

# PROGRAM PLANNING GUIDE

2026 - 2027



## ICHABOD CRANE HIGH SCHOOL

### MISSION STATEMENT

The Ichabod Crane Central School District is dedicated to preparing students to become contributing members of society in an ever-changing world by valuing diversity; providing a safe environment; and promoting unique talents, a desire for life-long learning, a strong spirit of community, and Rider pride.



# GUIDE TO PROGRAM PLANNING

## 2026 - 2027

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## **Ichabod Crane High School**

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**PUBLIC NOTICE** - The Ichabod Crane Central School District hereby advises students, parents, employees and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to sex, race, color, national origin or handicap. A complete copy of grievance procedures regarding discrimination may be obtained in any of the school offices.

In compliance with Section 504 of the Rehabilitation Act of 1973, Ichabod Crane offers assistance to students, parents (in relation to school activities for their child) and staff qualifying as having a handicapping condition as defined under Section 504. For further information or to make a referral for such assistance, contact the Title IX coordinator in the Central Office at 518-758-7575.

## INTRODUCTION

Ichabod Crane High School provides a program of diverse academic and elective offerings that challenge students of all abilities. This guide provides course descriptions and explanations to help students develop their annual academic plan.

Planning a meaningful high school program of study is an important task that must be done by every student with their parent(s)/guardian(s). The choices of which courses to take each year must fit together into an overall plan. This plan should include all the courses required for a New York State Advanced Regents diploma, Regents diploma, or Local diploma. The plan also should include courses of study that will prepare the student to enter college, to enter the job market, or to pursue some other career path.

Before entering grade 9, students meet with their counselor and parents to discuss high school graduation requirements and options for grade 9 courses. During grades 9, 10, and 11, students meet with their counselor to review and select courses for the next year.

Department team leaders and/or teacher recommendations also are used in determining the student's requested schedule. Parents are encouraged to discuss the student's program and will be provided with a written copy of the student's tentative program for the next academic year in sufficient time to request changes prior to the end of the school year. If a conflict in scheduling develops, students will be notified and will be provided with an opportunity to make alternative choices.



**Note to students and parents** - The high school hopes to offer all courses described in this Program Planning Guide during the 2026-2027 school year, but some courses may be canceled due to insufficient enrollment, scheduling conflicts, or budget constraints. Additionally, Regents/Common Core exam requirements are subject to change based on Board of Regents decisions. Please see your school counselor for the most recent updates.

## QUALIFICATIONS FOR PROMOTION

It is important to understand that a student in high school simply does not pass from grade 9 to 10, rather on a course-to-course basis. A student’s grade assignment is determined by the number of credits achieved each year. Students are required to carry a minimum of 5.5 credits on their schedule each year. Credits required for promotion are as follows:

- To advance to Grade 10 – 5 credits
- To advance to Grade 11 – 10 credits
- To advance to Grade 12 – 15 credits

## ICHABOD CRANE GRADUATION REQUIREMENTS

**Course Requirements:** The 22 units required for graduation must include:

	<b>Regents Diploma</b>	<b>Advanced Regents Diploma</b>
English	4 units	4 units
Social Studies	4 units	4 units
Mathematics	3 units	3 units
Science	3 units	3 units
Music/Art*	1 unit	1 unit
Health Education	½ unit	½ unit
Physical Education	2 units	2 units
World Language	1 unit	3 unit

\*Music/Art requirement may be met through: Band, Chorale, Music Theory, Studio A and Studio B, or DDP A and DDP B.

\*\*Students acquiring a sequence in Art, Technology, or Music may be exempt from the three-unit requirement in a World Language. Those students must have completed 1 unit of study in World Language.

### **Digital Technology Credit Requirement**

Beginning with the 2025-2026 Freshman Class (Class of 2029), all students are required to complete 1.0 credit of coursework that aligns to the New York State Computer Science and Digital Fluency (CSDF) Standards. This requirement ensures that every graduate develops essential skills in computational thinking, digital literacy, responsible technology use, and foundational computer science concepts. To fulfill the 1.0-credit CSDF requirement, students must complete:

- **Discovering Computer Science I (0.5 credits)**

A semester-long introductory course that provides foundational skills across all five CSDF strands, including computational thinking, cybersecurity, digital citizenship, networks and systems, and ethical technology use.

- **Elective Course Options (0.5 credits)**

Students select **one additional 0.5-credit course from the following list:** Discovering Computer Science II - Web Programming, App Development, Computer Programming, Introduction to Computer Science (Siena), DDP B (Design and Drawing for Production B)\*, Robotics and Beginner Programming, Digital Electronics, Advanced Drafting Techniques, Architectural Design, PhotoShop, Graphic Design, or Digital Illustration. These are denoted throughout the Guide with a . \*When not used for Fine Art Credit.

**Technology Portfolio** - Students are required to add two projects per year to the Technology Portfolio. Successful completion of the Portfolio is a graduation requirement. This Portfolio ensures that students are developing their 21<sup>st</sup> Century skills and meeting International Society for Technology in Education (ISTE) Standards. Each project must meet at least one of these standards.

## **TESTING REQUIREMENTS** *(Subject to change based on the NYS Board of Regents)*

### **REGENTS DIPLOMA:**

Students who plan to receive a REGENTS DIPLOMA must pass the following Regents exams with a 65 or above:

- English
- Math
- Global History & Geography
- U.S. History & Government
- Science

*Other options for students with disabilities will be explored, if necessary.*

### **REGENTS DIPLOMA WITH HONORS:**

Students who plan to receive a REGENTS DIPLOMA WITH HONORS must pass the following Regents exams with an average of exactly 90 or above:

- English
- Math
- Global History & Geography
- U.S. History & Government
- Science

### **ADVANCED REGENTS DIPLOMA:**

Students who plan to receive an ADVANCED REGENTS DIPLOMA must pass the following Regents exams with a 65 or above:

- English
- Math (3 exams - Algebra, Geometry, Algebra II)
- Global History & Geography
- U.S. History & Government
- Life Science: Biology **AND one of the following:** Earth & Space Sciences **OR** Physical Science: Chemistry **OR** Physical Science: Physics
- World Language Department Exam\*

*\* Except for students earning a 5-unit sequence in Occupational Education or the Arts.*

### **ADVANCED REGENTS DIPLOMA WITH HONORS:**

Students who plan to receive the ADVANCED REGENTS DIPLOMA WITH HONORS must earn an average of exactly 90 or above on the eight required exams for the Advanced Regents Diploma.

### **ADVANCED REGENTS DIPLOMA WITH MASTERY IN MATH:**

Students must earn an 85 or higher on each of the three required Regents exams in Math.

### **ADVANCED REGENTS DIPLOMA WITH MASTERY IN SCIENCE:**

Students must earn an 85 or higher on three Regents exams in Science.

## January/June/August Regents & Common Core Examinations

Ichabod Crane offers January, June, and August Regents Examinations. If not being taken as part of a class, students are encouraged to register for examinations in the Counseling and Career Center well in advance of the testing period to ensure availability.

## STANDARDIZED TESTS

The following tests are available to Ichabod Crane High School Students:

- ~Armed Service Vocational Aptitude Battery, Grades 10, 11, 12
- ~National Merit Scholarship Qualifying Test/Preliminary Scholastic Aptitude Test (PSAT/NMSQT), Grade 11
- ~American College Testing Program (ACT)\*, Grades 11, 12
- ~Scholastic Aptitude Test (SAT)\*, Grades 11, 12 *\*Testing locations available in Columbia County*
- ~Interest Inventories (in Naviance), Grades 9 - 12
- ~Advanced Placement Tests (for students enrolled in appropriate courses)

## HONOR ROLL/HIGH HONOR ROLL

Honor rolls are calculated at the end of each marking period. To obtain high honor roll, students must earn an overall average of exactly 90 or better. To obtain honor roll, students must earn an overall average of exactly 85 to 89.9. At the end of the quarter, students will have two weeks from the day they receive their report card to make up work and be included in the calculation of high honor/honor roll. Students with any incomplete (INC) grades will not be included in the calculation of Honor/High Honor Roll.

## SCHEDULING TIMETABLE

The scheduling process for high school students begins in December for grades 9, 10, and 11, and runs through mid-March. Course selection meetings are held for each student. During the course selection meeting, students choose appropriate courses for their four-year academic plan. Students' course requests will be mailed home in March/April for final approval. It is extremely important for the development of the master schedule that any changes in student course requests are given to the Counseling and Career Center in writing no later than the date given in the letter mailed home after course selection has been completed. **Please note that courses picked during course selection are requests only. The Counseling Department makes every effort to accommodate all requests, but core academic classes are scheduled as a priority.**

## PROCEDURE FOR SCHEDULE CHANGE

Students and parents should be aware that except under the most compelling of circumstances, schedule changes will not be permitted.

**Adding a course:** Students may add a course to their schedule at the beginning of each semester if they are replacing a study hall. Adding a course to a schedule requires permission of the teacher.

**Level changes:** Should an extreme circumstance arise where your child is requesting a level change in a subject, a letter must be submitted to the Counseling and Career Center requesting the change along with a completed course adjustment request form. The decision will be discussed with the department team leader of the subject in question, and the final determination will lie with the High School Principal.

## WITHDRAWING FROM A COURSE

While it is expected that students will complete courses in which they choose to enroll, occasionally an instance arises where a course is dropped from a student's schedule. In these rare instances:

- A student is able to drop a full-year course, if and only if, they replace it with another full-year course, up to and including the last day of the first week of the first quarter.
- A student is able to drop a fall semester course, if and only if, they replace it with another fall semester course, up to and including the last day of the first week of the first quarter.
- A student is able to drop a spring semester course, if and only if, they replace it with another spring semester course, up to and including the last day of the first week of the third quarter.
- Transcripts will permanently reflect a dropped course. The transcript will designate a "WP" for Withdraw Pass or "WF" for Withdraw Fail to designate the student had a passing or failing overall average at the time of the drop. The WP or WF for the course will be listed on the student's permanent record/transcript after the first week of the first quarter.

## STUDENT AVERAGE AND CLASS RANK

**Student Average** - A student's average is calculated based upon all subjects they have taken during high school. Honors courses, advanced placement, and college-level courses are weighted with a factor of 5, and Regents classes are weighted with a factor of 2 in computing a student's *overall GPA*.

**Student Class Rank** - Class rank is computed on a 0 - 100 basis over seven semesters; three-year graduates on a five semester basis. Five points are added to AP, honors, and college level courses. Two points are added to Regents level courses. School level courses and optional electives are not weighted. All course final averages are unweighted. Only the overall GPA and rank are based on the weight system. The rank sent to colleges is cumulative for grades 9, 10, and 11. Final rank and GPA for seniors can be obtained after semester one grades have been reported and incomplete grades received.

## ALTERNATIVE METHODS FOR EARNING CREDITS

### Summer School General Guidelines

To be eligible for a remedial summer school program, a student must have achieved a minimum grade point average of 50% in the course. A student who has not earned this average, but who attended 50% of the course classes, may be considered for summer school at the discretion of the High School administration.

Due to New York State regulations regarding summer school credit, the summer school final average will be calculated using a combination of the academic year average and the summer school average. The high school academic year average will count for 25% of the final summer school grade. The summer school average will count for 75% of the final summer school grade. It is very important that students keep this in mind when considering the summer school option. If a course is not offered at Ihabod Crane during the summer, a student may attend any New York State accredited summer school program. Permission of the Ihabod Crane High School principal is required to attend summer school elsewhere.

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## Correspondence Courses

It is the responsibility of the student to complete all applications necessary for correspondence courses and to pay any required fees. The student should consult with the Counseling and Career Center before completing applications in order to ensure that the school offering the correspondence course has been approved by the State Education Department. The student's application and rationale must then be approved by the administration and appropriate team leader. All final exams for correspondence courses must be administered by either the Counseling and Career Center staff or a staff member designated by the High School.

## Independent Study

If a student is interested in an independent study, it is the responsibility of the student to secure an instructor on staff in the High School or a community mentor approved by the administration who will volunteer to supervise the independent study. The teacher/mentor must submit a detailed description of the content of the independent study along with a statement regarding evaluation procedures to be employed. Approval must be given by the administration and appropriate team leader before the course work begins unless extenuating circumstances can be demonstrated by the student/applicant.

*NOTE: Only one (1) credit of either an independent study or a correspondence course will be allowed during a school year. A maximum of four (4) alternate courses may be applied toward the total required for graduation. Extenuating circumstances may be appealed to the administration.*

## Homebound Instruction

Homebound instruction is provided upon the request of a parent or guardian to Ichabod Crane High School students who are unable to participate in the regular school program due to illness or disciplinary suspension. If approved, 15 hours of tutoring is provided each week. For students in grades 9 through 12 who are unable to participate in physical education due to a physical disability, packets of work have been developed by the department for these students to complete. Packets should be returned to the teachers on a weekly basis for correction and credit. The responsibilities of the student and their parent or guardian are as follows:

1. Parents must cooperate with the home tutor regarding the establishment of a mutually agreeable home tutoring schedule. It is the responsibility of the parent and student to assure that the student will be present and ready to begin instruction according to the program. A distraction-free area conducive to instruction should be provided.
2. Students must take an active role in the home tutoring instructional program. This means paying attention to the tutor, taking notes when requested, and completing all work assigned.
3. The attitude and behavior of the student will be evaluated by the home tutor. The student is responsible for their actions and efforts at all times during the instructional process.
4. Students are reminded that school policy necessitates daily attendance in the regular school day program as a prerequisite to attendance at extracurricular activities.
5. Any problems occurring with the home tutoring process should first be discussed with the school counselor. If problems continue to arise, appropriate school involvement would occur.

## AUDITING COURSES

Auditing courses is allowable under specified circumstances, which can vary by department and is subject to prior approval by the team leader and administration. Please note that auditing consideration for courses given under the auspices of a college or university is subject to the rules of those institutions.

## CHALLENGING A COURSE FOR REGENTS CREDIT

A student may challenge a course for credit if:

- A student achieves a score of at least 85% or its equivalent as determined by the Commissioner of Education on a state-developed or state-approved examination and the student passes an oral examination **OR**
- A student successfully completes a special project(s) which demonstrates proficiency in the subject matter areas as determined by the principal and the student attends school **OR**
- A student received substantially equivalent instruction elsewhere, until the age of 16, in accordance with Section 3204(2) of the Education Law and pursuant to Sections 3204 and 3205 of the Education Law. *NOTE: A maximum of 6.5 units of credit may be applied toward the total required for graduation.*

## EARLY COLLEGE ADMISSION

The provisions governing high school credit for college courses taken under dual enrollment are stated in Board of Education Policy 4334.1. Students who wish to participate in college-level courses must meet specific academic, grade level, and course work requirements as set forth by the superintendent in conjunction with the High School administration and the sponsoring college. Students who choose and successfully complete this option may earn an Ichabod Crane diploma. Students participating in early admit programs must provide the high school with information concerning their academic progress in their college courses.

## ENRICHMENT COURSES

Upon request and proof of satisfactory completion, enrichment courses taken through other programs may be included as information on transcripts.

## DISTANCE LEARNING

Ichabod Crane High School joined the Northeast Regional Information Center (NERIC) Distance Learning Network in the 2019-20 school year. We created two Distance Learning Labs in the high school to accommodate these classes. This room and accompanying technology allows students an interactive method of accessing curriculum taught at other school districts in the area. Students enrolled in a Distance Learning Network course will connect with classmates remotely and foster connections beyond the walls of the classroom and Ichabod Crane High School. Distance Learning classes are offered tentatively each year pending student enrollment and availability of each course.

## ADVANCED PLACEMENT

These credits may be earned for courses as described in the Course Description section of this booklet.

## SPECIAL EDUCATION

Students who have been identified by the Committee on Special Education (CSE) have the opportunity to enroll in any classes offered at the high school level. A full compendium of services is available to assist these students as specified on their Individualized Education Program (IEP). Integrated co-taught classes taught by a content area teacher and a special education teacher are usually offered in English 9, 10, 11; Global Studies 9, 10; U.S. History; Earth Science and Biology; Algebra, and other classes as needed. Curriculum Support, consultant teacher, related services, and teaching assistant supports are also available. Special Education students have the opportunity to earn an Advanced, Regents, or Local diploma. Each student is encouraged to meet his or her highest potential. Questions concerning the special education process in the district should be directed to the Office of Special Education (518-758-7575, Extension 6008).

## NCAA ELIGIBILITY - NCAA APPROVED COURSES OFFERED AT ICC

### ENGLISH

AP Literature and Composition  
 Creative Writing I  
 Creative Writing II  
 English Composition and Lit  
 - CGCC  
 English Composition - CGCC  
 English 10H  
 English 10R  
 English 11R  
 English 12R I  
 English 12R II  
 English 9H  
 English 9R  
 Humanities I  
 Humanities II  
 Journalism  
 Oral Interp  
 Science Fiction & Fantasy  
 Literature

### SOCIAL STUDIES

20th Century America at War  
 AP United States History 11  
 AP World History  
 Economics  
 Global Studies 10R  
 Global Studies 9H  
 Global Studies 9R  
 Latin America - Fall & Spring  
 Modern America Through Film  
 Participatory Government  
 Psychology - CGCC  
 US History and Government R

### MATH

Algebra B  
 Algebra B2  
 Algebra H  
 Algebra II  
 Algebra II H  
 Algebra R  
 AP Calculus AB  
 College Algebra - CGCC  
 College Algebra & Trigonometry  
 - CGCC  
 Computer Programming  
 Geometry H  
 Geometry R  
 Intro to Computer Science -  
 Siena  
 Introduction to Programming  
 Intro to Software Development -  
 Siena  
 Pre-Calculus Fall  
 Pre-Calculus H Fall - CGCC  
 Pre-Calculus H Spring  
 Pre-Calculus Spring - CGCC  
 Sports Statistics  
 Statistics - CGCC

### SCIENCE

Anatomy/Physiology  
 AP Physics I  
 Applied Chemistry  
 Applied Physics  
 Advanced Biology  
 Life Science: Biology H  
 Life Science: Biology R

Physical Science: Chemistry H  
*(awaiting NCAA approval)*  
 Physical Science: Chemistry R  
*(awaiting NCAA approval)*  
 Earth & Space Sciences H  
 Earth & Space Sciences R  
 Environmental Studies  
 Forensics I  
 Forensics II  
 Organic Chemistry  
 Physical Science: Physics

### OTHER COURSES

DL Fleur de Lis  
 DL French V - SUNY  
 DL Langue et Culture Francaises  
 French I  
 French II  
 French III  
 French IV - SUNY  
 French V - SUNY  
 Spanish I  
 Spanish II  
 Spanish III  
 Spanish IV - SUNY  
 Spanish V - SUNY

## College Courses

### **Columbia-Greene Community College**

AR 106 - Ceramics I

Full year course - Advanced Ceramics & Sculpture  
3 college credits

AR 116 - Art History

Half year course  
3 college credits

AR 119 - Basic Drawing

Full year course - Advanced Drawing & Painting  
3 college credits

AU 128 - Introduction to Automotive Repair

Full year course - Automotive Technology I  
4 college credits

BI 101 & BI 102- General Biology w/Lab

Full year course - Advanced Biology  
8 credits possible

BI 113 - Environmental Science w/Lab

Full year course - Environmental Studies  
4 college credits

BI 130 & BI 131 - Anatomy & Physiology

Full year course - Anatomy/Physiology  
4 credits possible

EN 101 - Composition

Fall semester course  
3 college credits

EN 102 - Composition & Literature

Spring semester course  
3 college credits

MA 110 - College Algebra

Half year or full year depending on scheduling  
4 college credits

MA 117 - College Algebra/Trigonometry

Spring semester course  
4 college credits

MA 111 - Pre-Calculus H

Fall semester course  
4 college credits

MA 111 - Pre-Calculus

Fall and spring semesters, must complete both  
4 college credits

MA 102 - Statistics

Full year course  
3 college credits

PY 101 - General Psychology

Fall and/or spring semester course  
3 college credits

### **University at Albany**

ASPN 200 - Spanish IV

Full year course  
4 college credits

ASPN 201 - Spanish V

Full year course  
4 college credits

### **SUNY Oswego**

FRE 201 - Fleur de Lis

Full year course  
3 college credits

FRE 202 - Langue et Culture Francaises

Full year course  
3 college credits

### **Siena College**

CSIS-110 - Introduction to Computer Science

Full year course  
3 college credits

CSIS-120 - Intro to Software Development

Full year course  
4 college credits

### **Courses where college credits may be earned**

Child Psychology and Development

Full year course

Through SUNY Schenectady County CC

4 college credits

MUS147- Music Theory I

Full year course

Through SUNY Schenectady County CC

3 college credits

BUS121 - Business Law

Fall Semester Course

Through Mount Saint Mary College

3 college credits

### **Advanced Placement Courses**

AP Literature and Composition

AP World History

AP US History

AP Calculus AB

AP Biology (Advanced Biology)

AP Physics I

AP U.S. Government and Economics

\*Students may take AP exams in any subject area offered through College Board

## ART DEPARTMENT

### **Studio A and Studio B**

Grades 9, 10, 11, 12                      1/2 year                      1/2 credit

These two courses both offer the student a wide variety of art experiences centered on the actual production of works of art. Projects explore the elements and principles of design using a wide variety of art materials, both two- and three-dimensional. Vocabulary and art history related to each project is stressed. Projects from both classes are specifically designed to give students an experience in each area offered: Painting and Drawing, Sculpture, Illustration, Ceramics, Digital Art, Photography, and Graphic Design. Studio A and Studio B are not sequential, and either can be taken independently for ½ credit, but students will need to complete both courses in order to receive the full credit in art required for high school graduation. *Studio A and/or B are the prerequisites to all upper level art courses. Exceptions may be made with teacher recommendation.*

### **Sculpture I**

Grades 10, 11, 12                      1 year                      1 credit

This course explores three-dimensional design using a variety of media and techniques. Projects provide experience in each sculpture category: relief, in-the-round, and mobile. Art history pertaining to each project is discussed as students experiment with a variety of sculptural styles, including both representational and nonobjective work. Sculpture building methods include addition, subtraction, casting, and modeling. Media explored will include paper, cardboard, foam-core, plaster, clay, mesh, metal foil, wire, reed, wood, found objects, recycled objects, and natural objects. As concepts are developed, students will learn how forms can be designed to express their ideas through 3-D design. *Prerequisite: Studio A and Studio B. \*\*Students may enroll with one Studio prerequisite with teacher recommendation.*

### **Ceramics I**

Grades 10, 11, 12                      1 year                      1 credit

This course is an introduction to clay and glaze through various building and decoration techniques. The sculptural quality of clay is

explored through lessons inspired by ceramics from around the world. Projects are organized around the use of hand-building techniques such as pinch, coil, slab, and drape molding to create both decorative and functional ceramics. The potter's wheel may also be used during class after initial instruction after school to learn the basic skills. *Prerequisite: Studio A and Studio B. \*\*Students may enroll with one Studio prerequisite with teacher recommendation.*

### **Advanced Ceramics & Sculpture (CGCC)**

Grades 10, 11, 12                      1 year                      1 credit

This course builds further on the experiences offered in Ceramics I and Sculpture I. A variety of media and technique choices will be available to students as they explore the application of more complex design problems in both relief and sculpture in-the-round. Focus will be placed on individual ideas and technical development using the expressive potential of sculptural forms and media. Students may also use class time to develop their skills on the potter's wheel. All artwork created in this class can be used for your art portfolio. This course is taught in conjunction with Columbia-Greene Community College. Upon successful completion and coregistration with CGCC in the spring semester, students may receive three college credits for AR106 Ceramics I, transferable to many colleges. *Prerequisite: Ceramics I, or Sculpture I and teacher recommendation combination*

### **Photography**

Grades 9, 10, 11, 12                      1/2 year                      1/2 credit

This is an introductory photography class for students who are interested in learning the basic functions of the digital SLR camera. Digital photography will be explored. Assignments will be project based and will focus on proficiency in the compositional and technical aspects of the photographic process. This class requires independent work outside of class time. *Prerequisite: Studio A and Studio B \*\*Students may enroll with one Studio prerequisite with teacher recommendation*

## Advanced Photography

Grades 10, 11, 12                      1/2 year                      1/2 credit

Photography becomes a tool for creative expression in this half-year course, focusing on artistic form and attention to light. Understanding composition and concept will be emphasized. Students will build on their understanding of the Digital SLR camera and will experiment with different types of cameras, including the SLR 35mm film camera, and processes including black & white film and print. Alternative process photography will be explored as well and students will be encouraged to create artworks incorporating both fine art and technology. Famous photographers will be an inspiration to students as form, lighting techniques, and style are studied. This course will introduce students to new approaches to photography as an art medium and aid in developing skills for working independently. *Prerequisite: Photography.*

## Drawing & Painting I

Grades 10, 11, 12                      1 year                      1 credit

Designed to enhance drawing skills, Drawing & Painting is a necessary course for students who are preparing portfolios for college, but is also for the student who would like to explore drawing and painting further. Projects are focused on developing observation skills and technique. Charcoal, pencil, ink, acrylics, and other media will be introduced. Art history is a strong component to each project and will contribute to the development of each student's personal style. Learning to discuss artwork in a positive, critical way will be stressed. *Prerequisite: Studio A and Studio B \*\*Students may enroll with one Studio prerequisite with teacher recommendation.*

## Advanced Drawing & Painting (CGCC)

Grades 10, 11, 12                      1 year                      1 credit

Are you a highly motivated art student who would like to dive deep into drawing and painting? This is the class for you! Assignments are designed to encourage independent thinking. Exposure to a variety of artists' work help students understand the broad range of possibilities in art making. Students who are preparing portfolios for college will find assignments in this class as appropriate pieces for including in the portfolio, as well as excellent

training for art school. Unique approaches to drawing the ordinary will inspire students to create sophisticated works of art. This course is taught in conjunction with Columbia-Greene Community College. Upon successful completion and coregistration with CGCC in the spring semester, students may receive three college credits for AR119 Basic Drawing, transferable to many colleges. *Prerequisite: Drawing & Painting I.*

## Photoshop

Grades 9, 10, 11, 12                      1/2 year                      1/2 credit

Whether you're looking to enhance your photos or create new, photo based artworks, this course will provide you with the foundational knowledge and techniques needed to use Photoshop. You'll learn to navigate Photoshop's powerful tools and features, including image manipulation, color correction, and compositing. We will also cover techniques for retouching, repairing, and creating realistic photo effects. This is a half year course.

*Prerequisite: Studio A or Studio B*

## Advanced Digital Art

Grades 10, 11, 12                      1/2 year                      1/2 credit

Advanced Digital Art is an upper level art class. Advanced Digital Art builds on the basic skills learned in Digital Art and introduces students to digital painting, complex photo manipulations, and graphic design, where students will create displays to communicate information in an attractive and usable way. Students will focus on idea generation and creativity while using Photoshop as an artistic medium. Photoshop is one of the most in-demand tools for professional artists, designers, and photographers today!

*Prerequisite: Photoshop or Digital Illustration*

## Digital Illustration

Grades 9, 10, 11, 12                      1/2 year                      1/2 credit

For all those who love to draw and paint, this class brings your skills into the digital world. This one semester course introduces students to the art and techniques of digital illustration, focusing on the creative process and the tools used to bring imaginative concepts to life in a digital environment. Create a variety of digital

drawings and paintings while exploring typical, real world illustration assignments.

*Prerequisite: Studio A or Studio B*

## Graphic Design

Grades 9, 10, 11, 12      1/2 year      1/2 credit

Graphic design uses visuals to communicate ideas. In this half year digital art class, students will learn the program Adobe Illustrator through a variety of real world, career-based design projects. This is a great class for those who are looking for a practical application for their interest in art and design. Students who take graphic design may progress to Advanced Digital Art if they so choose. *Prerequisite: Studio A and B \*\*Students may enroll with one Studio prerequisite with teacher recommendation.*

## Art History: Pre-history to 14C - CGCC - AR 116

Grades 10, 11, 12      1 year      1 credit

A survey of world art history from the pre-classical to 1400 a.d., investigating forms in art and their link with history. Emphasis will be on the development of visual skills and visual memory. Written assignments and class discussions will be important factors in students' evaluations. This course is taught in conjunction with Columbia-Greene Community College. Upon successful completion and coregistration with CGCC, students may receive three college credits for AR116 Art History, transferable to many colleges.

## 5 Unit Sequence in Art

Studio A & Studio B (1/2 credit each) (required)

### 4 additional credits - choose from:

Drawing and Painting I (1 credit)

Illustration I (1 credit)

Adv. Drawing & Painting (1 credit)

Sculpture I (1 credit)

Ceramics I (1 credit)

Adv. Ceramics & Sculpture (1 credit)

Photography (1/2 credit)

Advanced Photography (1/2 credit)

Photoshop (1/2 credit)

Advanced Digital Art (1/2 credit)

Digital Illustration (1/2 credit)

## ENGLISH DEPARTMENT

### English 9H

Grade 9      1 year      1 credit

An English enrichment program geared to students with above-average reading and writing abilities and with strong motivation for independent study and creative thinking. An average of 90% and a recommendation from the previous year's teacher is suggested. A selection of literature from different genres is included with Romeo and Juliet as the choice of Shakespearean play. Common Core State Standards are integrated into the curriculum.

### English 9R

Grade 9      1 year      1 credit

An English program designed for the average student who plans to continue their education past high school. Emphasis is on strengthening reading, writing, and vocabulary skills. A selection of literature from different genres is included with Romeo and Juliet as the choice of Shakespearean play. Common Core State Standards are integrated into the curriculum.

### English 10H

Grade 10      1 year      1 credit

Students will be challenged to develop their writing, reading, and speaking skills. Scarlet Letter and either Julius Caesar or The Merchant of Venice are important examples of literature which will be read and discussed. Vocabulary, spelling, and grammar are integral parts of the course. Common Core State Standards are integrated into the curriculum. An average of 90% and a recommendation from the previous year's teacher is suggested.

### English 10R

Grade 10      1 year      1 credit

In this course, students increase proficiency in reading and writing of expository paragraphs, essays, and creative writing pieces. The choice of Shakespearean play will be from Julius Caesar, The Merchant of Venice, or Much Ado About Nothing. The course may be taught in the collaborative model with the English teacher and the special education teacher working

together to meet the needs of the individual students. Vocabulary, spelling, and grammar are integral parts of the course in conjunction with Common Core State Standards.

### ***AP Literature and Composition***

**Grade 11**                      **1 year**                      **1 credit**

This Honors class is designed for the advanced student to meet the AP English Literature and Composition course requirements and will also integrate Common Core State Standards. Students will engage in intensive analytical reading of a wide variety of noteworthy literature, including a broad spectrum of poetry, short stories, novels, essays, and Shakespeare's Macbeth. Students will develop college level essay and composition skills. *Prerequisite: Teacher recommendation. A summer project is required for this course.*

### ***English 11R***

**Grade 11**                      **1 year**                      **1 credit**

This course is geared primarily toward the average student. It will focus mainly on American literature, such as To Kill a Mockingbird and Of Mice and Men, and also will include the reading of Macbeth as the primary Shakespearean play. Common Core State Standards are integrated into the curriculum. The course may be taught in the collaborative model, with the English teacher and the special education teacher working together to meet the needs of the individual student. Students will be expected to take the English Regents this year.

### ***English Fundamentals***

**Grade 11**                      **1 year**                      **1 credit**

English Fundamentals is designed to provide support and remediation in basic reading and writing skills. Students will read and write about short stories, novels, poems, plays, and works of nonfiction. Typically, this course is taken in conjunction with English 11R. Common Core State Standards are integrated into the curriculum. *Based on recommendation.*

### **Grade 12 English Courses**

***All seniors are required to complete one full credit of the following:***

1. Humanities I & Humanities II **OR**
2. English 12R I & English 12R II **OR**
3. EN101 and EN102

### ***Humanities I & II***

**Grade 12**                      **1/2 year each**                      **1/2 credit each**

Taught by a team of art, music, and English teachers, this is an honors course for students who enjoy literature and critical thinking. The course draws on the imaginative literature of the Western World and involves critical study of the different literature genres expressing the recurrent concerns of mankind. Students may choose to take the AP test in Literature and Composition in May. *Prerequisite for Humanities II is Humanities I.*

### ***English 12R I***

**Grade 12**                      **1/2 year**                      **1/2 credit each**

This half-year course takes a thematic approach to literature. Themes such as personal responsibility, self-deception, fate and free will, and good and evil will be covered. The study of Hamlet will be part of this course.

### ***English 12R II***

**Grade 12**                      **1/2 year**                      **1/2 credit each**

English 12R II will cover the thematic units of human dignity, choice and consequence, social responsibility, and man and his environment. A literary research paper must be completed successfully by each student.

### ***EN101 Composition (CGCC)***

**Grade 12**                      **Fall semester**                      **1/2 credit**

This is an introductory course emphasizing the process and patterns of writing college-level expository prose. Included are reading assignments, extensive practice in writing clear, well-developed, grammatically-correct essays, a research paper, and an oral presentation. This course is taught in conjunction with Columbia-Greene Community College and can be taken in lieu of English 12R II. College credit may be received upon

successful completion and co-registration with CGCC. (3 college credits)

## ***EN102 Composition & Literature (CGCC)***

Grade 12 Spring semester 1/2 credit

This course continues the reading and writing of EN101. Readings range from short stories and poetry to plays and/or novels. Writing includes both formal and informal criticism or analysis of the texts. This course is taught in conjunction with Columbia-Greene Community College and can be taken in lieu of English 12RI. College credit may be received upon successful completion and co-registration with CGCC for three college credits. *Prerequisite: EN101.*

## **English Electives**

English electives are open to all students in grades 10 - 12. Underclassmen will be considered with department and/or administrative approval. These courses may be used to build a sequence, but may not be used to build a four-credit requirement in English.

## ***Oral Interpretation***

Grades 10, 11, 12 1/2 year 1/2 credit

This course focuses on English as the spoken word. Speaking and listening skills will be sharpened through interpretive readings, expository and persuasive speaking, and impromptu drama. Interpersonal communication skills are stressed.

## ***Creative Writing I***

Grades 10, 11, 12 1/2 year 1/2 credit

This course is built upon the premise that we write best about that which we have experienced. Most writing assignments are given with the intention of exploring the self through journal writing, prose, and poetry. Final assessment will be based on the compilation of a student portfolio.

## ***Creative Writing II***

Grades 10, 11, 12 1/2 year 1/2 credit

Students in this course will continue to use and develop the skills they have learned in the

prerequisite, Creative Writing I. Such skills include: writing practice; rhythm, rhyme, voice, and meter in poetry; plot pacing, narrative perspective, and character development in short stories and creative nonfiction; use of figurative and rhetorical devices in all genres; and awareness of writing process and development through sharing, peer editing, and metacognitive reflection. Students will be required to prepare and read work aloud in a variety of situations. Having a solid foundation via Creative Writing I, students will enjoy greater autonomy and self-direction as developing writers. *Prerequisite: Creative Writing I*

## ***Journalism***

Grades 10, 11, 12 1/2 year 1/2 credit

This course will cover basic theories of communication and journalism. Students will be taught how to cover, write, and edit stories. Productions will include exercises in still storyboards, video commercials, and news team mockups.

## ***Science Fiction and Fantasy Literature Study***

Grades 10, 11, 12 1/2 year 1/2 credit

This course will discuss the social concerns and symbolism often associated with the Science Fiction and Fantasy genres. Students will read and analyze various recent and classic texts and discuss author style and the literary merits of the selections. They will write analysis papers and take quizzes and tests on the various literature we study, and there will also be a creative project required.

## ***Cinema as Literature***

Grades 10, 11, 12 1/2 year 1/2 credit

Understanding visual texts requires literacy skills comparable to those needed for printed texts. This course is devoted to the study of movies and how they communicate societal issues with audiences. There will also be comparisons of literary and cinematic versions of stories. A significant amount of reading and writing is required as well as class time viewing, discussing, and creating movies.

*Prerequisite: English 9*

**Debate, Rhetoric, and Civil Discourse****Grades 10, 11, 12      1/2 year      1/2 credit**

This course focuses on real-life and competitive debating skills. Students will learn rhetorical and argumentative strategies and practice them regularly by debating with one another. Class will mostly consist of planned, formal debates and spontaneous argumentative exercises. These activities will foster skills that are needed for our everyday personal and professional lives. Students will have the chance to dig into interesting controversies and learn to better support their opinions. *Prerequisite: English 9*

**Images of New York****Grades 10, 11, 12      1/2 year      1/2 credit**

This course explores the rich literary and artistic legacy inspired by New York State. With a special focus on works set in regions within driving distance of our school, students will read and analyze literature and art that capture the character, beauty, and complexity of New York's landscapes and communities.

Throughout the course, students will examine how setting and geographic features influence character development, imagery, mood, and tone. Class discussions will encourage cross-curricular connections to history and art, deepening students' appreciation for the cultural and creative forces that shape these works. In addition to analytical essays, students will craft their own creative pieces inspired by the texts studied, using them as mentor works to develop voice, style, and perspective. Class field trips and/or guest speakers will be included with the coursework.

*Prerequisite: English 9*

**Sports Composition and Literature****Grades 10, 11, 12      1/2 year      1/2 credit**

This course explores how sports influence both personal identity and social values. It investigates how sports are portrayed in literature and informational texts. Topics of study include the nature and meaning of sport, the role of athletics in shaping cultural values, the effects of competition, and issues of racism and sexism within the world of sports. Texts will include fiction, poetry, essays, biographies,

autobiographies, journalism, and film.

*Prerequisite: English 9*

**Explorations in Literature****Grades 11, 12      1 year      1 credit**

Students in this course will be introduced to two or more genres of literature (novel, short story, poetry, etc.). Exploration of each genre's structure, literary elements, and an examination of vocabulary and semantics will be included in the course content with the aim of developing increasingly sophisticated readers. Writing assignments are required as an additional method to develop and improve critical-thinking and analytic skills. Individual goals of students in literacy will be specifically addressed. Specific literature study will advance with students who enroll in the course multiple times. This course is an English elective, and students may enroll in the course with teacher, department, and/or administrative approval. *Based on recommendation only.*

**INTERNSHIP PROGRAM****Career Exploration Internship Program (CEIP)****Grade 12      1/2 to 1 year      1/2 credit**

CEIP is an internship program that allows students to get out into the community and spend time exploring career opportunities in the field of their choice. The instructor will work with the student to find an internship placement where they will spend a minimum of 54 hours. In addition to the internship experience, students will also have a minimum of 27 hours of in-class instruction in topics such as professionalism, workplace safety, resume writing, interviewing, etc. The course is a semester course (1/2 credit) and it is recommended that students enroll starting in the Fall semester as they may be able to continue their internship for the remainder of the school year.

**ENGLISH AS A NEW LANGUAGE**

*Students who have been identified as English Language Learners based upon the NYSITELL or NYSESLAT must enroll in an ENL class at their grade level. The ELL's level of English proficiency, as measured by the NYSITELL or*

*NYSESLAT, determines the number of blocks per day in which the student must be enrolled.*

## **ENL**

An English language development program that helps students increase their ability to speak, listen, read, and write in English. Emphasis is on helping students acquire English in order to be successful in their other content classes. The curriculum is differentiated to meet the specific language needs of each student, ranging from basic social language to Regents level English.

## **MATHEMATICS DEPARTMENT**

Our sequential mathematics program provides a solid core of courses. Our diverse course offerings provide opportunities for all students. The Mathematics Department strongly recommends that students planning to attend college complete a program which includes Algebra, Geometry, and Algebra II, plus an elective. All students are encouraged to plan a thorough mathematics program to maximize their options for the future. While planning, students should keep in mind that they need three credits of mathematics to graduate as well as a passing grade on one mathematics Regents exam.

### **Algebra H**

**Grade 9** 1 year **1 credit**

Algebra Honors is designed for students with strong skills in mathematics who plan to enroll in upper level math courses later in their high school career. This class will provide more challenging and in-depth study of the topics covered in Algebra R; it will also provide a solid base in preparation for the required state assessments. Students will take the Algebra regents in June. *Prerequisite: An average of A or higher in Math 8 and teacher recommendation is required. Recommendation: A T184+ is highly recommended for this course.*

### **Algebra R**

**Grade 9** 1 year **1 credit**

Algebra is a first course in a traditional sequence of mathematics courses taken at the high school level. Students are required to have at least three math credits for graduation. In addition, students must pass (65 or higher) the Algebra regents in June to meet the graduation requirement. Topics to be covered include, but are not limited to: Linear functions,

quadratic functions, exponential functions, polynomials, radicals, statistics, series, and sequences. Students must be able to use a graphing calculator for many topics in this course, including the Regents. *Recommendation: A T184+ is highly recommended for this course.*

### **Algebra B**

**Grade 9, 10, 11, or 12** 2 years **2 credits**

This course is designed for students needing more time on task to reinforce, practice, and master concepts covered in a traditional Algebra course. The Algebra Regents will be taken in June of the second year. Students must pass the first year to be eligible to take the second year.

### **Basic Algebra**

**Grade 9, 10, 11, or 12** 1 year **1 credit**

Students in Basic Algebra will work on fundamental skills in mathematics. The course is designed to provide support and remediation in basic Algebra skills. The curriculum is based on the NYS Common Core Learning Standards for Mathematics and the NYS High School Mathematics Alternate Assessment Frameworks. *Based upon recommendation only.*

### **Geometry H**

**Grade 10** 1 year **1 credit**

This course provides a more challenging and in-depth study of the topics covered in Geometry R. The emphasis in the course is on proofs. The three types of proofs to be studied in depth are geometric, analytical, and transformational. The course is rigorous and vocabulary will be very important. Students will take the Geometry Regents in June. *Prerequisite: A minimum average of 85 in Algebra H, and a score of at least an 85 on the Algebra Regents or the Algebra H final exam is required. A student with at least a 90 average in Algebra R and a minimum score of 85 on the Algebra Regents or a 90 on the Algebra I final exam may enroll with teacher recommendation and permission from the Team Leader.*

### **Geometry R**

**Grade 10** 1 year **1 credit**

The emphasis in the course is on proofs. The three types of proofs to be studied in depth are geometric, analytical, and transformational. The

course is rigorous and vocabulary will be very important. Students will take the Geometry Regents in June. *Prerequisite: Algebra credit. A score of at least 65 on the Algebra Regents and the Algebra 1 final exam is required.*

### **Applied Math**

**Grade 10, 11, 12**      **1 year**      **1 credit**

In this course, situational problems are solved on a regular basis. This program involves the use of videos, hands-on lab activities, and in-depth problem-solving exercises that invite discovery of mathematical concepts. This course encourages student participation and cooperative learning. A departmental exam is given in June. *Prerequisite: 2 credits of mathematics and a passing score on any math Regents exam is recommended.*

### **Consumer Math**

**Grade 10, 11, 12**      **1 year**      **1 credit**

Consumer Math is a course designed to take a hands-on, practical mathematical approach to everyday consumer problems and decisions. The purpose of this course is to help students develop the math skills they need to succeed in today's world. The curriculum is based on the NYS Alternate Assessment Frameworks for High School Mathematics and the Career Development and Occupational Studies (CDOS) Learning Standards. *Based upon recommendation only.*

### **Intermediate Algebra**

**Grade 10, 11, 12**      **1 year**      **1 credit**

This course is designed to meet the needs of students desiring to improve, maintain, and extend their math background in Algebra and Geometry. This course will cover advanced algebra topics including, but not limited to, linear and quadratic functions, working with radicals, and will have a heavy emphasis on polynomials. The second part of the course will cover right triangle trigonometry, law of sines and cosines, basic triangle proofs, as well as coordinate geometry. Time will be spent reviewing and extending topics from Algebra, and integrating those topics with concepts from Geometry. The course should be helpful to students planning a future in technology or science, as well as preparation for college

math. A departmental exam is given in June. Following the successful completion of the course, a student would be prepared to take Geometry or Algebra II. Students who want to earn an Advanced Regents diploma would need to eventually take both Geometry and Algebra II. If Intermediate Algebra is taken as a student's third credit, the student, upon successful completion, would be eligible to enroll in College Algebra or Statistics for their fourth credit. *Prerequisite: An average of at least 65 in Algebra is required.*

### **Algebra III**

**Grade 10, 11, 12**      **1 year**      **1 credit**

This course provides a more challenging and in-depth study of the topics covered in Algebra II. Students take the Algebra II Regents exam in June. After this course, students may take Statistics or Pre-Calculus H. *Prerequisite: Algebra and Geometry. A minimum average of 85 in Geometry H and a score of at least 85 on the Geometry Regents or the Geometry H final exam is required. A student with at least a 90 average in Geometry R and a minimum score of 85 on the Geometry Regents or a 90 on the Geometry R final exam may enroll with teacher recommendation and permission from the Team Leader.*

### **Algebra II**

**Grade 10, 11, 12**      **1 year**      **1 credit**

This rigorous course covers the areas of algebra, geometry, probability, statistics, trigonometry, logarithms, functions, and transformational geometry. A TI 83+ or TI 84+ calculator will be used regularly and it is highly recommended that students have a graphing calculator of their own to use at home. Students take the Algebra II Regents exam in June. *Prerequisite: Algebra and Geometry credit. A minimum final average of 75 in both Algebra R and Geometry R is recommended. A score of at least 65 on the Geometry regents and on the Geometry final exam is required.*

### **College Algebra - CGCC - MA110**

**Grade 12**      **Fall Semester**      **1/2 credit**

This course is designed for students who are seeking a fourth credit in Math. The course is designed to challenge the student while providing an opportunity to earn college credit. Topics to be covered include linear, quadratic, rational, exponential, and logarithmic functions.

Topics will be covered through both an algebraic and graphical approach. A TI 83+ or TI 84+ calculator will be used regularly; it is highly recommended that each student have a graphing calculator of their own. Students interested in earning college credit must apply and be accepted by CGCC. The fee for the course is paid directly to CGCC, and after successful completion of the course, students can earn 4 semester hours of college credit. Students who do not wish to take the course for college credit are still required to meet the same standards of the course. *Prerequisite: 3 credits of high school math and teacher recommendation. This course is designed for students who have not taken Algebra II or who had difficulty with Algebra II. Students are required to have at least an 80 average for all previously taken Math courses in order to be eligible for CGCC credit.*

### **College Algebra/Trigonometry - CGCC - MA117**

**Grade 12      Spring Semester      1/2 credit**

This course is designed for students who are seeking a fourth credit in Math. The course is designed to challenge the student while providing the student an opportunity to earn college credit while at Ichabod Crane. Topics to be covered include rational, exponential, and logarithmic and trigonometric functions. Topics will be covered through both an algebraic and graphical approach. A TI 83+ or TI 84+ calculator will be used regularly; it is highly recommended that each student have a graphing calculator of their own. Students interested in earning college credit must apply and be accepted by CGCC. The fee for the course is paid directly to CGCC, and after successful completion of the course, students can earn 4 semester hours of college credit. Students who do not wish to take the course for college credit are still required to meet the same standards of the course. *Prerequisite: Algebra 2 or College Algebra and teacher recommendation. This course is designed for students who have completed Algebra II or have successfully completed MA110, College Algebra. Students are required to have at least an 80 average for all previously taken Math courses in order to be eligible for CGCC credit.*

### **Pre-Calculus Honors Fall - CGCC - MA111 & Spring**

**Grade 11, 12      1/2 Semesters      1/2 credit each**

In the fall semester, the course will be an in-depth study of functions. Topics will include linear, exponential, logarithmic, trigonometric, polynomial, and rational functions, and additional topics in trigonometry and analytic geometry, including conic sections. In the spring semester, more advanced topics will be studied. Topics will be analytic trigonometry, sequences and series, parametric equations, polar coordinates, analytic geometry in three dimensions, linear systems and matrices, and an introduction to calculus and limits. Those students that have registered at Columbia-Greene Community College for college credit will be awarded 4 college credits upon successful completion of the fall semester. *Prerequisite: An average of at least 85 in Algebra I/II is required. A score of at least 80 on the Algebra II Regents is required.*

### **Pre-Calculus Fall & Spring - CGCC - MA111**

**Grade 11, 12      1/2 Semesters      1/2 credit each**

In the fall semester, the course will begin with a review unit on advanced algebra and will continue with an in-depth study of functions. Topics will include linear, exponential, logarithmic, polynomial, and rational functions. In the spring semester, more advanced topics will be studied. Topics will be trigonometry functions, sequences and series, parametric equations, analytic geometry in three dimensions, parametric equations, and additional topics in trigonometry and conic sections. *Prerequisite: Algebra II and an average of at least 65 in Algebra II is required. A passing score on the Algebra II Regents is recommended.*

### **Statistics - CGCC - MA102-36**

**Grade 12      1 year      1 credit**

This full-year course focuses on the following topics: introduction to probability, probability distributions, descriptive statistics, random variables including the binomial and normal, sampling estimation, hypotheses testing, chi-square distribution, regression, and



Students will develop problem-solving skills and be able to translate algorithmic solutions to a Java implementation. Students taking this course at the high school can earn 4 college credits. (Tuition is waived for students qualifying for free or reduced lunch.) *Prerequisite: CSIS110 Introduction to Computer Science*

### **Sports Statistics**

**Grade 11, 12** 1/2 year 1/2 credit

When should a hitter try to bunt the runner over? Should a football coach call a run or pass play? Is there such a thing as a streaky player in basketball? These questions and more can all be answered through the use of statistics. In Sports Statistics, students will learn how to collect data and apply statistical tools to investigate and answer various questions found in athletics. The emphasis will be on the application of statistics, not the computation of statistics. As such, this course should not be seen as a replacement for a traditional statistics course. The course will include a final project where students investigate a question of their own choosing. This course will take place in a computer lab. *Prerequisite: 2 Credits of High School Math*

### **Discovering Computer Science I**

**Grade 9** 1/2 year 1/2 credit

Developed in partnership with Siena College professors, this required ninth-grade course meets the New York State Computer Science and Digital Fluency Standards. Discovering Computer Science I equips students with essential skills for navigating today's digital world. In this introductory course, students explore the history, principles, and applications of computer science while gaining hands-on experience in coding. Using a block-based programming language, they create games and animations that bring computational concepts to life. This course satisfies the first half of the school's Digital Technology Credit requirement and serves as an introduction to the high school's computer science pathway, helping students determine whether they wish to pursue further study in the field.

### **Discovering Computer Science II - Web Programming**

**Grade 10, 11, 12** 1/2 year 1/2 credit

Building on the concepts introduced in Discovering Computer Science I, this course focuses on the fundamentals of web design and development. Students will learn how to create and style web pages using HTML and CSS, and bring interactivity to their sites through JavaScript. Emphasizing both creativity and problem-solving, students will design projects that showcase their technical and visual design skills. Discovering Computer Science II – Web Programming satisfies the second half of the school's Digital Technology credit requirement and serves as one of several options available to students completing Discovering Computer Science I, providing a strong foundation for further study in computer science, web development, or digital design.

## **MUSIC DEPARTMENT**

Band and Chorale meet the New York State requirements for one year of art/music in high school and allow students to be considered for membership in New York State School Music Association (NYSSMA)-sanctioned events.

### **5 Unit Sequence in Music**

Music Theory I and II  
3 Years of Band or Chorus

### **Band/Instrumental Lesson**

**All Grades** 1 year 1 credit

Students will have the opportunity to develop an advanced level of musical interpretation, performance, and appreciation through the study of compositions by major composers of music for the wind band and transcriptions of works by major orchestral composers. Development of tone quality and technique, ensemble skills (including balance, blend, and intonation), music reading, listening skills, and stage presence skills are emphasized in this course. Requirements of this class include: a 40-minute group instrumental lesson on a rotating period basis, participation in all band rehearsals, and all scheduled performances.

## **Chorale/Vocal Lesson**

All Grades 1 year 1 credit

This course acquaints students with various types of choral literature while providing continual development of vocal quality, range, solo and choral technique, music reading, sight singing, and stage presence skills. Requirements of this class include: a 40-minute group vocal lesson on a rotating period basis, participation in all choral rehearsals, and performance in all scheduled concerts.

## **Jazz Ensemble** - Non-credit course

Instrumental and Vocal Jazz Ensembles (Spectrum) are designed to fulfill the needs of students who are interested in exploring different styles of jazz music and its performance. Spectrum rehearses SATB music, and the Instrumental Jazz Ensemble uses standard instrumentation (saxophones, trumpets, trombones, and a rhythm section - piano, guitar, bass guitar, and drum set). *Membership is by successful audition only.*

## **Music Theory I - SCCC - MUS147**

All Grades 1 year 1 credit

Students will study the elements of music (construction of scales, intervals, triads), develop aural music skills (sight-singing and dictation), learn the fundamentals of voice leading, and write/perform musical compositions based on the principles of harmony. Students will experience basic piano keyboard skills. Students entering this class should already have strong music reading skills. Students may be eligible for college credit through Schenectady County Community College. *The recommendation of the music teacher is suggested.*

## **Music Theory II**

Grade 10, 11, 12 1 year 1 credit

Students will continue to study skills of harmonic principles by analyzing, arranging, composing, conducting, and sight-singing music. Harmonic study includes: voice leading of triads in all positions, analysis of phrase structure and cadences, harmonic progression and retrogression, non-harmonic tones, seventh chords, modulation, borrowed chords, augmented sixth chords, and Neapolitan sixth

chords. Students will continue the study of basic piano keyboard skills. *Prerequisite: Successful completion of Music Theory I.*

## **Music Theory III**

Grade 11, 12 1 year 1 credit

This class is based on the form and analysis of musical composition in all of the historical music periods. Students will study Western Music from the Medieval to the Twentieth Century by researching factual knowledge, analyzing major compositional works of each period, and creating musical compositions based upon historical analysis. Conducting, performing, sight singing, and written research papers are required as part of this class. Composition will include the use of MAC computer music sequencing and recording programs. *Prerequisite: Successful completion of Music Theory II*

## **Guitar I**

Grades 9, 10, 11, 12 1 year 1/2 credit

Guitar I is designed to offer students the opportunity to learn beginning guitar methods. Students will develop technical skill in chord playing, note reading, and scales, enabling them to perform a varied repertoire of beginning guitar literature.

## **Guitar II**

Grade 10, 11, 12 1/2 to 1 year 1/2 to 1 credit

*(1 credit for full year or 1/2 credit for semester for students unable to schedule full year Guitar II, with permission of the instructor.)*

In Guitar II, students will develop skills of position studies, primary and secondary chords, finger-picking technique, and scales. Students will study, rehearse, and perform intermediate guitar solo and ensemble literature with correct technique and expression. This is a full-year course which may be taken for one semester with permission of the instructor. *Prerequisite: Guitar I*

## **Performance Based Instrumental Music Alternatives** - Non-credit course

The following three non-credit options are offered as alternatives to the High School instrumental program. Prep/rehearsal time may be scheduled after school.

**OPTION I**

- A. One in-school instrumental lesson per week.  
 B. Informal recital (end of the school year).  
 Minimum 30-minute actual playing time.  
 Preparation: one hour per week.

**OPTION II**

- A. One in-school instrumental lesson per week.  
 B. Performance in a small ensemble. Minimum requirement: one hour rehearsal per week.

**OPTION III**

- A. One in-school instrumental lesson per week.  
 B. Performance in a chamber group (i.e., duet, trio, quartet).  
 Minimum requirement: one hour rehearsal per week.

Each option enables students to qualify for participation at NYSSMA-sponsored Solo/Ensemble adjudication. These options also allow those students desiring to re-enter the core instrumental program to do so without having to fulfill requirements outlined in the Band Manual. These three options will not allow students to participate in the NYSSMA-sanctioned honor performing organization.

## **PHYSICAL EDUCATION DEPARTMENT**

### ***Health***

**Grade 10, 11, 12      1/2 year      1/2 credit**

Health is a semester course required for graduation. The main units covered during the course are: nutrition, disease, substance abuse, mental health and wellness, and sexuality. Mini-units on stress, family issues, and current event topics will also be included.

### ***Physical Education***

**All Grades      1/2 year      1/4 credit per semester**

Physical Education is an instructional program contributing to the physical, mental, and social development of all students. The broad instructional phase of the program provides for a wholesome, vigorous experience in the

development of skills, techniques, knowledge, and the appreciation of individual, team, and lifetime athletic activities. Most activities are offered on a co-educational basis. Physical Education is required for graduation. Students must successfully pass Physical Education each year of their four years in high school. Success is based on active participation, performance, and written exams. Students who fail Physical Education for a semester must take two Physical

Education classes the following semester to meet the State requirements.

**Dress Code** - Students are required to change clothes for Physical Education class. Such clothing includes shirt, shorts, and sneakers. A sweatshirt and sweatpants would be advisable on cool days. Socks and sneakers must be worn. Earrings, rings, or other ornaments or jewelry through any pierced parts of the body must be removed.

**Grading System** - Physical Education classes are graded on a numerical system. A student's grade is based on written unit tests, participation, and effort. Grades are included in determining Honor Roll. Excessive unexcused absences may result in failure to achieve a passing grade in Physical Education.

**Excuses** - Students unable to participate in Physical Education require a parental excuse and signature. Excuses lasting more than one week need to be issued by a physician. For any student out on a medical excuse, classwork in the form of medical packets, outside readings, or adaptive activities will be required each week.

## **SCIENCE DEPARTMENT**

In addition to providing a solid core of scientific content, the Science Department offers diverse programming to meet the needs of most levels of interest and ability. The Science Department strongly recommends that students who are planning to attend college complete the core program which includes all four levels - Earth and Space Sciences, Life Science: Biology, Physical Science: Chemistry, and Physical Science: Physics. Laboratory experiences are required for all Regents sciences. Students taking a Regents science course must complete 1200 minutes of hands-on laboratory work with successfully written lab reports and pass a Regents examination to receive Regents credit for the course.

**Level I:****Earth and Space Sciences****Grade 9** 1 year **1 credit**

The NYS High School Earth and Space Science curriculum is designed to give students a deep understanding of the fundamental concepts and practices of this field. The curriculum covers a range of topics including space systems, history of Earth, Earth's systems, weather and climate, and human sustainability. Students must also be enrolled in an Earth and Space Science lab to meet the NYS lab requirements.

**Honors Earth and Space Sciences**

A minimum final average of A in grade 7 and 8 Science is required for students enrolling in this course. This course provides a more in-depth study of the topics in the Core Curriculum guide offered by New York State. Additional content is covered to prepare students for upper level physical sciences. Students should be enrolled in either Honors Algebra or Geometry.

**Regents Earth and Space Sciences**

This course is designed for the average science student who plans to continue their education past high school. Students should be enrolled in Algebra. A passing average in Science 7 and 8 is required for students enrolling in this course.

**General Earth and Space Sciences**

This course is designed for students who require skill reinforcement and a slower pace when learning Earth and Space Sciences. The curriculum is based on the Common Core Curriculum guide offered by New York State, and may be taken in conjunction with Earth and Space Sciences. *Based on recommendation only.*

**LEVEL II:****Life Science: Biology****Grade 10** 1 year **1 credit**

The NYS High School Life Science curriculum is designed to provide students with a comprehensive understanding of the fundamental concepts and practices of Biology. The curriculum covers a range of topics including molecules to organisms, inheritance and variation, matter and energy in life, ecosystems, and natural selection and

evolution. Students must also be enrolled in a Biology lab to meet the NYS lab requirements.

**Honors Life Science: Biology**

A minimum final average of 85% in Honors Earth and Space Sciences or 90% in Earth and Space Sciences, a minimum of 85% on the Earth and Space Sciences Regents, and teacher recommendation is required for students enrolling in this course. Students should be enrolled in Geometry. This course provides a more in-depth study of the topics in the Core Curriculum Guide offered by New York State. Additional topics will be covered that will help students prepare for upper level science courses.

**Regents Life Science: Biology**

This course is designed for the average science student who plans to continue their education past high school.

**Unified Science**

This course is designed for students who require skill reinforcement and a slower pace when learning Life Science: Biology. The curriculum is based on the Common Core Curriculum Guide offered by New York State and is typically taken in conjunction with Life Science: Biology. *Based upon recommendation only.*

**Level III:****Physical Science: Chemistry****Grade 11** 1 year **1 credit**

This course provides students with a modern view of the fundamental concepts of chemistry. This course includes the following topics: matter and energy, atomic structure, bonding, the periodic table, the mathematics of chemistry, kinetics and equilibrium, acids and bases, redox and electrochemistry, organic chemistry, applications of chemical principles, and nuclear chemistry. A strong background in math is required. Students entering Regents Physical Science: Chemistry must be enrolled in Algebra II. All students must be enrolled in Physical Science: Chemistry lab. *Prerequisite: Students enrolling in Chemistry R should earn a score of 75% or better on the Earth & Space Sciences and Life Science: Biology Regents Exams, and 80% or better overall course average in the science courses. Concurrent enrollment in Geometry, Algebra II or Pre-Calculus is required.*

**Honors Physical Science: Chemistry**

A minimum final average of 85% in Honors Earth Science or 90% in Biology, a minimum of 85% on the Biology Regents, and teacher recommendation is required for students enrolling in this course. This course provides a more in-depth study of the topics in the Core Curriculum offered by New York State. Students should have passed both the course and the Regents exam in Geometry and be enrolled in Algebra II.

**Regents Physical Science: Chemistry**

A minimum final average of 75% in Science is required for students enrolling in this course. This course is designed for the average science student who plans to continue their education past high school. Students should have passed both the course and the Regents exam in Geometry and be enrolled in Algebra II.

**LEVEL IV:****Physical Science: Physics**

Grade 12                      1 year                      1 credit

The NYS High School Physics curriculum is designed to give students a deep understanding of the fundamental concepts and practices in this field. The curriculum covers a range of topics including kinematics, dynamics, energy, waves and sound, light and optics, and electric and magnetic fields. Students must also be enrolled in a Physical Science: Physics lab to meet the NYS lab requirements.

**Regents Physical Science: Physics**

A minimum final average of 70% in Science is required for students enrolling in this course. A strong background in Algebra and Algebra II is required. Students should be enrolled in or have passed Algebra II.

**AP Physics I**

A minimum final average of 90% from Regents Chemistry and teacher recommendation or 85% from Honors Chemistry and teacher recommendation is required for students enrolling in this course. Mastery on the Algebra II Regents is also required. Ideally, students will have enrolled in or have successfully passed Pre-Calculus. This course provides a

more in-depth study of the topics in the Core Curriculum offered by New York State at a faster pace. The course includes additional topics needed for the AP Physics I Exam.  
*Prerequisite: A summer project is required for this course.*

**Science Electives****Applied Chemistry**

Grade 11                      1 year                      1 credit

Applied Chemistry provides students with a foundation in chemistry and how it relates to day-to-day living. Laboratory experiences provide the basis for problem-solving techniques used to investigate the properties of matter, environmental pollution, household chemistry, organic compounds, and chemical analysis. Projects in the areas of nuclear chemistry and water pollution encourage students to utilize a variety of creative, problem-solving approaches.

**Physics of Food**

Grade 12                      1 year                      1 credit

This full-year course applies selected topics from general physics to food systems with a focus on experimentation and food engineering. Students will learn the basics of food science and use these ideas to meet engineering challenges. Chemical/biochemical reactions of carbohydrates, lipids, proteins, and other constituents in fresh and processed foods are discussed with respect to food quality. Reaction conditions and processes that affect color, flavor, texture, nutrition, and safety of food are emphasized.

**Intro to Organic Chemistry**

Grade 12                      1/2 year                      1/2 credit

Organic chemistry, the study of carbon compounds, is a fundamental course to be completed by students with a major or concentration in Chemistry, Biology, Pre-Med, Pre-Dental, or Pre-Veterinary. This course is designed to provide students with interests in any of those fields with a more in-depth presentation of atomic structure and organic chemistry topics introduced in the Physical Setting: Chemistry curriculum. Topics to be studied include: the quantum mechanical

model of the atom, molecular orbitals and orbital hybridization, representations of molecules via line angle structures, acid-base theory, an introduction to electron pushing mechanisms, an overview of organic functional groups, and reactions of alkanes and alkyl halides. *Prerequisite: 85% or better required in Regents Physical Science: Chemistry; must also be enrolled in Physical Science: Physics or have completed the core science program. Students who passed Earth and Space Science in 8th grade may take this course based on teacher recommendation only in 11th grade.*

## Forensics I

**Grades 11, 12**                      **1/2 year**                      **1/2 credit**

Forensics I is a course that provides students with a foundation in the application of scientific techniques used in connection with criminal studies of the law. Laboratory experiences help provide the students with a basis for problem science. Topics covered in the Forensics I curriculum include crime scene investigation, evidence collection, fingerprinting, hair analysis, fiber analysis, blood analysis, serology, and DNA analysis. *Prerequisite: Students must have completed Earth and Space Sciences and Life Science: Biology, and be concurrently enrolled in a full-year science course. Exceptions: Students that complete Earth and Space Sciences or Life Science: Biology in January will be eligible to take Forensics in the spring semester. Students who are January graduates will be eligible to take Forensics during the fall semester of that school year.*

## Forensics II

**Grades 11, 12**                      **1/2 year**                      **1/2 credit**

Forensics II is a course that provides students with a foundation in the application of scientific techniques used in connection with criminal studies of the law. Laboratory experiences help to provide the students with a basis for problem solving techniques used in the investigation of crime scenes. Forensic science is a course that encompasses many scientific disciplines such as biology, anatomy, chemistry, physics, and earth science. Topics covered in Forensics II curriculum include document analysis, forensic pathology, forensic anthropology, forensic odontology, forensic toxicology, forensic entomology, and forensic psychology. *Prerequisite: In order to be eligible to enroll in the Forensics elective, students must have completed Earth and Space Sciences*

*and Life Science: Biology and be concurrently enrolled in a full-year science course. Exceptions: Students that complete Earth and Space Sciences or Life Science: Biology in January will be eligible to take Forensics in the spring semester. Students who are January graduates will be eligible to take Forensics during the fall semester of that school year.*

## Science Electives with College Credit

Advanced Biology, Anatomy/Physiology, and Environmental Studies are full-year courses offered in conjunction with Columbia-Greene Community College. Students may apply to CGCC for college credit for these courses.

## Advanced Biology - CGCC - BI 101 & BI 102

**Grades 11, 12**                      **1 year**                      **1 credit**

Advanced Biology is a course that is recommended for those students interested in pursuing a career in biological sciences. It is designed to expose students to a variety of topics and techniques used in various careers in science. The topics covered include ecology, cell biology, biochemistry, bacteriology, genetics, etc. Students may opt to take the AP exam in Biology and, if successful on the exam, may receive college credit. In order to prepare students to take the AP Exam, this course will be based primarily on the College Board's AP Biology curriculum. The curriculum includes a number of labs which will primarily be those prescribed by the College Board. *Prerequisite: 90% or higher in Regents Life Science: Biology or 85% or higher in Honors Life Science: Biology, and 85% or higher on the Life Science: Biology Regents; must also be enrolled in Regents Physical Science: Chemistry, Physical Science: Physics, or have completed the core science program. Due to the demands of the college level courses, this course is open only to juniors and seniors. This is a full-year course that is offered every other year. Students may receive up to 8 college credits.*

## Anatomy/Physiology - CGCC - BI 130 & BI 131

**Grades 11, 12**                      **1 year**                      **1 credit**

This is a course designed to give those students interested in the sciences, physical education, or the medical field some background in anatomy and physiology. Major body systems are studied in terms of part and function. Dissection is a required component of

this course. There are no alternative dissection options for this course. Outside reading, a mentor experience, and a major project or term paper are required. The course is taught at a college level and parallels the Regents College Examination syllabus. *Prerequisite: 90% or higher in Regents Life Science: Biology or 85% or higher in Honors Life Science: Biology, and 85% or higher on the Life Science: Biology Regents; must also be enrolled in Regents Physical Science: Chemistry, Physical Science: Physics, or have completed the core science program. Due to the demands of the college level courses, this course is open only to juniors and seniors. This is a full-year course that is offered every other year. Students may receive up to 8 college credits.*

### **Environmental Studies - CGCC - BI 113**

**Grade 12**                      **1 year**                      **1 credit**

This senior elective provides an in-depth study of local and environmental issues through field work, hands-on activities, projects, current events, and field trips. Topics covered include air and water pollution, energy sources, climate change, biodiversity, population, food production and agriculture, environmental disasters, toxic substances and green alternatives, resource management, survival skills, and stewardship. *Students may receive up to 4 college credits.*

## **SOCIAL STUDIES DEPARTMENT**

### **GRADE 9 and 10**

The "scope and sequence" to be allowed is based on the New York State Social Studies standards and utilizes a chronological format organized around themes and concepts, rather than by world regions. The curriculum begins in grade 9 with the "Ancient World: Civilizations and Religions," and ends in grade 10 with a unit entitled, "Global Connections and Interactions of Today." Geography skills are now a significant element in both years.

### **Global History & Geography 9H**

**Grade 9**                      **1 year**                      **1 credit**

A minimum final average of 95% in grade 8 Social Studies and a teacher recommendation is required for students enrolling in this course. A summer project includes REQUIRED activities to

prepare students for the thematic approach to culture. Students are expected to maintain awareness of current events relevant to the course. This class is designed to help students attain strength in the study of ancient, classic, and modern history, geared toward continuing into AP World History in 10th grade.

### **Global History & Geography 9R**

**Grade 9**                      **1 year**                      **1 credit**

The Regents-level Global History 9R class will focus on review and reinforcement of content. Reading and writing skills, expression of information and ideas, and development of interpersonal and group-relation skills are emphasized. Students should be reading at grade level. Reading and written homework are regularly assigned, as well as outside readings, short research papers and outside projects. The course may be taught in the collaborative model, with the social studies teacher and the special education teacher working together to meet the needs of the individual student. Students take a departmental final exam. The State Regents exam in Global History & Geography is required at the end of the second year of study.

### **AP World History 10**

**Grade 10**                      **1 year**                      **1 credit**

The Advanced Placement course in world history is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the issues and materials in world history. Content specifications will generally conform to areas provided in both the AP World History and New York State Global History and Geography Curricula. Instructional emphasis will be focused to prepare students for both the AP World history exam in May and the Global History & Geography Regents exam in June. *Prerequisite: Global History 9. While an open enrollment policy exists, a minimum final average of 90% in Global History 9R and a teacher recommendation is required to enroll in this class. Students are also required to complete a summer project.*

## **Global History & Geography 10R**

**Grade 10** 1 year **1 credit**

This course is geared to students who read at grade level. Reading and writing skills will be developed through regular homework assignments, short reports, essays, and outside projects. The course may be taught in the collaborative model, utilizing the social studies teacher and the special education teacher to meet the needs of the individual student. Students take the State Regents exam in Global History & Geography as a final examination.

## **World Geography**

**Grade 10** 1 year **1 credit**

This course is designed for students who require skill reinforcement and a slower pace while learning World Geography. The curriculum is based on the National Geography Standards and the New York State Alternate Assessment (NYSSA) Frameworks in High School Social Studies. This course is typically taken in conjunction with Global History 10R. *Based upon recommendation only.*

## **GRADE 11**

As part of the Social Studies program, students in grade 11 take U.S. History and Government, which is divided into six major units: origins and development of the U.S. Constitution; impact of immigration and technology on the pluralistic culture; the progressive movement; territorial expansion both within and outside the continent; prosperity and depression; global crisis; and present-day United States. A strong emphasis is placed on current events in the United States. In addition, geography of significant events and changes is emphasized.

## **AP United States History 11**

**Grade 11** 1 year **1 credit**

This Advanced Placement college level course explores the fundamental concepts of the development of United States history. Emphasis on primary reading sources and U.S. historical documents hone analytical and critical thinking skills, which prepares students for the AP exam in American History to earn college credit.

*Prerequisite: While an open enrollment policy exists, a minimum final average of 90% in Global History 10R and a teacher recommendation is required to enroll in this class. Students are also required to complete a summer project.*

## **U.S. History and Government 11R**

**Grade 11** 1 year **1 credit**

U.S. History focuses on the beginnings of the American nation from the causes of the American Revolution to contemporary issues in American society. Students work to understand history, historical trends, and changes throughout time periods. A greater emphasis is placed on thinking like a historian, with a focus on analyzing historical documents and applying historical thinking skills to periods in American history. The course culminates with students taking the New York State Regents Exam in U.S. History in June.

## **GRADE 12**

All students in grade 12 must take two required courses, Economics and Participatory Government, to be eligible for high school graduation. The possibility of alternative credit for the two required courses is available **if applied for and granted before the beginning of the senior year.** Other courses are available as electives for one or two semesters in addition to the required courses.

## **Economics**

**Grade 12** 1/2 year **1/2 credit**

This course concentrates on three areas: economic theory, entrepreneurship, and financial planning. Also studied are the basic concepts of economics: types of economic systems, supply and demand, financial and monetary policies, governmental regulation of the economy, and global interdependence as studied through the stock market and international trade. Consumer skills and business management skills are also stressed. Some group and/or individual projects may be required, in addition to regular homework assignments. A school-generated examination is given at the end of the course. Additionally, this course may be taken the summer before your senior year through Ichabod Crane and

Columbia-Greene Community College for college credit. In order to receive high school credit for this, students must be enrolled in and take an additional social studies elective class in their senior year. *Prerequisite: Open to seniors only.*

### **Participatory Government**

**Grade 12**                      **1/2 year**                      **1/2 credit**

The purpose of this course is to prepare citizens for effective citizenship. The course emphasizes the need for effective citizenship through teaching students about their responsibilities and rights as an American citizen. An emphasis is placed on becoming an active citizen and learning what that means. The course culminates with students completing a mandatory community service project. *Prerequisite: Open to seniors only.*

### **AP U.S. Government and Economics: Leadership, Policy, and Participation**

**Grade 12**                      **1 year**                      **1 credit**

AP U.S. Government and Economics provides seniors with a rigorous and integrated study of how political institutions and economic systems shape their lives. Students will analyze the Constitution, evaluate the balance of powers, interpret Supreme Court decisions, and examine how markets, labor, inflation, and government regulation affect individuals and communities. The course moves beyond theoretical study. Through simulations, debates, personal finance labs, and civic engagement projects, students will practice citizenship, apply economic reasoning to real-world decisions, and develop the confidence to participate in public life. This course fulfills New York State's graduation requirements in Economics and Participation in Government, contributes to both pathways for the NYS Seal of Civic Readiness, and prepares students for the AP U.S. Government and Politics Exam in May, with potential college credit. *Prerequisite: While an open enrollment policy exists, a minimum final average of 90% in US History & Government 11R or an 85% in AP US History and a teacher recommendation is required to enroll in this class.*

### **Social Studies Electives**

For students to enroll in a Social Studies elective class in their junior or senior year, students are required to have successfully passed the

previous year's NYS Regents exam (Global History & Geography for upcoming juniors, US History & Government for upcoming seniors).

### **Twentieth Century America at War**

**Grades 11, 12**                      **1/2 year**                      **1/2 credit**

Picking up where U.S. History left off, this course will provide an in-depth study of the United States at war in the twentieth and twenty-first centuries. Beginning with World War I, and culminating in our modern day action in Iraq and Afghanistan, United States policies, intentions, and results of its involvement in war will be explored.

### **Modern America Through Film**

**Grades 11, 12**                      **1/2 year**                      **1/2 credit**

This half-year elective will build on the principles of U.S. History and will focus on a cultural and social context of American history based on the impact of film on American life. This class will analyze primary and secondary historical writings and films from the 20th century, and explore the impact of film on the cultural identity of the United States.

### **Psychology - CGCC**

**Grades 11, 12**                      **1/2 year**                      **1/2 credit**

General Psychology is a half-year elective course offered through Columbia-Greene Community College, giving high school students an opportunity to earn three college credits. The course is an overview of the scientific discipline of psychology, including some of the methods and basic concepts of the field and major aspects of human behavior, such as emotion, learning, conditioning, motivation, personality, and development. *Prerequisite: A minimum average of 80% in Social Studies is required for this course by CGCC.*

### **Latin America I**

**Grades 11, 12**                      **1/2 year**                      **1/2 credit**

This unique history course will allow students to explore other nations in the Western Hemisphere. A case study approach will be used to study Argentina, Chile, and Brazil. An understanding of both Global and U.S. History is recommended for success in this elective.

## **Latin America II**

Grades 11, 12                      1/2 year                      1/2 credit

This unique history course will allow students to explore other nations in the Western Hemisphere. A case study approach will be used to study Mexico, Cuba, Jamaica, and Central America. An understanding of both Global and U.S. History is recommended for success in this elective.

## **TECHNOLOGY DEPARTMENT**

### **Design and Drawing for Production (DDP) A**

Grades 9, 10, 11, 12                      1/2 year                      1/2 credit

DDP A is an entry-level course into the world of Engineering Technology in which students create and build projects using the latest methods in the Engineering process. Working in teams, students will be developing products and learning techniques in concepts, design, prototyping, and analysis. Students will cover the main technical drawing views in developing sketches and CAD models. This class will take place in a variety of locations within the STEAM departments in order for students to utilize and be exposed to all facets of Ichabod Crane STEAM programming.

### **Design and Drawing for Production (DDP) B**

Grades 9, 10, 11, 12                      1/2 year                      1/2 credit

DDP B is the continuation of DDP A. Students will be challenged with larger and more in-depth design problems. They will produce products based on presented scenarios. Students will gain a deeper understanding of the application of their design to the real world. In doing so, students will take into account various resources with special consideration to ecological and environmental impacts. Students will expand into marketing of their products. Students will create a 3D rendering and then produce a functional prototype consisting of several parts made out of a variety of products. The prototype may be produced by a 3D printer, in the art room, or wood shop. *Prerequisite: DDP A \*When not used as a Fine Art Credit*

## **Architectural Design**

Grades 10, 11, 12                      1/2 year                      1/2 credit

This course builds on skills learned in DDP A and B. Students will use Auto CAD to design exterior walls, roofing, plot plans, and site orientation. A three-dimensional model will be built to match students' designs. *Prerequisite: DDP A & DDP B*

## **Aerospace Engineering I**

Grades 9, 10, 11, 12                      1/2 year                      1/2 credit

The goal for Aerospace Engineering I is to build students' knowledge of aeronautical and space-related concepts through the study of the engineering process. Students will work through many different projects, which will provide the basis for most or all of the learning that takes place in the course. Projects such as: building an airfoil, flight simulations, and designing and building model gliders and rockets will be featured in this course. Although the aerospace content of this course is very important, a main focus will be to better understand the engineering process in the context of aerospace engineering as it is practiced by engineers today. We will make use of technology, as well as hands-on techniques.

## **Aerospace Engineering II**

Grades 9, 10, 11, 12                      1/2 year                      1/2 credit

The goal for Aerospace Engineering II is to continue with students' knowledge of aeronautical-related concepts, building from skills learned in Aerospace I. This course is designed to study Aerospace concepts with space-related activities. Students will work through many different projects which will provide the basis for most or all of the learning that takes place in the course. Projects will include activities such as: designing and building rockets, building and programming robots and drones, using CAD software to design a space junk clean-up machine, and mission launch simulation. Students will continue to learn aerospace content during the course, yet a main focus will be to better understand the engineering process in the context of aerospace engineering as it is practiced by engineers today. We will make

use of technology as well as hands-on techniques. *Prerequisites: Aerospace Engineering I*

### **Home Construction Systems**

Grades 10, 11, 12      1/2 year      1/2 credit

This course uses a hands-on approach to teaching the use of all tools of construction, hand and power tools, estimating construction costs, and cabinet making. Students may complete a community project (i.e., constructing sleds, picnic tables).

### **Wood Manufacturing Systems**

Grades 9, 10, 11, 12      1/2 year      1/2 credit

This technology systems course studies the elements of a manufacturing system and enables students to better understand manufacturing in industry. The students will develop skills in the use of woodworking machinery, wood products and finishes, adhesives, raw materials, and mass productions. Related career options will also be explored. Students will complete a mass production project and several individual projects.

### **Advanced Wood Manufacturing**

Grades 10, 11, 12      1/2 year      1/2 credit

This course is designed to further provide students with skills and experience necessary for the proper production of wood products learned in Wood Manufacturing Systems. Students learn to build and finish various types of “case” style furniture utilizing several types of wood joints and construction methods. Examples of projects will include: designing and constructing cutting boards, personalized bookcases, dovetail shelving units, family jewelry boxes, and coffee or end tables. Project safety and proper operation of machines will be taught and practiced. *Prerequisite: Wood Manufacturing Systems*

### **Materials Processing/Production: Metals**

Grades 10, 11, 12      1/2 year      1/2 credit

This course is an introductory level course into the material processing of metals machining and fabrication. This course includes studying the properties of metals, woods, and composites, and using these materials to construct usable

products in a real life manufacturing style. Within this course, students will be able to learn how to weld MIG, TIG, Arc and oxy-acetylene. Students will join metals together to create projects of the teacher’s and student’s final project of their choice. This course enables students to experience the process of translating an idea into a finished product, with instruction in planning, designing, selecting materials, and using tools and machines. *Prerequisites: Wood Manufacturing*

### **Advanced Materials Processing and Machining**

Grades 10, 11, 12      1/2 year      1/2 credit

Advanced course which exposes students to the tools and machines that they may encounter in manufacturing-related occupations and enable them to develop the skills they need to use these tools in various applications. Course topics typically include (but are not limited to) drawing and planning, electricity, CNC machining, industrial machining, metalwork, welding, forging, wood working, and power technology. This course covers general safety and career exploration as well. *Prerequisites: Wood Manufacturing Systems & Materials Processing/Production: Metal, DDP A, and DDP B*

### **Basic Electronics**

Grades 10, 11, 12      1/2 year      1/2 credit

This course covers Ohm’s law, direct current, alternating current, electrical measurement, semiconductors, transformers, power supplies, and an introduction to robotics. Projects include constructing a 300 ma power supply and basic sound-activated robot (rover).

### **Digital Electronics**

Grades 10, 11, 12      1/2 year      1/2 credit

This course will build upon the knowledge gained from Basic Electronics. Students will be working with digital electronics, logic gates, waves and pulses. These will be used to create circuits that amplify electricity and sound. Students will be using computers and integrated circuits to assist in the completion of these tasks. Students will also learn how

computers are used in the audio industry.

*Prerequisite: Basic Electronics or permission of instructor.*

## Robotics & Beginner Programming



Grades 10, 11, 12      1/2 year      1/2 credit

Robotics is a competitive and rapidly expanding industry. This course will utilize pneumatic and digitally-controlled systems to create robotic arms and rovers that can accomplish specific tasks. Students will learn how to write code to program and remotely control a robot which they construct using Vex robotics components.

## Electronics & Sound

Grades 10, 11, 12      1/2 year      1/2 credit

This course will build upon the knowledge gained from Basic Electronics. In this course, we will explore the science behind sounds, build devices to magnetically detect and transfer sound waves, and use analog circuitry to manipulate and amplify sound. Students will learn about sound synthesis, inner workings of electronic instruments, speakers and amplifiers, and learn about effects used in the music and movie industries. *Prerequisite: Basic Electronics or permission of instructor.*

## Alternative Energy Systems

Grades 10, 11, 12      1/2 year      1/2 credit

Students will investigate a wide range of energy concepts, technologies and social issues using alternative and renewable energy as the focus. They will discover the need to manage energy resources through hands-on activities covering wind, solar, biomass, water, and geothermal energy. This class will have the opportunity to be a collaborative class with Environmental Science. *Prerequisite: Algebra*

## Career & Financial Management

Grades 10, 11, 12      1/2 year      1/2 credit

This course is required for all students pursuing a sequence in Business or Technology. Students will be introduced to the world of work and guided through their roles within the workplace and home. Personal resources, economic systems, insurance, banking, budgets, money management, and careers are topics of

discussion. This course may be taught collaboratively with a special education teacher.

## Transportation Systems

Grades 9, 10, 11, 12      1/2 year      1/2 credit

Transportation systems will acquaint students with a range of methods used to move people, materials, and products, across land, sea, and air. The study of these systems will be the main focus of the course and will include the theory of operation and scientific principles of transportation. Hands-on skills will be developed via construction of model cars, planes, rockets, and boats. Students will also learn the theory behind internal combustion engines while developing their abilities to repair and maintain small engines, which are crucial to modern and future transportation systems.

## Automotive Technology I

Grades 10, 11, 12      1 year      1 credit

Automotive Technology is focused on preparing students to possess an understanding of automotive systems and repair shop procedures. Students will learn about shop safety and the proper use of tools and equipment. Students will study automotive suspension and steering, brakes, powertrain, electrical and computer controlled systems found on today's automobiles and light trucks. They will obtain the knowledge and hands on skills needed to successfully diagnose, service, and repair all types of vehicles. College credit may be received upon successful completion and co-registration with CGCC for 4 college credits. *Prerequisites: Transportation Systems or approval of the Teacher.*

## Advanced Drafting Techniques

Grades 10, 11, 12      1/2 year      1/2 credit

At the start of the course, students will be expected to be fluent in the basic operation of AutoCAD. The course will focus on areas of drafting and dimensioning not covered in DDP A and B, including exploded and auxiliary views, thread creation, and tolerances. Objects drawn will primarily be for assembly, involving multiple components in CAD. Projects will involve more partner work than DDP classes. This course will be most helpful to students

who have an interest in engineering, machining and fabrication, creating an alternate route aside from architectural design. This will also be helpful to any students taking our advanced metals/machining classes. *Prerequisites: DDP A and DDP*

## **5 Unit Sequence in Technology**

### **Required 2.5 credits:**

Basic Electronics  
DDP A  
Career and Financial Management  
Home Construction  
Wood Manufacturing

### **2.5 additional credits - choose from:**

All ½ credit unless otherwise noted:  
Aerospace I  
Aerospace II  
Energy Systems  
DDP B  
Architectural Design  
Transportation Systems  
Advanced Wood Manufacturing  
Automotive Technology I (1 credit)  
Materials Process/Production:Metals  
Adv. Materials Processing & Machining  
Digital Electronics  
Robotics & Beginner Programming  
Electronics & Sound

## **SEMINAR DEPARTMENT**

### **Senior Seminar - Non-credit course**

In an interactive seminar format, seniors in Senior Seminar are provided with background tools necessary to make informed decisions as they relate to post-secondary life. Topics include career and college planning, personal financial planning, and emotional and social issues that relate to life in and out of the high school walls. This one-semester course is required for all seniors who have space in their schedule in the fall.

## **WORLD LANGUAGES DEPARTMENT**

### **Level I: Spanish**

**Grade 9** **1 year** **1 credit**

Level I is open to students just beginning in the language and is an introductory course in speaking, listening, reading, and writing. Some of the topics covered in this level are biographical information, the home, family, community, meals, health, leisure activities, and shopping. Emphasis will be on speaking and listening skills and the acquisition of enough basic grammar to progress to Level II. A local departmental exam will be given at the end of Level I.

### **Level II: French/Spanish**

**Grade 9** **1 year** **1 credit**

Level II is a continuation of the program begun in Level I. At this level, students will further develop speaking and listening skills, and increase their reading and writing in the specified language. Topics covered will be those of Level I, but a more advanced proficiency will be required. This course is open to students who have completed Level I either at the Middle School or High School. *Prerequisite: Level I*

### **Level III: French/Spanish**

**Grade 10** **1 year** **1 credit**

Students will read edited authentic selections and improve their listening, speaking, and writing skills. Students must pass a local departmental final exam in order to earn an Advanced Regents diploma. *Prerequisite: Level II*

### **Level IV: Spanish - SUNY - ASPN200**

**Grade 11** **1 year** **1 credit**

Level IV is a college course offered through the University at Albany. Upon successful completion of this course, juniors or seniors may receive 4 university credits transferable to many colleges and universities in the United States. Emphasis will be on communication - listening, speaking, and writing, and the reading of authentic

materials in the language studied. *Prerequisite:* Level III and 85% on Local Departmental Final Exam. *Note:* Sophomores with a 93 total average across all subjects may be eligible for college credits.

### **Level V: Spanish - SUNY - ASPN201**

**Grade 12**                      **1 year**                      **1 credit**

Level V is a college course offered through the University at Albany. Upon successful completion of this course, Juniors or Seniors may receive 4 university credits transferable to many colleges and universities in the United States. Emphasis will be on communication - listening, speaking, and writing, and the reading of authentic materials in the language studied. *Prerequisite:* Level IV

### **Spanish Heritage B & C**

**Grades 9, 10**                      **1 year**                      **1 credit**

These courses are open to students who speak or hear Spanish at home and already have at least an intermediate level of oral proficiency. Students must be comfortable learning in a 100% Spanish-speaking environment, as the course is intended for learners who do not require intensive preparation for the Checkpoint B exam. The class strengthens students' reading, writing, vocabulary, and academic Spanish while affirming their linguistic and cultural identities. Because students enter with a wide range of abilities, the course includes extensive differentiation to support individual growth. Students explore literature, culture, and contemporary issues through discussion, projects, and creative expression. The curriculum rotates every other year (Heritage Spanish B and C), and both levels are taught together. This course may be counted as a World Language credit toward the Advanced Regents Diploma, and students may continue their study in Spanish IV after successful completion of the course and the Checkpoint B exam.

## **DISTANCE LEARNING**

### **DL - Adolescent Psychology**

**Grades 10, 11, 12**                      **1/2 year**                      **1/2 credit**

This course focuses on the scientific study of the biological, cognitive, emotional, personality, and

social changes that occur during adolescence. Topics include the effects of heredity and culture, major theorists, moral development, gender role issues, and peer and family relationship issues. Students will learn active citizenship through completing a community service project. Students who have taken Child Studies and Child Psychology will find this a valuable transition to the next stage in the human life cycle.

### **DL - Business Law**

**Grades 11, 12**                      **1/2 year**                      **1/2 credit**

This course emphasizes law as it applies to one's personal, family, and occupational life. Mock trials, field trips, and guest speakers enhance classroom learning. Students examine common legal situations involving civil law (torts), criminal law, and contract law. College-bound students, particularly those thinking of Business Administration or Accounting degrees, will find this course indispensable. Students will be eligible for 3 college credits offered through Mount Saint Mary College.

### **DL - Cartooning & Animation**

**Grades 10, 11, 12**                      **1/2 year**                      **1/2 credit**

Students can draw their own characters and animate them! In this class, students will look at the styles and techniques of successful animators as they develop their own characters and animations. They will learn techniques for drawing expression and character design, and how to illustrate movement in cartoons and animated scenes, both on and off the computer. Projects may include comic strips, flip books, mini graphic novels, and animated short films using Adobe Animate. *Prerequisite:* Recommendation of Art Department

### **DL - Child Psychology & Development**

**Grades 11, 12**                      **1 year**                      **1 credit**

This is our capstone course and designed for students who are interested in pursuing a career working with children. Students will take an in-depth look at the knowledge, skills, and attitudes necessary to promote quality growth and development of children from conception to school age. Course topics include: physical, intellectual, emotional, and social growth and

development of children; major theorists and their models of child development; how play enhances the development of children at different ages; and components of early childhood education. Students will also be given multiple opportunities to learn, practice, and apply the knowledge and career skills essential for success in a child-oriented career. The major highlight of the course is when students create and use learning experiences that promote self expression and encourage social skills in children attending preschool. Students with the interest and personal characteristics necessary to be successful in fields such as education, psychology, counseling, social work, or medicine will find this course valuable. Students will be eligible for 4 college credits offered through SCCC. *Prerequisite: DL - Child Studies*

**DL - Child Studies**

All Grades                      1/2 year                      1/2 credit

This course offers students the chance to explore the exciting world of child development. Students will focus on creating a nurturing home environment for children, learning the basics of child care, and developing effective parenting skills. Projects include participating in a community service project and Baby-Think-It-Over. Recommended for all students whose interests or career goals include psychology, counseling, social work, education, or the human services.

**DL - Fleur de Lis: French Language and Culture - SUNY Oswego - FRE201**

Grades 11, 12                      1 year                      1 credit

In this course, students will explore the history and traditions of francophone cultures through discussions, journaling, films, guest speakers, and literature study. Students will advance their knowledge of grammar and vocabulary through analysis of lyrics and will improve their speaking and pronunciation skills. Active class participation is mandatory. Students will be eligible for 3 college credits offered through SUNY Oswego. *Prerequisite: French III*

**DL - Langue et Culture Francaises - SUNY Oswego - FRE202**

Grades 11, 12                      1 year                      1 credit

This course is designed for students who have passed French III and/or the French exam for Regents credit and are interested in exploring a variety of topics related to French culture. Students will continue to develop their fluency in French by studying stories, books, music, poems, films, culture, and current issues. They will develop their language skills by engaging in a variety of classroom activities and projects. Reinforcement of language structures, thematic vocabulary, and communicative devices are included in each theme. Students will be encouraged to actively participate and use their creativity with the French language. *Prerequisite: Successful completion of French exam for Regents credit*

**DL - Sociology**

Grades 10, 11, 12                      1/2 year                      1/2 credit

Sociology is the scientific study of human relationships, social structure, norms, and institutions. In class, students will study sociological theories, social norms, cultural differences, and much more. This course is project based. Students will create surveys, experiments, and presentations as a way to investigate and present new understandings of society and how it functions.

**DL - Sports Marketing**

Grades 11, 12                      1/2 year                      1/2 credit

Learn to think like a sports manager and solve problems related to the sports industry with an emphasis on event planning, scheduling, budgeting, and promotion. Sports theories and philosophies, as well as leadership styles will be explored. Topics covered include legends in sports, press conferences, ethics, and NCAA guidelines. Careers in sports marketing and management will be discussed. This course will provide students with an understanding of sports as a business.

## **CAREER AND TECHNICAL EDUCATION (CTE)**

Ichabod Crane students may opt to participate in vocational education programs through the Questar III Educational Center in Hudson. These two-year programs are offered primarily to juniors and seniors in good academic standing and who are able to meet graduation requirements in four years. In some cases, students may earn CTE credits toward academic requirements for graduation. Please see your school counselor for details.

Programs are as follows:

- Automotive Technologies
- Aviation
- Nursing Assistant (Seniors only)
- Construction Technologies
- Cosmetology
- Criminal Justice
- Culinary Arts
- Fire & EMS (Fire - Junior year, EMS - Senior year)
- Heating, Ventilation, Air Conditioning (HVAC) and Renewable Energies
- Theater Institute at Sage (TIS) (Seniors Only)
- Welding/Metal Fabrication

### ***Student Activities***

In addition to career/technical and academic studies, Questar III students have a variety of extra curricular activities available that encourage leadership, volunteerism, interaction with community and business people, as well as regional, state, and national competitions. Some of those activities include: B.E.S.T. Portfolio, HOSA, National Technical Honor Society, ProStart, Service Learning, and SkillsUSA.

### ***Automotive Technologies***

Utilizing state-of-the-art professional tools and computer systems, students learn automotive repair and maintenance skills. The program is Automotive Service Excellence (ASE) certified from the National Automotive Technicians

Education Foundation (NATEF). This means the program meets or exceeds industry-recognized, uniform standards of excellence.

### ***Aviation***

As the only high school flight-training program in the Capital District, Aviation prepares students for the FAA flight test for a private license. Possible career opportunities include commercial pilot, air traffic controller, FAA administrator, or airframe and powerplant mechanic.

### ***Construction Technologies***

Certified by the National Home Builders Institute, students learn construction, renovation skills, and explore new “green” building technologies. They can also earn an OSHA Safety Training Certificate. Students receive extensive training in home energy efficiency and have the opportunity to receive a Home Energy Analyst & Technician (HEAT) Certificate of Completion through a partnership with Hudson Valley Community College’s Workforce Development Institute under funding from the NYS Energy Research & Development Authority (NYSERDA). This program also has work-based learning, including opportunities with Habitat for Humanity.

### ***Cosmetology***

This program combines classroom theory, clinical experience, work-based learning, and portfolio development in completing the required 1,000 hours of curriculum to obtain a NYS license for a career in the appearance enhancement industry.

### ***Criminal Justice***

Through classroom instruction, field trips, and meetings with professionals in the field, students learn state-of-the-art techniques to prepare for post-secondary studies or a career in law enforcement and the criminal justice system.

### ***Culinary Arts***

The Culinary Arts program teaches students the management and culinary skills needed for a career in the hospitality industry, including

classroom study, lab work, mentored work experiences, and the opportunity to test their skills in competitions. The curriculum is based on ProStart, supported by the National Restaurant Association Educational Foundation.

### **Fire & EMS**

The Fire portion of the program is available to juniors and prepares students with training to become paid or volunteer firefighters. Students will receive technical and hands-on training to complete the NYS Basic Exterior Firefighting Operations with Hazardous Materials First Responder Operation courses. Students will complete internship hours with local fire departments to gain real-life, hands-on experience.

The EMS program is available to seniors and prepares students for their NYS Emergency Medical Technician certifications. Students will receive technical and hands-on training as first responders in emergency medicine. Students will complete internship hours with local rescue squads while also participating in a variety of rotations in medical careers at Columbia Memorial Hospital.

### **Heating, Ventilation, Air Conditioning (HVAC) and Renewable Energies**

With classroom instruction and project-based learning, students learn design, installation, and repair of HVAC systems, emerging technologies including wind, solar, and geothermal, and can obtain EPA certifications. Students receive extensive training in home energy efficiency and have the opportunity to earn the HEAT Certificate (see under *Construction Technologies*).

### **Nursing Assistant**

Through classroom theory, laboratory, and hands-on clinical instruction, students who complete the program are eligible to take the NYS Nurse Assistant Certification Exam. *Seniors only.*

### **Theater Institute at Sage (TIS)**

The TIS Internship program is an intensive, semester theater experience that is based on the internship program model used by the

former New York State Theater Institute (NYSTI). Students will work on four productions during the semester while earning high school credit and taking college courses.

### **Welding/Metal Fabrication**

Based on skill standards from the American Welding Society, students focus on safety, metal fabrication and basic machine-tool operation in the metal-working industry for employment or further education.

## **NEW VISIONS**

### *Academically Challenging Programs for High School Seniors Only*

Students may apply for a one-year New Visions career exploration program for their senior year through Questar. Please see your school counselor for details. Programs are as follows:

- Business, Finance, & Marketing
- Science, Technology, Engineering, and Math (STEM)
- Scientific Research & World Health
- Visual & Performing Arts
- Medical
- Pathways in Education
- Emergency Preparedness, Informatics, Cyber and Homeland Security (EPICH)

### **Science, Technology, Engineering, and Math (STEM)**

STEM students are at the forefront of technology in all fields. They explore careers that combat world hunger; rescue the environment; save thousands of children from fatal disease; and help millions of people live more comfortable and productive lives. Students study how to implement state-of-the-art science as they explore the world of technology and engineering. *Prerequisite: 90 average or above to qualify*

### **Scientific Research and World Health**

Gain a worldwide perspective on health while learning how scientific and mathematical principles are applied to promote health and prevent disease. Located at the University at Albany's East Campus in East Greenbush,

students participate in health focused research environments. *Prerequisite: 90 average or above to qualify.*

### **Visual & Performing Arts**

This unique program provides opportunities to explore a wide array of careers in the visual and performing arts. Based at The Arts Center of the Capital Region in Troy, the program blends an integrated curriculum in college-level English, music, art, theater, and film studies with hands-on experience in a creative academic environment.

### **Medical**

New Visions Medical program is located at Samaritan Hospital in Troy, in partnership with Northeast Health, The Sage Colleges, and HVCC. The program will expose motivated seniors to a wide variety of medical professions through shadowing and hands-on laboratory experiences. Students will be enrolled in Medical Physics and Anatomy and Physiology at Russell Sage College.  
*Prerequisite: 90 average or above to qualify.*

### **Pathways in Education**

Pathways in Education is an exciting program focused on preparing students for a career in the field of education. This half-day program for seniors is located at the University of Albany's uptown campus. This program incorporates hands-on experiences, including observations, shadowing, and internship experiences with a variety of inspiring professionals in the field of education.

### **Emergency Preparedness, Informatics, Cyber, and Homeland Security (EPICH)**

The New Visions Emergency Preparedness, Informatics, Cyber, and Homeland Security (EPICH) program introduces students to the necessary content and skills in emerging technologies and the use of data to anticipate and manage natural and man-made disasters and security. This half-day, seniors-only program is located on the University at Albany Main Campus in the University's brand new, state-of-the art ETEC building. Students will learn beyond the classroom through experiential components including visiting

intelligence hubs throughout the Capital Region, being introduced to professionals in the field and threat simulations where students will problem-solve and position resources in real time to protect and save lives.

### **Business, Finance & Marketing**

This program is open to high school seniors and seeks to introduce students to content and skills needed in several in-demand business fields. The program will be located on the Columbia-Greene Community College campus, who has transfer agreements with over 50 colleges and universities and has developed a degree program specifically designed to prepare students for transfer to a bachelor's degree program in Business Administration. Students will use critical thinking, oral and written communication, creativity and innovation, collaboration, problem-solving skills, cultural literacy, and interpersonal skills throughout the year.  
*Prerequisite: 90 average or above to qualify.*

