

2025-2026

# High School Course Handbook



John Jay High School  
Orchard View Alternative High School  
Roy C. Ketcham High School





## New York State Graduation Requirements

There are varying levels of a diploma for graduating high school in New York State, each with credit and exam requirements which will be outlined below:

Regents Diploma, Regents Diploma with Advanced Designation, or a Local Diploma (for students with an IEP)

### Credit Requirements

To graduate high school, students must earn credit in the following classes:

NYS Regents and Local Diploma Credit Requirements	Minimum Number of Credits
English	4
Social Studies <ul style="list-style-type: none"> <li>● Global 9 (1)</li> <li>● Global 10 (1)</li> <li>● US History (1)</li> <li>● Participation in Government (.5)</li> <li>● Economics (.5)</li> </ul>	4
Science <ul style="list-style-type: none"> <li>● Life Science: Biology (1)</li> <li>● Physical Science (1)</li> <li>● Life Science or Physical Science (1)</li> </ul>	3
Mathematics	3
Languages other than English	1
Visual Art/Music	1
Physical Education - participation each semester (.5)	2
Health	.5
Electives	3.5
<b>TOTAL</b>	<b>22</b>

NYS Advanced Regents Diploma Credit Requirements	Minimum Number of Credits
English	4
Social Studies <ul style="list-style-type: none"> <li>● Global 9 (1)</li> <li>● Global 10 (1)</li> <li>● US History (1)</li> <li>● Participation in Government (.5)</li> <li>● Economics (.5)</li> </ul>	4
Science <ul style="list-style-type: none"> <li>● Life Science: Biology (1)</li> <li>● Physical Science (1)</li> <li>● Life Science or Physical Science (1)</li> </ul>	3
Mathematics <ul style="list-style-type: none"> <li>● Algebra</li> <li>● Geometry</li> <li>● Algebra 2</li> </ul>	3
Languages other than English (or a 5 unit sequence in the Arts or CTE)	3
Visual Art/Music	1
Physical Education - participation each semester (.5)	2
Health	.5
Electives	1.5
<b>TOTAL</b>	<b>22</b>

• **Wappingers Central School District** •

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# TELEPHONE DIRECTORY

**John Jay High School**

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**Counseling Office: 897-6700 ext. 30017**

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 Jenna Frangione  
 Stacy Roe-Marshall  
 Andrea McKindles  
 Bonnie Rivera  
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College and Career Counselor: Elizabeth Keating

**Roy C. Ketcham High School**

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**Counseling Office: 298-5100 ext. 31012**

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 Chelsea Ryan  
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**Counselor**  
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**Counseling Office: 227-1748 ext. 20008**

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 Alandra Price Assistant Principal

**Counseling Office: 298-5200 ext. 21009**

**Counselors**  
 Counselor in Charge: Michele Wells  
 Michelle Califano  
 Elena Peratikos

## DISTRICT DIRECTORS

Fine & Performing Arts/Foreign Language/ENL .....	Bonnie King .....	298-5000	x40121
Social Studies and English Language Arts K-12.....	Jenny Schinella .....	298-5000	x40128
UPK/Mathematics & Science K-6.....	Audrey Roettgers .....	298-5000	x40161
Mathematics & Science 7-12 .....	Adam Panzer.....	298-5000	x40175
Athletics and Physical Education .....	Kurt Jesman .....	897-6700	x30096
Instructional Technology, Library Media Services, and CTE .....	Arthur Schouten.....	298-5000	x40139
Assistant Director of Career and Technical Education .....	Joseph Luzzi .....	298-5100	x40139

# New York State Graduation Requirements

## Regents Exam Requirements

<b>NYS Regents and Local Diploma Exam Requirements</b> A score of 65 or better is required on these Regents exams, OR for students with an IEP for a Local Diploma a 55 or better:
Mathematics (Any math exam)
Science (Any science exam)
Global History
U.S. History
Comprehensive English

<b>NYS Advanced Diploma Exam Requirements</b> A score of 65 or better is required on these Regents exams:
Mathematics <ul style="list-style-type: none"><li>● Algebra</li><li>● Geometry</li><li>● Algebra 2</li></ul>
Science <ul style="list-style-type: none"><li>● Physical Science</li><li>● Life Science</li></ul>
Global History
U.S. History
Comprehensive English
Final examination in Language Other than English (or completion of 5 unit sequence in the Arts or CTE)

## Additional Designations

### **With Honors**

The "with honors" designation is added to either Regents Diploma option for students with an average score of 90 or more on all required Regents exams.

### **Mastery in Math**

Meets all assessment requirements for the Regents diploma with advanced designation and, in addition, scores 85 or better on each of 3 Regents examinations in mathematics.

### **Mastery in Science**

Meets all assessment requirements for the Regents diploma with advanced designation and, in addition, scores 85 or better on each of 3 Regents examinations in science.

### **Career and Technical Education Endorsement**

Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program and successfully completes the 3 part technical assessment designated for the particular approved career and technical education program which the student has completed.

### **Career Development and Occupational Studies**

Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; OR meets criteria for a national work readiness credential

Learn more about New York State's high school graduation requirements from the New York State Department of Education on the website below:

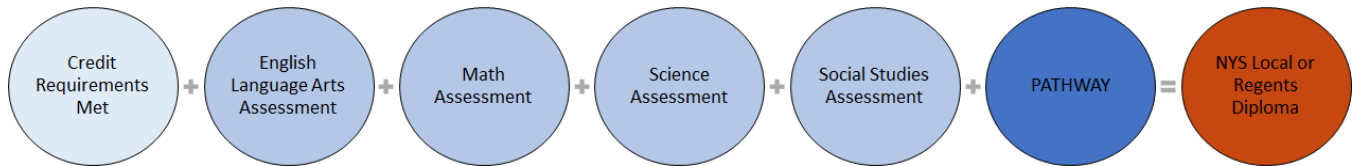
<http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements>

**For specific questions and concerns regarding your child's graduation pathway, please consult your school counselor.**

# Multiple Pathways to Graduation

Multiple pathways recognize the importance of engaging students in rigorous and relevant academic programs. The pathway options recognize students' interests in the Arts, Career and Technical Education (CTE), Career Development and Occupational Studies (CDOS), Civics, Humanities, Science, Technology, Engineering and Mathematics (STEM), and World Languages by allowing an approved pathway to satisfy students' graduation requirements.

Under the "4+1" pathway assessment option, students must take and pass four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English language arts, mathematics, science, and social studies) and complete a comparably rigorous pathway to meet the fifth assessment requirement for graduation.



## Pathway Requirements

Pathway	Students must successfully complete:
Arts Pathway	<ul style="list-style-type: none"> <li>an additional Arts course (or sequence) culminating in a Department-approved pathway assessment; and</li> <li>the culminating <a href="#">Department-Approved Pathway Assessment in the Arts</a>; or</li> <li>the <a href="#">Individual Arts Assessment Pathway (IAAP) requirements</a>.                             <ul style="list-style-type: none"> <li>Note the IAAP will be piloted beginning in Fall 2022.</li> </ul> </li> </ul>
Career and Technical Education (CTE) Pathway	<ul style="list-style-type: none"> <li>a <a href="#">NYSED-Approved CTE Program</a> and</li> <li>the culminating 3-part technical assessment.</li> </ul>
Career Development and Occupational Studies (CDOS) Pathway	<ul style="list-style-type: none"> <li>the <a href="#">CDOS Commencement Credential Requirements</a> (Option 1 or Option 2).</li> </ul>
Civics Pathway	<ul style="list-style-type: none"> <li>the <a href="#">Seal of Civic Readiness requirements</a>.</li> </ul>
Humanities Pathway	<ul style="list-style-type: none"> <li>an additional Social Studies or English Language Arts course culminating in a Regents or Department-approved alternative assessment; and</li> <li>the culminating Regents Exam</li> <li>or <a href="#">Department-Approved Alternative</a>.</li> </ul>
STEM Pathway	<ul style="list-style-type: none"> <li>an additional Science or Mathematics course culminating in a Regents or Department-approved alternative assessment; and</li> <li>the culminating <a href="#">Regents Exam</a> or <a href="#">Department-Approved Alternative</a>.</li> </ul>
World Languages Pathway	<ul style="list-style-type: none"> <li>a sequence of World Languages courses culminating in a Department-approved pathway assessment; and</li> <li>the culminating <a href="#">Department-Approved Pathway Assessment in World Languages</a>.</li> </ul>

## Approved Pathway Assessments

- [World Languages](#)
  - <http://www.nysed.gov/curriculum-instruction/world-languages-approved-assessments>
- [The Arts](#)
  - [http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/artsapprovedassessments2015\\_03\\_30.pdf](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/artsapprovedassessments2015_03_30.pdf)
- [Career Development and Occupational Studies \(CDOS\)](#)
  - <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/cdos-approved-assessments-2017.pdf>
- [Department-Approved Alternatives](#)
  - <http://www.nysed.gov/common/nysed/files/programs/state-assessment/approved-alternative-examinations.pdf>

## Pathway Resources

### Frequently Asked Questions

- [Multiple Pathways Frequently Asked Questions](#)

### Application Process for Consideration of Pathway Assessments

- The New York State Education Department is currently accepting Applications for Pathway (i.e., “+1 option”) Assessments in World Languages and the Arts. Refer to the [Application Process for Assessment Review](#) for additional information.

### Related Resources

- [New York State General Education & Diploma Requirements](#)
- Field Advisory: [Career Development Occupational Studies Graduation Pathway Option](#), June 2016
- Field Memo: [Multiple Pathways to Graduation 4+1 Option](#), April 2015

If you have additional questions or need further clarification, please contact the Office of Standards and Instruction at [emscgradreq@nysed.gov](mailto:emscgradreq@nysed.gov) or 518.474.5922.



## ADVANCED COURSES: BENEFITS & OPPORTUNITIES

At Wappingers Central School District, we encourage students to take advantage of the variety of advanced courses we offer. They can choose from Advanced Placement (AP) courses and college courses.

### **How can these courses benefit students?**

They give students a chance to take on more challenging coursework and potentially earn college credits.

### **What's the difference between AP courses and college courses?**

Both offer a chance to earn college credit and take on more advanced coursework. However, AP credits are based on an AP exam score, while college courses award credit with a passing grade.

### **What courses are offered?**

WCSD offers AP and college courses in a variety of subjects, including:

Mathematics

Science

English and Language Arts

Social Studies

Foreign Language

Project Lead the Way (Engineering)

### **How can I prepare for and enroll in the courses?**

Talk with your counselor about what options are best for your goals and schedule.

### **Is there financial assistance available?**

Colleges may offer fee waivers for course tuition to students who qualify, and AP fee waivers may also be available.

# BUSINESS EDUCATION

## \*Career and Technical Education (CTE Pathway) Requirements:

### BOTH CTE PATHWAYS: Combination of 2 Credits

1. College and Career Planning (.5)
2. Money Management (.5)
3. Option A: College Virtual Enterprise (1) or  
Work-Based Learning (1)  
Option B: College Economics (.5) and Work-Based  
Learning (.5)

### PLUS an additional 1.5 credits for either:

#### Business Administration and Management

Microsoft Office (.5)

Business Ownership (1)

#### Computer Information and Technology Services

Computer Game Design (.5)

Mobile App Development (.5)

AP Computer Science Principles (1)

## \*College and Career Planning

**Code: 0700**  
**(Rank weight 1.00)**

**Half Year (9-12) (½credit)**  
**Prerequisite: None**  
**\*Course for CTE Pathway**

Description: College and Career Planning is one of our required courses for the CTE pathway. It is designed to give you the big picture about where your life might go in the future. You take personality and interest tests to help you make an informed decision about a good field to pursue. You look at colleges and student funding, and you plan a budget for your first shot at living on your own. You explore the basics of employment law, and consider the differences in working in different types of organizations: the military, government agencies, big business, small business, entrepreneurial endeavors and trade unions. You consider the management styles you are most likely to encounter in different working environments. Finally, you set personal, professional, and financial goals for your 60 year-old self.

## \*Microsoft Office with Keyboarding

**Code: B545**  
**(Rank weight 1.00)**

**Half Year (9-12) (½ credit)**  
**Prerequisite: None**  
**\*Course for CTE Pathway**

Description: This ½ credit course offers you the opportunity to improve your typing skills, and use Microsoft's Suite of Office Products in a more sophisticated manner. You will begin the semester learning appropriate keyboarding skills before transitioning to the skills that will help you manage your own documents or a small office efficiently and effectively. Would you like to work quicker, faster and smarter? Are you ready to stand out from the

competition and shine as a student and a future employee? You will be formatting documents, spreadsheets and workbooks including, headers, footers, picture formatting, inserting tables, cover pages, works cited lists. You will collaborate with other students and use the editing features of Word, Excel and PowerPoint including, comments, spell and grammar check. You will write a resume and cover letter using templates. In Excel you will learn the basics by creating formulas to perform calculations, graphing, sorting, filtering and conditional formatting. You will learn how to add sophistication to any presentation by creating master slides, adding animations and transitions. The goal of this course is to improve your skills in these applications and most importantly make them attractive and user friendly.

## \*Money Management

**Code: B650**  
**(Rank Weight 1.00)**

**Half Year (10-12) (½ Credit)**  
**Prerequisite: None**  
**\*Course for CTE Pathway**

Description: Every adult should have a basic grasp of finances! As you prepare to navigate through life and manage all of the challenges and opportunities that come your way, this course is a must-have to help prepare you to be an educated consumer. Topics covered will include building an emergency fund, budgeting, goal setting, paying for college, avoiding debt, purchasing insurance, investing and retirement planning, to name just a few. Students will have the opportunity to earn W!se Certification to demonstrate their financial literacy. This course is one of the core courses for the CTE pathway.

# BUSINESS EDUCATION

## \*Business Ownership

<b>Code: B653</b> <b>(Rank weight 1.00)</b>	<b>Full Year (9-12) (1 credit)</b> <b>Prerequisite: None</b> <b>*Course for CTE Pathway</b>
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Description: Business Ownership is a survey course designed around the idea of running a small business. You get a taste of entrepreneurship through the different business disciplines: economics, marketing and sales, accounting and finance, human resources, contract law, patents and trademarks. You work in teams to develop skills in the use of spreadsheets and graphics software using the computer. In addition, you receive coaching on public speaking. In the culminating project, you pitch your ideas for a themed restaurant in a format similar to the hit TV show *Shark Tank*.

## \*College Virtual Enterprise I and II

<b>Code: B800/B801</b> <b>(Rank weight 1.10)</b> <b>(Business Ownership or Accounting is suggested)</b>	<b>Full Year (11-12) (1 credit)</b> <b>Prerequisite: None</b>
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**\*Optional course for CTE Pathway**

This college-level course offers a unique opportunity that allows students to understand and implement all aspects of a successful business. You will run a virtual business that actually sells products or services to other virtual businesses around the world. You can participate in the areas of Administration, Accounting/Finance, Marketing, Sales/Purchasing, Web Design, and Human Resources. You will participate in competitions, such as business plan, website, human resources, advertising, etc. You and your team determine the nature of your business, its products and services, its management and structure, and learn the daily operations of a business under the guidance of a consultant. Your "employment" in the simulated business will allow you to experience, in a simulated business environment, all facets of being a valuable employee in a firm. Additionally, you as an employee in the simulated firm will earn a virtual 'salary' that will be managed through a yearlong exercise in personal finance.

College Virtual Enterprise II is a continuation of College Virtual Enterprise I. In your second year of College Virtual Enterprise you will have the opportunity to put your previously learned skills to use, but by taking on a new role in your firm. Both College Virtual Enterprise courses are part of the core courses for the CTE pathway. Enrolled students may be eligible for college credits for an additional fee payable directly to Dutchess Community College.

## \*Work-Based Learning (Business Co-Op)

<b>Code: B770</b> <b>(Rank weight 1.00)</b>	<b>Full Year (11-12) (1 credit)</b> <b>Prerequisite: Previous CTE Course Required</b>
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Description: Work-Based Learning, also known as Business Co-Op, is one of the core courses for the CTE pathway. Want to work while receiving high school credit? Is exploring a career something that interests you for your possible future vocation? Want to make more informed decisions about your goals in life and what education is necessary to reach those goals? Work-based learning will give you the opportunity to reflect on what you have learned through your business courses, apply it in a real-world setting and see how it affects your thinking about jobs and careers, as well as apply it through real-life work experiences. You can take this course as a junior and senior to earn up to two credits, too! Students are required to be employed, and submit reflective journals and copies of their pay stubs to the Work-Based Learning supervisor.

## Business Law

<b>Code: B610</b> <b>(Rank weight 1.00)</b>	<b>Full Year (9-12) (1 Credit)</b> <b>Prerequisite: None</b>
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Description: Business Law opens the door to the types of situations you will face in your future. Know your rights. What rights do you have in school? Can they really search your locker? What happens when you buy a car? What happens in a courtroom? Whether you are planning a legal career or just have common legal questions, this is the course for you. You will take a trip to the Dutchess County Courthouse to witness real court cases as they unfold. Business Law is a great foundation to other business courses, including Business Ownership, Sports & Entertainment Law.

## Sports & Entertainment Law

<b>Code: B625</b> <b>(Rank weight 1.00)</b>	<b>Half Year (9-12) (½ credit)</b> <b>Prerequisite: None</b>
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Description: Do you like to prove a point? Are you the person who enjoys defending others? Maybe you are a huge sports fan, but do not consider yourself an athlete. Or perhaps you'd prefer to explore how the law impacts the Entertainment industry. No problem! This course will explore how the law impacts sports and entertainment. Find out what power the NCAA has over student-athletes and why players are in a union. Learn why individuals in the movie, television, music, or theater industries need to know about the law. You will study legal cases related to these industries. You will have the opportunity to review areas of law that include contracts, labor law, collective bargaining,

# BUSINESS EDUCATION

discrimination, employment, crimes, constitutional and common law, discrimination, securities, copyright infringement, the right of privacy, libel, slander, defamation, advertising, tax, plus many more. See how you can feed your interest to work in the Sports or Entertainment industry from the legal side.

## \*Computer Game Design

**Code: B680**      **Half-Year (9-12) (½ credit)**  
**(Rank weight 1.00)**      **Prerequisite: None**

Plug in your imagination for this ½ credit course in computer gaming. All types of students are encouraged to learn the basics of coding in a social and creative environment. Using drag and drop block code in Scratch, you will work individually and in teams to learn how to use loops, conditionals, variables, and functions to make games. You will even have a chance to use graphic software to design your own playing pieces and take a turn programming your own background music. This course is a great choice for anyone considering a career in Computer Science, Business Information Systems, or any STEM field. Most STEM majors require one or more courses in computer science. Students who have had exposure to coding in high school do significantly better in CS courses in college. By taking this in high school, you get to learn the basics of computational thinking in a low-stakes environment where the learning feels like fun.

## \*Mobile App Development

**Code: B685**      **Half-Year (9-12) (1/2 credit)**  
**(Rank weight 1.00)**      **Prerequisite: Computer Game Design (or Proficiency on local exam)**

This is a course for creative people. This ½ credit course is offered in the spring after the prerequisite Computer Game Design. It uses drag and drop blocks to code, but moves from games into business applications. MIT App Inventor offers more sophisticated logic and gives you the chance to use mobile features like GPS, the accelerometer, text messaging, and voice recognition in your apps. This course is a great choice for anyone considering a career in Computer Science, Business Information Systems, or any STEM field. Most STEM majors require one or more courses in computer science. Students who have had exposure to coding in high school do significantly better in CS courses in college. By taking this course in high school, you get to learn the basics of computational thinking in a low-stakes environment where the learning feels like fun. Bring your creativity to make it beautiful, make it sing, make it dance, and maybe even make some money.

## Financial Math

**Code: B415**      **Full Year (11-12) (1 credit)**  
**(Rank weight 1.00)**      **Prerequisite: Two Years of Math**

Does hearing the word math send shivers down your spine? Do you ever wonder how you will use the math taught in class? Your wondering days are over! This class will teach you what you need to know to master the financial challenges you will face after graduation. From calculating the cost of a car loan to determining which credit card gives you the best options, these topics are real-world, every day! Find out how much sales tax you need to pay before you make a purchase. Financial Math is the course that will help build your understanding of the mathematical practices to solve problems found in the real-world, including banking, finance, salary and income, payroll, loans, and insurance. For those not interested in taking Algebra 2, this course satisfies the 3rd year of Math required for graduation.

## College Accounting 104

**Code: B652**      **Full Year (11-12) (1 credit)**  
**(Rank weight 1.10)**      **Prerequisite: None**

Learn the language of money. Many consider accounting to be the best route to a successful career in business because accounting has always been considered the language and basic tool of every business. Learn to analyze, record, classify, summarize, and interpret accounting data for all types of businesses. Accounting is not a math course, but a study of money. We will discuss where it comes from, where it goes, and how much it has changed. Enrolled students are eligible for 3 DCC credits for an additional fee payable directly to the College.

## NCAA College Economics 105

**Code: B656**      **Half Year (11 & 12) (½ credit)**  
**(Rank weight 1.10)**      **Prerequisite: 3 social studies credits**

**Note: This course satisfies the graduation requirement of a ½ credit in economics and may be taken instead of D655-Economics.**

This course emphasizes how economics affects you right now and provides insights into why all entrepreneurs want to come to America. Learn critical communication skills, including how to debate important economic topics that are valuable, regardless of your career path. You will even have the opportunity to learn how to make money in the stock market! Enrolled students are eligible for 3 DCC credits for an additional fee payable directly to the College.

# BUSINESS EDUCATION

## Sports and Entertainment Marketing

**Code: B553** Full Year (9-12) (1 credit)  
**(Rank weight 1.00)** Prerequisite: None

Description: Do you know how much money is generated in the Sports & Entertainment Industries, and the economic impact they have on the local, state, national, and global economies? You will learn how to stay “plugged-in” to current marketing trends that are constantly shifting to the latest platforms, and how consumers, particularly younger viewers, watch sports and entertainment today.

Examine how sports and entertainment fans are demanding a much more engaging and realistically immersive experience than ever before! Why is it important for marketers to address the challenge that younger “millennial” audiences are watching sports and entertainment on new platforms, particularly social networks? Why are marketers allowing fans to have an insider’s view and be closer to the action than ever before?

## Diversified Work-Based Learning (*Diversified Co-Op*)

**Code: B700** Full Year (12) (1 credit)  
**(Rank weight 1.00)** Prerequisite: None

If you are a senior and have not taken a business elective but are interested in earning one credit while working, consider Diversified Work-Based Learning (Diversified Co-Op)! Gain valuable work experience that can launch your career. Not sure what your career plan is after high school? The work experience combined with online classroom activities will allow you to connect what you are learning in the classroom to the skills required for success in today’s workplace. You will earn a credit toward graduation too! Students must complete assignments virtually to help prepare them for employment. Students are required to be employed, and submit reflective journals and copies of their pay stubs to the supervisor.

## Ethics and Decision Making

**Code: B640** Half-Year (9-12) (½ credit)  
**(Rank weight 1.00)** Prerequisite: None

Description: Ethics & Decision Making is the study of how to make decisions. Every day we are faced with numerous decisions. Some seem easy and some difficult. Every decision requires thought: but many times we think of our own short term benefit. Students examine what they believe, and why they believe it, by actively participating in solution planning, debates, and case studies.

Ethics & Decision Making focuses not on “right versus wrong”, but on thought development and the process of making a decision. Are we thinking of others? Our family? Our school? Our community? Our environment? For today, and beyond?

Elements of interest to students include, but are not limited to: Personal Law, Consumer Rights, Individual Rights, Education, Medicine, Business Decisions, Animal Rights, Economics & Poverty, and the Environment.

## NCAA®\*AP Computer Science Principles

**Code: B690** Full Year (10-12) (1 credit)  
**(Rank weight 1.10)** Prerequisite: Completion of Geometry with a grade of 80+ or any student who has earned a 90 or higher in Computer Programming, Computer Game Design, Mobile App Development, or Web Design.

Students taking this college course do the type of work done by many STEM professionals. Students build mobile apps and work through activities to improve their writing, communication, collaboration, and creativity skills. Computer Science jobs are projected to make up 70% of all new STEM work in the next decade. The need for professionals with coding skills can be found in every size business, in every industry, in every state. The need is driven by businesses’ desire to produce mobile apps and leverage near-ubiquitous wireless Internet to build out the Internet of Things (IoT). Topics Include:

- Coding: emphasis on project management of mobile apps for a defined customer
- Cryptography and Cybersecurity
- Data - binary/hex conversions, data storage and transmission protocols, data visualization of publicly available big data
- Ethics - exploring the big questions of the Information Age

This is the capstone course for the CTE pathway in Computer Information Systems. Those seeking more instruction in pure coding might enjoy taking AP CSA - Java in the Math department after this course.

Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year’s credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student. The exam is 40% Mobile App developed in advance, and 60% multiple choice in May.

# ENGLISH

The study of English in the Wappingers Central School District focuses directly on the Next Generation Learning Standards for English Language Arts in the following areas:

1. Reading Literary and Informational Text
2. Writing
3. Speaking and Listening
4. Language

Students must take English every year in high school. In grades 9-11, English is a full year course designed to help students meet the learning standards and prepare for the Comprehensive Regents Examination in English. Students are scheduled into either a regular or honors level class. The honors class in grade 11 is the Advanced Placement (AP) Course in Language and Composition. In grade 12, students must take a full year of English, from a selection of courses that include English 12, Advanced Placement (AP) Literature and Composition, and College English 101 and 102.

# ENGLISH

## NCAA® English 9

**Code: E341** **Full Year (9) (1 credit)**  
**(Rank Weight 1.0)**

The first year of high school is an opportunity for students to begin the journey that will lead them to who they become as adults in our world. In English 9, students will read a variety of fiction and non-fiction texts in order to explore ideas and concepts dealing with identity, self-discovery, personal journeys, power struggles, conformity and nonconformity, and digital citizenship. Students will demonstrate critical thinking, learn how to identify various forms of author's craft to aid their analyses of texts, and express their ideas through writing and speaking.

## NCAA® English 9 Honors

**Code: E361** **Full Year (9) (1 credit)**  
**(Rank weight 1.05)**  
**Prerequisite: Completion of ELA 8 Honors with a final average of at least 85% and recommendation of ELA 8th grade teacher or completion of ELA 8 with a final average of at least 90% and recommendation of ELA 8th grade teacher with department approval.**

Honors classes generally incorporate more reading, writing and discussion and at a higher level, and use more challenging text books and other materials.

## English 9 Literacy Lab

**Code: E386** **Full Year (9) (½ credit; class meets every other day)**  
**(Rank Weight 1.0)**  
**Prerequisite: Students assigned based on Grade 8 ELA State Exam Score and Grade 8 ELA class average as well as teacher recommendation.**

This course provides support in ELA skills and strategies in order to meet NY State Standards in English Language Arts. A variety of texts will be used to further develop skills and strategies.

## NCAA® English 10

**Code: E441** **Full Year (10) (1 credit)**  
**(Rank Weight 1.0)** **Prerequisite: Pass English 9**

Second-year high school students will continue to explore their emerging independence that they began to cultivate on their ninth grade journey. In English 10, through a variety of genres, students will expand their world of reading and writing through more complex and diverse topics, such as understanding contemporary issues, contemplating moral and ethical questions, and coming to terms with difficult historical moments. In addition to adding new and more sophisticated writing skills involving fiction, students will involve themselves with more argument and opinion writing as they begin to find their voices.

## NCAA® English 10 Honors

**Code: E461** **Full Year (10) (1 credit)**  
**(Rank Weight 1.05)**  
**Prerequisite: Passed English 9 Honors with a grade of 85% or higher and teacher recommendation or completion of Regents 9 with a final average of at least 90% and recommendation of teacher with department approval.**

Honors classes generally incorporate more reading, writing and discussion and at a higher level, and use more challenging text books and other materials.

## English Language Arts Skills and Interventions

These two courses are intended for identified students who need to further develop their literacy skills in order to be successful in their course work. An emphasis will be placed on essential skills and strategies to help students read, write, listen, think, and speak effectively. A variety of texts will be used to further develop students' skills and strategies.

## English Language Arts Skills and Interventions I

**Code: E640** **Full Year (every other day) (10)**  
**(Rank Weight 1.0) (½ credit)**  
**Prerequisite: Must have passed English 9**

## English Language Arts Skills and Interventions II

**Code: E740** **Full Year (every other day) (11)**  
**(Rank Weight 1.0) (½ credit)**  
**Prerequisite: Must have passed English 10**

## NCAA® English 11

**Code: E540** **Full Year (11) (1 credit)**  
**(Rank Weight 1.0)**  
**Prerequisite: Passed English 10 or English 10 Honors**

While students will spend a good portion of 11th grade English honing the skills they will need to excel on the Regents Examination, they will also have the opportunity to enrich their writing skills as they begin preparing for college-level writing and thinking. Much of the emphasis in English 11 will lie on the canon of American literature while leveling up sophistication in essay writing, developing the ability to write complex thesis statements, developing and supporting more nuanced arguments in writing and in speech, and writing a wide range of pieces: creative, short analysis, five- paragraph essays, research papers, presentations, and other projects.

# ENGLISH

## NCAA® AP Language and Composition

Code: E563 Full Year (11) (1 credit)

(Rank Weight 1.10)

**Prerequisite:** Completion of Honors English 10 with final average of at least 92% or teacher recommendation. Students are accepted only by departmental selection and approval.

Students will learn about the elements of argument and composition as they develop critical reading and writing skills. They will read and analyze nonfiction from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade a reader. Students are expected to take the Regents Examination in English in January and the AP exam for the course in May. There is a fee for this exam, which is the responsibility of the student.

## NCAA® English 12

Code: E670 Full Year (12) (1 credit)  
(Rank Weight 1.0) Prerequisite: Pass English 11

This course will explore the identity of self through the concept of journeys, major cultural events/movements, and an author's ability to tell a story. Literature and nonfiction works will be analyzed to reveal challenges and how the meeting or succumbing to these challenges shapes one's identity of self. Emphasis will be placed on cultural factors and how the world community influences its individual inhabitants.

## NCAA® AP Literature and Composition

Code: E681 Full Year (12) (1 credit)

(Rank Weight 1.10)

**Prerequisite:** Completion of English 11 or English 11AP with an average of at least 92% or teacher recommendation. Students are accepted only by departmental selection and approval.

This is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts while exploring concepts such as character, setting, structure, perspective, figurative language and literary analysis in the context of literary works. Students are expected to take the AP exam in May. There is a fee for the exam, which is the responsibility of the student.

**NOTE:** This course, equivalent in difficulty to a second year college English course, is designed for the exceptional student who wishes to accept the challenge of a college-level literature and writing course.

## NCAA® College English I and II

Code: E662 & E663 Full Year (12) (1 credit)

(Rank Weight 1.10)

**Prerequisite:** Must have passed English 11 and the English Regents exam with at least 85%. Students must also have the recommendation of their grade 11 English teacher and/or the approval of the Director of English Language Arts.

Students will explore principles of college writing, narrative and expository writing, argumentative writing, traditional rhetorical modes, effective composing, revising and editing strategies, MLA conventions, critical reading skills, critical thinking skills, and using language appropriately and imaginatively. Enrolled students are eligible for college credits for an additional fee payable directly to DCC.

## Art of Film: Elements and Analysis

Code: E777 Half Year (11 or 12) (½ credit)  
(Rank Weight 1.0) Prerequisite: None

This course seeks to empower students to challenge themselves by taking a medium that they are familiar with, while using literary techniques to analyze film. The goal is to derive greater meaning from both the films they watch as well as to more fully realize their potential as thoughtful young members of our society. This course will also expose students to new ideas through the medium of film, to evaluate how these films are effective using devices/elements common to the ELA classroom, and to gain a better understanding of the medium in general. The goal is to use film and nonfiction articles as a way to focus upon and assess students' critical thinking skills.

## NCAA® Literature of Genocide

Code: E782 Half Year (11 or 12) (½ credit)  
(Rank Weight 1.0) Prerequisite: None

This course will deal with the uniqueness and universality of this momentous event in the history of mankind. Participants will study the effect of genocide on the course of humanity during the five subsequent decades. The class will consist of historical readings, fictional accounts, films and guest speakers. There will be a variety of written assignments as well as a research project.

## Media Writing & Communication

Code: E738 Half Year (11 or 12) (½ credit)  
(Rank Weight 1.0) Prerequisite: None

This course will focus on writing for different types of media including television, film and print. Students will be required to master appropriate speaking techniques and writing styles and apply those to the production of television broadcasts, short films, commercials, and news articles. Participation in various production projects that will necessitate out of class involvement



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will be required. There will also be several readings by leaders in the field of visual and print media. Students will study media theory, mass communication, media ethics, writing for the camera, broadcast news, and journalistic writing.

### **NCAA** Monsters and Marvels in Literature

**Code: E732** **Half Year (11 or 12) (½ credit)**  
**(Rank Weight 1.0)** **Prerequisite: None**

Monsters come in all shapes and sizes; they touch every walk of life. Throughout the ages stories of monsters and marvels have captured the imaginations of writers and readers alike, but where do monsters come from? What purpose do they serve? Why does one culture fear one type of monster and another culture, another type? Are monsters projections of our anxieties? More importantly, what exactly makes a monster? This class will examine monsters in classic and contemporary literature, culture, film and art from earliest times to modern times.

### **NCAA** College Public Speaking

**Code: E664** **Half-Year (12) (½ credit)**  
**(Rank Weight 1.10)** **Prerequisite: None**

Public Speaking challenges students to get over the fear of presentations by simply presenting. If you want to work on your public speaking skills or if you have a fear of public speaking, this is for you. Public speaking is still the number one fear among the American population. Students are required to write and present their presentations on an ongoing basis. This is a course that will take students out of their comfort zones and challenge them in their presentations. Enrolled students are eligible for college credits for an additional fee payable directly to Dutchess Community College.

### **NCAA** Science Fiction and Popular Culture

**Code: E731** **Half Year (11 or 12) (½ credit)**  
**(Rank Weight 1.0)** **Prerequisite: None**

Even the most perfect world that man can conceive is flawed. Students will explore the definition and characteristics of such dystopias by reading modern and classic sci-fi, investigating theories and cultural allusions behind the works, and analyzing films in the sci-fi genre. In addition, students will analyze what these pieces say about our current society and the future of the human race.

### **NCAA** Shakespeare

**Code: E733** **Half Year (11 or 12) (½ credit)**  
**(Rank Weight 1.0)** **Prerequisite: None**

This course is excellent preparation for college English

and as a supplementary course for the AP Literature Exam. Students will explore Shakespeare, the man and his writings, the Elizabethan Age, and plays as performance pieces.

### Introduction to Drama

**Code: E810** **Full Year (9-12) (1 credit)**  
**(Rank Weight 1.0)** **Prerequisite: None**

This course is an introduction to theatre arts. The curriculum is broad with the purpose of exposing the student to all aspects of theatre. It is a participatory course in which students will learn basic stage movement and voice training, introductory acting and improvisational techniques as well as backstage elements such as lighting and costuming. Students take on leadership roles as directors and stage managers. It is intended for both the student who has always wanted to try their hand at the stage as well as the student who has a real interest in performing. This class can be used to satisfy the fine arts graduation credit requirement or count as an English elective.

**NOTE: This course may be used to meet the 1 unit Regents Art/Music graduation requirement.**

### Improvisational Theatre

**Code: E445** **Half Year (10-12) (½ credit)**  
**(Rank Weight 1.0)** **Prerequisite: Theatre I or permission of instructor.**

This class provides students with the ability to explore the genre of applied theatre. Students will grow as performers through the intensive sound and movement work improvisational forms necessitate. They will focus on stage composition, learning how to use space in an interesting and meaningful way, and explore how to create music to support the story on stage in a non-traditional, improvisational way. Most importantly, performers practice listening skills in a highly motivated and active manner. It is through this listening that they will be able to explore the different purposes that improvisational theatre has: to increase self-knowledge, to build community, and to address specific issues within a community or society at large.

### Acting for Stage and Screen

**Code: E820** **Full Year (10-12) (1 credit)**  
**(Rank Weight 1.0)** **Prerequisite: : Must have successfully completed Theatre I or have permission of the instructor.**

Students will learn how to break down a script from an actor's point of view, and learn acting methods and improvisational techniques to embody characters. More advanced scene study is expected. Students

## ENGLISH

interested in directing and stage managing are also encouraged. Prerequisite: Introduction to Drama or teacher permission based on prior experience.

### Film and Scene Production

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Code: E821 Full Year (11 or 12) (1 credit)  
(Rank Weight 1.0) Prerequisite: Theater II

Students will write, direct, act, and produce short plays and films culminating in a performance with an audience. Prerequisite: Acting for Stage and Screen or Teacher Permission.

### NCAA® Writers Workshop

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Code: E737 Half Year (11 or 12) (½ credit)  
(Rank Weight 1.0) Prerequisite: None

This is a course for the student who enjoys writing creatively. A writing journal is required of all students. A critical aspect of this class is reading and discussing all students' work in a supportive community of writers. In this class, students are formulating ideas, exploring techniques of writing poetry and prose, studying models, drafting, revising, and preparing for publication.

# FAMILY AND CONSUMER SCIENCE

The goal of the Family and Consumer Science Program is to provide students with skills required for success in daily living and family life. All courses are practical, hands-on learning experiences that provide each student the opportunity to experience success and learn to work cooperatively.

## SEQUENCE REQUIREMENTS

### 3-Unit Sequence Options

#### *Food & Nutrition Sequence*

- College and Career Planning (*Business course*)
  - Food Preparation Core
- Plus Choice Of (2 credits):
- International/Regional Foods
  - Gourmet Foods
  - Baking & Pastry

#### *Human Development Sequence*

- College and Career Planning (*Business course*)
  - Food Preparation: Core
- Plus Choice Of (2 credits):
- Adolescent Psychology
  - Child Development

### 5-Unit Sequence Options

The 3-Unit sequence above PLUS

- 2 Units from Family Consumer Sciences, Technology or Business Education
- \*1 WBL (Work-Based Learning) credit may be used in any 5-unit sequence.*

*Note:* World of Fashion and Interior Design when taken together may be credited toward the 1 unit Art/Music requirement for Family & Consumer Science sequence. These half-year courses may be offered on an every other day basis for a full year to receive ½ credit.

## NCAA Adolescent Psychology

<b>Code: H790</b> (Rank Weight 1.0)	<b>Half Year (9-12) (½ credit)</b> Prerequisite: None
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Adolescent Psychology curriculum incorporates concepts and introduction to adolescent psychology, transitions of adolescences in society and contemporary issues in adolescences in today's society. The goal is to assist students in developing skills and learning to apply these skills to real world situations.

## Child Development

<b>Code: H770</b> (Rank Weight 1.0)	<b>Half Year (9-12) (½ credit)</b> Prerequisite: None
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Child Development curriculum incorporates concepts and introduction into child development. Students learn to understand child, family, and community connections, prenatal development and child development from infancy through school age. The goal is to assist students in developing skills and learning to apply these skills through hands on instructions.

## Parenting

<b>Code: H780</b> (Rank Weight 1.0)	<b>Half Year (9-12) (½ credit)</b> Prerequisite: None
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Parenting curriculum incorporates concepts and introduces students to prenatal development, including the responsibility of child bearing and the personal health decision making and the positive ways to meet the needs of the developing child. The goal is to assist students in developing skills and learn to apply these skills through hands on instructions and working collaboratively with other.

## Food Preparation: Core

<b>Code: H587</b> (Rank Weight 1.0)	<b>Half Year (9-12) (½ credit)</b> Prerequisite: None
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The Food Preparation Core curriculum incorporates concepts and introduces students to health and safety in the kitchen, menu planning, food preparation, working collaboratively and shared decision making. The course prepares students to use learned knowledge throughout life. The goal is to assist students in developing life long skills and applying these skills throughout life.

## Baking and Pastry

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**Code: H730**      **Half Year (9-12) (½ credit)**  
**(Rank Weight 1.0)**      **Prerequisite: Food Preparation**

Baking and Pastry curriculum incorporates concepts and introduces students to the basic techniques of pastry and baking for personal and professional goals. Students learn hands-on and collaboratively from working in groups in this course. The course prepares students to expand beyond basic culinary skills and move toward more complicated procedures of baking pastry.

## Gourmet Foods

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**Code: H750**      **Half Year (9-12) (½ credit)**  
**(Rank Weight 1.0)**      **Prerequisite: Food Preparation**

The Gourmet Foods class continues expanding on the food preparation skills learned in Food Prep while using more advanced production techniques and exploring more complicated procedures of fine cuisine. This course focuses on the study of classic cuisine and current epicurean trends. Students will further develop culinary terminology, menu language and proper etiquette while participating in a fine dining experience.

## International and Regional Foods

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**Code: H760**      **Half Year (9-12) (½ credit)**  
**(Rank Weight 1.0)**      **Prerequisite: Food Preparation**

The international and regional foods curriculum will provide students an opportunity to explore a variety of culture specific foods as well as preparation techniques. This course will also create a framework for understanding cultural differences and appreciation for customs, traditions and differences through hands on learning and working collaboratively.

## Interior Design

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**Code: H950**      **Half Year (9-12) (½ credit)**  
**(Rank Weight 1.0)**      **Prerequisite: None**

The Interior Design curriculum focuses on interior design and decoration field, enabling students to assess their abilities to plan an interior which uses the principles of design and is acceptable to a client. Students will work hands-on and collaboratively to plan and design spaces.

## World of Fashion

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**Code: H960**      **Half Year (9-12) (½ credit)**  
**(Rank Weight 1.0)**      **Prerequisite: None**

The World of Fashion curriculum focuses on clothing and fashion. Students learn about the fashion industry, trends, textiles, wardrobe planning and careers. Students after completing this course will be able to apply what they have learned to real-life situations.

## FINE ARTS

The goal of the Fine Arts program is to develop artistically literate citizens by providing quality opportunities for our students to create, perform, respond and connect to the arts. Through these opportunities, we provide students with the chance to develop a sense of self in relation to our global society, while developing their individual creativity through rigor and experiential learning.

**Part 100 of the Regulations of the Commissioner of Education requires all students to complete one full credit of art, one full credit of music, or ½ credit of each (art/music) before graduating.**

Studio in Art or Music Workshop are the recommended courses for meeting this basic requirement. One credit can be earned by taking any full-year course in art or music (note prerequisites).

For those majoring in art, Studio-In-Art comprehensive foundation courses provide the first of the minimum of three credits required in a sequence. *It is recommended that students earn a grade of 75 or better to ensure success in the next level course.*

The creation of musical compositions/artwork is an integral component of many art and/or music courses. Student work may be used during courses for instruction, promotion/publicity and/or publication. Ownership and/or copyright will be retained by the student.

### SEQUENCES IN VISUAL ARTS

Recommended Three-Unit Sequence in Art Education (Comprehensive Visual Arts)

- 1 credit in Studio-In-Art (or Studio-In-Art/Ceramics/3-D Design/Photomedia/Communications Systems)
- 2 credits in Advanced Art, observing prerequisites

Recommended Five-Unit Sequence in Art Education

- 1 credit in Studio-In-Art (or Studio-In-Art/Ceramics/Photomedia/Communications Systems)
- 4 additional credits in Art courses, observing prerequisites

### SEQUENCES COMBINING ART AND MUSIC COURSES

#### Three-Unit Sequence in Fine Arts

- 1 credit in Studio-In-Art (or Studio-In-Art/Ceramics/3-D Design/Photomedia/Communications Systems)
- 1 credit in a Musical Knowledge course (Music Workshop Full Year or Music Theory I)
- 1 credit in Music or Visual Arts

#### Five-Unit Sequence in Fine Arts

- 1 credit in Studio-In-Art (or Studio-In-Art/Ceramics/3-D Design/Photomedia/Communications Systems)
- 1 credit in a Musical Knowledge course (Music Workshop Full Year or Music Theory)
- 3 credits in Music or Visual Arts

## FINE ARTS

### Studio-In-Art

**Code: F587** Full Year (9-11) (1 credit)  
**(Rank Weight 1.0)**  
**Prerequisite: Recommendation of Art Staff.**

This course is a full-year foundation course designed to meet the Art/ Music graduation requirement. It is the prerequisite for Advanced Art I, Advertising Design, and SIA/Communications Systems. Areas of study include drawing skills developed as a basis for work in painting, printmaking, three-dimensional design, perceptual skills development, elements and principles of art and design, career options, and portfolio development. Student assessment is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook assignments, and the WCSD Portfolio Assessment results. This course can be used to fulfill the 1 credit Arts requirement for graduation.

### Studio-In-Art/Communications Systems

**Code: 1100** Full Year (9-12) (1 credit)  
**(Rank Weight 1.0)**  
**Prerequisite: None.**

Students will spend a year exploring visual and technical concepts as they apply to contemporary communication systems. Students will document all work and maintain a digital portfolio for course assessment. This course is taught collaboratively by the departments of Technology and Fine Arts. Areas of study include development and role of communication systems, digital photography, traditional and new computer illustration and printing processes, sound applications, communication graphics, digital video applications, and career options. Student assessment is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook assignments, and the WCSD Portfolio Assessment results. This course can be used to fulfill the 1 credit Arts requirement for graduation.

**NOTE: This foundation course can be used for Technology credit and to meet the Art/Music graduation requirement.**

### Studio-In-Art/3-Dimensional Design

**Code: F607** Full Year (9-12) (1 credit)  
**Code: F707** Half Year (9-12) (1/2 credit)  
**(Rank Weight 1.0)** Prerequisite: None

This course is a demanding foundation course designed to meet the Art/Music graduation requirement. Students will develop studio skills, including drawing skills, while creating functional as well as aesthetic art. It is a prerequisite for 3-D Design/Crafts II and Studio-In-Sculpture. Areas of study include: an introduction to a wide variety of art experiences; design and production of 3-D objects utilizing various materials; use of metal, plaster, clay, wire, and/or glass as possible media; portfolio development; sketchbooks; and career options. Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook assignments, and the WCSD Portfolio Assessment results.

### Studio-In-Art/Ceramics

**Code: F591** Full Year (9-12) (1 credit)  
**Code: F791** Half Year (9-12) (1/2 credit)  
**(Rank Weight 1.0)** Prerequisite: None.

This course is a demanding foundation course designed to meet the Art/Music graduation requirement. The second semester of the Full Year course is spent on developing skills on the potter's wheel. It is a prerequisite for Ceramics II and Studio-in-Sculpture. Areas of study include: an introduction to a wide variety of art experiences, ceramic hand building techniques including pinch, coil, slab and sculpture; glazing; development of drawing skills; portfolio sketchbooks; historic and contemporary ceramic work and traditions; digital portfolio (as computers are available); and career options. Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook assignments, digital portfolio, and the WCSD Portfolio Assessment.

# FINE ARTS

## Studio-In-Art/Digital Art

**Code: F576** **Full Year (9-12) (1 credit)**  
**(Rank Weight 1.0)** **Prerequisite: None.**

This a project-based course that teaches the skills, process and mindset of a digital artist. This course introduces digital art image making, editing and design techniques as a foundation upon which an effective visual language is built. Beginning with an investigation of the elements and principles of design, students will discover a broad range of visual ideas, concepts and techniques to use in creating images. Expressing, evaluating and communicating ideas with visual images is a primary focus of this course. During the academic school year, students will use imaging and design software consistent with the visual professions as a beginning step towards professional-standard computer proficiency.

## Studio-In-Art/Photomedia

**Code: F635** **Full Year (9-12) (1 credit)**  
**Code: F735** **Half Year (9-12) (½ credit)**  
**(Rank Weight 1.0)** **Prerequisite: None**

**NOTE: Film students are required to maintain a portfolio of their work. A 35mm camera is needed for this course. Students are also required to purchase film and photography paper.**

This course is a demanding foundation course designed to meet the Art/Music graduation requirement. It is a prerequisite for Photography II and Media Arts II. Areas of study include: an introduction to a wide variety of art experiences; fundamentals of photography; black & white film processing; composition exercises using a variety of materials; a journal that includes illustrations, resource materials and writing; elements of art and principles of design as applied to photography and graphic art; portfolio development; darkroom processes; and career options. Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook assignments, and the WCSD Portfolio Assessment results.

## Studio-In-Art/Designworks A

**Code: F611** **1st Semester (9-12) (½ credit)**  
**(Rank Weight 1.0)** **Prerequisite: None**

## Studio-In-Art/Designworks B

**Code: F612** **2nd Semester (9-12) (½ credit)**  
**(Rank Weight 1.0)** **Prerequisite: None**

## Studio-In-Art/Designworks - Full Year

**Code: F613** **Full Year (9-12) (1 credit)**  
**(Rank Weight 1.0)** **Prerequisite: None**

**NOTE: For students desiring an art sequence, enrollment in Studio-In-Art (F587) is suggested. After the successful completion of DesignWorks, students may elect to advance to a foundation level Studio-In-Art class in Ceramics (F591), Photomedia (F635), or 3-D Design (F607).**

This course is a foundation course designed to meet the Art/Music graduation requirement for non-art majors. Art making in a variety of media will be explored, visual learning capacities will be identified and developed, and interdisciplinary connections will be utilized. Areas of study include an introduction to a wide variety of art experiences, print-making, design (2-D, 3-D exercises with art elements), painting (exploring basic color theory), drawing (exercises in improving drawing skills), use of a variety of tools and media, and sketchbooks. Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, and sketchbook assignments.

## 3-D Design/Crafts II

**Code: F608** **Full Year (10-12) (1 credit)**  
**(Rank Weight 1.0)**  
**Prerequisite: Studio-In-Art/3-D Design, Full Year**

This course is designed to develop in students the advanced techniques and skills of the studio crafts media, while creating functional as well as aesthetic art. Areas of study include: development of advanced skills and techniques in design and production of advanced 3-D objects utilizing various materials; use of metal, plaster, clay, wire, and/or glass as possible media; portfolio development; sketchbooks; and career options. Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

## Broadcast Arts

**Code: F626** **Full Year (10-12) (1 credit)**  
**(Rank Weight 1.0)**  
**Prerequisite: Any full-year art or music course or with permission of instructor (including 9th grade students)**

## FINE ARTS

This course will cover the various facets of video production and sound production, editing, and broadcast journalism. Students produce in-school news segments to be aired on “WCSD On The Air” and other venues. It does not satisfy the one credit foundation course graduation requirement; however, it can be applied as an elective credit in a sequence. Areas of study include audio-video recording methods and techniques, preparation of broadcast-ready pieces for local airing, recording, editing and mixing of sound, the art of interviewing, internet production, motion graphics, story-board design, copyright laws and their application, portfolio development, and career options. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

### Ceramics II

**Code: F592** Full Year (10-12) (1 credit)  
**(Rank Weight 1.0)**  
**Prerequisite: Studio-In-Art/Ceramics, full year**

This course is designed to develop in students the advanced techniques and skills of the studio ceramics medium. Areas of study include development of advanced skills and techniques in ceramics, wheel-throwing of clay, hand-building of clay, glaze technology and application, an analysis of various ceramic traditions (historical/cultural), drawing skills, sketchbook, sculpting in clay (with wheel and hand), portfolio (including a digital portfolio as technology is available), and career options. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, digital portfolio, and other assignments.

### Studio-In-Sculpture

**Code: F594** Full Year (10-12) (1 credit)  
**(Rank Weight 1.0)**  
**Prerequisite: Studio-In-Art/3-D Design or Studio-in-Art/Ceramics, or permission of the instructor**

This course is designed to develop in students the aesthetic and technical experience to understand, create and appreciate sculpture. Areas of study include:

development of dexterity, sensitivity and technique to control a variety of media which may include: wood, clay, wire, metal, stone, plaster, and recycled materials; self-expression in advanced three-dimensional forms; development of drawing skills; portfolio development; and career options. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

### Photography II

**Code: F622** Full Year (10-12) (1 credit)  
**(Rank Weight 1.0)**  
**Prerequisite: Studio-In-Art/Photomedia Full Year with a final average of 80 or higher.**

This course is designed to develop in students advanced techniques and skills of photography. Assignments are aimed at enriching the expressive use of the camera and darkroom. A research paper, portfolio, oral report, and critique may be required. Areas of study include development of advanced skills and techniques in photography, technology (computer, digital camera, software applications), experimental film (high contrast), digital and macro photography, mixed media processes, commercial Photography, studio and environmental portraiture, still life/advertising photography, portfolio development, and career options. Student evaluation is reflected in the art grade, a composite of a student’s participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students’ demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

### Media Arts II

**Code: F615** Full Year (10-12) (1 credit)  
**(Rank Weight 1.0)**  
**Prerequisite: Studio-In-Art/Photomedia Full Year with a final average of 80 or higher.**

**NOTE: Availability of equipment, student experience, and interest will determine the area of greatest concentration.**

This course is designed to develop in students the advanced techniques and skills of the media arts. Areas of study include development of advanced skills and techniques in media, electronic imaging, video production via multiple software applications, creative sound, computer graphics, image transfer techniques,



## FINE ARTS

animation (computer, stop-motion, claymation), portfolio development, and career options. Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, portfolio, and other assignments.

### Sculpture II

**Code: F638** Full Year (11-12) (1 credit)  
**(Rank Weight 1.0)**  
**Prerequisites: Studio-In-Art/3-D Design or Studio-in-Art/Ceramics, Studio-In-Sculpture.**

This course is designed to further develop in students the aesthetic and technical experience to understand, create and appreciate sculpture. Areas of study include: development of advanced dexterity, sensitivity and technique to control a variety of media which may include wood, clay, wire, metal, stone, plaster, and recycled materials; self-expression in advanced three-dimensional forms; development of drawing skills; portfolio development; and career options. Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

### Advertising Design

**Code: F590** Full Year (10-12) (1 credit)  
**(Rank Weight 1.0)**  
**Prerequisite: Studio-In-Art, F587**

This course is an introduction to advertising design and commercial art. Learning situations will incorporate ad clients from the school and community. Computer and video equipment will be used as available. Areas of study include basic design concepts and skills, layout, lettering, product and package design, portfolio development, computer and technology, and career options. Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

### Advanced Art I - Drawing and Painting

**Code: F596** Full Year (10-12) (1 credit)  
**(Rank Weight 1.0)**  
**Prerequisite: Studio-In-Art**

This course is designed to develop students' skills in design and drawing as a foundation for advanced work. Visual problem-solving skills will be developed through the examination and analysis of artists' work. The combined emphasis on skills and concepts will enable students to begin to develop personal statements in their work. This is the second course in the Drawing & Painting sequence and is the prerequisite for Advanced Art II. Students are recommended into this course by their art instructor based on their performance in prior art courses. Areas of study include advanced painting and drawing, print-making, mixed media, perceptual skills development, portfolio development, and career and college options. Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including student demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

### Advanced Art II - Drawing and Painting

**Code: F597** Full Year (10-12) (1 credit)  
**(Rank Weight 1.0)**  
**Prerequisite: Advanced Art I, or permission of instructor.**

This course is designed to provide continued emphasis in the development of visual observation, critical analysis and problem-solving skills through instruction and exploration of two-dimensional materials and techniques. Students will begin to explore potential topics and themes that will provide direction and work for personal, college and Advanced Placement portfolios. Career and college options will be explored in the context of interdisciplinary potential as well as personal development. This is the third course in the Drawing & Painting sequence and is the prerequisite for Advanced Placement Studio Art. Students are recommended into this course by their art instructor based on performance in prior art courses. Areas of study include advanced painting, printmaking, mixed media, portfolio development, career options, contemporary themes in art, and critical analysis of works. Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in artwork, written

## FINE ARTS

critical analysis of artwork, sketchbook, portfolio, and other assignments.

### AP Studio Art and Design

**Code: F642** Full Year (10-12) (1 credit)  
(Rank Weight 1.10)

**Prerequisite:** Advanced Art II and permission from instructor.

**NOTE:** The fee set by the College Board is the responsibility of the student.

Advanced Placement Studio Art and Design is a College Board certified course designed to provide instruction that culminates in a portfolio submission to the AP College Board for foundation level college credit. The focus of the course is the development of perceptual, problem-solving, and critical thinking skills to meet this goal. Observational work in two-dimensional media is required for this portfolio submission. Students are also required to formulate work that reflects personal investigation of thematic content and visual strategies for a concentration portion of their portfolio. This is the final course in the Drawing & Painting sequence. Students are recommended into this course by their art instructor based on their performance in prior art courses. Areas of study include advanced painting, printmaking, mixed media, portfolio development, career and college options, portfolio construction, contemporary themes in art, and critical analysis of works. Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

### Portfolio Development

**Code: F640** Full Year (11-12) (1 credit)  
(Rank Weight 1.0)

**Prerequisite:** Advanced Art II or permission from instructor.

This course is recommended for art majors who are in the process of completing their art course sequence. They will continue to develop the advanced skills and techniques initiated in Advanced Art I and II. Portfolios will be developed that reflect personal ideas and skills in several media. Areas of study include development and recording of a comprehensive college entry level portfolio, college/employment application process, and career options and training opportunities. Student

evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

### Additional Advanced Course Offerings In Visual Arts

Upper level offerings are for the student who has successfully completed all courses in the discipline of choice. The following criteria must also be met: Students must be able to work independently; be open to feedback and suggestions about the creative process; possess a strong work ethic; be able to develop goals with the art instructor; work toward higher levels of creative development through portfolio creation and exhibition of their work; complete all prerequisites with a minimum average of 80; and submit a portfolio. Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

### Photography III

**Code: F630** Full Year (11-12) (1 credit)  
(Rank Weight 1.0)

**Prerequisites:** Studio-In-Art/Photomedia, Photography II, with an average of 80 or higher.

### Media Arts III

**Code: F631** Full Year (11-12) (1 credit)  
(Rank Weight 1.0)

**Prerequisites:** Studio-In-Art/Photomedia, Media Arts II.

### Ceramics III

**Code: F632** Full Year (11-12) (1 credit)  
(Rank Weight 1.0)

**Prerequisites:** Studio-In-Art/Ceramics, Ceramics II, with an average of 80 or higher.

### 3-D Design/Crafts III

**Code: F637** Full Year (11-12) (1 credit)  
(Rank Weight 1.0)

**Prerequisites:** Studio-In-Art/3-D Design, 3-D Design/Crafts II.

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## NCAA® Algebra I

**Code: M351** Full Year (9) (1 credit)  
**(Rank Weight 1.00)**  
**Prerequisite: Math 8 with a final average of 70% or higher**

This Regents course focuses on developing algebra concepts and skills through a multiple representations approach. Major topics include, but are not limited to, identifying and solving Linear and Exponential models, Statistics, Operations with Polynomials, Factoring and Solving Quadratic Functions, and System of Equations. This course ends with a New York State Regents Examination. Successful completion of this course and the Algebra I Regents Examination is a New York State graduation requirement.

## NCAA® Algebra I Honors

**Code: M371** Full Year (9) (1 credit)  
**(Rank Weight 1.05)**  
**Prerequisite: Math 8 with a final average of 90% or higher with teacher recommendation**

This Regents course focuses on developing algebra concepts and skills through a multiple representations approach. Major topics include, but are not limited to, identifying and solving Linear and Exponential models, Statistics, Operations with Polynomials, Factoring and Solving Quadratic Functions, and System of Equations. Algebra Honors moves at a faster pace, goes into more depth, and covers additional topics compared to the Algebra Regents course. This course ends with a New York State Regents Examination. Successful completion of this course and the Algebra I Regents Examination is a New York State graduation requirement.

## NCAA® Algebra+

**Code: M341 & M341L** Full Year (9) (1.5 credit)  
**(Rank Weight 1.00)** Prerequisite: None  
**Recommendation: For those with less than a 75% average in Math 8**

This Regents course focuses on developing algebra concepts and skills through a multiple representations approach. Major topics include, but are not limited to, identifying and solving Linear and Exponential models, Statistics, Operations with Polynomials, Factoring and Solving Quadratic Functions, and System of Equations. Algebra+ consists of an additional, attached lab period that allows students additional time to explore/discover concepts through labs and hands-on activities. This course ends with a New York State Regents Examination. Successful completion of this course and the Algebra I Regents Examination is a New York State graduation requirement.

## NCAA® Algebra 1A (½ NCAA credit)

**Code: M331** Full Year (9) (1 HS credit)  
**(Rank Weight 1.00)** Prerequisite: None  
**Recommendation: For those with less than a 70% average in Math 8**

This course is the first year of a two year sequence in Algebra I, focusing on developing algebra concepts and skills through a multiple representations approach. The slower pacing of the sequence allows for students to develop and master skills needed to be successful in Algebra. Major topics include, but are not limited to, Solving Linear Equations and Inequalities, Writing and Graphing Linear Functions, Systems of Equations, Exponential Functions and Sequences. Upon successful completion of this course, students will be enrolled in Algebra 1B. Successful completion of the Algebra 1A/1B sequence satisfies the New York State graduation requirement for Algebra I.

## NCAA® Algebra 1B (½ NCAA credit)

**Code: M431** Full Year (10) (1 HS credit)  
**(Rank Weight 1.00)**  
**Prerequisite: Successful completion of Algebra 1A**

This course is the second year of a two year sequence in Algebra I, focusing on developing algebra concepts and skills through a multiple representations approach. The slower pacing of the sequence allows for students to develop and master skills needed to be successful in Algebra. Major topics include, but are not limited to, Polynomials & Factoring, Quadratic & Radical Functions, Data Analysis and Displays. This course ends with a New York State Regents Examination. Successful completion of the Algebra 1A/1B sequence and the Algebra I Regents Examination satisfies the New York State graduation requirement for Algebra I.

## NCAA® Geometry

**Code: M451** Full Year (10, 11) (1 credit)  
**(Rank Weight 1.00)**  
**Prerequisite: Successful completion of Algebra I and a passing score on the Algebra Regents Exam.**

This Regents course focuses on the properties of geometric figures and geometric relationships. Major topics include, but are not limited to, Constructions & Transformations, Right Triangles, Circles, Trigonometry, Geometric Measurement & Dimensions, and Modeling with Geometry. Students will be expected to present valid arguments justified by axioms, definitions and theorems. This course ends with a New York State Regents Examination. Successful completion of this course and the Geometry Regents Examination is a requirement for a New York State Regents Diploma with Advanced Designation.

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## NCAA® Geometry Honors

**Code: M481** Full Year (9, 10) (1 credit)  
(Rank Weight 1.05)  
**Prerequisite:** Successful completion of Algebra I Honors with a final average of 85% or higher, OR Algebra I with a final average of 95% or higher with teacher recommendation.

This Regents course focuses on the properties of geometric figures and geometric relationships. Major topics include, but are not limited to, Constructions & Transformations, Right Triangles, Circles, Trigonometry, Geometric Measurement & Dimensions, and Modeling with Geometry. Students will be expected to present valid arguments justified by axioms, definitions and theorems. Geometry Honors moves at a faster pace, goes into more depth, and covers additional topics compared to the Geometry Regents course. This course ends with a New York State Regents Examination. Successful completion of this course and the Geometry Regents Examination is a requirement for a New York State Regents Diploma with Advanced Designation.

## NCAA® Geometry+

**Code: M453 & M453L** Full Year (10) (1.5 credit)  
(Rank Weight 1.00)  
**Prerequisite:** Successful completion of Algebra I.  
**Recommendation:** For those with less than a 75% average in Algebra I.

Focuses on the properties of geometric figures and geometric relationships. Major topics include, but are not limited to, Constructions & Transformations, Right Triangles, Circles, Trigonometry, Geometric Measurement & Dimensions, and Modeling with Geometry. Students will be expected to present valid arguments justified by axioms, definitions and theorems. This course ends in a New York State Regents Examination. Geometry+ consists of an additional, attached lab period that allows students additional time to explore/discover concepts through labs and hands-on activities. This course ends with a New York State Regents Examination. Successful completion of this course and the Geometry Regents Examination is a requirement for a New York State Regents Diploma with Advanced Designation.

## Math AIS Regents Prep

**Code: M401** (Fall Semester) (10-12)  
**Code: M402** (Spring Semester) (10-12)  
(No Credit)

Academic Intervention Services (AIS) are mandated for all students who have failed the Algebra I Regents Exam. Students will be assigned to the course either 5

days a week or on an every other day basis. The student remains in the course until he/she passes the Algebra I Regents Exam.

## NCAA® Algebra II

**Code: M551** Full Year (11, 12) (1 credit)  
(Rank Weight 1.00)  
**Prerequisite:** Successful completion of Geometry with a final average of 80% or higher, OR Algebra 2N with a final average of 85% or higher with teacher recommendation.

This Regents course builds a foundation of mathematics for those students going on to Pre-Calculus and/or students who are college bound. Algebra II builds upon topics that were first introduced in Algebra I. Additional topics include, but are not limited to, Systems of Linear & Circle Equations, Rational Expressions, Rational, Irrational and Complex Numbers, Quadratic Equations & Functions, Sequences & Series, Relations & Functions, Exponents & Exponential Functions, Logarithms, and Introductory Trigonometry. This course ends with a New York State Regents Examination. Successful completion of this course and the Algebra II Regents Examination is a requirement for a New York State Regents Diploma with Advanced Designation.

## NCAA® Algebra II Honors

**Code: M581** Full Year (10, 11) (1 credit)  
(Rank Weight 1.05)  
**Prerequisite:** Successful completion of Geometry Honors with a final average of 85% or higher, OR Geometry with a final average of 90% or higher with teacher recommendation.

This Regents course builds a foundation of mathematics for those students going on to Pre-Calculus and/or students who are college bound. Algebra II builds upon topics that were first introduced in Algebra I. Additional topics include, but are not limited to, Systems of Linear & Circle Equations, Rational Expressions, Rational, Irrational and Complex Numbers, Quadratic Equations & Functions, Sequences & Series, Relations & Functions, Exponents & Exponential Functions, Logarithms, and Introductory Trigonometry. Algebra II Honors moves at a faster pace, goes into more depth, and covers additional topics compared to the Algebra II Regents course. This course ends with a New York State Regents Examination. Successful completion of this course and the Algebra II Regents Examination is a requirement for a New York State Regents Diploma with Advanced Designation.

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## Algebra 2N

**Code: M541** Full Year (11, 12) (1 credit)  
(Rank Weight 1.00)  
**Prerequisite:** Successful completion of Algebra I.  
**Recommendation:** Geometry with a final average lower than 70%, OR Algebra 1B with a final average lower than 70%.

This non-Regents course expands upon students' prior knowledge of Algebra and explores more advanced Algebra concepts. Major topics include, but are not limited to, the basics of functions, quadratic functions, radicals, complex numbers, rational functions, and introductory trigonometry. This course is designed for students who are not pursuing a New York State Regents Diploma with Advanced Designation.

## NCAA® Introduction to College Math

**Code: M645** Full Year (12) (1 credit)  
(Rank Weight 1.00)  
**Prerequisite:** Successful completion of Algebra 2N.

This course is intended for students who desire a 4th credit in math, but are not seeking a New York State Regents Diploma with Advanced Designation. The first half of the year focuses on Trigonometry which includes topics such as, Right Triangle Trig, Basic Trig Functions, Inverse Trig Function, Graphing Trig functions, and Trig Applications. The second half of the year focuses on Algebra which includes topics such as factoring, solving quadratics, functions, statistics, and probability.

## NCAA® Pre-Calculus

**Code: M644** Full Year (11, 12) (1 credit)  
(Rank Weight 1.00)  
**Prerequisite:** Successful completion of Algebra II.

This course is intended for students who wish to further their understanding of mathematical structure and analysis. This course is designed to expand on, make connections between, and apply concepts related to these major topics that include, but are not limited to, Trigonometry, Vectors, Matrices, Analytic Geometry, Functions and their Graphs, Polynomial Functions, Rational Functions, Exponential Functions, Logarithms & Limits.

## NCAA® AP/College Pre-Calculus

(DCC MAT 185: 4 Credits)  
**Code: M664** Full Year (11, 12) (1 credit)  
(Rank Weight 1.10)  
**Prerequisites:**

- Successful completion of Algebra II Honors OR Algebra II with a final average of 95% or higher
- A score of 85 or higher on the New York State Algebra

## II Regents Examination.

**Note:** This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year's credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student. Students enrolled in this course are eligible for 3 credits available through Marist College for an additional fee made payable directly to the college.

This course is a college level course which follows the curriculum for the Dutchess Community College MAT 185 course. Major topics include, but are not limited to, Linear, Polynomial, Rational, Trigonometric, Exponential, Logarithmic, Polar, and Inverse Functions. Modeling and data analysis techniques are also employed. Conceptual understanding is emphasized and algebraic skills are reinforced throughout the course.

## NCAA® College Calculus

(DCC MAT 221- 4 Credits)  
**Code: M221** Full Year (12) (1 credit)  
(Rank Weight 1.10)  
**Prerequisite:** Successful completion of Pre-Calculus or Pre-Calculus Honors.

**Note:** The final exam is approved by Dutchess Community College. Successful completion of this exam can result in up to 4 college credits issued by Dutchess Community College.

This course is a college level course that follows the curriculum for the DCC MAT 221 course. Major topics include, but are not limited to: Limits, Calculating Derivatives, Curve Sketching, Motion, Optimization, Related Rates, and Integration. Enrolled students are eligible for 3 DCC credits for an additional fee payable directly to the College.

## NCAA® AP Calculus AB

**Code: M662** Full Year (12) (1 credit)  
(Rank Weight 1.10)  
**Prerequisite:** Successful completion of Algebra II with a final average of 95% or higher OR Pre-Calculus (both options with teacher recommendation).

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. Students will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and how to make connections

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amongst these representations. Students will learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

**Note:** This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year's credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student.

**Note:** This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year's credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student. Students enrolled in this course are eligible for 3 credits available through Marist College for an additional fee made payable directly to the college.

## NCAA® AP Calculus BC

Code: M681 Full Year (12) (1 credit)

(Rank Weight 1.10)

**Prerequisite:** Successful completion of Algebra II Honors with a final average of 85% or higher OR Pre-Calculus (both options with teacher recommendation) OR AP Calculus AB

AP Calculus BC is considerably more intensive than Advanced Placement Calculus AB. This course is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in Calculus AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. Students will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

**Note:** This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year's credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student.

## NCAA® AP/College Statistics

Code: M655 Full Year (11-12) (1 credit)

(Rank Weight 1.10)

**Prerequisite:** Successful completion of Algebra II

AP Statistics focuses on major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will develop analytical and critical thinking skills as they learn to describe data patterns and departures from patterns, plan and conduct studies, use probability and simulation to explore random phenomena, estimate population parameters, test hypotheses, and make statistical inferences.

## NCAA® College Elementary Statistics

(DCC MAT 118: 3 Credits)

Code: M654 Full Year (11-12) (1 credit)

(Rank Weight 1.10)

**Prerequisite:** Successful completion of Algebra II or successful completion of Algebra 2N with a final average of 85 or higher; or successful completion of Introduction of College Math

This course is a college level course which follows the curriculum for the Dutchess Community College MAT 118 course. In this course, basic statistical procedures are developed. Topics include descriptive statistics, hypothesis testing, and confidence intervals and regression using both simulation and a theory-based approach. Technology will be used regularly throughout the course.

Enrolled students are eligible for 3 DCC credits for an additional fee payable directly to the College.

## Math & Science Real World Applications

Code: M692 Full Year (11-12) (1 credit)

(Rank Weight 1.00)

**Prerequisite:** Successful completion of Algebra I AND Geometry

This course is designed to give students answer to the questions "When are we going to use this?" by providing students with a hands-on, project-oriented learning experience. Students will explore the math and science behind items they encounter in everyday life in a true STEAM class, using technology and engineering to create some of the objects discussed in class.

## NCAA® Computer Programming I

Code: M415 Half Year (9-12) (½ credit)

(Rank Weight 1.00)

**Prerequisite:** Concurrent enrollment in Algebra I, OR Completion of Algebra I

This course is an introduction to the field of computer science and the fundamentals of computer programming. Students will learn structured, object oriented event based programming and will include the development, debugging, and verification of

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programs. Using the VisualBasic.net language, programming projects are used to reinforce key concepts including data types, decision making structures, loops, procedures and functions. Prior programming experience is not required.

## **NCAA** Computer Programming II

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Code: M416 Half Year (9-12) (½ credit)  
(Rank Weight 1.00)  
Prerequisite: Successful completion of Computer Programming 1

This course provides additional practice and builds on the core programming concepts taught in Computer Programming 1. Using the VisualBasic.net language, programming projects are used to reinforce advanced programming topics such as class design, arrays, structures, graphics and files.

## **NCAA** AP Computer Science A

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Code: M650 Full Year (11-12) (1 credit)  
(Rank Weight 1.10)  
Prerequisite: Successful completion of Algebra II, OR Computer Programming 2

AP Computer Science A focuses on core aspects of computer science which are used to create solutions that are understandable, adaptable, and when appropriate, reusable. The design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science. This includes the development and analysis of algorithms and fundamental data structures, and the use of logic and formal methods. The course will cover fundamentals of programming syntax and methodology using the Java programming language. Solve problems involve skills that are fundamental to the study of computer science. This includes the development and analysis of algorithms and fundamental data structures, and the use of logic and formal methods. The course will cover fundamentals of programming syntax and methodology using the Java programming language.

**Note: This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year's credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student.**

# PERFORMING ARTS

The goal of the Performing Arts program is to develop artistically literate citizens by providing quality opportunities for our students to create, perform, respond and connect to the arts. Through these opportunities, we provide students with the chance to develop a sense of self in relation to our global society, while developing their individual creativity through rigor and experiential learning.

**Part 100 of the Regulations of the Commissioner of Education requires all students to complete one full credit of art, one full credit of music, or ½ credit of each (art/music) before graduating.**

Music or Studio-in-Art Workshop are the recommended courses for meeting this basic requirement. One credit can be earned by taking any full-year course in art or music (note prerequisites).

The creation of musical compositions/artwork is an integral component of many art and/or music courses. Student work may be used during courses for instruction, promotion/publicity and/or publication. Ownership and/or copyright will be retained by the student.

Please note that membership in any of the performing organizations requires attendance at concerts and rehearsals that may be held beyond the school day.

## SEQUENCES IN PERFORMING ARTS

### **Recommended Three-Unit Sequence in Music Education (Comprehensive Performing Arts)**

- 1 credit
- 2 credits in Ensemble

### **Recommended Five-Unit Sequence in Music Education (Comprehensive Performing Arts)**

- 2 credit in Music Knowledge Course (Workshop, Theory)
- 3 credits in Ensemble

## SEQUENCES COMBINING ART AND MUSIC COURSES

### **Three-Unit Sequence in Fine Arts**

- 1 credit in Studio-In-Art (or Studio-In-Art/Ceramics/3-D Design/Photomedia/Communications Systems)
- 1 credit in a Music Knowledge course (Music Workshop Full Year or Music Theory I)
- 1 credit in Music or Visual Arts

### **Five-Unit Sequence in Fine Arts**

- 1 credit in Studio-In-Art (or Studio-In-Art/Ceramics/3-D Design/Photomedia/Communications Systems)
- 1 credit in a Musical Knowledge course (Music Workshop Full Year or Music Theory)
- 3 credits in Music or Visual Arts



# PERFORMING ARTS

## \*Ninth Grade Band (RCK & JJHS)

**Code:** N654 **Full Year (9) (1 credit)**  
**All days (Rank Weight 1.0)**  
**Prerequisite:** Demonstrated performance ability on one of the traditional band instruments and the successful completion of the instructional sequence of the earlier bands or permission of the instructor.

This course focuses on creating, performing, responding and connecting through a variety of band repertoire. It meets for the full year and rehearses every day. Areas of study include: skills, habits, and techniques necessary for fine ensemble performance; performances of ensemble music of a variety of styles and genres; knowledge of and an appreciation for various styles of music; performance in many public concerts throughout the year; and career options. Student assessment is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results. Members are expected to participate in concerts and rehearsals held after school hours, as well as in-school rotational lesson classes on their major instrument. This course can be used to fulfill the 1 credit required for graduation or as part of any sequence in music or fine arts.

## Concert Band (RCK & JJHS)

**Code:** N635 **Full Year (10-12) (1 credit)**  
**All days (Rank Weight 1.0)**  
**Prerequisite:** Successful completion of Ninth Grade Band or permission of the instructor.

This course focuses on creating, performing, responding and connecting through a variety of more challenging band repertoire. It meets for the full year and rehearses every day. Areas of study include: skills, habits, and techniques necessary for fine ensemble performance; performances of ensemble music of a variety of styles and genres; knowledge of and an appreciation for various styles of music; performance in many public concerts throughout the year; and career options. Student assessment is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results. Members are expected to participate in concerts and rehearsals held after school hours, as

well as in-school rotational lesson classes on their major instrument. This course can be used to fulfill the 1 credit required for graduation or as part of any sequence in music or fine arts.

## Symphonic Band (JJHS)

**Code:** N632 **Full Year (10-12) (1 credit)**  
**All days (Rank Weight 1.0)**  
**Prerequisite:** A high degree of proficiency as an instrumentalist.

## Wind Ensemble (RCK)

**Code:** N649 **Full Year (10-12) (1 credit)**  
**All days (Rank Weight 1.0)**  
**Prerequisite:** A high degree of proficiency as an instrumentalist.

This course focuses on creating, performing, responding and connecting through a variety of highly challenging band repertoire. It meets for the full year and rehearses every day. Areas of study include: skills, habits, and techniques necessary for fine ensemble performance; performances of ensemble music of a variety of styles and genres; knowledge of and an appreciation for various styles of music; performance in many public concerts throughout the year; and career options. Student assessment is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results. Members are expected to participate in concerts and rehearsals held after school hours, as well as in-school rotational lesson classes on their major instrument. This course can be used to fulfill the 1 credit required for graduation or as part of any sequence in music or fine arts.

**NOTE:** Enrollment is gained by audition or permission of the instructor. These groups are in great demand for performance both in school and the community, and members must be willing to give the mandatory extra time.

## Concert Orchestra (RCK)

**Code:** N755 **Full Year (9-12) (1 credit)**  
**All days (Rank Weight 1.0)**  
**Prerequisites:** Demonstrated performance ability on one of the traditional orchestral instruments and successful completion of the instructional sequence of the earlier orchestras or permission of the instructor.

## String Orchestra (JJHS Only)

**Code:** N655 **Full Year (9-12) (1 credit)**  
**All days (Rank Weight 1.0)**  
**Prerequisites:** Demonstrated performance ability on one

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of the traditional orchestral instruments and successful completion of the instructional sequence of the earlier orchestras or permission of the instructor.

This course focuses on creating, performing, responding and connecting through a variety of challenging orchestral repertoire. It meets for the full year and rehearses every day. Areas of study include: skills, habits, and techniques necessary for fine ensemble performance; performances of ensemble music of a variety of styles and genres; knowledge of and an appreciation for various styles of music; performance in many public concerts throughout the year; and career options. Student assessment is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results. Members are expected to participate in concerts and rehearsals held after school hours, as well as in-school rotational lesson classes on their major instrument. This course can be used to fulfill the 1 credit required for graduation or as part of any sequence in music or fine arts.

## String Ensemble (RCK)

**Code: N757** Full Year (9-12) (1 credit)  
All days (Rank Weight 1.0)  
Prerequisites: A high degree of proficiency as an instrumentalist.

## Chamber Orchestra (JJHS)

**Code: N657** Full Year (9-12) (1 credit)  
All days (Rank Weight 1.0)  
Prerequisites: A high degree of proficiency as an instrumentalist.

This course focuses on creating, performing, responding and connecting through a variety of highly challenging orchestral repertoire. It meets for the full year and rehearses every day. Areas of study include: skills, habits, and techniques necessary for fine ensemble performance; performances of ensemble music of a variety of styles and genres; knowledge of and an appreciation for various styles of music; performance in many public concerts throughout the year; and career options. Student assessment is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results. Members are expected to participate in concerts and rehearsals held after school

hours, as well as in-school rotational lesson classes on their major instrument. This course can be used to fulfill the 1 credit required for graduation or as part of any sequence in music or fine arts.

**NOTE: Enrollment is granted by audition or permission of the instructor. These groups are in great demand for performance both in school and the community, and members must be willing to give the mandatory extra time.**

## Mixed Chorus (JJHS)

**Code: N643** Full Year (9-12) (1 credit) All days  
**Code: N646** Full Year (9-12) (½ credit) Every other day  
(Rank Weight 1.0)  
Prerequisite: None

This course focuses on creating, performing, responding and connecting through a variety of challenging vocal repertoire. It meets for the full year and rehearses every day. Areas of study include: skills, habits and techniques necessary for fine choral performance; performance of choral music of all styles; knowledge of and appreciation for various styles of music; performing in many public concerts throughout the year; and career options. Student assessment is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results. Members are expected to participate in concerts and rehearsals held after school hours. This course can be used to fulfill the 1 credit required for graduation or as part of any sequence in music or fine arts.

**NOTE: The every-other-day option may be selected only with permission of the instructor.**

## Concert Choir (RCK)

**Code: N743** Full Year (9-12) (1 credit)  
All days (Rank Weight 1.0)  
Prerequisite: None

This course focuses on creating, performing, responding and connecting through a variety of highly challenging vocal repertoire. It meets for the full year and rehearses every day. Areas of study include: a high level of skill, rehearsal technique and sight singing ability necessary for performance; performance of choral music of all styles; knowledge of and appreciation for various styles of music; performance in many public concerts throughout the year; and career options. Student assessment is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes.

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The grade may be derived from teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results. Members are expected to participate in concerts and rehearsals held after school hours. This course can be used to fulfill the 1 credit required for graduation or as part of any sequence in music or fine arts.

**NOTE: Enrollment is gained by audition or permission of the instructor. These groups are in great demand for performance both in school and in the community, and members must be willing to give the mandatory extra time.**

## Music Theory I

**Code: N651** Full Year (9-12) (1 credit)  
**(Rank Weight 1.0)**  
**Prerequisite: Ability to read music or permission of the instructor.**

This rigorous full-year course can be used in Music or Fine Arts sequences. This course is designed to meet the Art/Music graduation requirement. Areas of study include aural skills, listening exercises, dictation of up to two voices, sight-singing skills, performance exercises, written compositional skills and creative exercises, analytical skills and analytical exercises, and composition. Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance and home assignments.

## Music Theory II

**Code: N658** Full Year (10-12) (1 credit)  
**(Rank Weight 1.0)**  
**Prerequisite: Music Theory I.**

This highly rigorous full-year course can be used in Music or Fine Arts sequences. This course is designed to meet the Art/Music graduation requirement. Areas of study include aural skills, listening exercises, dictation of up to four voices, sight-singing skills, performance exercises, complex written compositional skills and creative exercises, analytical skills and analytical exercises, and composition. Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance and home assignments.

## AP Music Theory

**Code: N664** Full Year (10-12) (1 credit)  
**(Rank Weight 1.10)**  
**Prerequisite: Music Theory I**

This college level course can be used in Music or Fine Arts sequences. This course is designed to meet the Art/Music graduation requirement. Areas of study include aural skills, listening exercises, sight-singing skills, performance exercises, written skills through written exercises, composition, melodic and harmonic dictation, composition of a bass line for a given melody, implying appropriate harmony, realization of a figured bass, realization of a roman numeral progression, analysis of repertoire, including melody, harmony, rhythm, texture and form and sight-singing. Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance and home assignment.

**NOTE: This provides the opportunity for advanced music students to develop a deeper sense of musical values and the necessary skills for involved musical expression. This course culminates with the Advanced Placement Exam. The fee set by the College Board is the responsibility of the student. In the event that a student does not take the AP exam, the student's report card and transcript will reflect this as a course in Music Theory II.**

## Music Workshop

**Code: N659** Full Year (9-12) (1 credit)  
**Code: N700** Half Year (9-12) (½ credit)  
**(Rank Weight 1.0)** Prerequisite: None

**NOTE: The full-year course can be used in Music or Fine Arts sequences. The half-year course is not for students in a music sequence or for music majors.**

This course is designed to meet the Art/Music graduation requirement. It will offer "hands-on" music-making experiences with various instruments (as available): keyboards, guitars, ukuleles. Areas of study include basic composition, basic theory, musical styles, performance, musical theater, world music, and career options. Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance and home assignments.

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## Applied Music or Private Music Study

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Code: N627 (9-12) (No credit)

Prerequisite: Two years of private lessons.

If a student takes private music lessons in voice, piano, or another musical instrument acceptable to the department, they are eligible to have this documented on the high school transcript. Candidates must be regularly registered as high school students. Before being admitted, the student must have completed at least 2 years in private study. *It is highly recommended that the student have more than 2 years of study.* The pupil must practice a minimum of 5 hours a week, keeping a record of such practices on a form provided by the department, materials must be of appropriate difficulty, challenging, and be of acceptable musical value. No composition below NYSSMA Manual Grade 3 in difficulty will be acceptable. The student must play for a school examiner at the close of each semester. The approval of the Applied Music instructor and the selection of the examiner is the responsibility of the Director for Fine and Performing Arts.

**NOTE: It is important that the parent and/or student speak with the school music teacher in September. The WCSD Fine and Performing Arts Applied Music application form must be submitted with the required information and signatures to the teacher before the end of September.**

# PHYSICAL EDUCATION

## Physical Education

The goal of the Physical Education program is to provide students with the necessary skills and knowledge to live physically active and healthy lifestyles. All students complete one year of Personal Challenge and Healthy Lifestyles, and two years of Lifetime Physical Education to provide them with the basis for establishment of a lifestyle that includes proven concepts of wellness and fitness. In order to satisfy the graduation requirements as set forth by the New York State Commissioners Regulations, all students must take and pass Physical Education during each semester they are enrolled, unless designated a "Super Senior." There is no medical excuse from Physical Education.

### Personal Challenge: Grade 9

<b>Code: P303</b> <b>(Rank Weight 1.0)</b>	<b>Full Year (9) (½ credit)</b> <b>Prerequisite: None</b>
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Personal Challenge curriculum incorporates classroom concepts while working on issues such as socialization, cooperation, on-task behavior, coping with failure, self-esteem and willingness to try. The goal is to assist each student in the development of the attitudes, skills, and knowledge of movement that will result in a lifetime of participation in physical education.

### Healthy Lifestyles: Grade 10

<b>Code: P313</b> <b>(Rank Weight 1.0)</b>	<b>Full Year (10) (½ credit)</b> <b>Prerequisite: None</b>
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Healthy Lifestyles curriculum incorporates classroom concepts that are related to components of fitness, the human body's anatomy and physiology, body composition, stress management, CPR and much more. The goal is to assist students in the development of knowledge and skills that will result in a lifetime of healthy choices.

### Lifetime Physical Education: Grade 11

<b>Code: P333</b> <b>(Rank Weight 1.0)</b>	<b>Full Year (11) (½ credit)</b> <b>Prerequisite: None</b>
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Lifetime Physical Education curriculum aims to teach basic skills, enhance knowledge about sports, exercise and other forms of physical activities. The goal of Lifetime Physical Education is to develop immediate and lifelong benefits and enjoyment of regular physical activity. Some areas of study include badminton, volleyball, team handball, archery, recreational games and many more.

### Lifetime Physical Education: Grade 12

<b>Code: P334</b> <b>(Rank Weight 1.0)</b>	<b>Full Year (12) (½ credit)</b> <b>Prerequisite: None</b>
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Lifetime Physical Education curriculum aims to teach basic skills, enhance knowledge about sports, exercise and other forms of physical activities. The goal of Lifetime Physical Education is to develop immediate and lifelong benefits and enjoyment of regular physical activity. Some areas of study include badminton, volleyball, team handball, archery, recreational games and many more.

# HEALTH

## Health Education

<b>Code: J440</b> <b>(Rank Weight 0.5)</b>	<b>Grade 10-12 (½ credit)</b> <b>Prerequisite: None</b>
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Health Education curriculum empowers students with the knowledge and skills needed to examine and make health-related decisions. Knowledge in the areas of environmental, social, physical and medical sciences assist students in making responsible and informed decisions regarding healthy behaviors. This course is New York State mandated and the credit is necessary for graduation.

# SCIENCE

## NCAA® Life Science: Biology

Code: S370 + S370L Full Year (9-10) (1 credit)  
(Rank Weight 1.00)

Prerequisite: Completion of Science 8

This Regents level life-science course is a comprehensive overview of the major areas of Biology. Major topics include, but are not limited to: Scientific Method, Cell structure and function, Evolution & Classification, Ecology, Biochemistry, Genetics, and Plant & Animal Systems. Emphasis is placed on reading comprehension and language usage. This course ends with a New York State Regents Examination. Successful completion of this course is a New York State graduation requirement.

**Note: Completion of a minimum of 1200 minutes of laboratory work is required by New York State in order to be eligible for the New York State Regents Examination.**

## NCAA® Honors Life Science: Biology

Code: S390 + S390L Full Year (9-10) (1 credit)  
(Rank Weight 1.05)

Prerequisite: Completion of Honors Science 8 with a final average of 85 or higher; OR completion of Science 8 with a final average of 90 or higher with teacher recommendation

This Regents level life-science course is a comprehensive overview of the major areas of Biology. Major topics include, but are not limited to: Scientific Method, Cell structure and function, Evolution & Classification, Ecology, Biochemistry, Genetics, and Plant & Animal Systems. Emphasis is placed on reading comprehension and language usage. Living Environment Honors moves at a faster pace, goes into more depth, and covers additional topics compared to the Living Environment Regents course. This course ends with a New York State Regents Examination. Successful completion of this course is a New York State graduation requirement.

**Note: Completion of a minimum of 1200 minutes of laboratory work is required by New York State in order to be eligible for the New York State Regents Examination.**

## NCAA® Earth and Space Science

Code: S371 + S371L Full Year (10) (1 credit)  
(Rank Weight 1.00)

Prerequisite: Successful completion of Living Environment Recommendation: For those with less than a 75% average in Math 8

This Regents level physical-science course introduces students to Earth's dynamic systems, the physical world, and Earth's place in the universe. Major topics include, but are not limited to: Rocks & Minerals, Surface Processes & Landscape Formation, Mapping,

Plate Tectonics, Geologic History, Meteorology, and Astronomy. This course ends with a New York State Regents Examination.

**Note: Completion of a minimum of 1200 minutes of laboratory work is required by New York State in order to be eligible for the New York State Regents Examination.**

## NCAA® Earth and Space Science: Honors

Code: S391 + S391L Full Year (10) (1 credit)  
(Rank Weight 1.05)

Prerequisite: Completion of Living Environment Honors with a final average of 85 or higher; OR completion of Living Environment with a final average of 90 or higher with teacher recommendation

This Regents level physical-science course introduces students to Earth's dynamic systems, the physical world, and Earth's place in the universe. Major topics include, but are not limited to: Rocks & Minerals, Surface Processes & Landscape Formation, Mapping, Plate Tectonics, Geologic History, Meteorology, and Astronomy. Earth Science Honors moves at a faster pace, goes into more depth, and covers additional topics compared to the Earth Science Regents course. This course ends with a New York State Regents Examination.

**Note: Completion of a minimum of 1200 minutes of laboratory work is required by New York State in order to be eligible for the New York State Regents Examination.**

## NCAA® Physical Setting - Chemistry

Code: S541 + S541L Full Year (10,11) (1 credit)  
(Rank Weight 1.00)

Prerequisites:

- Completion of Living Environment and Earth Science with a final average of 75 or higher.
- Completion of Algebra I and Geometry with a final average of 75 or higher. (*Accelerated science students that have not taken Geometry are eligible with teacher recommendation.*)

This Regents level physical-science course serves as an introduction to the quantitative and qualitative study of matter and energy. Major topics include, but are not limited to: Measurement, Periodic Table, Matter, Energy, Atomic Structure, Bonding, Solutions, Chemical Reactions, Kinetics & Equilibrium, Acids & Bases, Oxidation & Reduction, Nuclear Chemistry, and Organic Chemistry. This course ends with a New York State Regents Examination.

**Note: Completion of a minimum of 1200 minutes of laboratory work is required by New York State in order to be eligible for the New York State Regents Examination.**

# SCIENCE

## NCAA® Physical Setting - Chemistry Honors

Code: S561 + S561L Full Year (10, 11) (1 credit)

(Rank Weight 1.05)

Prerequisites:

- Completion of Honors Living Environment with a final average of 85 or higher; OR Completion of Living Environment with a final average of 90 or higher
- Completion of Honors Earth Science with a final average of 85 or higher; OR Earth Science with a final average of 90 or higher
- Completion of Honors Algebra I with a with a final average of 85 or higher; OR Algebra I with a final average of 90 or higher
- Completion of Geometry Honors with a final average of 85 or higher; OR Completion of Geometry with a final average of 90 or higher. (*Accelerated science students that have not taken Geometry are eligible with teacher recommendation.*)

This Regents level physical-science course serves as an introduction to the quantitative and qualitative study of matter and energy. Major topics include, but are not limited to: Measurement, Periodic Table, Matter, Energy, Atomic Structure, Bonding, Solutions, Chemical Reactions, Kinetics & Equilibrium, Acids & Bases, Oxidation & Reduction, Nuclear Chemistry, and Organic Chemistry. Chemistry Honors moves at a faster pace, goes into more depth, and covers additional topics compared to the Chemistry Regents course. This course ends with a New York State Regents Examination.

**Note:** Completion of a minimum of 1200 minutes of laboratory work is required by New York State in order to be eligible for the New York State Regents Examination.

## NCAA® Practical Chemistry

Code: S538 Full Year (11, 12) (1 credit)

(Rank Weight 1.00)

Prerequisites:

- Successful completion of Living Environment
- Passing grade on at least 1 Science Regents Exam

This non-Regents course combines traditional chemistry concepts with applications in the real world. The first half of this course involves the study of chemistry, with a focus on chemical reactivity and qualitative analysis. The second half of this course couples these base concepts with practical concepts integral to students' lives and future.

## NCAA® Physical Setting - Physics

Code: S641 + S641L Full Year (11, 12) (1 credit)

(Rank Weight 1.00)

Prerequisites:

- Completion of a Regents level science course with a final average of 75 or higher
- Completion of Regents Geometry with a final average of 75 or higher
- A score of 75 or higher on a previous Mathematics Regents Examination
- Successful completion of or concurrent enrollment in Algebra II Regents

This Regents level physical-science course serves as an introductory course in Physics. Major topics include, but are not limited to: Motion, Forces, Energy and Power, Electricity and Magnetism, Waves (including light and sound), Gravitation, and Relationships Between Science, Technology and Society. This course ends with a New York State Regents Examination.

**Note:** Completion of a minimum of 1200 minutes of laboratory work is required by New York State in order to be eligible for the New York State Regents Examination.

## NCAA® Physical Setting - Physics Honors

Code: S661 + S661L Full Year (11, 12) (1 credit)

(Rank Weight 1.05)

Prerequisites:

- Completion of Regents Geometry with a final average of 85 or higher
- A score of 85 or higher on a previous Mathematics Regents Examination
- A score of 85 or higher on a previous Science Regents Examination
- Successful completion of or concurrent enrollment in Algebra II Regents

This Regents level physical-science course serves as an introductory course in Physics. Major topics include, but are not limited to: Motion, Forces, Energy and Power, Electricity and Magnetism, Waves (including light and sound), Gravitation, and Relationships Between Science, Technology and Society. Physics Honors moves at a faster pace, goes into more depth, and covers additional topics compared to the Physics Regents course. This course ends with a New York State Regents Examination.

**Note:** Completion of a minimum of 1200 minutes of laboratory work is required by New York State in order to be eligible for the New York State Regents Examination.

## NCAA® Conceptual Physics

Code: S639 Full Year (11, 12) (1 credit)

(Rank Weight 1.00)

Prerequisites:

- Successful completion of 2 full-year science courses

## SCIENCE

- Successful completion of 2 full-year math courses
- A score of 65 or higher on a previous Mathematics Regents Examination
- A score of 65 or higher on a previous Science Regents Examination

This non-Regents course is an exploratory course into the world of physics, covering topics such as experimental techniques, motion of objects, forces, energy and power, electricity and magnetism, waves (including light and sound), and relationships between science, technology and society. The class typically emphasizes labs, projects and other forms of hands-on learning.

### **NCAA**® AP Biology/College Biology

Code: S688 + S688L Full Year (11, 12) (1 credit)

(Rank Weight 1.10)

Prerequisites:

- Successful completion of Honors or Regents Biology
- Successful completion of Honors or Regents Chemistry
- An average of 85 or higher in all previous Honors level science courses; OR an average of 90 or higher in all previous Regents level science courses

This course is a college level course which follows the curriculum for the Dutchess Community College Bio 105 & 106 curricula courses. This course serves as an interdisciplinary study of basic biological concepts, including the nature of science, matter, the cell, characteristics of living matter, a brief survey of the living world, ecology, homeostasis in organisms, genetics, evolution and a consideration of the structure and function of tissues, organs and organ systems. This course assumes a high school level of chemistry knowledge.

**Note:** This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year's credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student. This course may include labs with dissection components.

Enrolled students are eligible for DCC credits for an additional fee payable directly to the College. The final exams are approved by Dutchess Community College. Successful completion of these exams can result in up to 8 college credits issued by Dutchess Community College.

### **NCAA**® AP Chemistry

Code: S682 + S682L Full Year (11, 12) (1 credit)

(Rank Weight 1.10)

Prerequisites:

- Completion of Honors Chemistry with a final average of 85 or higher; OR completion of Regents Chemistry with a final average of 90 or higher
- Completion of Algebra II with a final average of 85 or higher

AP Chemistry is a lab course that provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: Atomic Structure, Intermolecular Forces and Bonding, Chemical Reactions, Kinetics, Thermodynamics, and Equilibrium.

**Note:** This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year's credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student. This course may include labs with dissection components.

### **NCAA**® AP Physics C: Mechanics

Code: S686 + S686L

Full Year (12) (1 credit)

(Rank Weight 1.10)

Prerequisites:

- Successful completion of Regents Physics
- Successful completion of or concurrent enrollment in a Calculus course
- Completion of previous Math & Science Regents courses with a final average of 80 or higher

AP Physics C: Mechanics is a calculus-based, college-level physics course. It covers kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation.

**Note:** This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year's credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student.

### **NCAA**® AP Environmental Science

Code: S687 + S687L

Full Year (11, 12) (1 credit)

(Rank Weight 1.10)

Prerequisite: Successful completion of Living Environment & Earth Science

Recommendation:

- A final average in Living Environment & Earth



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Science of 85 or higher

- Successful completion of or current enrollment in Regents Chemistry

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

**Note:** This course closely follows the Advanced Placement Program of The College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement Examination in May. A score of 3, 4, or 5 may result in a year's credit in coursework at many colleges. The fee is determined by The College Board and is the responsibility of the student. This course may include labs with dissection components.

## NCAA® College Forensic Science

Code: S714 + S714L Full Year (12) (1 credit)  
(Rank Weight 1.10)

Prerequisites:

- Successful completion of at least 3 Regents Science courses, including Chemistry and Living Environment
- Successful completion of 3 Regents Math courses
- Recommended by previous year's science teacher

**Recommendation:** This course is designed to be a senior year elective.

Introduction to forensic science with focus upon the application of scientific methods and techniques to criminal justice and law. Methods specifically relevant to crime detection and analysis will be presented. Laboratory included.

**Note:** The curriculum is rated for college level students. Some material presented in this course will be of graphic and explicit nature (e.g. serial killers, medico-legal death investigations and crime scenes). All material will be presented in an academic fashion and solely for the purpose of educational value, but some students may be sensitive to such topics. Students enrolled in this course are eligible for 4 credits available through Syracuse University for an additional fee made payable directly to the university.

## NCAA® Marine Science

Code: S531 Full Year (11, 12) (1 credit)  
(Rank Weight 1.00)

Prerequisites:

- Successful completion of at least 2 Regents Science courses
- A score of 65 or higher on at least 1 science Regents Examination

This non-Regents elective course is designed to provide students with a broad knowledge of Earth's oceanic system. In this course, students will look at some of the basics of marine science that include marine conservation, marine biology, and oceanography. Through the use of visuals, readings, projects, current articles and classroom activities students will have a broader understanding of how our oceans and land are intricately connected.

## NCAA® Astronomy

Code: S640 Full Year (11, 12) (1 credit)  
(Rank Weight 1.00)

Prerequisites:

- Successful completion of at least 2 Regents Science courses
- A score of 75 or higher on at least 1 Science Regents Examination

Astronomy is a non-Regents elective exploratory course into the science of our universe, covering topics such as experimental techniques; celestial sphere; scale of the universe; the solar system, sun, moon and planets; comets and meteors; stars and stellar evolution; black holes, super novae and stellar remnants; galaxies and galactic evolution; constellations; modern telescopes and optics; observing techniques; history of astronomy and space exploration; exoplanets; space travel and relativity; life in the universe; dark matter and dark energy; cosmology and the big bang. The class typically emphasizes labs, projects and other forms of hands-on learning.

## NCAA® Human Anatomy, Physiology, and Disease

Code: S715 Full Year (11, 12) (1 credit)  
(Rank Weight 1.00)

Prerequisite: Successful completion of Living Environment & Earth Science

**Recommendation:** Successful completion of Chemistry

This course will provide students with a comprehensive study of the human body. Students will develop an understanding of who they are, what makes their bodies work, and what happens when their bodies malfunction. Students will be performing a series of activities and laboratories that assist them in the exploration of the human body with practical everyday application. This course is designed for students with career interests in the health science fields, athletic training and in physical education.

# SCIENCE

## Introductory Plant Science

**Code: S717** Full Year (11, 12) (1 credit)  
(Rank Weight 1.00)  
Prerequisites:

- Successful completion of Living Environment
- Successful completion of at least 1 other physical science course

This elective course teaches general plant biology and the practical application of skills related to the care and propagation of plants. Major topics include, but are not limited to: Botany, Soil Chemistry, Hydroponics, Genetics, Plant Reproduction, and Farming. Students in this course will develop valuable skills that may help them attain seasonal or career employment in the field of agriculture.

## NCAA® Environmental Topics

**Code: S716** Full Year (11, 12) (1 credit)  
(Rank Weight 1.00)  
Prerequisites:

- Successful completion of Living Environment
- Successful completion of at least 1 other physical science course

This course aims at raising students' awareness of their natural environment through the scope of current relevant topics in the media. Students will become knowledgeable in fundamental concepts relating to Earth systems, climate, population growth dynamics, sustainability, and natural resource management. Environmental topics will be explored through different lenses; including biological, geological, historical, and socio-political viewpoints. Students will engage in a variety of learning experiences, allowing them to become active participants in environmental stewardship.

## Introduction to Animal Science

**Code: S718** Full Year (11, 12) (1 credit)  
(Rank Weight 1.00)  
Prerequisites:

- Successful completion of Living Environment
- Successful completion of at least 1 other physical science course

The Animal Science course is designed to introduce students to the world of animal agriculture. Students will engage in hands-on-laboratory activities and projects. At the completion of the course, students will submit a comprehensive Producer's Management Guide for the animal of their choice. Major topics include, but are not limited to: History & Use of Animals, Animal Handling & Safety, Cells & Tissues, Animal Nutrition, Animal Reproduction, Genetics,

Animal Health, Animal Products & Marketing.

## NCAA® Science Research I

**Code: S801** Full Year (10) (1 credit)  
(Rank Weight 1.00)  
Prerequisites:

- Successful completion of Living Environment

This course is a year-long introduction into authentic scientific research. Students will research scientific topics of their choice, find a mentor to work with, and conduct original scientific research in partnership with their mentor. Students are also expected to read academic articles, give presentations and to write reports on their experimental results and analysis. All students must present at an annual symposium at the end of the year.

*Note: This course is part of a Science Research Program that is run in collaboration with the University at Albany. Students in the program can participate in the program for up to 3 years (10th through 12th grades), taking all three levels of science research (I, II and III). Students who complete the entire program, including summer courses, are eligible to receive up to 12 college credits through the University at Albany. University at Albany credits are subject to an additional fee made payable directly to the university.*

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## **NCAA** Science Research II

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**Code: S802**                      **Full Year (11) (½ credit)**  
**(Rank Weight 1.10)**  
**Prerequisites:**

- **Successful completion of Science Research I**

Science Research II is designed for students in their second year in the Science Research Program. Students learn research methodology in the natural and social sciences by accessing scientific databases by using on-line bibliographic search techniques, consulting doctoral-level research scholars, developing hypotheses and performing experiments to test them, and writing research papers and making presentations at scientific symposia. Students enrolled in this course will only meet every other day.

*Note: This course is part of a Science Research Program that is run in collaboration with the University at Albany. Students in the program can participate in the program for up to 3 years (10th through 12th grades), taking all three levels of science research (I, II and III). Students who complete the entire program, including summer courses, are eligible to receive up to 12 college credits through the University at Albany. Students enrolled in this course are eligible for 4 credits available through University at Albany for an additional fee made payable directly to the university.*

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## **NCAA** Science Research III

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**Code: S803**                      **Full Year (12) (½ credit)**  
**(Rank Weight 1.10)**  
**Prerequisites:**

- **Successful completion of Science Research I & II**

Continuation of work undertaken in Science Research II with emphasis placed upon the communication of results. Students enrolled in this course will only meet every other day.

*Note: This course is part of a Science Research Program that is run in collaboration with the University at Albany. Students in the program can participate in the program for up to 3 years (10th through 12th grades), taking all three levels of science research (I, II, and III). Students who complete the entire program, including summer courses, are eligible to receive up to 12 college credits through the University at Albany. Students enrolled in this course are eligible for 4 credits available through the University at Albany for an additional fee made payable directly to the university.*

# SOCIAL STUDIES

The study of Social Studies in the Wappingers Central School District focuses directly on the New York State Social Studies Framework. All students are required by New York State to take four years of Social Studies in high school. Students must pass New York State Regents examinations in Global History & Geography and in United States History & Government in order to graduate, or use the “4 + 1” Pathway.

Required courses are:

Global History and Geography - Grades 9 and 10

United States History and Government - Grade 11

Economics and Participation in Government - Grade 12

## Global History and Geography I & II

In Grades 9 and 10 Social Studies, students will examine Global History and Geography. This two-year sequence is arranged chronologically beginning with the Paleolithic Era and continuing through the present. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. In Global II (grade 10), all students take the NYS Global History and Geography Regents examination in June. Students must pass this course, and the Global History and Geography Regents exam, in order to graduate, or use the “4+1” Pathway. The New York State Regents Exam in Global History and Geography focuses solely on the 10th grade curriculum.

### NCAA® Global History & Geography I Regents

Code: D347 Full Year (9) (1 credit)  
(Rank Weight 1.0) Prerequisite: None

### NCAA® Global History & Geography II Regents

Code: D447 Full Year (10) (1 credit)  
(Rank Weight 1.0)  
Prerequisite: Must have passed Global History & Geography I (see description above)

### NCAA® Global History & Geography I Honors

Code: D367 Full Year (9) (1 credit)  
(Rank Weight 1.05)  
Prerequisites: Completion of Grade 8 Honors Social Studies with a final average of at least 85% or Grade 8 Social Studies with a final average of at least 90% and recommendation from teacher

### NCAA® Global History & Geography II Honors

Code: D467 Full Year (10) (1 credit)  
(Rank Weight 1.05)  
Prerequisites: Completion of Global History & Geography I Honors with a final average of at least 85% or Global

History & Geography I Regents with a final average of at least 90% and recommendation from teacher.

### NCAA® AP World History: Course Summary

Advanced Placement World History I/II is a two-year Advanced Placement program, which replaces Global History and Geography I/II. AP World History is an academically demanding college-level course and requires a significant commitment on the part of the student. The purpose of this course is to develop greater understanding of the evolution of global processes and contacts in interaction with different human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence.

### NCAA® AP World History I

Code: D377 Full Year (9) (1 credit)  
(Rank Weight 1.05)  
Prerequisites: Application submitted for committee review, completion of Grade 8 Honors Social Studies and Honors ELA with a final average of at least 90% and recommendation from teacher, Grade 8 Social Studies and ELA with a final average of at least 95% and recommendation from teacher, or the approval of the Director of Social Studies.

### NCAA® AP World History II

Code: D477 Full Year (10) (1 credit)  
(Rank Weight 1.10)  
Prerequisites: Completion of Advanced Placement World History I with a final average of at least 85% AND recommendation of the previous year's Social Studies teacher.

### NCAA® U.S. History & Government Regents

Code: D547 Full Year (11) (1 credit)  
(Rank Weight 1.0)  
Prerequisite: Must have passed Global History and Geography II

# SOCIAL STUDIES

United States History and Government begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world. All students take the NYS United States History and Government Regents examination in June. Students must pass this course, and the United States History and Government Regents exam, in order to graduate, or use the "4+1" Pathway.

## NCAA® U.S. History & Government Honors

Code: D567 Full Year (11) (1 credit)

(Rank Weight 1.05)

**Prerequisites:** Completion of Global History and Geography II Honors or Advanced Placement World History II with a final average of at least 85%; or Global History and Geography II Regents with a final average of at least 90% and recommendation from teacher; or recommendation of the previous year's Social Studies teacher.

## NCAA® AP U.S. History

Code: D587 Full Year (11) (1 credit)

(Rank Weight 1.10)

**Prerequisites:**

- Completion of Advanced Placement World History II with a final average of at least 85%, or Global History and Geography II Honors with a final average of at least 90%, or Global History and Geography II Regents with a final average of at least 95%; OR Recommendation of the previous year's Social Studies teacher.

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. This college-level program is academically demanding and requires a significant commitment on the part of the student. Students learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance. Students then use these materials to weigh the evidence and interpretations presented in historical scholarship. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to

present reasons and evidence clearly and persuasively in an essay format. All students take the NYS United States History and Government Regents examination in June. Students must pass this course and the United States History and Government Regents exam in order to graduate, or use the "4+1" Pathway. Students in this course are also expected to take the Advanced Placement U. S. History exam in May. There is a fee for this exam which is determined by the College Board and is the responsibility of the student.

## NCAA® Participation in Government

Code: D605 Half-Year (12) (½ credit)

(Rank Weight 1.0)

**Prerequisite:** Must have passed United States History and Government

This course provides students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Students studying participation in government in grade 12 experience a culminating course that relates the content and skills of the entire social studies curriculum throughout the previous school years to the individual student's obligation and ability to act as a responsible citizen. Participation in government and in our communities is fundamental to the success of American democracy. All students are required to complete ten hours of community service for this course.

## NCAA® AP Participation In Government

Code: D700 Half-Year (12) (½ credit)

(Rank Weight 1.10)

**Prerequisite:** Completion of United States History and Government Honors or Advanced Placement U. S. History with a final average of at least 85%, or United States History and Government Regents with a final average of at least 90%; or recommendation of the previous year's Social Studies teacher.

The AP United States Government & Politics course, which replaces Participation in Government, provides an analytical perspective on government and politics in the United States. This college-level course involves both the study of general concepts used to interpret United States politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute United States political reality. Students are required to complete ten hours of community service for this course. Students must pass this course in order to graduate. Students in this course are also expected to take the Advanced Placement U. S. Government and Politics exam in May. There is a fee for this exam which is determined by the College Board and is the

# SOCIAL STUDIES

responsibility of the student.

## NCAA® College Government

**Code: D687** Half Year (11-12) (1/2 credit)  
**(Rank weight 1.00) Prerequisite: None**

This course deals with the philosophy, structure, functions and processes of our national government. Topics include the methods of political and historical analysis, the machinery of government, the political process and political behavior. Historical events and personalities in American politics will be used to illustrate the issues and processes of American government. Enrolled students are eligible for college credits for an additional fee payable directly to Dutchess Community College.

## NCAA® Economics

**Code: D655** Half-Year (12) (½ credit)  
**(Rank Weight 1.0)**  
**Prerequisite: Must have passed United States History and Government.**

“Economics, the Enterprise System, and Finance” 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; 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; study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization; and explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to the government to address these challenges.

## NCAA® AP Economics (Microeconomics)

**Code: D650** Half-Year (12) (½ credit)  
**(Rank Weight 1.10)**  
**Prerequisites: Completion of United States History and Government Honors or Advanced Placement U. S. History with a final average of at least 85%, or United States History and Government Regents with a final average of at least 90%; and recommendation of the previous year’s Social Studies teacher.**

This AP course in Microeconomics is a college-level course. The course provides a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role

of government in promoting greater efficiency and equity in the economy. Students must pass this course in order to graduate. Students in this course are also expected to take the Advanced Placement Microeconomics exam in May. There is a fee for this exam which is determined by the College Board and is the responsibility of the student.

## NCAA® AP Macro/Micro Economics

**Code: D649** One year course ( 1 credit)  
**(Rank Weight 1.10)**  
**Prerequisite: Completion of United States History and Government Honors or Advanced Placement U. S. History with a final average of at least 85%, or United States History and Government Regents with a final average of at least 90%; and recommendation of the previous year’s Social Studies teacher.**

This AP course in Microeconomics is a college-level course. The course provides a thorough understanding of the principles of economics that apply to the functions of individual decision makers, as well as large-scale decision making and international trade. It addresses the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. This college level course supports students learning of complex economic models and applying them to real work scenarios. Students who are interested in the field of business would benefit from taking this course. Students must pass this course in order to graduate. Students in this course are expected to take the Advanced Placement Microeconomics exam and Advanced Placement Macroeconomics exam in May. There is a fee for this exam which is determined by the College Board and is the responsibility of the student.

## NCAA® African Studies I

**Code: D785** Half-Year (11-12) (½ credit)  
**(Rank Weight 1.0) Prerequisite: None**

This course deals with the history, people, politics, culture, economy, geography and current events of Africa. It expands the students’ basic knowledge of the African continent and its countries beyond the framework and level of mastery established in Global History and Geography. This course broadens the students’ perspective and understanding regarding Africa. At the conclusion of the course, students will be able to think critically about Africa, demonstrate knowledge of the region and reflect an in-depth understanding of major issues related to Africa. The course will include group study and discussion, focus films, guest speakers, fictional and non-fictional

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literary works, lecture and research.

## **NCAA** African Studies II

**Code: D470** Half-Year (11-12) (½ credit)  
**(Rank weight 1.0)** Prerequisite: None  
 Continuation of African Studies I.

## **NCAA** American Civil War

**Code: D760** Half Year (10-12) (½ credit)  
**(Rank Weight 1.0)** Prerequisite: None

The purpose of this course is to offer students the opportunity to examine the issues, personalities and the legacy of this single-most important event in American history. The course will attempt to help students understand the magnitude of the issues, the degree of personal sacrifice, and the war's subsequent impact in shaping the modern American nation.

## **NCAA** AP European History

**Code: D780** Full Year (1-12) (1 credit)  
**(Rank Weight 1.10)**  
**Prerequisites: Completion of previous year's Honors or Advanced Placement Social Studies course with a final average of at least 85%, or a Regents-level course with a final average of at least 90%; and recommendation of the previous year's Social Studies teacher.**

AP European History is a college-level course. It is academically demanding and requires a significant commitment on the part of the student. This course introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, since 1450. The goals of the AP program in European History are to develop an understanding of some of the principal themes in modern European History, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing. Students in this course are also expected to take the Advanced Placement European History exam in May. There is a fee for this exam which is determined by the College Board and is the responsibility of the student.

## **NCAA** Education in American Society (College Course)

**Code: D468** Half-Year (11-12) (½ credit)  
**(Rank weight 1.10)** Prerequisite: Average of at least 85% and recommendation of the previous year's Social Studies teacher.

This course is a combination of cognitive learning

and actual practice in the field of teaching. Teaching is an art where one gets better as one practices. This course not only instructs students on the basic fundamentals and requirements of teaching, but it also gives them the opportunity to understand what it means to be a teacher and train to become a teacher. Enrolled students are eligible for college credits for an additional fee payable directly to Dutchess Community College.

## **NCAA** History of Film

**Code: D787** Half-Year (11-12) (½ credit)  
**(Rank weight 1.0)** Prerequisite: None

Students learn about the history of film as an art form and become knowledgeable about the techniques, film styles, genres, creative talent and the industry itself. Students examine how the medium of film has changed with the times and adapted to the technological and cultural changes that show how movies were catalysts for social movements/change. Students learn about the techniques and vocabulary needed to examine films with a critical and analytical eye. The films serve as both primary sources and in some cases, evidence for students to support their point of view/opinions and perspective. This course also teaches students how to use film in an intelligent and thought-provoking way in order to write a persuasive essay or articulate an argument with supporting evidence.

## **NCAA** History Through Myths and Legends

**Code: D789** Half-Year (9-12) (½ credit)  
**(Rank weight 1.0)** Prerequisite: None

This course explores world history, culture and sociology and mythology. Students will examine myths, legends, and folklore that have shaped cultures and nations around the world. This course includes the study of beliefs, cultures, and history of ancient societies in order to gain knowledge beneficial to the academic disciplines of philosophy, anthropology, archaeology, art, literature, and psychology. Students work together to tell the story of human history through stories that shape our past.

## History of Sports and Competition

**Code: D788** Half-Year (9-12) (½ credit)  
**(Rank weight 1.0)** Prerequisite: None

In this half year course, students examine the development of sports and competition throughout history. They concentrate on how sports have grown to play a large role in the political, economic and social aspects of our everyday lives. There

## SOCIAL STUDIES

are connections made to show the impact that sports had on a particular era in history. Issues and developments related to gender, race, ethnicity, and social class are examined and the pioneers of each sport are studied.

### **NCAA**® Holocaust Studies

**Code: D782**      **Half Year (9-12) (½ Credit)**  
**(Rank Weight 1.0)**      **Prerequisite: None**

This course will deal with the uniqueness and universality of this momentous event in history. It will examine the causes and events of the Holocaust, as well as its effect on the course of humanity. The course will begin with a history of the Jews and early examples of anti-Semitism and conclude with current issues in the Middle East, utilizing historical readings, fictional accounts, films and guest speakers.

### **NCAA**® Human Rights Issues

**Code: D784**      **Half-Year (10-12) (½ credit)**  
**(Rank weight 1.0)**      **Prerequisite: None**

This course deals with the struggle of all people to achieve and maintain human rights. Students study various documents of human rights, violations of human rights and hate groups which attempt to curtail human rights. Particular emphasis is given to events and documents relating to the history of the United States. The class includes projects that help teach tolerance and respect for all people. Focus films, guest speakers and fictional and non-fictional literary works are included.

### **NCAA**® Latin American Studies

**Code: D783**      **Half-Year (9-12) (½ credit)**  
**(Rank weight 1.0)**      **Prerequisite: None**

This course focuses on the history, people, politics, culture, economy, geography and current events of Latin America, Central America, South America and the Caribbean. It expands the students' basic knowledge of Central and South America beyond the framework and level of mastery established in Global History and Geography, and broadens the students' perspective and understanding regarding this region. The course includes group study and discussion, focus films, guest speakers, fictional and non-fictional literary works, lecture and research. At the conclusion of the course, students are able to think critically about Latin America, demonstrate knowledge of the region and reflect an in-depth understanding of major issues related to Latin America.

### **NCAA**® Law and the Individual

**Code: D710**      **Half-Year (11-12) (½ credit)**  
**(Rank weight 1.0)**      **Prerequisite: None**

This course is designed to provide students with a general understanding of their legal rights and responsibilities and knowledge of daily legal problems faced in society. The course examines the purposes and origins of law using both criminal and civil law. A variety of other laws will be discussed, including individual rights and freedoms, family law and consumer law. There will be extensive use of current events and issues.

### **NCAA**® Philosophy: A History of Thought

**Code: D786**      **Half-Year (11-12) (½ credit)**  
**(Rank weight 1.0)**      **Prerequisite: None**

This course serves as an introductory level philosophy course. Presented are many philosophical traditions and theories from a myriad of global perspectives. Students learn about the role of thought, inquiry, ideas, modalities of discourse, and the practical application of philosophical theories.

### **NCAA**® Psychology

**Code: D720**      **Half-Year (11-12) (½ credit)**  
**(Rank weight 1.0)**      **Prerequisite: None**

This is a general survey course designed to provide students with an understanding of the basic concepts and techniques of modern psychology. Application activities and critical thinking skills will enable students to gain an increased knowledge and understanding of themselves and others. Each student will be expected to contribute to class discussions and to suggest projects and topics for study.

### **NCAA**® College Psychology

**Code: D722**      **Half-Year (12) (½ credit)**  
**(Rank weight 1.10)**  
**Prerequisite: 85% overall average and college bound senior**

Emphasis is on major aspects of human behavior and its adaptation to the environment. Topics include learning, motivation, emotional behavior, maturation, personality, behavior disorders, and therapies. Students apply psychological concepts, theories, and research to everyday life. They also identify and evaluate the source, context, and credibility of psychological claims using scientific principles. Enrolled students are eligible for college credits for an additional fee payable directly to the Dutchess Community College.



## SOCIAL STUDIES

### **NCAA**® Social Problems in Today's World (College Course)

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<b>Code: D469</b> <b>(Rank weight 1.10)</b>	<b>Half-Year (12) (½ credit)</b> <b>Prerequisite: None</b>
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This course examines social problems that confront the world today, and the underlying shared values, ethics, and diverse perspectives that contribute to those problems. Concepts of the behavioral sciences are introduced. The course presents a broad range of social problems, with a particular focus on the complex relationships between contemporary issues. Students are presented the current research data that explains both the causes and possible resolutions to important social issues. Enrolled students are eligible for college credits for an additional fee payable directly to Dutchess Community College.

### **NCAA**® Society and Culture in Twentieth-Century America

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<b>Code: D770</b> <b>(Rank weight 1.0)</b>	<b>Half-Year (11-12) (½ credit)</b> <b>Prerequisite: None</b>
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The goal of this course is to assess the major developments which shaped the social and cultural values of the American people in the twentieth century. This is a course in social history that examines the way ordinary Americans lived and what they believed as reflected in their music, art, literature and popular institutions. To gain a better understanding of what it means to be an American today, we examine how previous generations of Americans went about their daily lives and what was important to them.

### **NCAA**® World at War

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<b>Code: D740</b> <b>(Rank weight 1.0)</b>	<b>Half-Year (9-12) (½ credit)</b> <b>Prerequisite: None</b>
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This course is designed to give students an in-depth look at World War I and World War II, as well as other military conflicts of the twentieth century. The course will be lecture-driven, high-lighted by historical-based videos, group discussions, readings and analysis, and essay writing. The goal of the course is the analysis of the events that occurred and the decisions that were made leading up to and throughout the war, trying to answer the question of “why,” and not just a survey of who, what, where and when.

# TECHNOLOGY EDUCATION & ENGINEERING

At Wappingers Central School District, we offer a unique, cutting-edge program in the field of Technology & Engineering. We have a class for every student where they have an opportunity to learn about tomorrow's technology today!

Our program is split into three categories: Engineering Design, Computer Design, and Industrial/Traditional Design courses. Our Engineering Design courses are part of an accredited Project Lead the Way (PLTW) program, where students could earn up to 30 credit hours through our partner school, Rochester Institute of Technology (RIT).

## Computer Design Courses

### SIA/Communication Systems (Half Year)

**Code: T710**                      **Half Year (9-12)**  
**(½ Credit)**                      **(Rank Weight 1.0)**  
Prerequisites: None

Communication Systems is a HALF YEAR, half credit course, taught by the Department of Technology. Students learn about the different systems of communications including, audio, audio/visual, visual, and electronic. Students will use various Communication Technology Equipment including mixing boards, video cameras, Apple Computers, and other video production equipment. Students work will be displayed on MSG Varsity Network.

### SIA/Communication Systems (Full Year)

**Code: I100**                      **Full Year (9-12)**  
**(1 Credit)**                      **(Rank Weight 1.0)**  
**Note: Fulfills the New York State Art/Music Graduation Requirement.**

Communication Systems is a FULL YEAR, full credit course, taught by the Department of Technology in conjunction with the Art Department (Studio-In-Art). Upon completion of both Communication Systems and Studio-In-Art, students will receive credit in Technology and Art. Student's NYS Regents Art/Music requirement will be fulfilled.

### Computer Graphics

**Code: T743**                      **Half Year (9-12) (½ Credit)**  
**(Rank Weight 1.0)**              **College Credit: None**  
Prerequisite: None

This intermediate design and visual communications course will provide an overview of graphic design, digital photography, and animation. Software used includes: Adobe Photoshop, Illustrator, InDesign, and Flash. Skills developed in the course are a necessary foundation for success in Web Design and Development. Students will develop computer vocabulary related to concepts, aesthetics, and technical skills related to

computer graphic technology. Students utilize official Adobe training materials which make them eligible to take Adobe Certification Exams (ACE).

### Web Design and Animation

**Code: T742**                      **Spring, Half Year (9-12) (½ Credit)**  
**(Rank Weight 1.0)**              **College Credit: None**  
Prerequisites: Successful Completion of Computer Graphics

This course is a continuation of Computer Graphics. Students will broaden their skills in Adobe Illustrator, Photoshop, and Flash to complete projects using Dreamweaver. Students will utilize the graphic design process to create both professional and personal websites. Students will gain knowledge in the areas of basic computer programming, design, and site maintenance/management while understanding the theory and history of Web Design. Students utilize official Adobe training material, which make them eligible to take Adobe Certification Exams (ACE).

### Computer Aided Design (CAD)

**Code: T745**                      **Half Year (9-12) (½ Credit)**  
**(Rank Weight 1.00)**              **College Credit: None**  
**Recommendations: Technical Drawing**

Computer Aided Design is a half year, half credit course designed to acquaint the student with hands-on activities using a PC platform workstation. Students will exercise a variety of drafting and design software tools using CAD to produce both two and three-dimensional drawings and illustrations. Drawings will be produced by students of their own designs as well as assigned exercises. Drawings will be electronically saved, printed and/or plotted for evaluation.

# TECHNOLOGY EDUCATION & ENGINEERING

## *Industrial Arts*

### Materials Processing: Woods

<b>Code: T753</b> <b>(Rank Weight 1.00)</b> <b>Prerequisite: None</b>	<b>Half Year (9-12) (½ Credit)</b> <b>College Credit: None</b>
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Woods Processes and Fabrication is an introduction to woods technology including materials, processes, tools, and equipment. The half year course includes fundamental manipulative work in selection, planning, cutting, forming, assembling, and finishing a variety of wood products. Students are instructed on many machinist tools and utilize many different combining techniques to form a well-rounded experience that will be an asset in any future work in the technology field or even for the home hobbyist.

### Materials Processing: Advanced Woods

<b>Code: T754</b> <b>(Rank Weight 1.00)</b> <b>Prerequisite: Materials Processing: Woods</b>	<b>Half Year (9-12) (½ Credit)</b> <b>College Credit: None</b>
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Advanced woodworking is a half year course for students taking the basic woodworking class to the next level. Students will be using more advanced machinery and completing projects that entail more thought and detail while still demonstrating proper safety measures.

### Materials Processing: Metals

<b>Code: T759</b> <b>(Rank Weight 1.00)</b> <b>Prerequisite: None</b>	<b>Half Year (9-12) (½ Credit)</b> <b>College Credit: None</b>
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Metals Processes and Fabrication is an introduction to metals technology including materials, processes, tools, and equipment. The half year course includes fundamental manipulative work in selection, planning, cutting, forming, assembling, and finishing a variety of metal products. Students work with ferrous and nonferrous metals and learn how industry uses these materials to construct structures and tools that are essential in our technological society. Students are instructed on many machinist tools and utilize many different combining techniques to form a well-rounded experience that will be an asset in any future work in the technology field or even for the home hobbyist.

### Construction Systems

<b>Code: T723</b> <b>(Rank Weight 1.00)</b> <b>Prerequisite: None</b>	<b>Half Year (9-12) (½ Credit)</b> <b>College Credit: None</b>
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Construction Systems is a ½-unit, twenty-week course offered to all students. Construction Systems

explores how mankind shapes the world using current technology to provide solutions for society's needs. This course will explore the four fields of construction- Light Construction, Commercial Construction, Industrial Construction, and Civil Construction. Seventy-five percent of the course time will be spent on hands-on activities in a laboratory setting. Lab activities will center on the most common construction activities found in Light and Commercial Construction. Careers within the construction trades will be explored throughout the course. Personal safety, energy use, conservation, and environmental issues are addressed as related to all fields of construction.

### Transportation Systems

<b>Code: T720</b> <b>(Rank Weight 1.00)</b> <b>Prerequisite: None</b>	<b>Half Year (9-12) (1 Credit)</b> <b>College Credit: None</b>
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Transportation systems is a course that will acquaint students with a range of methods used to move people, materials, and products, across the land sea and air. The study of these systems will be the main focus of the course. The theory of operation and the scientific principles of the transportation systems will be included. The course is full year for one period each day. The lab work will consist of 20 or more instructional topics and 60-70 lab periods for student activity. Such lab activities will include construction of model cars, planes, rockets, and boats. Students will also experiment with internal combustion engines that are used to power our transportation systems, as well as auto repair and maintenance.

### Basic Electricity/Electronics

<b>Code: T725</b> <b>(Rank Weight 1.00)</b> <b>Prerequisite: None</b>	<b>Half Year (9-12) (½ Credit)</b> <b>College Credit: None</b>
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Basic Electronics and Electricity provides students with a background in electronics and electricity principles. Many activities involve Energy Electronics and the use of Innovative Green Electronic Technology systems. Students will also participate in household wiring projects such as wiring up a room in a house, garage door openers, "Clap on Clap off" circuits, and solar panels.

### Technical Drawing and Drafting

<b>Code: T735</b> <b>(Rank Weight 1.00)</b> <b>Prerequisite: None</b>	<b>Half Year (9-12) (½ Credit)</b> <b>College Credit: None</b>
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This course is designed to present to the student the concepts of technical drawing, and traces its evolution

# TECHNOLOGY EDUCATION & ENGINEERING

from manual drafting techniques to modern computer aided drafting/CAD techniques. Major topics include: types of drawings, types of technical drawings, their purpose, applications, and regulations.

## Manufacturing Systems

**Code: T760** Full Year (11-12) (1 Credit)  
**(Rank Weight 1.00)** College Credit: None  
**Prerequisite: 2 Previous Technology classes**

Students will explore the concepts of custom and mass production with an emphasis on the construction of student designed projects. This will include but not be limited to 3D computer design, prototyping, learning the entire process of CNC (computer numerical control) machining, and developing procedures to mass produce products within the Tech Ed. Labs.

## Winner's Circle Project I and II

**Code: T721** Full Year (10-12) (2 Credits)  
**(Rank Weight 1.00)** College Credit: None  
**Prerequisite: Teacher Recommendation**

Winner's Circle Project is a two-period course in which students earn two elective credits. Students will build a high-performance Factory Five vehicle from the ground up. Teachers will utilize a project-based curriculum that will not only focus on the mechanics of the build, but also on aspects of racing production and the racing team.

## Project Lead The Way (PLTW)

Project Lead The Way (PLTW) is a national accredited engineering program offered at both high schools. The Department of Technology & Engineering is certified and offers college credit from the [Rochester Institute of Technology](#) (R.I.T.). We also offer advanced weighting for most our PLTW courses.

## PLTW Design and Drawing for Production (DDP)

**Code: T750** Full Year (9-10) (1 Credit)  
**(Rank Weight: 1.10)**  
**Prerequisites: 75% or Higher in Math 8**  
**College Credit: R.I.T. (6 Hours)**  
**Other: This Course Fulfills the New York State Art/Music Graduation Requirement.**

Design and Drawing for Production is a course in the Project Lead the Way Program that teaches students how to take an idea through a design process that will eventually be manufactured or produced. As you learn about various aspects of engineering and engineering design, such as how engineers communicate through drawing, you will apply what you learn through

various activities, projects, and problems. For example, after learning about the different techniques engineers use in determining how to design a product, students will have the flexibility to explore the design and engineering processes to solve problems that are of their own interest. Students who meet certain requirements may also receive college credits through Rochester Institute of Technology at the end of the course.

## PLTW Principles of Engineering (POE)

**Code: T773** Full Year (10-12) (1 Credit)  
**(Rank Weight: 1.10)**  
**Prerequisites: 75% or Higher in Math 8**  
**College Credit: R.I.T. (6 Hours)**

This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for 10th or 11th grade students.

## PLTW Civil Engineering & Architecture (CEA)

**Code: T774** Full Year (10-12) (1 Credit)  
**(Rank Weight 1.10)**  
**Prerequisites: 75% or Higher in Math 8**  
**College Credit: R.I.T. (6 Hours)**

Basic Electronics and Electricity provides students The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. The course provides teachers and students freedom to develop the property as a simulation or to students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems, and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.

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# TECHNOLOGY EDUCATION & ENGINEERING

## PLTW Digital Electronics (DE)

**Code:** T771                      **Full Year (10-11) (1 Credit)**  
**(Rank Weight 1.10)**  
**Prerequisites:** 75% or Higher in Math 8  
**College Credit:** R.I.T. (6 Hours)

This course is the study of electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, and high-definition televisions. The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

## PLTW Engineering Design & Development (EDD)

**Code:** T775                      **Full Year (11-12) (1 Credit)**  
**(Rank Weight 1.05)**              **College Credit: None**  
**Prerequisites:** Two completed PLTW courses  
**Recommendation:** Advanced Math or Science Course

This capstone course allows students to design a solution to a technical problem of their choosing. They have the chance to eliminate one of the “Don’t you hate it when...” statements of the world. This is an engineering research course in which students will work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead The Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable asset to students in the future.

# WORLD LANGUAGES

The goal of the World Languages program is to develop each student's ability to understand and communicate verbally, as well as to read and write in the target language. Students develop a knowledge of the vocabulary and structure of the language, the ability to read the language, and an appreciation of the cultural contributions of the people whose language is being studied. The students are aided in speaking and understanding the target language through frequent use of technology and interactive experiences.

## Graduation Requirements

In order to satisfy the minimum graduation requirements for any New York State diploma, unless specifically exempted by an Individualized Education Plan (I.E.P.), all students must earn one (1) unit of foreign language credit by either a) completing two (2) years of foreign language study and passing the Local Proficiency Exam at the junior high school level, or b) passing one (1) high school foreign language course. Students exempted from this requirement by an I.E.P. must substitute one (1) credit in another subject area in place of the foreign language credit.

In order to qualify for an Advanced Regents Diploma, unless specifically exempted by an I.E.P., all students must complete a sequence of three (3) credits and pass the District Level 3 Final Assessment in a foreign language. Students exempted from this requirement by an I.E.P. must substitute three (3) credits in some other subject area(s) in place of the foreign language sequence.

NOTE: A sequence of five (5) credits in Art, Music, Business, Technology or Vocational Education may be substituted for the requirement for the Advanced Regents Diploma, but the minimum requirement of one (1) foreign language credit must still be satisfied.

## The NYS Seal of Biliteracy

Students continuing on in the program can obtain the New York State Seal of Biliteracy (NYSSB). The NYSSB recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages in addition to English. The intent of the NYSSB is to encourage the study of languages; identify high school graduates with language and biliteracy skills for employers; provide universities with additional information about applicants seeking admission; prepare students with twenty-first century skills; recognize the value of foreign and native language instruction in schools; and affirm the value of diversity in a multilingual society.

For a complete review of the NYS Seal of Biliteracy for World Languages see:  
<http://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb>

## Junior High School Foreign Language Program

In Wappingers CSD, all students (except those classified students whose IEPs exempt them) begin a foreign language in grade 7. With sufficient enrollment and availability of staff, grades 7 and 8 are offered French, Italian and Spanish. This is a 2-year introductory Level I program. At the end of grade 8, students take a Foreign Language Proficiency Examination. Students who pass this exam are eligible to receive one unit of high school Regents credit. Grade 7 and grade 8 language courses together are the equivalent of a level I course.

**All Language courses are full-year courses.**

# WORLD LANGUAGES

## NCAA® Spanish I

<b>Code: L513</b> (Rank Weight 1.0)	<b>(9-12) (1 credit)</b> <b>Prerequisite: None</b>
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This course is intended as a first experience in the target language and prepares students to meet the NYS Education Department’s Languages Other Than English (LOTE) Checkpoint A proficiency level. Students learn to speak and understand the language using basic vocabulary within the context of everyday situations, use grammatical structures within the context of topics, and work with vocabulary lists, original dialogues, notes and letters related to a variety of topics. A Department final assessment will be administered in June. Passing this course meets the minimum graduation requirement in foreign language

## NCAA® French II

<b>Code: L123</b> (Rank Weight 1.0)	<b>(9-2) (1 credit)</b>
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## NCAA® Italian II

<b>Code: L323</b> (Rank Weight 1.0)	<b>(9-2) (1 credit)</b>
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## NCAA® Spanish II

<b>Code: L523</b> (Rank Weight 1.0)	<b>(9-12) (1 credit)</b>
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**Prerequisite:** Must have passed the same target language in Grades 7 & 8, including the proficiency (Checkpoint A) or Level 1.

In level II, students move beyond the State Education Department’s LOTE Checkpoint A proficiency level and begin preparing in earnest for the District Final Assessment at the end of level III (Checkpoint B). Topics, functions and situations remain the same as in the previous level, but are approached in a broader and deeper manner. Expanding vocabulary and an increasing understanding of more complicated verb forms and grammatical concepts allow students to communicate more effectively and understand the target language in authentic situations.

## NCAA® French III

<b>Code: L133</b> (Rank Weight 1.0)	<b>(9-12) (1 credit)</b>
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## NCAA® Italian III

<b>Code: L333</b> (Rank Weight 1.0)	<b>(9-12) (1 credit)</b>
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## NCAA® Spanish III

<b>Code: L533</b> (Rank Weight 1.0)	<b>(9-12) (1 credit)</b>
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**Prerequisite:** Must have passed the same target language course in Level 2.

This is the final course preparing students for NYS Education Department’s Checkpoint B proficiency (District Level Final Assessment). Topics, functions and situations remain the same as in the previous levels, but are approached in a broader and deeper manner. Expanding vocabulary and an increasing understanding of more complicated verb forms and I concepts allow students to communicate more effectively and understand the target language in authentic situations. All students in this course level take the District Final Assessment in the foreign language in June. Students must pass this course and pass the District Final Assessment in order to qualify for an Advanced Regents Diploma.

## NCAA® French IV Honors\*

<b>Code: L145</b> (Rank Weight 1.05)	<b>(11-12) (1 credit)</b>
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## NCAA® Italian IV Honors\*/College Credit\*\*

<b>Code: L345</b> (Rank Weight 1.05)	<b>(11-12) (1 credit)</b>
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## NCAA® Spanish IV Honors\*

<b>Code: L545</b> (Rank Weight 1.05)	<b>(11-12) (1 credit)</b>
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**Prerequisite:** Must have passed the same foreign language in Level 3.

**\*This course is intended for the accelerated/honors student who is prepared to meet the rigorous academic demands of advanced placement work, as it is the first part of a two-year sequence that prepares students to meet the challenges of the College Board’s Advanced Placement exam at the end of Level 5. As an honors-level course, grades are weighted.**

In accordance with Checkpoint C of the New York State Learning Standards for World Languages, throughout the course, students will: expand their ease in listening comprehension, in order to understand more readily native speakers as they present a variety of topics, in various situations; refine and widen their own use of the spoken language as they interact with others to communicate their thoughts, needs and wants in the target language. This course culminates in a Final Assessment.

# WORLD LANGUAGES

## NCAA® AP French V\*/College Credit\*\*

Code: L156 (11-12) (1 credit)  
(Rank Weight 1.10)

## NCAA® Italian V\*

Code: L355 (11-12) (1 credit)  
(Rank Weight 1.10)

## NCAA® AP Italian V\*

Code: L356 (11-12) (1 credit)  
(Rank Weight 1.10)

## NCAA® AP Spanish V\*

Code: L556 (11-12) (1 credit)  
(Rank Weight 1.10)

**Prerequisite:** Must have passed the same foreign language in Level 4.

\*This course is intended for the accelerated/honors student who is prepared to meet the rigorous academic demands of advanced placement work, as it is the final part of a two-year sequence that prepares students to meet the challenges of the College Board's Advanced Placement exam or College Course equivalent. Grades are weighted.

\*\*Students have the option of enrolling in DCC French for French V. There is a fee for this program.

In accordance with Checkpoint C of the New York State Learning Standards for World Languages, throughout the course, students will: continue to refine their listening comprehension skills as they learn to recognize nuances, subtleties and humor in the language of a native speaker; be able to expand their own level of communication in the target language through the use of more specific vocabulary and idiomatic expressions; be able to comprehend, synthesize, and appreciate the content of a variety of texts; and be able to express feelings and opinions on a broad range of topics through the written and spoken form. This course will culminate in a Final Assessment. Students in this course are also encouraged to take the Advanced Placement exam in the applicable language in May. Students of French may also take the course for College Credit at DCC (cost determined by DCC). AP is available for Spanish, French and Italian. **Prerequisite:** Must have passed the same target language in Grades 7 & 8, including the proficiency (Check-point for Level 1. Teacher recommendation and individual assessment required.

## Advanced Spanish for the Heritage and Native Speaker II and III

Code: L524 (Level II) L525 (Level III) (9-12) (1 credit)  
(Rank Weight 1.0)

**Prerequisite:** Must have passed the same target language in Grades 7 & 8, including the proficiency (Check-point A) or Level 1. Teacher recommendation and individual assessment required.

In level 2, students move beyond the State Education Department's LOTE Checkpoint A proficiency level and begin preparing in earnest for the District Final Exam at the end of level 3 (Checkpoint B). This course is designed for students whose first language is Spanish, may have grown up using Spanish at home, or find that our traditional Spanish classes do not meet their language skills needs. While they may communicate at a high level, they need help with skills such as spelling, accents, higher grammatical structures, reading comprehension of authentic material, and writing in formal and informal situations. Heritage speakers will solidify their knowledge of Spanish, focus on comprehension of multiple regionalisms, and develop a high level of fluency. Topics, functions and situations remain the same as in the previous level, but are approached in a broader and deeper manner. Expanding vocabulary and an increasing understanding of more complicated verb forms and grammatical concepts allow students to communicate more effectively and understand the target language in authentic situations. Topics include personal identification, family life, education, house and home, leisure, shopping, community neighborhood, meal taking/food/drink, physical environment, travel, health and welfare, earning a living, public and private services, services and repairs, and current events. Functions include culture, socializing, providing and obtaining information, expressing personal feelings, and persuasion. Situations include listening, speaking, reading, and writing. A Department Final Assessment will be administered in June. This course is an Advanced Level II Spanish Course and will count toward the language sequence.



# **DUTCHESS BOCES CAREER & TECHNICAL INSTITUTE**

## **2025-2026 COURSE OFFERINGS**

**All of our programs offer students the opportunity to gain basic entry level career skills as well as the skills necessary to enter a College or Technical school.**

\*Please note that CTI Courses are not currently National Collegiate Athletic Association (NCAA) approved.\*

### **Agriculture**

**Careers in Animal & Plant Sciences I & II** - Students will develop an understanding of the diverse and profitable fields of Agriculture. A variety of topics are covered including plant and animal biology and technology, food science and safety, wildlife management and environmental conservation, agricultural research, college and career exploration. This program emphasizes hands-on experiences with on-site projects, guest visitors, work placements and related field trips to businesses, organizations, colleges and industry events. Students have the option of choosing the animal or plant track in their second year.

### **Architecture & Construction**

**Construction Trades I & II** - This program includes coursework in building construction, finish carpentry, masonry, plumbing and basic electricity. Students will be introduced to the tools, methods, and skills needed to gain entry level employment in the construction industry.

**Electrical Construction Technology I & II** - This program provides students entry level skills in construction electricity. Courses emphasize job safety, electrical theory, electrical calculations, work ethic, proper tool use and exposure to professional opportunities within the trade. First year focus is on residential installations, followed by second year directed at commercial and industrial installations. Students must provide hand tools and codebook.

**HVAC I & II** - Students learn to install, repair and maintain residential and commercial heating and cooling systems. The program integrates shop operations, job planning and estimating, troubleshooting and installation, maintenance skills, customer service, professionalism, and appropriate work ethic. Students will also be taught how to function as professional trade technicians, leading to future employment opportunities.

**Welding & Fabrication I & II** - The Welding and Fabrication course is a program geared toward entry level welding and fabrication using various welding techniques on carbon, stainless steel, and aluminum. The first year welding program provides students with the safety knowledge and skills to work in a shop environment both safely and efficiently preparing them for the second year and completion of the program. The second year welding program will provide students the advanced skills and confidence needed to join the welding workforce, including resume writing and job interview preparation.

## ***Arts, Technology & Communication***

**Graphic Design I & II** - Students will be given the opportunity to explore the exciting world of Graphic Arts, Graphic Design, and Multimedia Arts. Students enrolled in this program will develop skills and workplace competencies while exploring the many facets of communication careers. Students use a hands-on learning approach where the emphasis is placed on problem solving skills and communication techniques and processes.

**TV/Film Production I & II** - This course is an introduction to the field of film and video production. It familiarizes students with the basic principles, theories and techniques in video production. Students will construct storyboards, write scripts, direct shoots, and edit their own projects using equipment provided by the CTI.

## ***Education & Training***

**Early Childhood Education I** - This program provides students with an understanding of the physical, social and mental development of children ages birth to eight. Students will participate in off-site classroom internships.

**Early Childhood Education II** - This program prepares students to work under the general supervision of a licensed Teacher. Students will cover a range of topics related to pedagogy. Early Childhood Education is recommended prior to Early Childhood Education II.

## ***Health Sciences***

**Introduction to Health Occupations** - This one-year course is recommended during the student's junior year and includes core competencies specific to the Health Occupations. Students will be given an opportunity to explore various health care fields. Introduction to Health Occupations is strongly recommended before taking the Nursing Assistant (CNA) course. This class now offers the **Home Health Aid (HHA) credential** within the course. The HHA component will focus on the care and monitoring of people with disabilities or chronic illness to assist them with daily living activities. This is a 90 hour credential which includes 15-30 hours of supervised off campus experience. Second year option is the Nursing Assistant program.

**Nursing Assistant** - This one-year course for seniors introduces the student to the foundation skills necessary for the study of Nursing. Successful students qualify to take the CNA exam. Successful completion satisfies the health requirement for high school graduation. No academic pullouts available for this course. Important Notes: Introduction to Health Occupations is strongly recommended before taking Nursing Assistant; work maturity skills essential to success in the Nursing Assistant program.

## ***Hospitality & Tourism***

**Culinary Arts /Restaurant Management I & II** - This program for juniors and/or seniors introduces the student to skills in food preparation, baking and pastry arts, safety and sanitation, and culinary hospitality.

## ***Marketing, Sales & Service***

**Cosmetology I & II** - This is a two-year program. Students learn the care of hair, nails and skin. **Good attendance is essential.** Students who successfully complete the program with at least 1000 hours are eligible to take the New York State cosmetology license exam. No academic pullouts are available for this class. Successful completion of this program will require students to complete off-site internships.

**Esthetics 1** - This is the first year of a program that is expanding into a two year course. Students will develop knowledge of skin anatomy and physiology, infection control, disorders and diseases of the skin, skin care product chemistry, and chemical safety. These topics are just a sampling of the 23 chapters covered in the course. Hands-on, practical learning will include basic facials, European facials, specialty facials, body treatments, back treatments, foot and leg treatments and waxing/hair removal. Upon successful completion of the 600-hour Esthetics program, students will be prepared to take the NYS Esthetics Licensing Exam and for a career in the field of skin care. The course provides many more hours in areas such as lash extensions, makeup, and hair removal. Students can take the waxing exam after the first year provided they are 17 years of age.

**Fashion Design & Merchandising I & II** - Students in the Fashion Design & Merchandising program gain insight into the fashion and merchandising fields through work in an authentic fashion design setting at the Career & Technical Institute. Supported by state-of-the-art equipment, the curriculum covers such topics as the design and construction of apparel, the study of fabric and color, fashion history, and fashion illustration, as well as jewelry and accessory design.

## ***Information Technology***

**Computer Networking** - This class is designed to provide the student with the technical knowledge required to obtain an entry level job in the field of computer network installation and maintenance. Students will also be prepared to take the Networking Pro Certification Exam. While Computer Hardware Technology is not required as a prerequisite, basic knowledge of the workings of computers will make this class more accessible.

**Computer Hardware Technology** - (Formerly called A+ Computer Repair.) This class is designed to provide the student with the technical knowledge and skills required for an entry-level position in the information and computer technology career field. Additionally, students will be prepared to take the PC Pro Certification Exam.

## ***Law and Public Safety***

**Security & Law Enforcement I** - The first year of the program is designed as an introduction to the field of criminal justice, covering the components of the criminal justice system (police, courts, corrections), the interactions of these components through the steps in the criminal justice process, as well as the constitutional requirements of due process of law. Students will become familiar with the law, specifically the New York State Penal Law, the Criminal Procedure Law, and the Vehicle and Traffic Law. Students will also be exposed to controversial topics, such as search and seizure, use of force and police defensive tactics. Students will receive a realistic

introduction to the popular subject of crime scene investigation. Students will finish the year by demonstrating their knowledge and skills through realistic scenario-based training.

**Security & Law Enforcement II** - The second year of the program begins with an introduction to criminology, including crime reporting, theories of crime and crime causation. After a brief examination of juvenile delinquency, the focus of the program shifts heavily to the investigation of various types of crimes. Finally, the emphasis of the second year leads to the field of security, including terrorism, threat assessment, as well as crime prevention. Students will have the opportunity to complete training and obtain certifications in CPR and First Aid, an Introduction to the National Incident Management System, an Introduction to the Incident Command System, and both the Pre-Service (8-hour) and In-Service (16-hour) New York State Security Guard Training.

### **Transportation, Distribution & Logistics**

**Automotive Technology I & II** - This is an exploration of various segments of the automotive field, including in the second year, electronics, on-board computers, OBD I & II, transmissions, drive line and clutches, and engine service.

**Small Engine Technology I & II** - This program offers students entry level skills in small engine operation, maintenance, and repair. Second year students will focus on the operation, maintenance, and repair of lawn/garden equipment and recreational vehicles.

### **Related Academics**

**Career Literacy (CTE English)** - All programs offer .5 credit per year in high school English.

**Integrated/Specialized Science and Math** - as indicated.

For more details on our programs, please visit our website [www.dcboces.org/CTI](http://www.dcboces.org/CTI) or call Kirstin Litwin or Deanna Pillius at 845.486.8001

# New York State Graduation Requirements

## Understanding Current New York State Diploma Requirements

To earn a NYS diploma, students must meet credit and exam requirements. These requirements are separate and distinct and do not have to happen simultaneously.

Note: School districts may create diploma requirements in addition to those required by the NYS Education Department (NYSED).

### Credit Requirements

This table shows the number of credits required for each subject. It's important to note in most subjects, students choose the courses they want to take to meet the minimum requirements.

	Minimum number of credits
English	4
Social Studies	4
<i>Distributed as follows:</i>	
<i>Global History and Geography (2)</i>	
<i>U.S. History (1)</i>	
<i>Participation in Government (½)</i>	
<i>Economics (½)</i>	
Science	3
<i>Distributed as follows:</i>	
<i>Life Science (1)</i>	
<i>Physical Science (1)</i>	
<i>Life Science or Physical Science (1)</i>	
Mathematics	3
Languages Other than English (LOTE)	1*
Visual Art, Music, Dance, and/or Theater	1
Physical Education	2
<i>(participation each semester)</i>	
Health	0.5
Electives	3.5
<b>Total</b>	<b>22</b>

\* Students with disabilities may be excused from the requirement for 1 unit of credit in LOTE if indicated on their IEP, but they must still earn 22 units of credit to graduate.



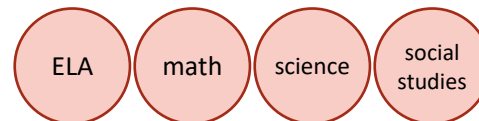
### Exam Requirements

In addition to the 22 units of credit, students must also meet the NYS exam requirements to earn a diploma.

To meet the exam requirements, students must pass 4 exams + 1 pathway. All students must pass one exam (Regents exam or Department-approved alternative) in each of the four subject areas (English, mathematics, science, social studies) plus one pathway.

4

One Regents exam or Department-approved alternative in each of the subject areas:



+ 1

Pathway

Note: If students are not able to earn a passing score of 65 on Regents exams, they may be eligible for [Appeals](#), [Safety Nets](#), and/or [Superintendent Determination](#). Additional information can be referenced in The [New York State Graduation Requirements: Additional Options](#) flyer.



## Pathway Requirements

Multiple pathways allow students choice in the exams they pass to earn a diploma. To complete a pathway, students must:

<b>Arts Pathway</b>	Earn a passing score on a Department-approved pathway exam in the Arts to earn the Arts pathway
<b>CDOS (Career Development and Occupation Studies) Pathway</b>	Complete 216 hours of CTE coursework (about 2 courses) that includes 54 hours of Work Based Learning, complete a career plan and an Employability profile, <u>or</u> pass a Department-approved CDOS pathway exam
<b>CTE (Career and Technical Education) Pathway</b>	Successfully complete a Department-approved CTE program, including 3-5 CTE courses and earn a passing score on the 3-part technical exam
<b>Humanities Pathway</b>	Earn a passing score on one additional Regents exam or Department-approved alternative in English or social studies
<b>LOTE (Languages other than English) Pathway</b>	Earn a passing score on a Department-approved pathway exam in a language other than English
<b>STEM (Science, Technology, Engineering, and Mathematics) Pathway</b>	Earn a passing score on one additional Regents exam or Department-approved alternative in mathematics or science



## Diploma Types

There are currently three types of high school diplomas: local, Regents, and Regents with Advanced Designation.

### Local

All diploma types require students to earn 22 units of credit as outlined in the credit table. Students who meet the credit requirements and use appeals, safety nets, or Superintendent Determination to meet the exam requirements typically earn a local diploma.

### Regents

Students who meet the credit requirements and earn passing scores on all required exams earn a Regents diploma. Students can appeal one Regents exam no more than 5 points below passing (60-64) and still earn a Regents diploma.

### Regents with Advanced Designation

Students who meet the credit requirements, earn passing scores on all required exams including 2 additional math and 1 additional science, and complete a sequence in LOTE, the Arts, or CTE, earn a Regents diploma with Advanced Designation.

## Resources

- [General Education and Diploma Requirements](#)
- [New York State Diploma Requirements](#)
- [New York State Diploma/Credential Requirements](#)
- [Commissioner's Regulations \(8 CRR-NY §100.5, Diploma Requirements\)](#)

### Questions?

Contact the Office of Curriculum and Instruction at [emscgradreq@nysed.gov](mailto:emscgradreq@nysed.gov) or (518)474-5922



## New York State Diploma/Credential Requirements Revised June 2022

The following chart outlines the diploma and credential requirements currently in effect. The chart provides an overview of the requirements and identifies the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer more detailed information regarding the requirements for each diploma or credential.

For the full text of the New York State High School Diploma Requirements, reference the Commissioner's Regulations 8 CRR-NY 100.5, [Diploma Requirements](#) as well as the NYSED's [General Education and Diploma Requirements](#) webpage. Reference the [Understanding NYS Diploma Requirements ~ Family Resources](#) webpage to access three flyers and a tracking tool translated into eleven different languages.

Beginning in fall 2022, a select number of schools will pilot the Individual Arts Assessment Pathway. More information may be referenced on the [Individual Arts Assessment Pathway](#) webpage.

Additional questions pertaining to diploma or credential requirements may be directed to the Office of Curriculum and Instruction at [emscgradreq@nysed.gov](mailto:emscgradreq@nysed.gov) or (518) 474-5922.

### New York State High School Diplomas

Diploma Type	Available to	Requirements
Regents Diploma	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• 4 required Regents Exams<sup>ii</sup> (one in each discipline: English, mathematics, science, social studies);</li> <li>• successful completion of 1 Pathway<sup>iii</sup>; and               <ul style="list-style-type: none"> <li>• each Regents Exam with a score of <b>65 or better</b><sup>iv</sup></li> </ul> </li> </ul> <p><b>Reference:</b> <a href="#">Diploma Types</a></p>
Regents Diploma (through traditional appeal)	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• 4 required Regents Exams<sup>ii</sup> (one in each discipline: English, mathematics, science, social studies);</li> <li>• successful completion of 1 Pathway<sup>iii.v</sup>;               <ul style="list-style-type: none"> <li>• 1 of the above <b>Regents Exams</b> (including the pathway, if a Regents Exam) with a score of <b>60-64</b> for which an appeal<sup>vi</sup> is granted by the local district per Commissioner's Regulation 100.5(d)(7); and</li> <li>• remaining required Regents Exams with a score of <b>65 or better</b><sup>iv</sup></li> </ul> </li> </ul> <p><b>Reference:</b> <a href="#">Appeals, Safety Nets, and Superintendent Determination</a></p>

Diploma Type	Available to	Requirements
Regents Diploma with Honors	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• 4 required Regents Exams<sup>ii</sup> (one in each discipline: English, mathematics, science, social studies);</li> <li>• successful completion of 1 Pathway<sup>iii</sup>; and <ul style="list-style-type: none"> <li>• a computed average score of <b>90 or better</b> on all required Regents Exams (including the pathway, if a Regents Exam)</li> </ul> </li> </ul> <p><b>Note:</b> No more than 2 Department approved alternatives may be substituted and will not count in the computed average. The locally developed Checkpoint B examination in world languages is not included in the computed average. In instances where students received exemptions from Regents Examinations, the calculation for the honors endorsement will be dependent upon the number of scored Regents Examinations the student has.</p> <ul style="list-style-type: none"> <li>• <b>Students with a minimum of three scored Regents Examinations applicable to the diploma</b> <ul style="list-style-type: none"> <li>○ In instances where students have at least three scored Regents Examinations to be included in the assessments required for the diploma type, exemptions due to COVID-19 would be removed from the calculation. If the computed average of the Regents Examination scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement.</li> </ul> </li> <li>• <b>Students with fewer than three scored Regents Examinations applicable to the diploma</b> <ul style="list-style-type: none"> <li>○ The student's final course grade for each exempted Regents Examination will be substituted in the calculation for honors. If the computed average of the scored Regents Examinations and the final course grades for courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement.</li> </ul> </li> </ul> <p><b>Reference:</b> <a href="#">Regents Diploma with Honors</a></p>
Regents Diploma with Advanced Designation	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• 7 required Regents Exams<sup>ii</sup> distributed as follows: 3 mathematics, 2 science (one physical, one life), 1 English, 1 social studies;</li> <li>• successful completion of 1 Pathway<sup>iii</sup>; and <ul style="list-style-type: none"> <li>• each Regents Exam with a score of <b>65 or better</b><sup>iv</sup></li> </ul> </li> </ul> <p><b>Sequence</b><sup>vii</sup>: successful completion of <b>one</b> of the three sequence options:</p> <ul style="list-style-type: none"> <li>• earning an additional 2 units of credit in world languages and passing a locally developed Checkpoint B examination in world languages; or</li> <li>• completing a 5 unit sequence in the Arts; or</li> <li>• completing a 5 unit sequence in CTE</li> </ul> <p><b>Reference:</b> <a href="#">Diploma Types</a></p>



Diploma Type	Available to	Requirements
<p>Regents with <b>Advanced Designation</b> with an annotation that denotes <b>Mastery in Mathematics</b></p>	<p>All student populations</p>	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment and Sequence<sup>vii</sup>:</b> Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) <b>and</b> scores 85 or better on each of 3 Regents Examinations in mathematics</p> <p><b>Note:</b> Students who were exempted<sup>iv</sup> from a Regents Examination in mathematics (due to COVID-19 cancellations) may earn the mastery in mathematics endorsement using one of the following conditions:</p> <ul style="list-style-type: none"> <li>• passed 2 Regents Examinations in mathematics with a score of 85 or higher and was granted an exemption on a third Regents Examination in mathematics; or</li> <li>• passed 1 Regents Examination in mathematics with an 85 or higher and earned a final course grade of 85 or higher in 2 additional mathematics courses culminating in a Regents Examination for which an exemption was granted.</li> </ul> <p><b>Reference:</b> <a href="#">Endorsements and Seals</a></p>
<p>Regents with <b>Advanced Designation</b> with an annotation that denotes <b>Mastery in Science</b></p>	<p>All student populations</p>	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment and Sequence<sup>vii</sup>:</b> Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) <b>and</b> scores 85 or better on each of 3 Regents Examinations in science</p> <p><b>Note:</b> Students who were exempted<sup>iv</sup> from a Regents Examination in science (due to COVID-19) may earn the mastery in science endorsement using one of the following conditions:</p> <ul style="list-style-type: none"> <li>• passed 2 Regents Examinations in science with a score of 85 or higher and was granted an exemption on a third Regents Examination in science; or</li> <li>• passed 1 Regents Examination in science with an 85 or higher and earned a final course grade of 85 or higher in 2 additional science courses culminating in a Regents Examination for which an exemption was granted.</li> </ul> <p><b>Reference:</b> <a href="#">Endorsements and Seals</a></p>

Diploma Type	Available to	Requirements
Regents with <b>Advanced Designation with Honors</b>	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment and Sequence<sup>vii</sup>:</b> Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) with a computed average score of <b>90 or better</b> on all Regents Exams required for the diploma</p> <p><b>Note:</b> No more than 2 Department approved alternatives may be substituted and will not count in the computed average. The locally developed Checkpoint B examination in world languages is not included in the computed average. In instances where students received exemptions from Regents Examinations, the calculation for the honors endorsement will be dependent upon the number of scored Regents Examinations the student has.</p> <ul style="list-style-type: none"> <li>• <b>Students with a minimum of three scored Regents Examinations applicable to the diploma</b> <ul style="list-style-type: none"> <li>○ In instances where students have at least three scored Regents Examinations to be included in the assessments required for the diploma type, exemptions due to COVID-19 would be removed from the calculation. If the computed average of the Regents Examination scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement.</li> </ul> </li> <li>• <b>Students with fewer than three scored Regents Examinations applicable to the diploma</b> <ul style="list-style-type: none"> <li>○ The student’s final course grade for each exempted Regents Examination will be substituted in the calculation for honors. If the computed average of the scored Regents Examinations and the final course grades for courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement.</li> </ul> </li> </ul> <p><b>Reference:</b> <a href="#">Regents Diploma with Advanced Designation with Honors</a></p>
Local Diploma (through Traditional Appeal)	All student populations	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• 4 required Regents Exams<sup>ii</sup> (one in each discipline: English, mathematics, science, social studies);</li> <li>• Successful completion of 1 Pathway<sup>iii,v</sup>; and <ul style="list-style-type: none"> <li>• 2 of the above required <b>Regents Exams</b> (including the Pathway, if a Regents Exam) with a score of <b>60-64</b> for which an appeal<sup>vi</sup> is granted by the local district per Commissioner’s Regulation 100.5(d)(7); and</li> <li>• remaining required Regents Exams with a score of <b>65 or better<sup>iv</sup></b>.</li> </ul> </li> </ul> <p><b>Reference:</b> <a href="#">Appeals, Safety Nets, and Superintendent Determination</a></p>

Diploma Type	Available to	Requirements
Local Diploma	English Language Learners Only	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• 4 required Regents Exams<sup>ii</sup> (one in each discipline: English, mathematics, science, social studies)</li> <li>• Successful completion of 1 Pathway<sup>iii,v</sup>; and <ul style="list-style-type: none"> <li>• the <b>ELA Regents Exam</b> with a score of <b>55-59</b> for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7);</li> <li>• up to 1 of the above required <b>Regents Exam</b> with a score of <b>60-64</b> for which an appeal<sup>vi</sup> is granted by the local district per Commissioner’s Regulation 100.5(d)(7);</li> <li>• remaining required Regents Exams with a score of <b>65 or better<sup>iv</sup></b></li> </ul> </li> </ul> <p><b>Note:</b> English Language Learners (ELL) seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible for an appeal in this area if they entered the United States in grade 9 or after and were classified as an ELL when they took the test the second time.</p> <p><b>Reference:</b> <a href="#">Appeals, Safety Nets, and Superintendent Determination</a></p>
Local Diploma	Students with disabilities with an individualized education program (IEP) or if included on the student’s Section 504 Accommodation Plan	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages<sup>i</sup>, 2 physical education, and 3 ½ elective</p> <p><b>Assessment:</b></p> <p><b>a) Low Pass Safety Net Option:</b></p> <ul style="list-style-type: none"> <li>• 4 required Regents Exams<sup>ii</sup> (one in each discipline: English, mathematics, science, social studies);</li> <li>• Successful completion of 1 Pathway<sup>iii</sup>; and <ul style="list-style-type: none"> <li>○ each Regents Exam with a score of <b>55 or better<sup>iv</sup></b></li> </ul> </li> </ul> <p><b>b) Low Pass Safety Net and Appeal:</b></p> <ul style="list-style-type: none"> <li>• 4 required Regents Exams<sup>ii</sup> (one in each discipline: English, mathematics, science, social studies);</li> <li>• Successful completion of 1 Pathway<sup>iii,v</sup>; and <ul style="list-style-type: none"> <li>○ up to 2 Regents Exams with a score of 52-54 for which an appeal<sup>vi</sup> is granted by the local district per Commissioner’s Regulation 100.5(d)(7)</li> <li>○ each remaining Regents Exam with a score of <b>55 or better<sup>iv</sup></b></li> </ul> </li> </ul> <p><b>c) Compensatory Safety Net Option:</b> scores between 45-54 on one or more of the required science, social studies, or mathematics (as a pathway) Regents Exams, but compensates the low score with a score of 65 or higher on another required Regents Exam. <b>Note:</b> a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.</p> <p><b>Reference:</b> <a href="#">Appeals, Safety Nets, and Superintendent Determination</a> and <a href="#">Information Related to Graduation Requirements for Students with Disabilities</a></p>

Diploma Type	Available to	Requirements
Local Diploma (through Superintendent Determination)	<p>Students with disabilities with an IEP</p> <p>Does <b>NOT INCLUDE</b> students with a Section 504 Accommodation Plan</p>	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ A superintendent’s determination made upon a parent’s written request, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State’s learning standards through the assessment required for graduation.</li> </ul> <p>To be eligible for the superintendent determination:</p> <ol style="list-style-type: none"> <li>1. The student must have a current individualized education program (IEP) and be receiving special education programs and/or related services.</li> <li>2. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option.</li> <li>3. The student must have earned the required course credits and have passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents Examination areas (English Language Arts (ELA), mathematics, social studies and science).</li> <li>4. The student must have taken and received a minimum score of 55 on both the ELA and Mathematics Regents Examinations or successfully appealed a score between 52 and 54, except that on or after December 12, 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the English and/or Mathematics Regents Examinations may be considered an eligible student for the Superintendent Determination option, provided that the student has completed the requirements for the New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential.</li> <li>5. There must be evidence that the student participated in all Regents Examinations required for graduation but has not passed one or more of these examinations.</li> <li>6. In a subject area where the student was not able to demonstrate his/her proficiency of the State’s learning standards through the Regents Examinations required for graduation (including ELA and/or mathematics if using the CDOS Commencement Credential to meet the eligibility condition(s) in #4), there must be evidence that the student has otherwise demonstrated graduation level proficiency in the subject area(s).</li> </ol> <p><b>Reference:</b> <a href="#">Appeals, Safety Nets, and Superintendent Determination and Information Related to Graduation Requirements for Students with Disabilities</a></p>

Diploma Type	Available to	Requirements
Local Diploma (through Special Determination)	All student populations (only applies to June 2022 graduates)	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages, 2 physical education, and 3 ½ electives</p> <p><b>Assessment:</b> To be eligible for the Special Determination, the student must otherwise meet all requirements for graduation in June of 2022 and meet one of the following criteria:</p> <ul style="list-style-type: none"> <li>• The student was enrolled in a course of study or make up program during the 2021-2022 school year leading to a June 2022 Regents Examination, earned credit in such course of study by the scheduled date of the Regents Examination, participated in such examination but did not achieve a passing score or qualify for a Special Appeal; or</li> <li>• The student was enrolled in a course of study or make up program during the 2021-2022 school year that was intended to culminate in the student’s participation in a June 2022 Regents Examination and the student earned credit in such course of study by the date of such examination but was unable to participate in such examination due to illness, including isolation restrictions due to COVID. Such illness must be documented by the student’s physician, or in the case of COVID, in accordance with the Centers for Disease Control and Prevention (CDC) and or local guidelines for quarantine. A student absent due to COVID should follow the locally developed school or district procedures for reporting such absence.</li> </ul> <p><b>Reference:</b> <a href="#">Special Determination to Graduate with a Local Diploma in June 2022</a></p>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a <b>Career and Technical Education Endorsement</b>	All student populations	<p><b>Credit:</b> Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program</p> <p><b>Assessment:</b> Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the 3 part technical assessment designated for the particular approved career and technical education program which the student has completed</p> <p><b>Reference:</b> <a href="#">Endorsements and Seals</a></p>
Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a <b>Seal of Biliteracy</b>	All student populations	<p><b>Credit:</b> Completes all credit requirements as listed above for specific diploma types (Regents or Regents with advanced designation) and meets the criteria for earning the New York State Seal of Biliteracy</p> <p><b>Assessment:</b> Meets the criteria for <a href="#">Earning the New York State Seal of Biliteracy</a>.</p> <p><b>Reference:</b> <a href="#">The New York State Seal of Biliteracy</a> (NYSSB)</p>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a <b>Seal of Civic Readiness</b>	All student populations	<p><b>Credit:</b> Completes all credit requirements as listed above for specific diploma types (Regents or Regents with advanced designation) and meets the criteria for earning the New York State Seal of Civic Readiness</p> <p><b>Assessment:</b> Meets the criteria for earning the New York State <a href="#">Seal of Civic Readiness</a>.</p> <p><b>Reference:</b> New York State <a href="#">Seal of Civic Readiness</a></p>

## Non-diploma High School Exiting Credentials

Credential Type	Available to	Requirements
<p>Career Development and Occupational Studies (CDOS) Commencement Credential</p>	<p>All students <b>other than</b> those who are assessed using the NYS Alternate Assessment (NYSSA)</p>	<ul style="list-style-type: none"> <li>• Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the areas of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; <b>or</b></li> <li>• Student meets criteria for a national work readiness credential</li> </ul> <p>Note: Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.</p> <p>Reference: <a href="#">Exiting Credentials</a> and Commissioner's Regulations 8 CRR-NY 100.6, <a href="#">High school exiting credentials</a></p>
<p>Skills and Achievement Commencement Credential</p>	<p>Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)</p>	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.</p> <p>Reference: <a href="#">Exiting Credentials</a>, Special Education Field Advisory: <a href="#">Skills and Achievement Commencement Credential for Students with Severe Disabilities</a>, and Commissioner's Regulations 8 CRR-NY 100.6, <a href="#">High school exiting credentials</a></p>

## Endnotes

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- i. Students with a disability may be excused from the world languages credit requirement if so indicated on the IEP but must still earn 22 units of credit to graduate.
- ii. In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma.
- iii. In **addition** to passing the following 4 required Regents Exams or the corresponding [Department approved alternative examination](#), all students must complete **1** of the following pathway options:
  - earn the New York State [Seal of Civic Readiness](#); or
  - pass an additional mathematics Regents Exam in a different course or Department approved alternative; or
  - pass an additional science Regents Exam in a different course or Department approved alternative; or
  - pass an additional social studies Regents Exam in a different course or Department approved alternative; or
  - pass an additional English assessment in a different course selected from the Department approved alternative list; or
  - pass a [Department Approved Pathway Assessment in the Arts](#); or
  - pass a [Department Approved Pathway Assessment in World Languages](#); or
  - successfully complete all the requirements for the [CDOS Commencement Credential](#); or
  - successfully complete an [approved CTE program](#), including the associated 3-part technical assessment.

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CDOS, or world languages. Additional information can be referenced on the NYSED's [Multiple Pathways](#) webpage.

- iv. An assessment **exemption** may be accepted in lieu of a Regents Examination, pathway assessment, or Department approved alternative exam. Additional information can be referenced in the following FAQs: [June/August 2020](#), [January 2021](#), [June/August 2021](#), and [January 2022](#), and [FAQ on Cancellation of Regents Exam in US History and Government \(Framework\)](#). Additionally, if a school grants a **special appeal**, the student is deemed to have met the assessment requirement. Additional information can be referenced in the [Special Appeals Memo](#) and [FAQ](#).
- v. Regents Exams used to meet the pathway requirement may be appealed.
- vi. Non-Regents pathway assessments and Department approved alternative exams are not subject to the Appeal Process.
- vii. Students with a disability who are excused from the world languages requirement per their IEP need not complete a sequence in world languages nor a 5 unit sequence in the Arts or CTE in order to meet the requirements for the Regents diploma with advanced designation.