Prerequisite: Studio in Art and Studio in Design

Students will learn drawing and painting from observation through the study of the figure, the still life and the landscape. Media includes a variety of pencil, pastel, crayon tempera, oil stick and water colors among others. (Will be scheduled same period as Design but in the Spring semester)

FA175 – Ceramics**Fall Semester
Grades 11-12
½ Credit**

Prerequisite: Studio in Art

This is an introduction to clay work. The student will learn to make both sculptural and functional objects through the use of handbuilding techniques (pinch, coil and slab). Instruction on the potters wheel is offered to interested students. Pottery pieces will be glazed and fired by students. A sketchbook is required. (Will be scheduled same period as Sculpture)

FA165 – Studio in Sculpture**Spring Semester
Grades 11-12
½ Credit
Level I Course**

Prerequisite: Studio in Art

This course offers the student an outlet for self-expression in three-dimensional design. He/she will experiment with a variety of materials such as wood, plaster, clay, stone, metal, cardboard, wire, or found objects. This course also includes a review of our sculptural heritage and trends in contemporary sculpture. A sketchbook is required. (Will be scheduled same period as Ceramics)

FA155 – Adobe PhotoShop-Illustrator**Fall Semester
Grades 11-12
½ Credit
Level I Course**

Prerequisite: Studio in Art, Studio in Design and Studio Drawing & Painting

Adobe Photoshop is a computer graphics course. It will be held in one of the electronic classrooms. Students will learn how to edit photos, design logos, calendars, etc.

FA090 – Crafts**Fall Semester
Grades 10-12
½ Credit
Level I Course**

Prerequisite: Studio in Art or Exploring Art

This course offers the student a wide variety of materials for work in several areas in two-dimensional and three-dimensional expression. The course will allow students the opportunity to produce works with purely artistic results as well as works that serve a functional purpose. Students will be offered various experiences such as woodcarving, clay work, mobiles, mosaics, weaving, basketry, batik, cut paper design, scratchboard and more.

FA252 – Fine Arts Workshop**Full Year
Grade 12
1 Credit
Level III Course**

Prerequisite: Studio in Art, Art teacher recommendation and student must have taken 3 art electives.

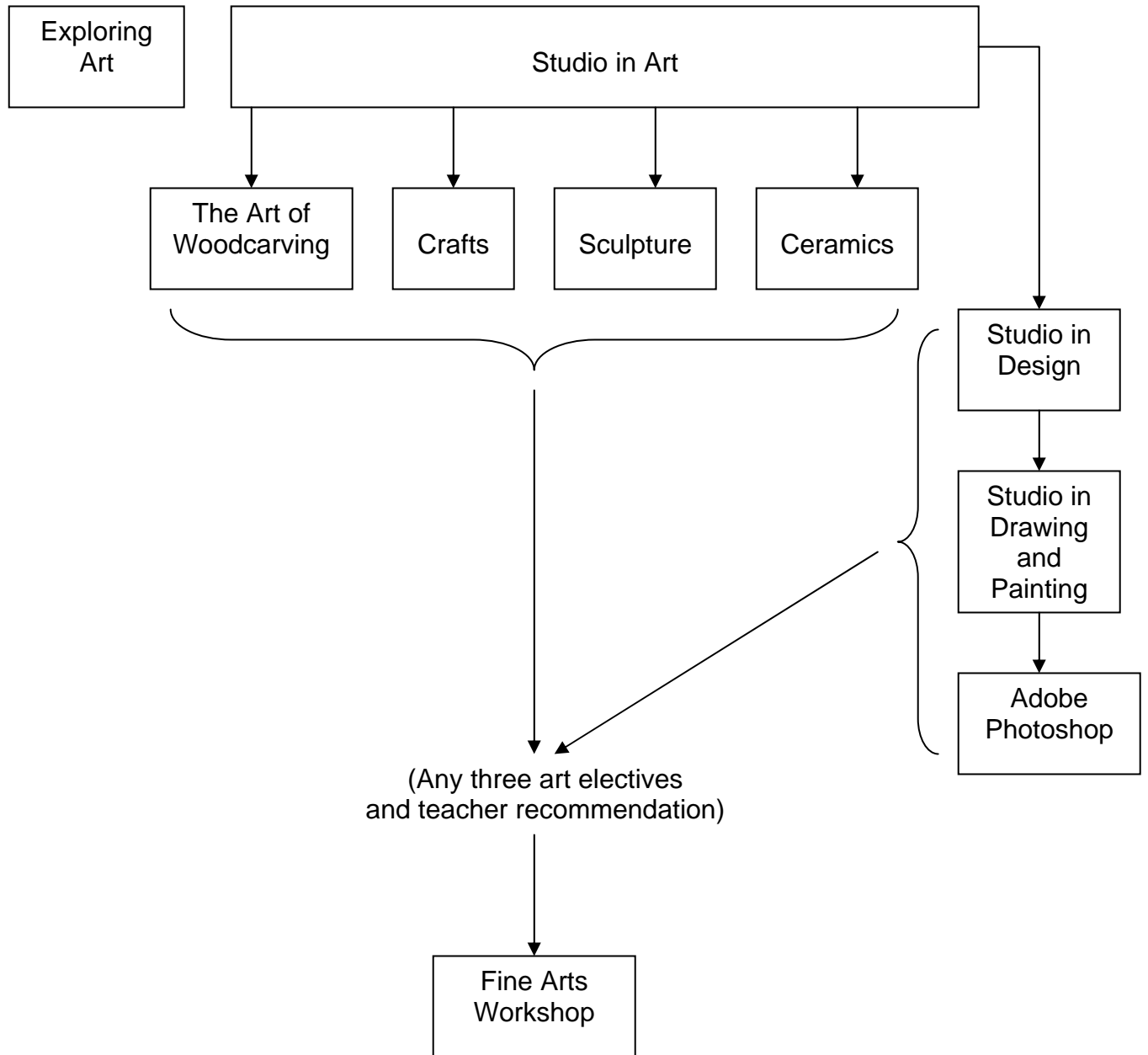
This course is designed for students who have had Studio in Art plus at least three other art electives, and who are disciplined enough to work independently on their projects. A sketchbook is required. Students are responsible for attending museum/gallery shows and writing about the experience. Other at-home assignments are also required. At least one trip to New York City is part of the class. Students may prepare to submit an AP Portfolio with permission of the instructor.

Future Art Department Offerings (not offered in 2011-2012)**FA089 - The Art of Woodcarving****Spring Semester
Grades 10-12
½ Credit
Level I Course**

Prerequisite: Studio in Art

Woodcarving is an art form that deals with the process of making or carving something from wood. In this class students will learn various techniques to create projects such as figures in the wood (Santas or snowmen), walking sticks, relief chip carving, animals, spoons, etc. We will be carving with chip carving knives and wood gouges. We will be carving in basswood, butternut and exotic woods. If you enjoy the challenge of working in the third dimension, this class is for you!

Art Department



Health Department

Health Department Faculty

Mr. John Brantley

The following courses will be offered during the upcoming school year, pending approval by the Board of Education and adequate student enrollment.

HE200 - Health

**One Semester
Grades 9 - 12
½ Credit
Level I Course**

Health Education encourages students to accept personal responsibility for attaining and maintaining a healthy independent lifestyle. This course will provide information on current health issues including personal health care fitness, nutrition and diet, the dangers of the misuse of drugs, alcohol, and tobacco, and early sexual involvement. Health education at this developmental level provides information that will help students to cultivate a healthy self-concept, adopt good health practices, and achieve their full potential. The State mandated parenting unit will be included in this course. (This course is required for graduation)

HE300 – Personal Training and Fitness

**Full YEar
Grades 11-12
½ Credit
Level I Course**

This course will meet every other day for one semester. Recent years have witnessed a revolution in the prevailing fitness wisdom. The old “no pain, no gain” credo has been replaced by a far more knowledgeable approach to fitness. This course will combine aerobic exercise and strength training, with regular stretch, while helping students develop a well-rounded exercise program they can live with. Only students who have a serious commitment to hard work should apply.

Physical Education Department

Physical Education Department Faculty

Mr. John Brantley

Mrs. Laurie Foster

Mr. Scott Steltz – Athletic Director

Physical Education

**Full Year
Grades 9-12
½ Credit**

This course is designed to meet the needs of today's students, especially in the area of fitness/wellness. They will gain an understanding and an appreciation of living a healthy lifestyle and be afforded the opportunities to be introduced to a variety of activities that they will be able to adopt. Students will be evaluated on participation, attitude, effort and knowledge.

Activities Breakdown:

Archery, aerobic conditioning, flag football, soccer, indoor soccer, speedball, handball, floor hockey, muscular conditioning, volleyball, conditioning, basketball, games unit, orienteering, softball, self defense, step aerobics, table tennis, golf.