

Clayton A. Bouton High School

CURRICULUM GUIDE



High School Guidance & Counseling Office

2025-2026

TABLE OF CONTENTS

GRADUATION REQUIREMENTS	3-4
-------------------------	-----

COURSE DESCRIPTIONS:

BUSINESS	5-6
ENGLISH	7-10
FAMILY AND CONSUMER SCIENCE	11
FINE ARTS	12-16
WORLD LANGUAGE	17
MATHEMATICS	18-21
PHYSICAL EDUCATION & HEALTH	22-23
SCIENCE	24-26
SOCIAL SCIENCE	27-30
TECHNOLOGY	31-33
CAPITAL REGION TECHNICAL SCHOOL	34
SPECIALIZED PROGRAMS	35

ACADEMIC POLICIES	36-40
-------------------	-------

CLAYTON A. BOUTON HIGH SCHOOL

432 New Salem Road
Voorheesville, NY 12186
518-765-3314

VISIT OUR WEBSITE: www.voorheesville.org
School CEEB code: 335740

		Ext.
ADMINISTRATION:		
Principal	Mrs. Lisa Cardillo	2000
Assistant Principal	Mrs. Cathleen Goodwin	2194
Dean of Students & Athletic Director	Mr. Joseph Sapienza	2206
HIGH SCHOOL GUIDANCE & COUNSELING OFFICE:		
High School Counselor	Mr. Timothy Kelley	2205
High School Counselor	Ms. Kristen Heyde	2203
Director of Pupil Services	Mrs. Karen Jones	2204
School Psychologist	Mrs. Claire Marcus	2156
Counselor Secretary	Mrs. Jennifer Smith	2201

This booklet contains a brief description of the courses of study at Clayton A. Bouton High School along with information to assist students and parents in the scheduling of appropriate programs of study. In planning a high school program, the student should take into consideration diploma requirements, abilities, interests and goals. The process of course selection should include consultation with parents, teachers and school counselor. Careful program planning will enable each student to work toward his or her educational, occupational or personal goals.

HIGH SCHOOL GRADUATION REQUIREMENTS:

New York State Diplomas: 22 credits

4 credits of English & 4 credits of Social Science
3 credits of Science & 3 credits of Math
1 credit of Foreign Language**
1 credit of Art or Music
2 credits of Physical Education & .5 credit of Health
3 credits of electives
.5 credit of Career & Financial Management

** Exemptions from Foreign Language apply to some students with an Individualized Educational Program.

Student Community Service in the Senior Year- Voorheesville School District Graduation Requirement

*Every student shall provide a minimum **15 hours** of community service during the senior year. Community service will be a component of the senior Social Studies Unit. The Board of Education recognizes that there are many people and organizations in our community that need assistance. Community service is a positive experience that helps the school system grow through interaction with those receiving assistance.*

1. A REGENTS DIPLOMA is earned by scoring a 65 or higher on all 5 exams.* (one math, one science, one English, two social studies)

2. An ADVANCED REGENTS DIPLOMA is earned by scoring a grade of 65 or higher on 8 exams.** (3 math, 2 social studies, 1 English, 1 life science and 1 physical science)

AND

EITHER

****3 credits of Foreign Language and the Checkpoint B exam**

OR

****5 credits in fine arts, art, music or occupational education**

A LOCAL DIPLOMA may be earned by students who participate in a special education program. A low-pass option of scoring between 55-64 on the required Regents Exams to earn a local diploma will continue to be available for students with disabilities.

For students with disabilities, a score of 45-54 on a required Regents Exam (except ELA and Math) can be compensated by a score of 65 or above on another required Regents Exam. In all cases, students must achieve a score of 55 on ELA and math. In addition, the student must pass the course in which the student earned a score of 45-54 and have satisfactory attendance.

*New York State Education Department has made changes recently that offer additional pathways to the Advanced Regents Diploma for the class of 2015 and beyond. Most students in Voorheesville will not be impacted by these changes. For complete information regarding the changes go to: <http://www.nysed.gov//curriculum-instruction/multiple-pathways>

All of the courses that follow in each of the departments have been offered at one point. Some may not be offered during the coming year due to lack of student requests or available staff.

BUSINESS

ENTREPRENEURSHIP

Grades: 10-12

Prerequisite: Marketing

Credit: .5

An entrepreneur is defined as a person who organizes, operates, and assumes the risk for a business venture. This course will take you through the steps of business ownership. We will also discuss the different types of business, marketing, legal issues, management, franchising and much more. Today, entrepreneurship is offered at many colleges as a major.

MARKETING

Grades: 10-12

Prerequisite: None

Credit: .5

This half-year course introduces students to the important role that marketing plays in our economic system. Content revolves around marketing strategy, customer relationships, environmental forces, social and ethical responsibility, marketing research, target market analysis, and buying behavior. The discussion of current events in marketing is also a large part of this course. At the collegiate level, marketing is required of all business majors.

ACCOUNTING

Grades: 11-12

Prerequisite: None

Credit: 1

This course introduces students to the field of accounting. Students will be introduced to the accounting cycle using debits and credits. They will complete the financial documents necessary for entrepreneurs including ledgers, journals, financial statements and balance sheets. Students will complete subsystems such as cash receipts, cash payments, purchases, payroll and sales journals. We will also cover basic accounting for a retail business established as a partnership. At the collegiate level, accounting is required of all business majors.

Accounting can also fulfill the third year mathematics requirement for students.

WORK BASED LEARNING

Grades: 11-12

Credit: .5-1

This program places students in local work environments and will allow students to experience what a 21st century workplace is like. Each student will design an individualized program in collaboration with the Independent Study Coordinator, which could be for 1 to 3 periods per school day /or after school. Students are also responsible for completing related coursework and reflections to further enhance their work-based learning experience.

BUSINESS

BUSINESS LAW/CHS

Grades: 11-12

Prerequisite: None

Credit: 1

This introduction to law course will provide students with a solid foundation in understanding legal issues related to business and personal law. We will cover criminal, civil and contract law. Under criminal and civil law topics such as ethics, problems in society, tort law, court systems and trial procedures will be covered. Under contract law topics such as genuine agreement, capacity, consideration, legality, assignment, delegation and breach of contract will be covered. We will also discuss current events pertaining to law. At the collegiate level, Business Law is required of all business majors.

Students may receive College in the High School credit for this course.

CAREER AND FINANCIAL MANAGEMENT

Grades: 10-12

Credit: .5

This half-year course will focus on showing students how to make sound decisions that lead to responsible financial behavior in college and throughout their adult lives. This course will cover banking, investing, credit, insurance, taxes and budgeting.

This course is a graduation requirement for all students at C.A. Bouton High School.

ENGLISH

- 1) All students are eligible to apply for admission into the Honors program at Clayton A. Bouton High School, and should do so in conjunction with their Guidance Counselor during the spring.
- 2) Honors and AP classes are set up sequentially, with English 10 Honors and AP English Seminar being taught in 10th grade, AP English Literature and Composition being taught in eleventh grade, and AP English Language and Composition being taught in twelfth grade. Students may take English 10 Honors during their sophomore year only, and English Literature & Composition during their junior year only, but may take AP Language & Composition during their junior or senior year.
- 3) Any student carrying an average of 88% in their current *Honors* English course (English 10 Honors or AP English Literature) after the first three quarters of the current academic year will be accepted into the next Honors class in the sequence; any student carrying an average of 90% in their current *non-Honors* English course (English 9, English 10, or AP English Literature) after the first three quarters of the current academic year will be accepted into the next Honors class in the sequence
- 4) If a student fails to meet the grade criteria listed in item #3, then that student will need to do the following two things:
 - a) Get a teacher recommendation from his/her current English teacher; and
 - b) Take the Honors Placement Exam for the course he/she is attempting to enroll in.
- 5) If the student **does** get a teacher recommendation, then he/she will need to show mastery of the material on the placement exam; if the student **does not** get a teacher recommendation, he/she may still take the exam, but will need to show a higher level of mastery (see table below for grade cut points).

<u>TEACHER RECOMMENDATION?</u>	<u>MASTERY SCORE</u>
YES	85%
NO	90%

- 6) The placement exams will be held in mid-May, and students will be informed of the results prior to the end of school.
- 7) Transfer students who enter during the summer, or students wishing to change their schedule after the placement exams have been administered, **must** take the appropriate placement exam at their earliest convenience. Any student who successfully passes the placement exam will be admitted into the appropriate Honors or AP course.

ENGLISH 9

Grade: 9

Prerequisite: None

Credit: 1

English 9 is a full year course involving the study of major literary genres, including short story, poetry, the novel, drama and nonfiction. The course also includes an extensive treatment of all areas of grammar, spelling and vocabulary and the writing process. From sentence structure to the composition and research paper, intensive practice in writing is stressed. Student speeches are also required.

ENGLISH 10

Grade: 10

Prerequisite: English 9

Credit: 1

English 10 is a full year course involving the study of Western Civilization through literature. Readings from the Ancient world, the Classical world, the Middle Ages, the Renaissance, the Neoclassical period, the Romantic period, the Realistic period, and the Modern world will be covered. English skill development will include a research paper, vocabulary expansion, essays, grammar and composition diagnosis.

ENGLISH

ENGLISH 10 HONORS

Grade: 10

Credit: 1

Prerequisite: English 9 qualifying grade or entrance exam, teacher recommendation

This course serves an introduction to Honors program in English by introducing students to the principles of literary thought, discussion, and writing. Readings from the Middle Ages, the Renaissance, the Neoclassical period, the Romantic period, the Realistic period, and the Modern world will be covered. While covering some of the same material covered in English 10, English 10 Honors will focus on rigorous interpretive strategies that will lead to deeper, more intense views of the studied work with an emphasis on writing and organized discourse. Students will be expected to maintain approximately 20 pages of challenging reading per night (on average), and will be regularly assessed on their knowledge of textual material. Multiple writing assignments of varied lengths will be assigned throughout the year.

Admission into English 10 Honors is contingent upon maintaining a 90% average in 9th Grade English and a teacher recommendation from the English 9 teacher. Students who have not met these benchmarks will need to display proficiency on an entrance exam for admission.

AP ENGLISH SEMINAR

Grade: 10

Credit: 1

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments

ENGLISH 11

Grade: 11

Credit: 1

Prerequisite: English 10

English 11 consists of the study of American literature and its chronological changes and development through various genres such as the novel, drama, short story, essay, biography and poetry. The course will enable students to understand and appreciate our literary heritage and its influence on people and times by focusing on major literary periods and writers. Students will be exposed to vocabulary development and testing integrated with all literature units, a continuous review of proper grammatical usage, and the practice of effective essay techniques through extensive expository writing. These activities will promote competence on the New York State Regents Examination.

ENGLISH

ADVANCED PLACEMENT LITERATURE AND COMPOSITION with ADVANCED PLACEMENT UNITED STATES HISTORY (American Studies)

Grade: 11

Credit: 2

Prerequisite: Global Studies 10 & English 10 or English 10H qualifying grade or entrance exam, teacher recommendation

This course will combine the study of American history with American literature and will be team taught by a Social Studies and an English teacher. These teachers will integrate American literature with American history using a chronological approach. The combined course will provide students with the analytical skills and factual knowledge necessary to deal critically with issues in American history and literature, preparing students for college course work by making demands upon them equivalent to those they will encounter in post-secondary education. The AP Literature portion of the course will require students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students will evaluate, synthesize, and cite research to support their arguments. Throughout the course, students will develop a personal style by making appropriate grammatical choices. Additionally, students will read and analyze American literature chronologically from the pre-Colonial period through the modern period. The course aims to prepare students for the Advanced Placement Exam in Literature and Composition and the New York State Regents Examination in English.

***A non-refundable fee is required for the AP American History Examination and the AP Literature and Composition Examination given in May. Successful scores can be submitted to college for possible credit and/or advanced placement.**

Students who have not maintained a 90% in English 10 or an 88% in English 10 Honors will need to perform successfully on an entrance examination for admission to the combined course.

ENGLISH 12-COLLEGE COMPOSITION/CHS

Grade: 12(Fall)

Prerequisite: English 11

Credit: .5

Offered in the fall, this course provides a foundation in academic disclosure by developing effective communication skills with an emphasis on expository writing; an oral presentation is required. Students will begin the course by exploring the types of writing necessary to move to the post-secondary level (college application letter, personal essay) and then hone their writing skills and expand themselves intellectually by selecting a project or topic of interest and developing it over the course of the semester into a long essay for a general audience. Projects will involve research and multiple revisions. All students in grade 12 not taking Advanced Placement English Literature and Composition **MUST** successfully complete the senior thesis, as it is a graduation requirement.

Students may receive College in the High School credit for this course.

ENGLISH 12-CREATIVE WRITING

Credit: .5

Grade: 12 (Fall)

Prerequisite: English 11

Creative Writing is a one semester course (.5 English credit) designed to challenge students to write widely in a variety of literary modes of writing. Students will study exemplars of literary works and then create their own original poems, short stories, dramatic works (adaptations), and personal essays. This course will guide students through the creation, research for, and generation of written works that they will gather in a portfolio of their work, and will culminate in a reading of one of their final pieces. All students in grade 12 not taking Advanced Placement English Language and Composition **MUST** successfully complete the creative writing portfolio, as it is a graduation requirement.

ENGLISH

ENGLISH 12-LITERATURE & WRITING/CHS

Grade: 12(Spring)
Prerequisite: English 11

Credit: .5

Offered in the spring, Literature & Writing consists of the study of texts and how we, as a society, interact with the texts we are exposed to. Based on the study of popular and “classic” texts, students will study their impact on our modern world. Novels, plays, films, academic articles, short stories, poetry, and other media materials will be assigned. The goal of such a study is to have students think about the ways in which we absorb information and use that information as part of an educated electorate. Students will write in a variety of modes throughout this course, and they will be exposed to vocabulary development and testing integrated with all literature units, a continuous review of proper grammatical usage, and the practice of effective essay techniques through extensive expository writing. Writing and research techniques introduced in College Composition are strengthened and refined.

Students may receive College in the High School credit for this course.

ENGLISH 12-PUBLIC SPEAKING

Grade: 12 (Spring)
Prerequisite: English 11

Credit: .5

Public Speaking is a one semester course (.5 English credit) designed to introduce students to the structures of both extemporaneous and prepared public speaking opportunities. Students will research, write, and deliver both short and longer prepared speeches on a variety of topics, but will also participate in weekly extemporaneous speaking assignments. The course will culminate in one final, capstone speech of the student’s choice.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Grades:11 or 12
Prerequisite: English 11 qualifying grade or entrance exam, teacher recommendation

Credit: 1

Focusing on the rhetorical structures of nonfiction writing, AP Language and Composition is a course that requires students to read challenging nonfiction texts (essays, biographies, media, etc.), and to analyze those texts to see what makes them function. Students will be asked to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts, and to evaluate, synthesize, and cite research to support their arguments. Throughout the course, students will develop a personal style by making appropriate grammatical choices. Additionally, students will read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. The course aims to prepare students for the Advanced Placement Exam in Language and Composition. Students may also earn three (3) college credits through SUNY Schenectady’s *College in the High School* program. Admission into AP is contingent upon maintaining a 90% average in 11th Grade Regents English or an 88% in AP Literature & Composition or American Studies. Students who have not met these benchmarks will need to display proficiency on an entrance exam for admission.

***A non-refundable fee is required for the AP English Language and Composition Examination given in May. Successful scores can be submitted to college for possible credit and/or advanced placement.**

FAMILY AND CONSUMER SCIENCE

FUNDAMENTAL FOOD & NUTRITION I

Grades: 9-12

Prerequisite: None

Credit: .5

Through lab experiences planning, preparing, serving and evaluating a wide variety of foods, students will explore nutritional requirements for people of various ages and needs. They will learn about the dietary guidelines which promote long term health. Careers related to food and nutrition will also be explored.

FUNDAMENTAL FOOD & NUTRITION II

Grades: 9-12

Prerequisite: Fundamental Food & Nutrition

Credit: .5

This course provides more in-depth study of concepts presented in Foods I including food preparation, menu development, nutrition awareness and application, meal management and meal service. A unit on food for special events and entertaining completes the course.

GLOBAL & REGIONAL FOODS

Grades: 9-12

Credit: .5

The Global and Gourmet Foods course introduces students to the ways in which the geography, climate, culture and traditions of regions and countries influence food choices. Students will identify and prepare foods from various regions and countries to compare cuisines, ingredients used, and preferred cooking methods. Students will also examine the issues and conditions that affect the availability and quality of food in the global market. Through this investigation students will understand and appreciate diverse cultures. Students will have the opportunity to examine the wide variety of career paths in the global and gourmet foods fields and identify the knowledge and skills necessary for success within these fields.

PRINCIPLES OF BAKING

Grades: 9-12

Prerequisite: None

Credit: .5

Do you love to bake? Do you wish you knew how to bake? Enrollment into this fun class will help you develop baking skills for personal and family enjoyment. Products to be made and enjoyed include cookies, cakes, breads, pies, pastries, and many more. We will also do some exploration of baking careers.

CHILD DEVELOPMENT

Grades: 9-12

Prerequisite: None

Credit: .5

If you like children and want to learn more about them or if you want to work with children one day, then this is the course for you. Major topic areas include prenatal care and development, social development, emotional development, cognitive development and physical development from birth to 11 years of age. This is done through class discussions, group work, observations, guest speakers and field trips. Projects include spending a weekend taking care of Real-Care Baby.

LIFESPAN STUDIES

Grades: 9-12

Prerequisite: None

Credit: .5

Course topics focus on skills needed for understanding relationships across the lifecycle: peers, family, children and adults of all ages. Strategies for understanding self, as well as for dealing with change, help students cope with the challenges of living in today's world and build positive relationships in their family, school, community and workplace.

FINE ARTS

STUDIO IN ART

Grades: 9-12

Prerequisite: None

Credit: 1

This foundation course is designed to introduce students to the Elements of Art and Principles of Design by exploring a wide variety of materials and processes of the artist. Studio projects include charcoal still life drawing, plaster relief carving, tempera and acrylic painting, portraiture, mixed-media exploration, printmaking, digital art and much more. Course concepts include observational drawing, use of perspective, problem-solving, color-theory, 3-D art, multi-cultural art and major art historical movements. This class is required for art and fine art sequences and fulfills the 1 unit of high school art credit required before graduation. This course is highly recommended for Grade 9 students who plan to take art electives in the future.

DRAWING AND PAINTING I

Grades: 10-12

Prerequisite: Studio Art

Credit: .5

This half-year course meets every day for 20 weeks. Students will learn a variety of drawing media (pencil, charcoal, marker, pastels) and painting materials (watercolor, tempera) will be used to explore the figure, still life, landscape, etc. Students will study major works of artists and art movements in addition to learning about art as a career. At the end of the course, students will be able to: understand the effects of light, contour line, proportion and value and apply knowledge of composition through the use of positive and negative space, apply knowledge of facial proportion and means of expression through portraiture. Create artwork to include in your college entry portfolio (art/design majors) or use them to create a supplemental portfolio for college. Students will also participate in community projects such as murals and design contests. This class is an elective for an art or fine arts sequence. Students that have taken Drawing and Painting 1 may register for Drawing and Painting 2.

DRAWING AND PAINTING II

Grades: 10-12

Prerequisite: Drawing & Painting

Credit: .5

In this half-year course students will explore dry and painted media more extensively to include pen in ink, acrylic paint and water mixable oils. Students will learn to prepare their own canvases and paint from life. Students will produce work that can be used in their college admission portfolios including supplemental portfolios. We will attend a Minds On workshop at the Huyck Preserve where students will learn about drawing in nature.

SCULPTURE I

Grades: 9-12

Prerequisite: None

Credit: .5

Explore the third dimension! The bulk of the course provides studio experience (hands on) in a wide range of media such wire, clay, plaster, and found objects to create unique and personal sculptural works, both traditional and exploratory. Work in groups to build collaborative sculptures! Major sculptors will be discussed to inform and inspire your work.

FINE ARTS

SCULPTURE II

Grades: 9-12

Credit: .5

Prerequisite: Sculpture I

Building on the concepts learned in Sculpture 1, this elective will allow students to further explore the content and techniques in sculpture. Deepen your knowledge of the human form while creating a realistic human head. Think “outside the box” as you are introduced to assemblage artists who will inspire students to create transformative junk sculptures from found materials. Create larger than life Pop Art projects while working collaboratively as a group. Create sculpture artworks to include in your college entry portfolio (art/design majors) or use them to create a supplemental portfolio for college. A field trip to the Empire State Plaza will introduce you to a major collection of modern sculpture in our own backyard!

STUDIO IN CERAMICS I

Grades 9-12

Credit: .5

Prerequisite: None

Create both utilitarian (functional) and non-utilitarian (sculptural) forms using a variety of ceramic processes. Beyond the construction of works in clay, you will learn finishing techniques such as applying glazes, underglazes and alternative surface treatments. A vocabulary of ceramic terms will be introduced and utilized throughout the course. Students will learn about how the kiln works as well.

STUDIO IN CERAMICS II

Grades 9-12

Credit: .5

Prerequisite: Studio in Ceramics I

Building on the concepts learned in Studio in Ceramics I, this elective will allow students to further explore the content and techniques in ceramics. Students will continue to refine their skills with traditional hand-building techniques, glazing and finishing, with more emphasis on projects utilizing the potter’s wheel.

PHOTOGRAPHY I (Digital Photography)

Grades: 10-12

Credit: .5

Prerequisite: None

This course teaches students how to visually communicate their ideas using a digital SLR (Single- Lens Reflex) camera. Students will learn the basic tools, techniques and aesthetics of digital photography, including camera controls, exposure and digital imaging software such as Adobe Photoshop. Students will print and edit their own photos for display and inclusion into their individual portfolios. Historical and Contemporary techniques, concepts and photographers will be explored. The course will culminate by examining the bridge between digital photography and its origin, film photography, which will be expanded on in photography II. Access to an SLR camera is advised but not mandatory.

FINE ARTS

PHOTO II-(Adv. Digital PHOTOGRAPHY)

Grades: 10-12

Prerequisite: Photography I

Credit: .5

Advanced Digital Photography explores techniques and concepts allowing students to learn the more artistic side of imagery in photography. Projects will include more in depth technical processes through the use of the computer but also demonstrate more expressive and creative concepts. Students will learn about and gain inspiration from photographers who use these techniques and means of communication in their own photographic process. Access to an SLR camera is advised but not mandatory.

PORTFOLIO PREPARATION

Grades: 11-12

Prerequisite: Studio Art

Credit: .5

This course is designed for college bound art students, but available to all serious art students interested in building a body of work, strengthening their skills and challenging themselves as an artist. Prerequisites are Studio in Art and two electives; one of which must be Drawing and Painting. Create artwork to include in your college entry portfolio (art/design majors) or use them to create a supplemental portfolio for college. Trips include portfolio review day at SAGE College of Albany and a trip to a New York City museum.

This course may be repeated for credit with permission of instructor.

MIXED MEDIA ARTS & DESIGN

Grades: 10-12

Prerequisite: None

Credit: .5

Experiment with a variety of materials using creative layering techniques for personal expression. This class is designed for students who want to explore new ways to work with paper, paint, metal, recycled found objects and media arts. Dripping paint, washes of color, and layers of fabric, collage, transfer techniques and assemblages will come together to create new and innovative works of art. Students will gain their sense of experimentation, while creating handmade books, altered boxes, and much more. Create artwork to include in your college entry portfolio (art/design majors) or use them to create a supplemental portfolio for college.

FINE ARTS

MUSIC

SYMPHONIC BAND

Grades: 9-12

Credit: .5

Prerequisite: Grade 8 Band

Symphonic Band is open to all high school students in grades 9-12 who have participated in the instrumental music program through the eighth grade. The group plays a wide variety of challenging music from classical transcriptions to Broadway Medleys. Students are required to attend lessons once a cycle and all scheduled concerts. This course can be applied towards a Music or Fine Arts sequence.

WIND ENSEMBLE

Grades: 10-12

Credit: .5

Prerequisite: Symphonic Band and permission of instructor

Wind Ensemble is a select performing group that performs advanced high school band literature of many different musical styles. Student in grades 10-12 are selected for this group based upon their musical achievement on their instrument (lesson achievement, NYSSMA scores, performance evaluations, attitude, ensemble balance etc.) as determined by the high school band teachers. Wind Ensemble meets every other day for a full period and students are required to attend lessons once a cycle and all scheduled concerts. This course can be applied towards a Music or Fine Arts sequence.

CHOIR

Grades: 9-12

Credit: .5

Prerequisite: Grade 8 Chorus or Permission of Instructor

Chorus meets every other day for a full period. Students will learn a variety of music styles with an emphasis on good vocal techniques and sight reading skills. Students who are not in band will be scheduled for a lesson once a cycle. Students are required to attend all concerts scheduled. This course can be applied toward a Music or Fine Arts sequence.

SELECT CHOIR

Grade: 10-12

Credit: .5

Prerequisite: Permission of Instructor

This is an auditioned based ensemble open to students in grades 10-12. This group is designed to give students the opportunity to study and perform more advanced choral literature in a smaller group setting. This course meets every other day for a full year and performs in school concerts as well as any additional scheduled performances throughout the year.

FINE ARTS

MUSIC IN OUR LIVES

Grades: 9-12

Credit: 1

This one- year course is designed to meet the graduation requirement for one unit of high school Arts credit. Students will be exposed to many different musical styles (pop, rock, hip-hop, jazz, rhythm and blues, classical, non-Western, etc.), learning the fundamentals of music composition, and learning about various types of careers in the music field. The course will include units on keyboarding (piano) and guitar with a focus on integrating music and technology (sequencing, looping, desktop recording, sampling, etc.), as well as popular music song forms and a multicultural unit that explores music and instruments from around the world. Students will produce a special interest project by the conclusion of the class. This course can be applied toward a Music or Fine Arts sequence.

MUSIC THEORY I

Grades: 9-12

Prerequisite: Previous Music Experience

Credit: 1

This elective course deals with the elements of musical structure. It is designed for those students who may wish to pursue a sequence in music, for those who wish to develop insights into the structural content of music, or, for those who wish to acquire a more thorough awareness of music through the theoretical principles which underlie it. Basic content includes scales and key signatures, rhythmic studies, melodic and harmonic organization, form and style, sight singing, dictation, and rudimentary keyboard skills. The class integrates the use of music technology for composition and aural skills development. This course is required for a Music sequence and can also be applied toward a Fine Arts sequence.

AP MUSIC THEORY

Grades: 10-12

Prerequisite: Music Theory I

Credit: 1

This full year, upper level course is a continuation of the course content presented in Music Theory I with an emphasis on composing and evaluating the structures of music. Four-part harmony and advanced classical chord structures are emphasized at this level. This course can be applied toward a Music or Fine Arts sequence.

***A non-refundable fee is required for the AP exam.**

APPLIED MUSIC CREDIT

Grades: 10 - 12

Prerequisite: Approval of music staff and an accredited private instructor

Credit: .5

Applied Music Credit is based on the New York State plan to award one-half credit of study for participation in advanced private study of classical music on a musical instrument (including voice). Credit for such participation shall be upon the recommendation of the student's music teacher, shall be approved by the District Music Coordinator and High School Principal, and will be consistent with the goals and objectives of the school music program. Students are to apply for this program at the beginning of the school year, log weekly practicing (5 hours per week required), receive quarterly evaluations from private instructors, and are to perform in an end of the year recital and/or participate in a NYSSMA Solo/Ensemble event in the spring.

WORLD LANGUAGES

SPANISH

Grades: 9-12

Prerequisite: Previous Level

Credit: 1 each

The second language goals are to work for understanding, speaking, reading and writing of a foreign language, and for exposure to the life and customs of the native speakers of the language. The skills to be acquired in each level are:

Level IS- Continued study of the basic introductory level of foreign language. Builds on concepts studied in the Middle Level Program. Includes vocabulary and grammar; study and practice in conversation, listening, reading and writing. Second Language Proficiency Exam is the course final. Students in 9th-12th grades wishing to add a foreign language to their schedule may select Level IS as a beginning course, with a final examination.

Level II - More complex grammatical constructions and vocabulary with practice in reading, writing, speaking and listening. Final examination.

Level III - Continuation of all skills with greater emphasis on structural sophistication and more sophisticated reading, writing, and conversational skills. A three-year comprehensive examination is the course final.

Spanish A-Adv/CHS

Prerequisite: Level III

Refinement of all foreign language skills with emphasis on culture, advanced reading, and creative writing. This course includes readings, exposure to widely varied media, conversational practice and a comprehensive review of grammar points. Specific topics of study will vary. Three (3) college credits are earned through SUNY Schenectady's *College in the High School* program.

Advanced Placement Spanish Language

Prerequisite: Spanish A-Adv/CHS

Intensive practice of high-level communication skills and preparation for the AP Spanish Language Exam. In May students will take the AP Spanish Language Exam; successful scores can be submitted to college for possible credit and/or advanced placement or advanced class standing. Students will also earn three (3) college credits through SUNY Schenectady's *College in the High School* program. A final project and/or exam will also be required.

*** There is a non-refundable fee for the Advanced Placement Examination.**

MATHEMATICS

ALGEBRA 1(Next Generation)

Credit: 1

Grades 8-10

Prerequisites: None or Part 1 Algebra

This is the first course in the three-year sequence of college preparatory mathematics aligned with the Next Generation Standards. The focal point of this course will be working with algebraic functions. Students will be exposed to such topics as solving equations, coordinate geometry, linear and exponential relationships, quadratic functions, and statistical data analysis. Problem solving techniques in a wide variety of settings will also be introduced throughout the course. Students enrolled in this course will take the Next Generation Algebra assessment in June. The passing of this assessment is a requirement for a Regents Diploma.

PART 1 ALGEBRA

Credit: 1

Grade 9

Prerequisite: None

Part 1 Algebra is the first course in a 2-year Algebra program. It introduces many of the topics discussed in Algebra 1, but they are taught at a slower pace. Topics such as ratio, proportion, and percent will be reviewed. There will be a strong focus on the solving and graphical representation of linear equations, algebraic representations of word problems, operations with polynomial expressions, factoring, and quadratic functions. Statistical analysis will also be discussed. Students completing this course are expected to take Algebra 1 the following year.

ALGEBRA 1A

Credit: 1

Grades 9-10

Prerequisite: None

This course is the first of two designed for students who will require two years to complete the requirements needed to be successful on the Algebra 1 Next Generation Assessment. Students enrolled in Algebra 1A will review topics such as ratio, proportion, and percent. There will be strong focus on the solving and graphical representation of linear equations, algebraic representations of word problems, operations with polynomial expressions, factoring, and quadratic functions. Statistical analysis will also be discussed. Students completing this course are expected to take Algebra 1B the following year.

ALGEBRA 1B

Credit: 1

Grades: 10

Prerequisite: Algebra 1A

This course is the second of two designed for students who will require two years to complete the requirements needed to be successful on the Algebra 1 Next Generation Assessment. Students enrolled in Algebra 1B will continue their study of elementary algebra, along with a study of coordinate geometry, linear and exponential relationships, quadratic functions, and statistical data analysis. Various problem-solving techniques in a wide variety of settings will be introduced throughout the course. Students enrolled in Algebra 1B will take the Algebra 1 Next Generation assessment in June. The passing of this assessment is a requirement for a Regents Diploma.

MATHEMATICS

GEOMETRY (Next Generation)

Credit: 1

Grades: 9-12

Prerequisite: Algebra 1

This is the second course in the three-year sequence in college preparatory mathematics aligned with the Next Generation Standards. The focal point of this course will be developing deductive reasoning skills through the use of logic as well as formal and informal proof. An intensive study of congruency and similarity of polygons will be conducted along with work with both coordinate and transformational geometry. Area of 2-dimensional figures as well as surface area and volume of 3-dimensional figures will also be discussed. Other topics included in this course include constructions, properties of circles, and the graphing of linear and quadratic functions. Students enrolled in this class will take the Next Generation Geometry assessment in June.

BASIC GEOMETRY

Credit: 1

Grades: 10-12

Prerequisite: Algebra 1 or Algebra 1B

This course is intended for students who have taken the Next Generation Algebra assessment but need more preparation before taking the Geometry course. This course will cover many of the topics discussed in Geometry, but more informally and with fewer rigors. This course will place more emphasis on applications of geometric properties and less on proof. The integration of algebra with geometric properties will be evident throughout the course.

HONORS GEOMETRY (Next Generation)

Credit: 1

Grades: 9-10

Prerequisite: Algebra 1 and teacher recommendation

This is the second course in the three-year sequence in college preparatory mathematics aligned with the Next Generation Standards. The focal point of this course will be developing deductive reasoning skills through the use of logic as well as formal and informal proof. An intensive study of congruency and similarity of polygons will be conducted along with work in both coordinate and transformational geometry. Area of 2-dimensional figures as well as surface area and volume of 3 dimensional figures will also be discussed. Other topics included in this course include constructions, properties of circles, and the graphing of linear and quadratic function. As this is an advanced course, students will be exposed to more rigorous questions. They will also be challenged throughout the year with problem solving units designed to help them develop perseverance and strategies to help them solve problems that are completely new to them. Students enrolled in this course will be expected to maintain a class average of 85 or above and will take the Next Generation Geometry assessment in June.

MATHEMATICS

ALGEBRA 2 (Next Generation)

Credit: 1

Grades: 10-12

Prerequisite: A minimum of a **75% Class Avg.** in Geometry AND passing Next Generation Geometry Assessment.

This is the third course in the three-year sequence in college preparatory mathematics aligned with the Common Core Standards. It serves as the foundation for all future work in mathematics. Heavy emphasis is placed on the study of various types of functions including polynomial functions, trigonometric functions, exponential functions, and logarithmic functions. A study of sequences and series, the complex number system, statistical analysis, and probability theory are also part of this course. Students enrolled in this class will take the Algebra 2 assessment in June.

INTERMEDIATE ALGEBRA

Credit: 1

Grades: 11-12

Prerequisite: Geometry or Basic Geometry

Intermediate Algebra is an introduction to some of the topics that will be discussed in Algebra 2 Common Core, but taught at a slower pace. It is intended for those students who have completed Geometry but either have not met the prerequisites for Algebra 2 or feel that they would like to learn the concepts discussed in Algebra 2 but are not quite ready to work at the pace that Algebra 2 Regents class is taught at. This course can be used as a third year math course or to help prepare students to take Algebra 2 Next Generation the following year. In some cases, it may be used as a third year math course for students who have completed Algebra 1A and 1B, but are unable to fir Basic Geometry in their schedule.

ADVANCED PLACEMENT STATISTICS/CHS

Credit: 1

Grades: 11-12

Prerequisite: Algebra 2

This course is intended to prepare students to take the Advanced Placement Exam in Statistics and to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Data analysis, planning a study, producing models using probability theory and simulation, and statistical inference. A fee is required for the AP Exam and a school final project is given. Successful scores can be submitted to colleges for possible credit or advanced placement.

***Students enrolled may also receive college credit through the College in the High School Program.**

*** A non-refundable fee is required for the AP exam**

PRECALCULUS/CHS

Credit: 1

Grades: 11-12

Prerequisite: Algebra 2

This course is designed for seniors who have completed the three-year sequence in Mathematics and accelerated juniors who expect to take AP Calculus in their senior year. Extensive use of the graphing calculator is included. This course includes:

1. Functions- linear, polynomial, exponential, logarithmic, trigonometric.
2. Systems of Equations- solution algebraically, graphically & using matrices.
3. Inequalities and Linear Programming
4. Conic Sections.
5. An Introduction to Limits and Derivatives

***Students enrolled may also receive college credit through the College in the High School Program..**

MATHEMATICS

ADVANCED PLACEMENT CALCULUS AB/CHS

Credit: 1

Grade: 11 or 12

Prerequisite: Pre-Calculus

The course is intended to prepare students to take the Advanced Placement Exam in Calculus AB. This course consists of work in analytic geometry, calculus and related topics that are comparable to freshman level calculus offered in colleges and universities. The following general topics are covered: function, limits, continuity, the derivative and its applications, the integral and its applications. A fee is required for the AP Exam and a school final project is also given. Successful scores can be submitted to college for possible credit or advanced placement.

***A non-refundable fee is required for the AP exam.**

***Students enrolled may also receive college credit through the College in the High School Program.**

STATE ASSESSMENTS IN MATHEMATICS

All regular education students are required to pass the Algebra 1 Next Generation assessment (or any one-math assessment) in order to earn a Regents Diploma.

Students enrolled in Algebra 1 Next Generation in the 9th grade, will take the Algebra 1 Next Generation assessment in June of their freshman year.

Students enrolled in Basic Algebra or Algebra 1A/Algebra 1B will take the Algebra 1 Next Generation assessment in June of their sophomore year.

Geometry students will take the Geometry Next Generation assessment in June after completion of the course.

Algebra 2 students will take the Algebra 2 Next Generation assessment in June after the completion of the course.

***** To receive an Advanced Regents Diploma, students must pass all 3-math assessments (Algebra 1 Next Generation, Geometry Next Generation, and Algebra 2 Next Generation).**

*****All Students must pass 3 math courses in order to meet their graduation requirement for math.**

PHYSICAL EDUCATION & HEALTH

PHYSICAL EDUCATION

Grades: 9-12

Prerequisite: None

Credit: .5

The Physical Education curriculum has evolved into a packaging of activities that the student body will find appealing and challenging. The department offers units in various areas of physical activity. All students will be involved in units of golf, self-defense, games, Tae Bo, ultimate Frisbee, aerobics, and walking. Freshman and sophomores will choose from football, softball, soccer, tennis, indoor soccer, volleyball, basketball, weight training, swimming, racquet sports, and lacrosse. Participation is mandatory in all activities. Classes meet every other day for the entire year. Students are assessed at the end of every class using a participation-based rubric grading system.

ATTENDANCE:

**A student is excused from PE class for any academic/school-sponsored event, guidance appointment, musical lesson, and medical absence recognized by a physician.

**A student will receive a zero if they are unprepared for class, cut a regularly scheduled class, or are absent.

**Each student has the potential to make up any missed classes by the end of the quarter. This may be achieved by seeing the PE teacher and making the proper arrangements. (After-school, intramurals, free periods, written assignments)

** Extra-credit is also available to any student interested in achieving a higher grade by speaking with their PE teacher and making arrangements on an individual basis.

Grades 9-12 will receive a NUMERICAL grade based on earned points through the rubric. The grading rubric is indicated below:

1	2	3	4	5
<ul style="list-style-type: none"> ● Student dresses out. ● Student often arrives late. ● Student displays little/no interest in class activity. ● Student is confrontational when spoken to. ● Student does not follow directions. ● Student displays lack of respect for self/ others. 	<ul style="list-style-type: none"> ● Student dresses out. ● Student often arrives late. ● Student displays little interest in class activity. ● Student rarely completes activity/ game. ● Student is not receptive to feedback from teacher/peers. ● Student displays little respect for self/others. 	<ul style="list-style-type: none"> ● Student dresses out. ● Student is on time. ● Student displays interest in class activity. ● Student is cooperative and on task. ● Student is open to feedback from teacher/peers. ● Student displays respect for self/others. 	<ul style="list-style-type: none"> ● Student dresses out. ● Student is on time. ● Student displays strong interest in class activity. ● Student displays understanding of activity and application of technical concepts. ● Student welcomes feedback from teacher/ peers. ● Student displays respect, maturity, and honesty for self/others. 	<ul style="list-style-type: none"> ● Student dresses out. ● Student is on time. ● Student displays strong motivation to excel. ● Student displays exceptional understanding of activity and application of technical concepts. ● Student initiates feedback from teacher/peers. ● Student displays respect, maturity, and honesty for self/others.

THE PRESIDENT'S CHALLENGE PHYSICAL FITNESS PROGRAM

**At the end of the school year following completion of the NYS Physical Fitness Test, the Physical Education Department will compile all of the fitness testing results. Awards will be given to students who meet or exceed the national standards for physical fitness.

PHYSICAL EDUCATION & HEALTH

PERSONAL WELLNESS AND LIFE SKILLS PHYSICAL EDUCATION TRACK

Are you the type of Physical Education student who is interested in personal wellness? Do you want to learn activities you can use for a lifetime participate in at your own skill level and feel better after you complete them? Then you need to request a Personal Wellness and Life Skills track for Physical Education next year.

This track emphasizes the skills and concepts necessary to enter adult life. Students are introduced to a wide variety of lifetime activities, individualized fitness and stress management. As a result of pursuing this curriculum, students will learn lifelong physical activities that meet their own needs. By providing opportunities to attain skills and knowledge in these areas, students will learn to be self-directed and make informed choices regarding their personal wellness. Activities that enhance total physical, mental and social well-being will be offered. Opportunities for social interaction, group leadership and personal challenge will be an important part of this program, allowing for a greater sense of self-expression, personal meaning, and development of a positive self-image. Technology will be used to enhance the curriculum and students will learn about its role as a comprehensive approach to wellness and learning to coordinate physical activity, nutrition, stress management, risk avoidance and other health-enhancing activities. This track may/will include:

Yoga/Pilates/Tae Bo	Frisbee games	Dance
Weight room/fitness	Golf	Speed Stacking
Tennis/Pickleball	Walking/jogging/hiking	Archery
Volleyball/Melonball	Lawn games	Project Adventure/Cooperative Game
Badminton/Table Tennis	Orienteering	Swimming/Water Aerobics (optional)
Box Hockey	Life Guarding (situational)	

COMPETITIVE AND TEAM SPORTS PHYSICAL EDUCATION TRACK:

Are you the type of physical education student who enjoys team sports? Do you want to play competitive sports where strategy and teamwork are emphasized? Then you need to request the competitive and team sports physical education track.

This track emphasizes not only team strategies and advanced concepts, but also individual skills in a variety of team sports and activities. These skills will not only be used in sports, but also throughout one's life. You will learn to demonstrate an understanding in major concepts including; offense, defense, sportsmanship and positive social behavior, all while being an integral part of a team. You will also learn how to participate in a variety of team sports and activities in a safe manner. This track also emphasizes skill development, cooperation, teamwork, and competitiveness. Major areas of this track included at the High School level may include, but are not limited to the following:

Flag Football	Team Handball	Table Tennis (ping-pong)
Soccer	Speedball	Pickle Ball
Lacrosse	Basketball	Pillow Hockey
Flicker Ball	Dodging/Fleeing Games	Softball/Baseball
Melon Ball	Advanced Badminton	Racquet Ball

** Both Competitive and Life Skills Tracks will include the mandated activities: Beep Test, Presidents Physical Fitness Test and Mile Run.

HEALTH

Grades: 10-12

Credit: .5

Health education is an important part of the core curriculum, and is a requirement for graduation. The course work instills in students the skills and knowledge needed to examine alternatives and utilize available resources to make responsible health-related decisions. Aligned with both the National and NY State Standards of Education, the Health program focuses on teaching life-skills such as goal setting, communication, advocacy, stress-management, and self-management in a relationship. Throughout the course, students will participate in hands-on activities and projects that simulate practice situations in each of the above areas.

SCIENCE

GRADUATION REQUIREMENTS FOR SCIENCE

Students are required to pass three courses in science, from two areas, one from the Living Environment and one from the Physical Setting, and pass one Regents Examination for a Regents Diploma. The Advanced Regents Diploma requires that students pass two Regents Exams, one from each area.

Currently a Regents Exam is given at the end of every Regents Science course (Earth Science, Biology, Chemistry, and Physics). For all Regents courses, a student must satisfactorily complete all laboratory reports, in order to be eligible to take the Regents Examination for the course.

EARTH SCIENCE- REGENTS (Physical Setting)

Grades: 9 -12 (Grade 8 - by recommendation)

Credit:1

Prerequisite: None

Regents Earth Science is a full year in-depth study of Earth and space sciences. It includes the Earth in relation to other objects in space; it explores the Earth's environment, climate and weather systems; and examines geologic and oceanic processes. Students accelerating science in middle school may take Earth Science as an eighth grader. Separate lab periods are required with lab meeting every other day. The Regents exam is administered in June.

BIOLOGY - REGENTS (Living Environment)

Grades: 10-12 (Grade 9 by recommendation)

Credit: 1

Prerequisite: None

Regents Biology is a comprehensive course of the biological sciences. Emphasis is placed on major concepts in the following areas, with evolution as the connecting thread for the course: biochemistry, cytology, human physiology, reproduction, genetics, ecology and human impact on ecosystems. Separate lab periods are required with lab meeting every other day. The Regents exam is administered in June.

CHEMISTRY - REGENTS (Physical Setting)

Grades: 10-12

Credit:1

Prerequisite: Earth Science or Biology (Including passing Regents Exam), Algebra 1

Chemistry is a full year laboratory course based on the New York State Physical Setting/Chemistry Core Curriculum. This is a survey course of topics in chemistry including atomic structure, bonding, kinetics, acids and bases, redox reactions and organic chemistry. Chemistry is a necessary course for students planning to pursue careers in medicine, engineering and technology. Separate lab periods are required and lab meets every other day. The Regents exam is administered in June.

PHYSICS - REGENTS (Physical Setting)

Grades: 11-12

Credit:1

Prerequisites: Algebra 2

Physics is a full year laboratory course based on the New York State Physical Setting/Physics Core Curriculum. The course introduces students to the study of motion, energy and the fundamental forces of the universe. Topics covered include mechanics, energy, waves, electricity and magnetism, and modern physics. Emphasis is placed on quantitative problem solving. Fluency in algebra and trigonometry is essential. Separate lab periods are required with lab meeting every other day. The Regents exam is administered in June.

SCIENCE

FORENSICS

Grades: 11-12

Prerequisite: Biology

Credit:1

Forensics is a full year course that applies principles of biology, chemistry and physics together to collect and analyze crime scene forensic evidence. It offers a broad scientific experience as well hands-on forensic techniques and their relation to criminal investigations.

ENVIRONMENTAL SCIENCE/ CHS

Grade: 12

Prerequisite: Earth Science & Biology

Credit:5

Environmental Science is a half credit, interdisciplinary course designed to provide students with scientific principles, concepts, and methodology related to our world; to understand interrelationships of the natural world; to identify and analyze environmental problems both natural and man-made; to evaluate the relative risks associated with these problems; and to examine alternative solutions for resolving and/or preventing them. Specific topics include Earth systems, population dynamics, renewable and non-renewable resources, environmental quality, global changes, and the role of the environment and society in decision making for the future. The interdisciplinary nature of the course combines aspects of earth science, biology, chemistry, technology, world health and population, National Parks and Sustainability. The final exam is administered in June.

METEOROLOGY-UNIV

Grades: 10-12

Prerequisite: Earth Science (including passing Regents Exam)

Credit:1

Meteorology is a full year course, taught locally and is part of SUNY Albany's University in the High School Program. It is similar to a college level ATM100 class. The class introduces students to the concepts and principles of meteorology using real-time data from the Internet. Topics that will be covered include the atmosphere, radiative balance, air pressure, humidity, atmospheric stability, precipitation, wind, planetary circulation, satellite analysis, cyclones, weather balloon data, severe weather and forecasting. This is a rigorous course with a college level midterm and final exam. The final exam is administered in June.

ANATOMY & PHYSIOLOGY

Grades: 10-12

Prerequisite: Biology

Credit: 1

Anatomy and Physiology is a full year course that examines the structure and function of the muscular, skeletal, digestive, nervous, and other systems in the human body. Lessons will feature discussions, projects, and laboratories conducted from the classroom to the weight room! Topics covered include basic body systems, the impact of disease on organs, drug-body interactions, and sports medicine. The Human Body course is designed for students considering a career in health-related fields; particularly physical therapy, sports medicine, psychology, or pharmacology.

SCIENCE

ADVANCED PLACEMENT BIOLOGY/CHS

Grades: 11-12

Credit: 1

Prerequisite: Biology & Chemistry (including passing Regents Exam)

Advanced Placement Biology is a full year course which provides students with the opportunity to pursue an in-depth study of Biology through a laboratory oriented approach. Study includes the areas of cytology, biochemistry, molecular genetics, and selected physiological systems. Evolution at different levels of organization is the unifying concept. Emphasis is placed on lab activities, study of the text, reference books, and selected articles from a variety of journals. Separate lab periods are required with lab meeting every other day. The AP exam is administered in May.

***A non-refundable fee is required for the AP exam**

ADVANCED PLACEMENT CHEMISTRY

Grades: 11-12

Credit: 1

Prerequisite: Chemistry (including passing the Regents Exam)

AP Chemistry is a full year course for students who are planning to pursue a science related career. Topics of study include atomic structure, periodic table/trends, gas laws, mathematical chemistry relationships, thermo-chemistry, covalent bonding/geometry, rates of reaction, acids/bases, equilibrium, electrochemistry, nuclear chemistry, and some basic organic chemistry. Emphasis is placed on reaction writing, predicting chemical products and qualitative analysis of chemical unknowns. Separate lab periods are required with lab meeting every other day. The AP exam is administered in May.

***A non-refundable fee is required for the AP exam**

HONORS/ADVANCED PLACEMENT PHYSICS

Credit: 1

Grade: 11, 12

Prerequisites: Algebra 2 with a final average of 90 or higher

Honors Physics/AP is a full year laboratory course based on the New York State Physical Setting/Physics Core Curriculum and the College Board Physics 1 Curriculum. The course is an aggressive introduction to the study of motion, energy and the fundamental forces of the universe. Topics covered include mechanics, energy, waves, electricity and magnetism, and modern physics. The course stresses both solid conceptual understanding and quantitative problem solving. Fluency in algebra and trigonometry is essential. Separate lab periods are required with lab meeting every other day. The AP exam is administered in May. The Regents exam is administered in June.

***A non-refundable fee is required for the AP exam.**

SOCIAL SCIENCES

GLOBAL HISTORY & GEOGRAPHY 9

Grades: 9

Credit: 1

This curriculum includes a chronological view of global history and includes area studies along with the development of world culture. Grade 9 will focus on the development of world history through the mid eighteenth century (approximately 1750). Grade 10 begins with the French Revolution and continues through contemporary problems and world events.

GLOBAL HISTORY & GEOGRAPHY 10

Grades: 10

Credit: 1

Global History 10 ends with a statewide Regents Examination. All regular education students must pass this examination as part of their graduation requirements. The curriculum includes a chronological view of global history and includes area studies along with the development of world culture. Grade 10 begins with the French Revolution and continues through contemporary problems and world events.

ADVANCED PLACEMENT WORLD HISTORY: MODERN

Grade 10

Credit: 1

Prerequisite: Global History 9

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past 800 years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1200 C.E. Periodization, explicitly discussed, forms the organizing principal for dealing with change and continuity from that point to the present. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

UNITED STATES HISTORY 11R

Grade: 11

Credit: 1

Prerequisite: Global History 10R or AP World History

The American studies course focuses on the history and politics of the United States. It stresses development and understanding of such concepts as the role of the presidency, problems of minority groups of the past and present, the relationship between big business, labor, the middle class and US policy in the Cold War and mass media. The goals include: to develop the ability to deal with varied circumstances on a rational and analytical level; to develop the full range of necessary skills - competence in writing, reading and verbal expression; ability to interact socially, and to develop in the student the ability to retain and configure information. This course completes with the state Regents or Regents Competency exam in US History.

SOCIAL SCIENCES

ADVANCED PLACEMENT AMERICAN HISTORY

Grade: 11

Credits: 1

Prerequisite: 90 average in Global Studies 9 & 10 or approval of instructor

This course is a rigorous, reading and writing intensive class designed to provide students with a rich overview and appreciation of American history. The class focuses on events and developments from 1491 through the early 2000s, and prepares students for success on the national AP Exam administered in May of each school year. This course also satisfies the curriculum requirements of the New York State Regents course in U.S. History and Government.

***A non-refundable fee is required for the AP American History Exam given in May. Successful scores can be submitted to college for possible credit and or/ advanced placement.**

Students may receive College in the High School credit for this course.

ADVANCED PLACEMENT AMERICAN HISTORY with ADVANCED PLACEMENT LITERATURE AND COMPOSITION (American Studies)

Credits: 2

Grade: 11

Prerequisite: Global Studies 10 & English 10 or English 10H qualifying grade or entrance exam or teacher recommendation.

This course will combine the study of American history with American literature and will be team taught by a Social Studies and an English teacher. These teachers will integrate American literature with American history using a chronological approach. The combined course will provide students with the analytical skills and factual knowledge necessary to deal critically with issues in American history and literature, preparing students for college course work by making demands upon them equivalent to those they will encounter in post-secondary education. The AP Literature portion of the course will require students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students will evaluate, synthesize and cite research to support their arguments. Throughout the course, students will develop a personal style by making appropriate grammatical choices. Additionally, students will read and analyze American literature chronologically from the pre-Colonial period through the modern period. The course aims to prepare students for the Advanced Placement Exam in Literature and Composition and the New York State Regents Examination in English

A non-refundable fee is required for the AP American History Examination and the AP Literature and Composition Examination both given in May. Successful scores can be submitted to college for possible credit and/or advanced placement.

Students may receive College in the High School credit for this course.

SOCIAL SCIENCES

ECONOMICS

Grade: 12

Prerequisite: American History 11

Credit: .5

This economics course examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges.. This is a required senior social studies course.

PARTICIPATION IN GOVERNMENT

Grade: 12

Credit: .5

Prerequisite: American History 11

This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included, so that the course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy. This is a required senior social studies course.

ADVANCED PLACEMENT MACROECONOMICS/MICROECONOMICS

Grade: 12

Credit: 1

Prerequisite: American History 11

This course aims to unlock the secrets of how the economy works and gain skills that will serve you for a lifetime. AP Microeconomics and AP Macroeconomics give you the tools to understand everything from personal finance to global markets. You'll learn how businesses, governments, and individuals make decisions—and how those choices impact the world. Plus, these courses look great on college applications, can earn you college credit, and prepare you for real-world challenges. All students are required to pay a non-refundable fee to take both AP exams.

****Suggested Prerequisite:** Credit in Algebra 2 Math

SOCIOLOGY

Credit: .5

Sociology is the study of human social behavior. It assumes a group, rather than an individual perspective. Sociologists look for patterns in social relationships and attempts to explain why we behave the way we do based on society's standards and expectations. Through movies, class discussion, and readings, a course in sociology would investigate cultural difference, illustrate how social institutions (i.e. media, family, education) influence human behavior, investigate the sociological theories of deviance and crime, explain social inequality, define gender roles, and evaluate social change.

PSYCHOLOGY

Credit: .5

Psychology is the study of human behavior and mental processes. It assumes an individual, rather than a group perspective. Psychology seeks to answer questions like *Do Video Games Lead to Violence* and attempts to explain the effects of birth order on your emotional development. Through experiments, class discussion, and readings, a course in psychology would cover topics such as research methods, biopsychology, life-span development, personality, psychological disorders, and learning.

SOCIAL SCIENCES

AP PSYCHOLOGY

Grade: 11-12

Credit: 1

Psychology is the study of human behavior and mental processes. It assumes an individual, rather than a group perspective. Psychology seeks to answer questions like *Do Video Games Lead to Violence* and attempts to explain the effects of birth order on your emotional development. Through experiments, class discussion, and readings, a course in psychology would cover topics such as research methods, biopsychology, life-span development, personality, psychological disorders, and learning. As an Advanced Placement course, students would be introduced to additional topics that include but are not limited to neuroscience, sensation, perception, and states of consciousness.

***A non-refundable fee is required for the AP exam.**

SPORTS IN SOCIETY

Grades: 10-12

Credit: .5

Sports in Society will look at how the sporting world impacts society. Students will research and analyze different topics such as inequality in youth sports, breaking the color barrier, violence in sports, and trailblazers who opened doors for others. Students will explore how the sporting world impacts our society culturally while also looking at the political and economic impacts as well.

SPORTS AND CIVICS

Grades: 10-12

Credit:.5

Sports and Civics will look at the role the government plays in the sporting industry, both domestically and internationally. Students will analyze Supreme Court cases and laws that impact different sports. Topics students will explore include drugs in sports, Title IX, and Student Unionization/NIL. Students will research how international law and economics impact FIFA and the Olympics. Students will investigate the economics of sports through the lens of the government by studying the process of building new stadiums and how the government determines if a professional league has a monopoly.

TECHNOLOGY

LAB FEES MAY BE REQUIRED FOR TECHNOLOGY COURSES

INTRODUCTION TO ENGINEERING DESIGN (IED)

Credit: 1

Grades: 9-12

Prerequisite: None

In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation.

PRINCIPLES OF ENGINEERING

Grades: 10, 11

Credit: 1

Prerequisite: Introduction to Engineering Design

Principles of Engineering is a full year course that is the second in the Project Lead the Way Series. Students explore a broad range of engineering topics including mechanisms, strength of structure, and automation. They apply what they know to take on challenges like designing a self-powered car. The final exam is administered in June.

ARCHITECTURAL DRAWING

Grades: 11-12

Credit: .5

Prerequisite: Design & Drawing for Production

This course will deal with basic elements in planning a residence. Topics will include site orientation and selection, residential designing, room planning and layout, local building and zoning limits. Each student will have the opportunity to design a residential home. Drawings will include preliminary layouts, floor and foundation plans, elevations, section views, a plot plan and model. Drawing tools will also include CAD.

DESIGN AND DRAWING FOR PRODUCTION

Grades: 9-12

Credit: .5

Through basic drawing techniques, students will solve problems graphically. They will have an opportunity to create presentation drawings for designs, full and half-sectioning of machine parts, multi view drawings and surface developments for packaging design and shapes. Students will utilize a variety of 3D software to produce their designs using 3D printing, laser cutting, and CNC routing machines. This course satisfies one-half of the art/music requirement.

COMMUNICATION SYSTEMS

Grades: 10-12

Credit: .5

Prerequisite: None

This course surveys the technology of video and computer communications. Units covered will include all aspects of video production including recording with a variety of cameras, sound dubbing, special effects, editing, and adding titles. Telecommunication, digital sound, animation, computer graphics and interactive multimedia will be covered. Students will complete activities in each unit.

TECHNOLOGY

MEDIA PRODUCTION

Grades: 11-12

Prerequisite: Communication Systems or Digital Graphics

Credit: .5

This course will have two components. Video production; will include units in studio lighting, script and story board writing, video filming, editing, special effects and improving sound quality. The second component will cover video techniques such as chroma key (bluescreen), morphing, and virtual reality graphics. Students will build on the skills and knowledge learned in Communication Systems and develops mastery in video production. Group and individual projects will give practical experience to each student.

DIGITAL MEDIA

Grades: 10-12

Prerequisite: Digital Graphics I& Digital Graphics II or Communications & Media Production

Credit: .5

Digital Media will focus on advanced elements, principles of visual art and design, video editing, audio editing, and script writing. Students will design and create projects using the Adobe Creative Cloud Suite with programs including Photoshop, Premiere, After Effects and In Design. Projects will be completed in both team and individual settings. Students will explore career opportunities in various media fields of study. They will also learn the importance of teamwork, time management, attention to detail and flexibility. Some of the areas that we will focus on are, but not limited to, BirdCage TV Productions, Digital Advertising Campaigns, Special Effects and Short Films. Each student will leave the class with a personal portfolio featuring their best designs.

DIGITAL GRAPHICS I

Grades: 9-12

Prerequisite: None

Credit: .5

This course will introduce students to creating and using computer graphics. Units of study will include painting and drawing software used in creating graphic images. Input devices such as scanners, digital cameras, video input, CD-ROM, and the Internet will be used to create high-resolution graphics. These graphic images will be used with presentation and page layout software to help the student create major projects.

DIGITAL GRAPHICS II

Grades: 9-12

Prerequisite: Digital Graphics I

Credit: .5

This is an advanced elective concentrating on high-end drawing and design software. Students will use this software to create and enhance graphic images of all types, and develop graphic layouts for paper and web publication. Software programs such as Photoshop, Illustrator, and web site production software will be taught. Through project work each student will learn to use tools widely used in the communication industry.

TECHNOLOGY

DIGITAL GRAPHICS III – 2/3D ANIMATION

Credit: .5

Grades: 9-12

Prerequisite: Digital Graphics I

This course will teach the principles, techniques and animation of 3D graphics. Using software, the students will explore the essential 3D building blocks such as drawing, shape manipulation, modeling and rendering. 3D animation will be taught using “Cheetah 3D” software. Students will use layers to create scenery, props and characters that look and move like real life. Students will also use flash to create a short chapter in a class movie that will tell a story of the classes choosing. Through project work, tutorials and classroom instruction students will develop an understanding of the 2 and 3D graphic animation world.

DIGITAL ELECTRONICS (PLTW)

Grades: 10-12

Prerequisite: Digital Graphics I

Credit: 1

Students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry.

CAPITAL REGION CAREER & TECHNICAL SCHOOL

VOCATIONAL/TECHNICAL COURSES

The Capital Region Career & Technical School offers great opportunities for students seeking to gain knowledge and skills in vocational and technical fields. Due to the travel time and length of course offerings at the center, it is imperative that students enter on track for graduation. Therefore, under ordinary circumstances, students should have passed at least 9 credits of the following: English, Global History, Math, Science, Health, Phys. Ed., and Art/Music (1 credit). Only under very unusual circumstances and with the approval of administration and the recommendation of the student's counselor shall students not meeting these criteria be allowed to attend CR Career & Technical School.

COURSE OFFERINGS

Most of the following programs are two year programs offered to juniors and seniors. In some cases, students may elect to take the programs for one year only. Students interested in attending should inform their counselors so that other course requirements can be fulfilled in the freshman and sophomore years. Students will spend four periods in the program and will receive four credits per year. Transportation is provided by the home school district. The Technical School career center will help students identify full-time job opportunities for after graduation or assist with college planning.

AUTO BODY COLLISION & REFINISHING
AUTO TRADES
AYES AUTO TECHNICIAN
BUILDING TRADES
CONSTRUCTION- Residential & Commercial
COSMETOLOGY**
CRIMINAL JUSTICE
CULINARY ARTS
DIESEL TECH
DIGITAL MEDIA DESIGN
EARLY CHILDHOOD EDUCATION
ELECTRICAL TRADES

ENTERTAINMENT TECHNOLOGY
GAMING DESIGN & IMPLEMENTATION
GLOBAL FASHIONS
HEALTH CAREERS-CNA/PCA/DSP/HHA
HVAC/HEATING & REFRIGERATION
MANUFACTURING & MACHING TECH
NETWORK CABLING-SMART HOME TECH
NEW VISIONS EMERGING TECHNOLOGY
NEW VISIONS HEALTH CAREERS
PLUMBING
STERILE PROCESSING TECH
WELDING

**—Indicates programs that require two years of attendance and summer hours for licensure.

LOCATION:

ALBANY CAMPUS:
925 Watervliet-Shaker Rd
Albany, NY 12205
PHONE: 518-862-4801

CTE EXTENTION CENTER:
886 Watervliet-Shaker Rd
Albany, NY 12205

SCHOHARIE CAMPUS:
174 State Route 30A
Schoharie, NY 12157
PHONE: 518-295-3000

SPECIALIZED PROGRAMS

ACADEMIC INTERVENTION SERVICES (AIS)

SCIENCE

MATHEMATICS

SOCIAL STUDIES

READING

WRITING

Students who need remediation in science, mathematics, social studies, reading or writing in order to prepare them for the Regents Exams in these areas may be registered for a program to meet these needs. Participants are chosen by standardized test scores , teacher recommendations or from the MTSS committee. The classes are not for academic credit.

ADVANCED PLACEMENT COURSES AND EXAMINATIONS

Students take AP courses and exams for several reasons, including the challenge, the excellent preparation these courses offer toward college and the opportunities that can unfold as a result. A student who earns a grade of 3 or better on an AP exam is generally considered qualified to receive credit for an equivalent course at one of the 2,900 colleges and universities that give credit for AP exams. Some colleges will also offer advanced placement in the subject. College and university policies regarding Advanced Placement grades are not consistent. Students seeking college credit through AP are advised to obtain the college's AP policy in writing, or to look for it in the institution's catalog. Students are selected to participate in AP courses on the basis of their preparation for such a course and their willingness and ability to meet its academic challenges. The non-refundable fee for each AP exam is \$90.00. ALL STUDENTS ENROLLED IN AN AP COURSE MUST TAKE THE EXAM.

COLLEGIATE STUDY

Students may opt to pursue advanced study through enrollment in one course or more at any of the area colleges, or through independent study programs offered by colleges nationally. This option allows students to take courses not offered at the high school, pursue a more advanced level, earn college credits or begin an academic major. Students will receive one high school credit for each 3 or 4 college credit course. Those choosing to graduate early may elect to fulfill their twelfth grade English and/or Social Studies requirements at college. The courses and the academic plan via an application must be pre- approved by the counselor and the academic department at the high school. Transportation and tuition/fees are the responsibility of the student. Grades in these courses are not factored into the student's high school GPA.

COLLEGE IN THE HIGH SCHOOL

Several courses offered in Grades 11-12 are part of the College in the High School program in which college credit is granted for a grade of C or better in the high school course. Colleges participating include Schenectady County Community College and the University at Albany. An application for credit must be completed along with a college determined fee to earn college credit in the course.

ACADEMIC POLICIES 2025-2026

DEFINITIONS OF TERMS:

REQUIRED COURSES- All students must take these to graduate from high school.

PREREQUISITE - A course that is required in order to be prepared for a more advanced course.

ELECTIVES- Courses which may be chosen by the student that are not graduation requirements.

CREDIT- One credit is earned for a passing grade in each high school subject taken five periods a week for a full year. If the subject is only taken for half the school year, one half credit is earned.

LOCAL DIPLOMA- A diploma based upon completion of a level of general education and required state testing.

REGENTS DIPLOMA- A diploma based on completion of an upper level academic program and passing required Regents Examinations.

ADVANCED REGENTS DIPLOMA- A diploma based on completion of a more rigorous academic program including additional Regents Examinations.

WITH HONORS -Indicates that the Regents or Advanced Regents Diploma was earned with Regents Exam scores averaging 90% or better.

MINIMUM COURSELOAD

The Voorheesville Central School Board of Education policy requires that all students in Grades 9-12 carry a course load of 6.5 credits or its equivalent each year. Students who wish to waive this must get approval from parents, guidance, and the principal.

NEW YORK STATE EXAMINATIONS

Regular education students are required to pass Regents Examinations in 4 areas; Math, Science, Social Studies and English to graduate. Students must also pass 1 additional exam in Math, Science or Social Studies. To earn a Regents Diploma, students must score a 65 or higher on all 5 tests.

A local diploma is granted with a 55 or higher on the Regents for students in our special education program as needed.

CREDITS REQUIRED FOR PROMOTION TO THE NEXT GRADE

Grades **9 to 10** **4 Credits** (including 3 from core subjects (English, Social Studies, Math, Science))

Grades **10 to 11** **9 Credits** (5 from core subjects)

Grades **11 to 12** **14 Credits** (8 from core subjects)

HONOR ROLL/HIGH HONOR ROLL

Honor Roll/High Honor Roll is determined by quarterly averages. A student on Honor Roll has achieved an average of 84.50 or higher in the quarter. A student on High Honor Roll has achieved an average of 89.50 or higher. Additional rounding cannot be used to obtain the required average. Such student cannot be on Honor Roll or High Honor Roll if they have a grade of F, NE, or INC within the quarter.

SCHEDULING TIMETABLE

Counselors will meet with students in classroom groups to gather preliminary requests. Teachers recommend students for placement, department chairpersons then review (i.e. AP, Honors, Regents, School Level) as applicable. Counselors will annually review the high school plan and selected courses in individual meetings with each student. Individual conferences for students in Grade 11 will be held with a parent or guardian to review post high school plans. A course selection sheet will be finalized by April 1 and must be signed by a parent or guardian and returned to the guidance and counseling office in order to assure that requests are in place in selected courses. After the master schedule is created a student's schedule will be developed. Where classes are canceled or a conflict arises in a student's schedule, different courses will need to be selected. Before school opens in the fall students will receive a copy of their daily schedule. **SCHEDULE CHANGES ARE STRONGLY DISCOURAGED AT THIS TIME. STUDENTS ARE OBLIGATED TO MAKE A STRONG, SINCERE EFFORT TO SUCCEED AND COMPLETE THE SELECTED PROGRAM.**

TRANSFER STUDENTS

All grades from prior schools attended will become a part of the Voorheesville High School Transcript for that student. Letter grades will be converted to our numerical system using a grading conversion scale. Students from out of state and private schools will be expected to pass New York State Regents Exams and coursework as outlined in the Commissioner's regulations. Home Schooled students who enroll in high school must also meet these requirements.

ACADEMIC POLICIES 2025-2026

DROPPING A COURSE

Schedules will not be altered to accommodate teacher requests, early dismissal or late arrival. The official add/drop period for all classes is 7 school days after the beginning of a course.

A schedule change due to academic difficulty may be considered prior to end of first quarter provided:

- a request from a parent or guardian is made
- student is carrying the required number of courses
- student has made a sincere effort to succeed
- the student, parent, teacher and guidance counselor are in agreement regarding the change.
- class balance is not disrupted by the change.

Such student may then have to add a course in its place during second semester.

GRADES FOR DROPPED COURSES

If a course is dropped prior to the end of the first quarter, the class will not become a part of the student's record. After a student receives a grade in the course, in the next quarter column of the report card the student will receive either a Drop or Drop/Fail. The teacher assigns a Drop or Drop/Fail based on the current grade in the course. A Drop/Fail is equivalent to a 50 and is averaged in to that quarter's average and the final average for that year. A student will receive a Drop/Fail if their average is below 65. A Drop/Fail may only be overridden if the student was placed in an inappropriate academic level. If a student begins a new full year course at a different academic level, grading for that course begins when the student enters the new course.

FAILING GRADES

A letter grade of F is used in the first half of a full year course for grades below 50. An F will be calculated as a 50 in the overall average. This will only be afforded to students who have attended at least 75% of scheduled classes. For the second half of a course, actual numerical grades will be used for grades below 50. If a student's overall average for a course at the end of the year is below passing, the actual grades earned in the first semester will replace the original grades of 50 (F). A grade of F in physical education is not calculated numerically into the average.

INCOMPLETE GRADES

Teachers may choose to give a student an incomplete in a course provided that there is a valid reason for work not completed (i.e. extended illness). The student will have a maximum of five weeks from the end of the marking period to make up this back work.

CHANGING ACADEMIC LEVELS IN A COURSE

A student may elect to change levels in a course (i.e. Regents to School level or Honors/AP to Regents) with teacher, parent and counselor permission provided the request is made before the end of the second quarter. Computation of the final average for the new course will include the quarters for which the student was enrolled in the course, the final examination, and input from the former teacher. A student who transfers within the last two weeks of the first quarter will receive a letter grade of P or F for the quarter and the grade for the year will be based upon the remaining three quarters.

TESTING OUT OF A COURSE

A student may test out of a course in January if they are in the course for the second time and have teacher approval. The student needs to earn an average of 75 or higher both first and second quarter, must take the midterm as part of the second quarter grade, and must take a final exam achieving a 65 or higher to prove competency in the entire course. Grading is determined by factoring in the third and fourth quarter grades of the previous year. Students may remain in the course to improve the remaining quarters and therefore the overall average.

SUMMER SCHOOL

FOR COURSE FAILURE, REGENTS EXAM FAILURE OR GRADE IMPROVEMENT

Students who fail one or more core courses during the regular school year are ***strongly advised*** to attend summer school at one of the local school districts.

A student who fails a Regents Exam may opt to retake the exam or course in summer school or will be scheduled to repeat the course or attend remediation classes where available. Voorheesville Central School District does not operate a summer school. Summer school programs vary from year to year within each district. To take a 1 credit course in summer school you must have taken the course before. ½ credit courses can be taken for the first time in summer school. Some summer school programs allow students to register to retake Regents Examinations due to failure or for improvement. A student who receives a higher grade on this exam will have that grade recalculated into their overall average for the course to which it applies. If the score on the walk-in exam is lower it is not recorded on the transcript.

ACADEMIC POLICIES 2025-2026

COMPUTATION OF THE FINAL AVERAGE

The final average for a course is calculated by averaging the four quarterly grades and the final examination grade. Final averages for half year courses are calculated by doubling the two quarterly grades, adding the final exam grade to the total and dividing by five. The quarterly average is calculated by averaging each course grade equally, with the exception of courses which meet every other day and therefore carry half the weight of a daily course.

A student's final average for the year is calculated by assigning half credit courses half the value of full-credit courses and averaging all scores.

COMPUTATION OF THE TRANSCRIPT

All courses taken by a student that have a numerical grade are used for calculating an overall average. The only letter grades that have a numerical value are F (fail) or DF (drop/fail) which is equal to a 50. A DF is averaged in the quarter the student drops the class and in the overall average. A letter grade in PE has no numerical value.

When a course is repeated due to failure, both the failing grade and the new grade are calculated in the overall average. When a course that has been passed is repeated *for improvement*, only the better grade is used in calculations, although both course grades appear on the transcript.

Students who retake a Regents Exam that is used as a final exam for a course will have the higher grade used for calculating the average for that course. Students who are testing out of a course will also have the quarterly grades that they repeated recalculated into the overall average. The original final average and exam grades will appear on the transcript during the year taken. The new calculations will also appear in the year taken.

If a student has failed the same class or Regents exam more than once, the highest failing grade is calculated in the overall average along with a later passing grade. Classes are unweighted, meaning no course is given a greater value in calculations.

HOMEWORK POLICIES

Homework policies are determined by the individual teacher of each course and are available for review through the department chairperson. High school students are responsible for keeping up to date with their assignments. If a student is absent two or more consecutive days, the Guidance and Counseling Center can collect work for a student if given at least one day of advance notice. Students are responsible for making up their work if they are out of school for an extended illegal absence (i.e. vacation, family commitment). It is the students' responsibility to make a list of work they need to complete and set up appointments with teachers to review work missed.

SUMMER READING

All Voorheesville students are required to extend their reading activities through our Summer Reading Program. Students are required to read the books assigned to their grade level prior to the start of school. The selections relate to the English and Social Studies courses that the student will be enrolled in for the following year. Students are required to prove that the book has been read by completing some form of assessment either online during the summer through the use of online assessment tools which may include, but are not limited to, blogs, wikis, or online discussion boards, or through the completion of an in-class assignment when school begins in the fall. The grade(s) on assignments completed either during the summer months or during the first weeks of the first quarter will count as a first quarter grade and are due on the dates assigned by the teacher. New registrants may be granted extended time by the department chairperson depending on date of registration.

MISSING ASSIGNMENTS/ABSENTEEISM

Students are required to make up all homework and all class work due to an absence. In the case of excused absences, two **school** days of completion time for each day of absence will be allowed (e.g., six school days to complete assignments for a three-day absence). This provision for make-up work does not excuse students from handing in work on a previously specified due date.

Students are required to make up all tests and examinations following unexcused absences in the same time parameters as homework completion. Students are required to take mid-year and final examinations as scheduled. If students are legally absent from an examination, the counselor and/or the teacher will reschedule the examination.

Students who have an unexcused absence (illegal absence which include parent approved vacations, not including skips) will only be allowed one day of completion time for each absence. If going on an extended vacation or leave (3 or more days), students must give the teacher at least one weeks' notice when requesting assignments to be completed during the absence. If a particular student has an excessive number of these days, it will be referred to the building principal and counselor for a meeting with the student and parents.

If a student misses an assignment, test, quiz, or class grade due to a skip, that student does not have any expectation of receiving credit for what was missed.

ACADEMIC POLICIES 2025-2026

EXTENDED ABSENCES

If a student is legally absent from school for 10 or more consecutive days, he or she may request tutoring through their school counselor. Tutoring will be at a rate of two hours per school day missed. Any student who is expected to miss a number of days (3 or more), and requests work from teachers, should make all efforts to pick up and complete the work that was organized. The building principal has the authority to revise or amend this guideline as needed.

HOME TUTORING

Students who are ill for a period of more than 10 consecutive school days with the illness expected to continue may request home tutoring. Documentation from an appropriate physician must be submitted to the school indicating the nature and duration of the illness. The counselor will arrange for tutors to come to the home for up to 3 hours per day missed. Extended illness may force electives to be dropped. Families must work with the tutors to arrange a schedule that is a best fit for everyone.

INDEPENDENT STUDY

Students may elect to pursue independent study in academic areas in which we currently do not offer courses. The student must enlist a sponsor teacher willing to oversee the independent study. A written proposal must then be submitted to the department chairperson with a copy for the student's counselor and a meeting will be held to consider the proposal. Alternative Study Contract must be completed and signed for approval to pursue an independent study, online/off campus course, or Regents Class challenge.

ACCELERATION/ CHALLENGING COURSES

Students may opt to challenge a course by proving competency in the course material. A student must submit a request in writing to the chairperson of the academic department, and a contract must be completed with approval from parent, teacher, department chair, guidance, and administration. The chairperson will evaluate a student's knowledge of the material and will require that the student show mastery of the final examination (score of 85% or better) and complete a special project. In Regents Courses it is required that students earn a grade of 85% or higher on the Regents Examination in addition to requirements set forth by the department chairperson or principal.

CREDITS FROM COLLEGE, PRIVATE PROGRAMS OR INDEPENDENT STUDIES

A student may apply for high school credit for courses completed at college, online, or in another institutional program. Prior to taking an online or off-campus course the student will need to get permission from their guidance counselor, and have a contract completed with approval from parent, appropriate department chair, and administrator. Verification that the course was completed and a grade received must be submitted to the Guidance Office. This should include a record of the amount of hours spent in the program in order to determine the amount of high school credit to be given. Grades from such programs will be converted to pass/ fail or letter grade on the student's transcript and are not used in GPA calculations. When a college course is used to fulfill a NYS requirement the grade in the course must be a C or better and credit must be awarded by that institution. Permission for this must be granted by the appropriate department head prior to the beginning of such class. If not an approved credit bearing program, a student may seek an independent study in the area by consulting their counselor and the appropriate department chair. Any course taken in lieu of a required high school course as an independent study must be approved by both counselor and department chairperson. This contract must be completed prior to the beginning of the independent study.

DOUBLING UP

Doubling Up refers to the situation where a student is allowed to take two courses within a department due to failing one of the courses in a previous year. Example: A student, who fails English 9, does not attend summer school and is given permission to take English 9 and English 10 simultaneously the following school year. In such cases, the student must pass the lower course each quarter. By the end of the second marking period a decision will be made regarding the continuation of the doubling. If the student has failed the lower course at this point in time, the student is required to drop the higher level course regardless if the student is passing or not. Students may also choose to accelerate by doubling-up in courses with permission of the counselor, department chairperson and parent.

ACADEMIC POLICIES 2025-2026

HONOR SOCIETY SELECTION

Nomination into the National Honor Society rests on the pillars of scholarship, leadership, service, and character. To fulfill the scholarship requirement a student must maintain a cumulative GPA of 90.000. The remaining three requirements involve strong evidence of outstanding leadership, service, and character determined through a faculty rating and nominee applications. A five-member Faculty Council (appointed each year by the principal) reviews the results of ratings and the applications and then determines the new members by a majority vote. Nomination into the National Honor Society does not guarantee induction. Induction is an honor and as such selection is competitive with only those having strong evidence of the four pillars of the National Honor Society being chosen.

Further, by applying to the C.A. Bouton Chapter of the National Honor Society, you will be agreeing to enhance the Voorheesville High School spirit of leadership, service, and character by participating in various National Honor Society events, volunteering for twenty hours during the school year, as well as maintaining high academic standards.

VALEDICTORY CLASS, VALEDICTORIAN AND SALUTATORIAN POLICY

A Valedictory Class will be identified for purposes of commencement and recognition at the graduation ceremony. The Valedictory Class will be made up of students who have taken or who will have taken prior to commencement at least seven (7) Advanced Placement, University in the High School, and/or honors classes, and who represent the highest 10% of the graduating class (as determined by the total number of 12th grade students enrolled at the Clayton A. Bouton High School on the first day of school of the senior year), or all students who have a cumulative average of 94.000 and above, whichever is greater.

From the Valedictory Class, the class Valedictorian and Salutarian will be identified after the third quarter of the senior year. The Valedictorian and Salutarian will be determined by the overall Grade Point Average (GPA), provided that the Valedictorian and Salutarian also meet all of these criteria:

- Involvement in two or more district sponsored clubs, extracurricular activities, and/or sports team activities; and
- Successful completion of the required Community Service Hours; and
- Remain in good standing with all district sponsored clubs, extracurricular activities, and/or sports teams in which they are involved.

EARLY GRADUATION

The standard four-year program is suited to most students in terms of their emotional, physical, and intellectual development. It is also most readily adaptable to post high school educational and vocational plans. Special situations may occur where a student may need to shorten the length of their high school program. Such a decision must involve the student, his/her family and the guidance counselor. It is recommended that this decision be made by the end of the sophomore year. Early graduates will not be eligible for some community awards traditionally given to seniors.

COLLEGE APPLICATION PROCESS

The High School Transcript is an official document vital to the college admissions process. All Regents Exam and final course grades from high school courses will be recorded on the transcript including those courses failed and later repeated and those attained during summer school. This document is only valid for college admissions and scholarship organizations when sent directly from the Guidance and Counseling Center.

SAT/ACT/AP Scores- Students who indicate our High School Code (335740) on registration forms for these tests will have a copy of results reported to the high school. These reports will become a separate part of the high school transcript and **will not** be reported to college or scholarship programs by the guidance office. Students must request that these scores be sent directly from the testing agency (College Board or ACT), to the colleges to which they are applying.

SCHOOL COUNSELOR AND TEACHER RECOMMENDATIONS are confidential documents that will be sent along with the transcript directly to the college. Students applying to 4 year colleges should request recommendations in the fall from two teachers.

REQUESTING TRANSCRIPTS

Current students should have an account on Naviance. On Naviance, students will list all colleges to which they are applying. Once this is done, students need to **check the box** on Naviance to officially request their transcript from C. A. Bouton to be sent to their potential colleges.