

Poughkeepsie High School

Course Catalog 2025-2026



Poughkeepsie High School
70 Forbus St
Poughkeepsie NY, 12601

Poughkeepsie High School Administration and Support Staff

Poughkeepsie High School Principal
Dr. Phee Simpson

Grade 9	
Assistant Principal: Joseph Mazzetti jmazzett@poughkeepsieschools.org 845-451-4850 ext. 6424	School Counselor: Stacey Lee slee@poughkeepsieschools.org 845-451-4850 ext. 6473
Grade 10	
Assistant Principal: Donata Carolina dcarolina@poughkeepsieschools.org 845-451-4850 ext. 6422	School Counselor: Ann Marie Tucker amtucker@poughkeepsieschools.org 845-451-4850 ext. 6476
Grade 11	
Assistant Principal: Robert Parkes rparkes@poughkeepsieschools.org 845-451-4850 ext. 6479	School Counselor: Amairani Perez-Antonio aperez-antonio@poughkeepsieschools.org 845-451-4850 ext. 6474
Grade 12	
Assistant Principal: Cecil Coston ccoston@poughkeepsieschools.org 845-451-4850 ext. 6423	School Counselor: Jason Conrad jconrad@poughkeepsieschools.org 845-451-4850 ext. 6475
Climate and Culture	
Assistant Principal of Climate and Culture: Felix Contreras fcontreras@poughkeepsieschools.org 845-451-4850 ext. 6425	Social Emotional Learning School Counselor Dr. Marjorie Ambroise mambroise@poughkeepsieschools.org 845-451-4850 ext. 6478
College and Workforce Readiness Counselor: Kelly Semexant ksemexant@poughkeepsieschools.org 845-451-4850 ext. 6464	Transition Coordinators: Megan Amendola mamendola@poughkeepsieschools.org Stephanie Fata sfata@poughkeepsieschools.org
Social Workers: Lizabeth Madara lmadara@poughkeepsieschools.org Julissa Perez jperez@poughkeepsieschools.org	School Psychologists: Selene Okros sokros@poughkeepsieschools.org Catherine Moore cmoore@poughkeepsieschools.org

High School Graduation Requirements

Content	Credit Requirements for Regents Diploma	Credit Requirements for an Advanced Regents Diploma
English	4.0	4.0
Social Studies	4.0	4.0
Mathematics	3.0	3.0
Science	3.0	3.0
Physical Education	2.0	2.0
Health	0.5	0.5
World Language**	1.0	3.0
Art or Music	1.0	1.0
Electives	3.5	1.5
Regents Exams: English Language Arts (ELA)- 1 Social Studies -1 Mathematics- 1 Science- 1 +1 Regents Exam: Students must complete an additional exam in 1 of the following content areas: Social Studies, Mathematics, Science OR an approved pathway.		

Course Planner

Content	Grade 9	Grade 10	Grade 11	Grade 12
English	1.0	1.0	1.0	1.0
Social Studies	1.0	1.0	1.0	1.0
Mathematics	1.0	1.0	1.0	
Science	1.0	1.0	1.0	
Physical Education	0.5	0.5	0.5	0.5
Health			0.5	
Foreign Language	1.0			
Art or Music	1.0			
Electives	1.0	1.0	1.0	0.5
Total	7.5 Credits	5.5 Credits	6 Credits	3 Credits

General Academic Information

Grading

The final numerical grade for each course is a combination of the student's mastery of the subject and, in some courses, the student's competitive performance within his/her own section.

Honor Roll

Recognition is given each marking period to students who meet the following academic standards:

- | | |
|---------------------|--|
| A. Principal's List | 90% average or higher in all subject areas |
| B. Honor Roll | 85% average or higher in all subject areas |
| C. Merit Roll | 80% average or higher in all subject areas |

Rank in Class

To obtain the weighted school average, each course grade will be multiplied by a weighting factor as listed in the course description to create a course average. This average will be multiplied by another factor related to total credits earned to determine the weighted school average.

Weighting Factor/Level For Course Averages	
Non-Regents course/Elective:	actual grade x 1.01
Regent's course:	actual grade x 1.02
Honors course:	actual grade x 1.03
AP course:	actual grade x 1.04
DCC (3) Credits:	actual grade x 1.05
DCC (4)/ AP Credits (4):	actual grade x 1.06

ENGLISH CLASSES

English 9-1 Unit

The essential work of English 9R involves the oral and written analysis and interpretation of the literary pieces studied. The primary objectives of this course are to improve interpretive skills in reading, to introduce the student to various forms of written expression and to increase the student's ability to create a variety of informative and analytical writing. Vocabulary and spelling are stressed, and written work is closely tied to reading experiences, while working toward a mastery of the paragraph structure and eventually the five-paragraph essay. A key understanding of literary elements is emphasized and students must be able to substantiate their writing with specifics from the text. Each student is encouraged to develop and individualize his/her own writing style. Basic texts are supplemented by various paperback selections and informational texts dealing with contemporary issues. Writing assignments are frequent and varied. Students will learn the proofreading and revision process.

English 9H - 1 Unit

English 9 Honors is designed to challenge the exceptional student who routinely functions far above grade level and evidences the following characteristics:

Content covered in English 9 Honors is similar to that of the English 9R Course. The course differs on the level of the presentation, volume of assignments and the depth of analysis and synthesis expected from the students. Analytical and critical thinking skills are emphasized. In addition to completing district testing, students will also be required to maintain and revise a portfolio displaying the student's best work and growth. The portfolio grade is used along with the student's SLO growth to determine a final exam grade.

*Prerequisite: A grade of **85% or higher in 8th grade English** and a score of a 3 or 4 on the 8th grade ELA state assessment*

English 10- 1 Unit

This course builds on a solid foundation of basic skills and lays the groundwork for future study. The goals of this class are to provide students with an understanding of basic fiction and non-fiction elements and structure, and an appreciation for literary elements and figurative language. Students will read a variety of informational text, short stories, novels, and dramas that reflect a multicultural background. Additionally, students will examine poetry and poetic elements. Writing assignments will be varied, with an emphasis on constructing an argument using textual references and the MLA citation process. Students will become familiar with taking comprehensive notes from oral passages, and writing from those notes. Students will work to build the skills necessary to work collaboratively with their peers to analyze, evaluate and construct a variety of texts and writing assignments.

English 10H- 1 Unit

English 10 Honors is designed to challenge the exceptional student who routinely functions above grade level and evidences the following characteristics:

Content covered in English 10 Honors is similar to that of the English 10R Course. The course differs on the level of the presentation, volume of assignments and the depth of analysis and synthesis expected from the students. It is required that major writing assignments be completed on a computer word processor. Students will refine a previously demonstrated foundation of skills related to working collaboratively with their peers to analyze, evaluate and construct a variety of texts and writing assignments. Students will begin to engage in the Socratic Seminar.

*Prerequisite: Successful completion of English 9 Honors course with an average of 80% or higher **OR** successful completion of English 9 with an average of 90% or higher with a teacher recommendation.*

English 11R - 1 Unit

This course builds on a solid foundation of basic skills and lays the groundwork for future study.

The essential work in 11th grade involves the oral and written analysis and interpretation of American literary classics found in both fiction and non-fiction. This concentration on the work of American authors and documents requires close attention to detail, vocabulary, and literary structure in reading assignments. Articulate, intelligent, and respectful classroom discussions are routine expectations. Students are taught to compare and critically analyze complex pieces of both fiction and non-fiction and then write their findings within an academic framework.

English 11R students are required to take the New York State Regents Examination in English.

English 11H- I Unit

This course builds on a solid foundation of basic skills and lays the groundwork for future study.

The essential work in 11th grade involves the oral and written analysis and interpretation of American literary classics found in both fiction and non-fiction. This concentration on the work of American authors and documents requires close attention to detail, vocabulary, and literary structure in reading assignments. Articulate, intelligent, and respectful classroom discussions are routine expectations. Students are taught to compare and critically analyze complex pieces of both fiction and non-fiction and then write their findings within an academic framework.

English 11H students are required to take the New York State Regents Examination in English.

*Prerequisite: Successful completion of English 10 Honors course with an average of 80% or higher **OR** successful completion of English 10 with an average of 90% or higher with a teacher recommendation.*

English 12R -1 Unit

The course is designed to prepare students for both a college and career environment in reading, writing and collaborative peer work. The ability to analyze two or more texts, identify their similarities and differences and use their experience and knowledge of language, logic and culture to think analytically, address problems creatively and advocate persuasively is refined in this course. Students also interpret, analyze and evaluate a Shakespeare play. Students will write arguments, informative texts, narratives, interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary works of both fiction and non-fiction. The ability to write detailed research papers using the MLA citation format is refined and emphasized. Students will demonstrate the ability to initiate and participate effectively in a range of collaborative discussions with diverse partners on a variety of texts and issues while building on others' ideas and expressing their own clearly and persuasively. In addition, students will make strategic use of digital media in presentations to enhance understanding and to add interest.

English 12H - 1 Unit

English 12 is designed to prepare students for both a college and career environment in reading, writing and collaborative peer work. The ability to analyze two or more texts, identify their similarities and differences and use their experience and knowledge of language, logic and culture to think analytically, address problems creatively and advocate persuasively is refined in this course. Students also interpret, analyze and evaluate a Shakespeare play. Students will write arguments, informative texts, narratives, interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary works of both fiction and non-fiction. The ability to write detailed research papers using the MLA citation format is refined and emphasized. Students will demonstrate the ability to initiate and participate effectively in a range of collaborative discussions with diverse partners on a variety of texts and issues while building on others' ideas and expressing their own clearly and persuasively. In addition, students will make strategic use of digital media in presentations to enhance understanding and to add interest.

Content covered in English 12 Honors is similar to that of the English 12R Course. The course differs on the level of the presentation, volume of assignments and the depth of analysis and synthesis expected from the students.

*Prerequisite: Successful completion of English 11 Honors or AP language course with an average of 80% or higher **OR** successful completion of English 11 with an average of 90% or higher with a teacher recommendation.*

The DCC English Department and the DCC Dean of Academics determine the grading policy, curriculum and final exam in this semester long class. This class is meant to be taken together with DCC Eng 102 for one year of English credit at PHS.

English 101 addresses the major principles of college writing, which are meant to serve students in all the disciplines across the curriculum. The course concentrates primarily on expository and argumentative writing; traditional rhetorical modes; and effective composing, revising and editing strategies. English 101 covers MLA conventions, and a research paper is required. Critical thinking and reading skills are also stressed. English 102 is a continuation of ENG 101, with further study of the resources of the language through a critical analysis of imaginative forms of writing. Emphasis will be placed upon well organized written composition, factually supported conclusions and awareness of language variety. Effectiveness of expression and validity of judgment in the student's writing are stressed. Genre reading will include fiction, poetry and drama.

*Prerequisite: Successful completion of three years of high school English on any level **AND** a passing score on the ELA Regents Exam with a score of at least 78% or higher.*

English Electives

Acting/Play Production - 0.5 Unit

The course provides students with training in the theater arts. A majority of this training is centered on improvisational skills, as well as basic method-style technique. Students are to read, analyze, interpret and memorize various selections of theatrical monologues, or scenes. Each student will be assigned a role which they will research, and keep a written journal of the research process. Each student will also construct a scene to be performed at the end of the course as a final project. Students are also to review a theatrical performance each week whether it is a film shown at a theater or in their own home, or a play.

*Prerequisite: This class is intended for students who are either in **10th**, **11th** or **12th** grade.*

African American Literature 1 - 0.5 Unit

In AAL1 we will cover the African American experience from the Transatlantic Slave Trade to the Reconstruction Era. We will analyze literature in order to explore life in Africa prior to the Transatlantic Slave trade, life in the United States as Slaves and Life after the Civil War.

*Prerequisite: This class is intended for students who are either in **11th** or **12th** grade.*

Creative Writing - 0.5 Unit

This is an elective course designed to assist students in the exploration of their own unique writing styles. Students will examine and experiment with characterization, setting, description, narration, dialogue, plot, conflict, association, suspense, irony and theme.

Prerequisite: This class is intended for students who are either in 10th, 11th or 12th grade.

Exploring Diversity - 0.5 Unit

Do you enjoy discussing current events and issues in society that you often don't get to speak about in class? Are you curious about different forms of discrimination such as race/ethnicity, religion, gender identity and inequality, disabilities, mental illness and sexual orientation? This class will allow you to explore and analyze different groups that are discriminated against through various modes of representation including but not limited to graphic novels, articles, films and plays. Not only will you get the opportunity to have a platform to learn about and discuss these issues, but you will also be able to connect them to both historical issues and modern day society.

Prerequisite: This class is intended for students who are either in 10th, 11th or 12th grade.

Folktales, Myths and Legends - 0.5 Unit

How does MARVEL modernize old stories? Where do these characters come from? How does myth reflect our own experiences and help create our society? To answer these questions, we will read a variety of stories from a wide range of oral history traditions, including ancient and modern, foreign and local.

Prerequisite: This class is intended for students who are either in 11th or 12th grade.

Holocaust Literature - 0.5 Unit

Did you like learning about World War II in US history? Do you enjoy reading a variety of stories, watching interesting movies, and learning about history through first person accounts? Holocaust Literature dives deep into the fabric of history to look at the who, what, where, why, and when of the Holocaust. We will spend time reading various texts, such as novels, short stories, poems, and first person accounts, as well as watch movies that aim to show what living through the Holocaust was really like.

Prerequisite: This class is intended for students who are either in 10th, 11th or 12th grade.

DCC SPE100- Foundations of Communication

This course is designed to develop students' knowledge and skills pertaining to the fundamental theories, concepts, vocabulary, and practices related to the discipline of communication. Topic areas the course addresses include the process of communication, as well as verbal, nonverbal, listening, interpersonal, small group, intercultural, organizational, public and mediated forms of communication.

DCC SPE101-Public Speaking

This course is devoted to the study of oral communication as it relates to the speaker, her/his purpose, subject, outline, presentational aids, delivery and audience. The first part of the course emphasizes the theory of public speaking, while the latter part is concerned with the analysis, preparation and performance in the areas of informative, demonstrative, persuasive and occasional speaking.

GOTHIC Literature - 0.5 Unit

*Prerequisite: This class is intended for students who are either in 11th or 12th grade and can be used either as an elective credit to enhance the student's English Language Arts experience or as a half credit toward a **senior year** English credit.*

Do you love horror and horror movies? Do you want to see where horror got its start? Enroll in Gothic Lit and discover the original stories of the monsters we all know and love. Learn about the OG vampire, Dracula, and the OG monster created by Dr. Frankenstein. Come read some Poe stories about people being trapped in walls and the narrator's driven insane by their own imaginations. Come step into the world of the dark and dreary works of Stoker, Shelley, and Poe!

ENGLISH AS A NEW LANGUAGE

ENL Literacy (grades 9-10) - 1 Unit

This course is intended for first-year newcomer SIFE (Students with Interrupted Formal Education) students that score Entering on the NYSITELL and also demonstrate SIFE needs based on the NYS SIFE Screener. Students are required to have one period of class daily, according to NYS Part 154 Regulations. The methodology of instruction is basic English language learning, including grammatical structures, vocabulary, familiarity and practice with the Roman alphabet, as well as time spent on basic background knowledge of being a student in secondary school. Students in this class are exposed to Basic Interpersonal Communication Skills (BICS) to survive in an English speaking environment and time and pacing is prioritized on building background knowledge and stamina in learning English.

ENL Literacy (grades 11-12) - 1 Unit

This course is intended for first-year newcomer SIFE (Students with Interrupted Formal Education) students that score Entering on the NYSITELL and also demonstrate SIFE needs based on the NYS SIFE Screener. Students are required to have one period of class daily, according to NYS Part 154 Regulations. The methodology of instruction is basic English language learning, including grammatical structures, vocabulary, familiarity and practice with the Roman alphabet, as well as time spent on basic background knowledge of being a student in secondary school. Students in this class are exposed to Basic Interpersonal Communication Skills

ENL Entering (grades 9-10) - 1 Unit

This course is intended for students in grades 9-10 that score Entering on either the NYSITELL or NYSESLAT. Students are required to have one period of class daily, according to NYS Part 154 Regulations. The methodology largely focuses on scaffolding opportunities for students to interact in speaking, listening, reading and writing in English to gain Basic Interpersonal Communication Skills (BICS) and survival English skills. Attention is paid to individual student linguistic backgrounds, and the teaching of phonemic awareness, phonics and the Roman alphabet is paramount for those coming from other linguistic alphabets. Students are exposed to grade level content through thematic units tailored for individual proficiency and literacy levels, and teachers take into account background knowledge of students' diverse educational experiences when planning lessons.

ENL Entering (grades 11-12) - 1 Unit

This course is intended for students in grades 11-12 that score Entering on either the NYSITELL or NYSESLAT. Students are required to have one period of class daily, according to NYS Part 154 Regulations. The methodology largely focuses on scaffolding opportunities for students to interact in speaking, listening, reading and writing in English to gain Basic Interpersonal Communication Skills (BICS) and survival English skills. Attention is paid to individual student linguistic backgrounds, and the teaching of phonemic awareness, phonics and the Roman alphabet is paramount for those coming from other linguistic alphabets. Students are exposed to grade level content through thematic units tailored for individual proficiency and literacy levels, and teachers take into account background knowledge of students' diverse educational experiences when planning lessons.

ENL Emerging (grades 9-10) - 1 Unit

This course is intended for students in grades 9-10 who score Emerging on either the NYSITELL or NYSESLAT. Students are required to have one period of class daily, according to NYS Part 154 Regulations. The students in this class will gain both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in all four modalities – listening, reading, writing and speaking. Teachers will pay special attention to eliciting students’ background knowledge and prior educational experiences when planning thematic lessons geared to grade level-content vocabulary.

ENL Emerging (grades 11-12) - 1 Unit

This course is intended for students in grades 11-12 who score Emerging on either the NYSITELL or NYSESLAT. Students are required to have one period of class daily, according to NYS Part 154 Regulations. The students in this class will gain both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in all four modalities – listening, reading, writing and speaking. Teachers will pay special attention to eliciting students’ background knowledge and prior educational experiences when planning thematic lessons geared to grade level-content vocabulary.

ENL Science Courses

Sheltered Living Environment - 1 Unit

This course is intended for grades 9-12 students who are either Transitioning, Expanding or Commanding, per the NYSITELL or NYSESLAT assessments. Students will expand their knowledge of biology through coursework, and labs, in which the class structure allows students opportunities to solidify their language skills in all four modalities – listening, speaking, reading and writing. Students will learn targeted grade-level content knowledge, vocabulary and language structures, to better facilitate their understanding and expansion of the living environment.

Forensics-Non-Regents Physical Setting- 1 Unit

This course focuses on the scientific method through crime scene investigation. Students will learn the skills of forensic science through hands-on activities and criminal case research. Topics include methods of analysis for blood, DNA, fingerprints, hair and fibers. Students will participate in activities such as identifying skeletal remains, blood spatter analysis and mock crime scene investigations.

Sheltered Earth Science- 1 Unit

This course explores the Earth’s processes through the study of geology, meteorology, astronomy and oceanography. Each student must complete a minimum of 1200 minutes of laboratory investigation and satisfactory reports in order to be eligible for the Earth Science Regents Exam.

ENL English Classes

English Language Arts (SIFE Students grades 9-10) - 1 Unit

This course is intended for students, in grades 9-10, who are considered both ENL “Entering” and SIFE students (Students with Interrupted Formal Education), according to their intake assessment with the ENL teacher, utilizing both the NYSITELL and NYS SIFE Screener. Students are required to have one period daily in ELA, either co-taught or with a dual-certified teacher, according to Part 154 Regulations. Students will learn ELA concepts, background knowledge, vocabulary and language structures in English, and utilize this time to gain a better understanding of the linguistic expectations for high school English content literacy, language arts, informational texts and literary texts. The course is paced appropriately for students with interrupted schooling and therefore, time is spent on mastering basic grammatical concepts and language learning to succeed in the Sheltered 9th and 10th ELA classes. The next course sequentially for students who are successful is English Content Support.

English Content Support (Entering & Emerging Students grades 9-10) - 1 Unit

This course is intended for students, in grades 9-10, who are either Entering or Emerging, according to the NYSITELL or NYSESLAT assessments. Students are required to have one period daily in ELA, either co-taught or with a dual-certified teacher, according to Part 154 Regulations. Students will learn ELA concepts, background knowledge, vocabulary and language structures, to support their understanding of scaffolded-level texts that align to grade 9-10 ELA curriculum. Students will work on expanding their English ability while interacting in all four modalities – speaking, listening, reading and writing, to prepare for the Regents assessment in English.

English Language Arts (SIFE Students grades 11-12) - 1 Unit

This course is intended for students, in grades 11-12, who are considered both ENL “Entering” and SIFE students (Students with Interrupted Formal Education), according to their intake assessment with the ENL teacher, utilizing both the NYSITELL and NYS SIFE Screener. Students are required to have one period daily in ELA, either co-taught or with a dual-certified teacher, according to Part 154 Regulations. Students will learn ELA concepts, background knowledge, vocabulary and language structures in English, and utilize this time to gain a better understanding of the linguistic expectations for high school English content literacy, language arts, informational texts and literary texts. The course is paced appropriately for students with interrupted schooling and therefore, time is spent on mastering basic grammatical concepts and language learning to succeed in the Sheltered 10th and 11th ELA classes. The next course sequentially for students who are successful is English Content Support.

English Content Support (Entering & Emerging Students grades 11-12) - 1 Unit

This course is intended for students, in grades 11-12, who are either Entering or Emerging, according to the NYSITELL or NYSESLAT assessments. Students are required to have one period daily in ELA, either co-taught or with a dual-certified teacher, according to Part 154 Regulations. Students will learn ELA concepts, background knowledge, vocabulary and language structures, to support their understanding of scaffolded-level texts that align to grade 11-12 ELA curriculum. Students will work on expanding their English ability while interacting in all four modalities – speaking, listening, reading and writing, to prepare for the Regents assessment in English.

Sheltered ELA 9 - 1 Unit

This course is intended for students, in grade 9, who are either Transitioning, Expanding or Commanding, according to the NYSITELL or NYSESLAT assessments. Students are required to have one period daily in ELA, either co-taught or with a dual-certified teacher, according to Part 154 Regulations. Students will expand their Cognitive Academic Language Proficiency (CALP), develop specific and technical grade-level vocabulary, as lessons center on grade 9 ELA curriculum. Students will utilize grade-level texts and curriculum will be enhanced with the practices outlined with multiple research-based resources on the EngageNY website.

Sheltered ELA 10-1 Unit

This course is intended for students, in grade 10, who are either Transitioning, Expanding or Commanding, according to the NYSITELL or NYSESLAT assessments. Students are required to have one period daily in ELA, either co-taught or with a dual-certified teacher, according to Part 154 Regulations. Students will expand their Cognitive Academic Language Proficiency (CALP), develop specific and technical grade-level vocabulary, as lessons center on grade 10 ELA curriculum. Students will utilize grade-level texts and curriculum will be enhanced with the practices outlined with multiple research-based resources on the EngageNY website.

Sheltered ELA 11- 1 Unit

This course is intended for students, in grade 11, who are either Transitioning, Expanding or Commanding, according to the NYSITELL or NYSESLAT assessments. Students are required to have one period daily in ELA, either co-taught or with a dual-certified teacher, according to Part 154 Regulations. Students will expand their Cognitive Academic Language Proficiency (CALP), develop specific and technical grade-level vocabulary, as lessons center on grade 11 ELA curriculum. Students will utilize grade-level texts and curriculum will be enhanced with the practices outlined with multiple research-based resources on the EngageNY website. Students in this sheltered 11R course are required to take the New York State Common Core Regents Examination in English, which is a requirement for graduation.

Sheltered ELA 12- 1 Unit

This course is intended for students, in grade 12, who are either Transitioning, Expanding or Commanding, according to the NYSITELL or NYSESLAT assessments. Students are required to have one period daily in ELA, either co-taught or with a dual-certified teacher, according to Part 154 Regulations. Students will expand their Cognitive Academic Language Proficiency (CALP), develop specific and technical grade-level vocabulary, as lessons center on grade 12 ELA curriculum. Students will utilize grade-level texts and curriculum will be enhanced with the practices outlined with multiple research-based resources on the EngageNY website. Students in this sheltered 12R course are required to take the New York State Common Core Regents Examination in English, which is a requirement for graduation, if they have not already passed the exam in 11th grade.

ENL Courses in Mathematics

ENL Pre-Algebra- 1 Unit

This course is intended for students who are Entering or Emerging, in grades 9-12, according to the NYSITELL or NYSESLAT Assessment. This course will meet one period daily, and teach foundational algebra concepts and review basic math for students. Students will focus on content vocabulary, language structures, grammar and math concepts while working in an environment that is appropriately paced and structured for students' diverse linguistic proficiency levels and educational background. Students will solidify and expand on their knowledge of algebra and will be supported, where applicable, in bilingual texts. Students will benefit from exercises and activities that are interactive, and the coursework will provide opportunities for students to engage in all four modalities of language learning – reading, writing, listening and speaking.

Sheltered Algebra 1A- 1 Unit

This course is intended for grades 9-12 students who are either Transitioning, Expanding or Commanding, per the NYSITELL or NYSESLAT assessments. Students will expand their knowledge of algebra through coursework, in which the class structure will allow students opportunities to solidify their language skills in all four modalities – listening, speaking, reading and writing. Students will learn targeted grade-level content knowledge, vocabulary and language structures, to better facilitate their understanding and expansion of the mathematical concepts

Sheltered Algebra 1B- 1 Unit

This course is intended for grades 9-12 students who are either Transitioning, Expanding or Commanding, per the NYSITELL or NYSESLAT assessments. Students will expand their knowledge of coursework from the course '*Sheltered CC Algebra 1A*', and the class structure will allow students opportunities to solidify their language skills in all four modalities – listening, speaking, reading and writing. Students will learn targeted grade-level content knowledge, vocabulary and language structures, to better facilitate their understanding and expansion of the mathematical concepts. This course will meet one period daily, and the course will culminate with the CC Algebra Assessment

Sheltered Algebra 1R- 1 Unit

This course is a one year algebra course for ELLs who demonstrate capacity and/or have mathematical concepts in Algebra already demonstrated on their transcript upon enrolling. Topics taught include linear functions, linear algebra, linear systems, quadratic and exponential functions, quadratic algebra, rational algebra, statistics, sets, counting theory, and probability. Success in this course will require students to complete class work and homework assignments. Students take the Integrated Algebra Regents at the completion of this course.

ENL Courses in Social Studies

Human Migration- 1 Unit

This course is intended for students who are Entering SIFE (Students with Interrupted Formal Education) students, in grades 9-12, according to the NYSITELL Assessment and the NYS SIFE Screener. This course will meet one period daily, and teach foundational concepts about Global history and human migration. Students will focus on content vocabulary, language structures, grammar and world events while working in an environment that is appropriately paced and structured for students' diverse linguistic proficiency levels and educational background. Students will be supported, where applicable, in bilingual texts. Students will benefit from exercises and activities that are interactive, and the coursework will provide opportunities for students to engage in all four modalities of language learning – reading, writing, listening and speaking.

Sheltered Global History I- 1 Unit

This course is intended for grades 9-12 students who are either Transitioning, Expanding or Commanding, per the NYSITELL or NYSESLAT assessments. Students will expand their knowledge of world history through coursework, in which the class structure will allow students opportunities to solidify their language skills in all four modalities – listening, speaking, reading and writing. Students will learn targeted grade-level content knowledge, vocabulary and language structures, to better facilitate their understanding and expansion of the historical and political events.

Sheltered Global History II- 1 Unit

This course is intended for grades 9-12 students who are either Transitioning, Expanding or Commanding, per the NYSITELL or NYSESLAT assessments. Students will expand their knowledge of coursework from the course '*Sheltered Global History I*, and the class structure will allow students opportunities to solidify their language skills in all four modalities – listening, speaking, reading and writing. Students will learn targeted grade-level content knowledge, vocabulary and language structures, to better facilitate their understanding and expansion of the Global History concepts. The course will culminate with the Global History Regents Assessment

Sheltered US History & Government- 1 Unit

This course is intended for students who are Entering or Emerging, in grades 9-12, according to the NYSITELL or NYSESLAT Assessment. Students will focus on content vocabulary, language structures, grammar and content knowledge of US History, while working in an environment that is appropriately paced and structured for students' diverse linguistic proficiency levels and educational background. Students will be supported, where applicable, in bilingual texts. Students will benefit from exercises and activities that are interactive, and the coursework will provide opportunities for students to engage in all four modalities of language learning – reading, writing, listening and speaking.

Math Department

Algebra 1 Regents- 1 unit

This is the first high school course in the traditional pathway outlined by the New York State Next Generation Learning Standards.

Topics taught include linear functions, linear algebra, linear systems, quadratic and exponential functions, quadratic algebra, rational algebra, statistics, sets, counting theory, and probability.

Students take the Algebra I Regents examination at the completion of this course.

Geometry Regents- 1 unit

Prerequisite: successful completion of the Algebra I course

This is the second high school course in the traditional pathway outlined by the New York State Next Generation Learning Standards.

Topics include informal and formal proofs, geometric relationships, three-dimensional figures, properties of triangles, polygons, circles, locus and constructions, coordinate geometry, and transformations. Students take the Geometry Regents examination at the completion of this course. Successful completion of the Geometry Regents examination is required for an Advanced Regents diploma.

Algebra 1A- 1 unit

This is the first high school course in the traditional pathway outlined by the New York State Next Generation Learning Standards. Topics taught include linear functions, linear algebra, linear systems, quadratic and exponential functions, quadratic algebra, rational algebra, statistics, sets, counting theory, and probability.

Students take the Algebra I Regents examination at the completion of this course.

Geometry Honors- 1 unit

Prerequisite: successful completion of the Algebra I course

This is the second high school course in the traditional pathway outlined by the New York State Next Generation Learning Standards.

Topics include informal and formal proofs, geometric relationships, three-dimensional figures, properties of triangles, polygons, circles, locus and constructions, coordinate geometry, and transformations.

Students take the Geometry Regents examination at the completion of this course. Successful completion of the Geometry Regents examination is required for an Advanced Regents diploma.

Algebra 1B- 1 unit

Prerequisite: successful completion of the Algebra 1A course

This course will cover the second half of the topics outlined by the New York State Next Generation Learning Standards for Algebra I.

At the conclusion of this course students take the Algebra I Regents examination.

Algebra II Regents- 1 unit

Prerequisite: successful completion of the Geometry course

This is the third high school course in the traditional pathway outlined by New York State Next Generation Learning Standards. Topics taught in this course include operations with rational numbers, radicals, relations and functions, quadratic functions, complex numbers, sequences and series, exponential functions, logarithmic functions, trigonometric functions and graphs, trigonometric identities, trigonometric equations and applications, statistics and probability. Students take the Algebra II Regents examination at the completion of this course.

Successful completion of the Algebra II Regents examination is required for an Advanced Regents diploma.

Algebra II Honors- 1 unit

Prerequisite: successful completion of a Geometry course with 85+ final average

This is an enriched course, which includes all the topics in the Algebra II Regents course. However, the pace is faster allowing time for additional topics and the testing is more rigorous.

Students take the Common Core Algebra II Regents at the completion of this course. Successful completion of the Common Core Algebra II Regents examination is required for an Advanced Regents diploma.

DCC Precalculus- 1 unit

Prerequisite: successful completion of an Algebra II course with 70+ final average

This is the fourth high school course in the traditional pathway outlined by the New York State Next Generation Learning Standards. This course includes an extension of complex numbers to points in the complex plane. Matrices are studied as tools for performing rotations and reflections of the coordinate plane, as well as for solving systems of linear equations. Inverse functions are explored as students study the relationship between exponential and logarithmic functions. Students also model with probability and statistics.

Those students who complete this course may choose to prepare and sit for the Advanced Placement Precalculus Exam offered by the College Board in May. **This course is offered concurrently with MAT185. Students will have the opportunity to earn 4 college credits in Precalculus through Dutchess Community College.**

DCC Calculus- 1 unit

Prerequisite: successful completion of the Precalculus course with 70+ final average

This course is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. You'll learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and how to make connections amongst these representations. You will learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Those students who complete this course may choose to prepare and sit for the Advanced Placement Calculus AB Exam offered by the College Board in May. **This course is offered concurrently with MAT221. Students will have the opportunity to earn 4 college credits in Calculus I through Dutchess Community College.**

Mathematics Electives

M.A.S.T I- 0.5 unit

Math Applied Science & Tech (M.A.S.T)

This course is designed for 9th-12th grade students who are interested in studying Mathematics, Applied Science and Technology. The course will be an introduction to construction, advanced manufacturing, electricity and robotics. Students will learn important strategies for collaboration and problem solving.

Financial Algebra
1 unit



Recommended: successful completion of Algebra I

Financial Algebra teaches students how to apply algebraic and graphical approaches to understand business and personal finance situations. The students develop their algebraic thinking patterns and explore functions in a financial context as they become actively involved in applying mathematical ideas to everyday lives.

M.A.S.T II- 0.5 unit

Math Applied Science & Tech (M.A.S.T)

This course will include an advanced study of the concepts presented in M.A.S.T I. Topics include construction, advanced manufacturing, electricity and robotics. This course is recommended for students who are planning a post-secondary study in a STEM field.

DCC Statistics

1 unit

Prerequisite: successful completion of an Algebra II course with 70+ final average

This is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem-solving and writing as they explore concepts like sampling and experimentation, anticipating patterns and making statistical inferences. Those students who complete this course may choose to prepare and sit for the Advanced Placement Statistics Exam offered by the College Board in May.

This course is offered concurrently with MAT118. Students will have the opportunity to earn 3 college credits in Elementary Statistics through Dutchess Community College.

Math Electives

Computer Science Essentials- 1 Unit

The curriculum for this course is offered through Project Lead the Way (PLTW), and will expose students to a diverse set of computational thinking concepts, fundamentals and tools. Students will begin with visual, block-based programming and transition to text-based languages such as Python. Students will apply computational thinking, enrich vocabulary, engage in collaborative projects. Ultimately, students will develop products that address topics and challenges they find significant. This course will help students create a strong foundation to advance to AP Computer Science Principles.

Programming I- 0.5 unit

This course is designed for 9th-12th grade students who are interested in computer science. The course will introduce students to coding beginning with the visual, block-based programming language, Scratch®.

In the latter half of the semester they transition to text based coding in order to be exposed to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence.

Topics will include procedures, variables, logic, debugging, loops, string processing and lists.

Programming II- 0.5 unit

Prerequisite: successful completion of the Programming I course

This course will build upon the principles introduced in Programming I. This course is designed to seamlessly transition to text-based programming. Using languages, such as Python®, students will create apps, develop websites and learn how to make computers work together to put their design into practice. They will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

This course will help students create a strong foundation to advance to AP Computer Science Applications.

Math Electives

AP Computer Science Principles- 1 Unit

Prerequisite: successful completion of the Algebra I course

Recommended: successful completion of Computer Science Essentials

AP Computer Science Principles is equivalent to a first-semester, introductory college course in computing. The course introduces students to the principles that underlie the science of computing and develops the thinking skills that computer scientists use. The course emphasizes making connections between concepts in computing, designing a program to solve a problem, applying abstraction in computation, analyzing computational work, communicating ideas about technology and working collaboratively to solve problems.

Those students who complete this course may obtain college credit provided they score well on the Advanced Placement Exam offered by the College Board in May, which is the final examination for this course.

AP Computer Science A- 1 Unit

Prerequisite: successful completion of the Algebra I and English 9 courses

Recommended: successful completion of Programming I/II

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

Those students who complete this course may obtain college credit provided they score well on the Advanced Placement Exam offered by the College Board in May, which is the final examination for this course.

Science Department

Conceptual Biology (Life Science)- 1 Unit

Prerequisite:

- *Eighth Grade Science Assessment: Score of 1 –2, and or*
- *Successful completion of Eighth grade Science.*

This course is aligned to the NYS MST Standards and Common Core Standards. Topics taught include Nature of Science, Chemistry of Life, Ecology, Cells and their Environment, Energy and Living Systems , Cellular Reproduction, Genetic Inheritance, Genetic Engineering, Evolution and Human Biology. Students will be required to complete lab components infused throughout the curriculum.

This course is designed to provide a foundation for success in the Regents Living Environment. A culminating assessment will be given upon completion of the course that will count as an additional quarter.

Stretch Living Environment Regents (Life Science) - 1 Unit

Prerequisite: Successful completion of general science (Conceptual Biology) and teacher recommendation.

This course follows the NYS curriculum for Living Environment. Topics taught include: Nature of Science, Chemistry of Life, Ecology, Cells and their Environment, Energy and Living Systems , Cellular Reproduction, Genetic Inheritance, Genetic Engineering, Evolution and Human Biology.

Each student must complete a minimum of 1200 minutes of laboratory investigation and satisfactory reports in order to be eligible for the Living Environment Regents Exam. This course provides students with extra time to focus on concepts taught during the class.

Biology Regents (Life Science)- 1 Unit



Prerequisite:

- *Eighth Grade Science Assessment: Score of 2 – 4, or*
- *Successful completion of general science.*

This course follows the NYS curriculum for Living Environment. Topics taught include Nature of Science, Chemistry of Life, Ecology, Cells and their Environment, Energy and Living Systems , Cellular Reproduction, Genetic Inheritance, Genetic Engineering, Evolution and Human Biology.

Each student must complete a minimum of 1200 minutes of laboratory investigation and satisfactory reports in order to be eligible for the Living Environment Regents Exam.

Earth Science Regents and Honors (Physical Setting) - 1 Unit



Prerequisite:

- *Successful completion of Regents Living Environment course AND a minimum grade of 70 on both the exam and the class, or*
- *If LE exam failed, Earth Science AIS is required.*
- *For Honors, Teacher recommendation and/or final average above 80%.*

This course explores the Earth's processes through the study of geology, meteorology, astronomy and oceanography.

Each student must complete a minimum of 1200 minutes of laboratory investigation and satisfactory reports in order to be eligible for the Earth Science Regents Exam.

Chemistry Regents (Physical Setting)- 1 Unit



Prerequisite: Successful completion of Regents Living Environment and/or Regents Earth Science. Successful completion of Integrated Algebra course and Regents exam.

This course follows the NYS curriculum for Chemistry. Topics taught include: Matter & Measurement, Atomic Structure, The Periodic Table, Stoichiometry, Kinetics, Solutions Chemistry, Physical Behavior of Matter, Oxidation-Reduction, Acids and Bases, Nuclear Chemistry.

Each student must complete a minimum of 1200 minutes of laboratory investigation and satisfactory reports in order to be eligible for the Chemistry Regents Exam.

Advanced Placement Biology (Life Science)-

1 Unit 

Prerequisite: Students must pass Regents Chemistry final exam, and Regents Living Environment final exam

This course follows the Advanced Placement College Board curriculum that follows four Big Ideas:
Big Idea 1: The process of evolution drives the diversity and unity of life.

Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.

Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes.

Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

Physics Regents (Physical Setting)- 1 Unit



Prerequisite:

- *Successful completion of Regents Living Environment AND either Regents Earth Science OR Regents Chemistry.*
- *Successful completion of Integrated Algebra and Geometry courses and Regents exams.*

This course follows the NYS curriculum for Regents Physics. Topics taught include Kinematics, Projectile Motion, Mechanics, Gravity, Momentum, Energy, Static Electricity, Electrical Circuits, Magnetism, Vibrations and Waves, Sound and Light, and Modern Physics.

Each student must complete a minimum of 1200 minutes of laboratory investigation and satisfactory reports in order to be eligible for the Physics Regents Exam.

Anatomy & Physiology Non-Regents (Life Science)- 1 Unit

Prerequisite: Students must have passed Living Environment class. If a student fails the Living Environment Regents exam, the student must repeat Living Environment.

Topics include, Organization of the Human Body, Integumentary System, Skeletal System, Muscular System, Cardiovascular System, Nervous System, Endocrine System, Digestive System, Lymphatic System, and Reproductive System.

Environmental Science- Non Regent-(Physical Science)- 1 Unit



Prerequisite: Student must have passed Living Environment class (one Science Regents). If a student fails the Living Environment Regents exam, the student must repeat Living Environment.

Topics taught include Introduction to Environmental Science, Ecology, Populations, Water, Air and Land, Mineral and Energy Resources, The Environment and Human Health.

Forensics- Non-Regents-(Physical Setting)- 1 Unit



Prerequisite: Successful completion of Regents Living Environment and Chemistry.

This course focuses on the scientific method through crime scene investigation. Students will learn the skills of forensic science through hands-on activities and criminal case research. Topics include methods of analysis for blood, DNA, fingerprints, hair and fibers. Students will participate in activities such as identifying skeletal remains, blood spatter analysis and mock crime scene investigations.

STEM in the 21st Century- 1 Unit

Prerequisite: Student must have passed Living Environment class (one Science Regents). If a student fails the Living Environment Regents exam, the student must repeat Living Environment.

This is a project based course that will have many practical mini-projects and larger personalized projects that focus on exploring real world problems using emerging web and computer technologies. Each semester is different and focuses on specific branches of science. Topics may include: aeronautics, physics, astronomy, coding, 3D modeling & simulation, interactive presentations, drones, and many more! Learning essential scientific principles will be a beneficial side effect.

Social Studies Department

Global History I- 1 Unit



Global History and Geography 1 Regents is a required course of study mandated by the NYS Education Department. It is a chronological history of the world exclusive to the United States of America, covering the prehistoric period to present. The course stresses a document approach to historical investigation, in preparation for the Regents Assessment at the end of the year. Writing, graphing and map skills are also stressed throughout the year. Students must pass this course and the examination in order to qualify for a high school diploma in New York State. Scores on the examination are not calculated into the final grade. There are also extensive reading and writing assignments in addition to the regular use of primary sources as a tool for historical research.

Global History 1 Honors- 1 Unit



This course includes all the information addressed in Global History and Geography 1. The course differs on the level of presentation, volume of assignments, and the depth of analysis and synthesis expected from students. Analytical and critical thinking skills are emphasized.

Prerequisite: Students must have completed Social Studies 8 Honors with an average of 85 or better. Students not enrolled in Social Studies 8 Honors must have achieved a grade of 90 or better in Social Studies 8. In addition, students must have a score of 3 or 4 on the NYS 8th grade ELA exam.

Global History II- 1 Unit



Global History and Geography 2 Regents is a required course of study mandated by the NYS Education Department. It is a chronological history of the world exclusive to the United States of America, covering the prehistoric period to present. The course stresses a document approach to historical investigation, in preparation for the Regents Assessment at the end of the year. Writing, graphing and map skills are also stressed throughout the year. Students must pass this course and the examination in order to qualify for a high school diploma in New York State. Scores on the examination are not calculated into the final grade. There are also extensive reading and writing assignments in addition to the regular use of primary sources as a tool for historical research.

AP World History- 1 Unit

This course serves as the equivalent to an introductory college level course in World History. Students will examine the history of the world from 1250 to present day. There is a heavy emphasis on interpretation and analysis with a wide variety of primary and secondary sources used. Students will explore history in depth, while working with their peers to analyze events from multiple perspectives. Successful students become eligible for college credit with an Advanced Placement examination qualifying score. This course is recommended for students who wish to enroll in the AP United States History course as juniors. Students are required to take the Advanced Placement Examination in May and the Global History Regents Exam in June.

Prerequisite: Students enrolled in this class must have earned an average of 85 or better in the Global I Honors class or 90 or better in the Global I Regents class along with a teacher recommendation.

United States History R- 1.0 Unit



This is a survey course in the History of the United States from the colonial period with an emphasis on the development of the United States after the Civil War. The Constitution and the government of the United States are also analyzed in detail. The desired outcome is an active citizen/student who understands the contexts of American civilization. Students must pass this course and the Regents Examination in United States History and Government. Scores on the examination are not calculated into the final grade. As in the Global History program, there are also extensive reading and writing assignments in addition to regular use of primary sources as a tool for historical research. This class is a requirement for graduation.

AP United States History- 1.0 Unit



This course is a chronological study of United States History with an emphasis on interpretation and analysis. Primary and secondary sources are extensively used. Strong attention is paid to the development of deductive and inductive thinking skills and analytical writing. Successful students become eligible for college credit with an Advanced Placement examination qualifying score. Students are required to take the Advanced Placement Examination in May and the United States History and Government Regents Examination in June. Students must pass this course independent of the Regents Examination.

Prerequisite: Successful completion of Global History 1 and the Global History and Geography Regents Exam with a 85 or better.

Participation in Government- 0.5 Unit



This course emphasizes the interaction between citizens and government at federal, state, and local levels. The course encourages students to understand and participate in the democratic process. Included in the course are topics concerning public policy issues and public decision making. Sequenced activities will be presented, using case studies to create awareness and sensitivity to key public issues. Course readings, outside research presentations, and participation in the public policy arena are required of all students. This class is a requirement for high school graduation.

Economics- 0.5 Unit



This course covers the basic concepts and principles of economics, the major elements of economic systems and the roles of various components of those systems. Included are topics concerning the consumer, business, labor, agriculture, international trade and government. The major focus is on the economy of the United States but attention is also given to the world economy and the economies of developing nations. Textbook and supplemental readings are included in this course. There are also library and research assignments, class discussion, and debates. This class is required for high school graduation.

Black Studies- 0.5 Unit

Students are involved in the study of major issues and major personalities in the arena of African-American consciousness, Pan-Africanism and black power. A final examination or project is required of this course. Text readings, primary sources and other supplementary readings are assigned. Oral reports and research paper are required. This course is open to all students in grades 11-12.

Psychology- 0.5 Unit

This course is designed to gain insight and knowledge into the principles, concepts and theories of psychology. Topics covered include human perception, interaction, personality and motivation. Textbook, supplemental readings, observations, surveys and final examination are required. This course is open to all students in grades 11 and 12. Priority will be given to those students who are seeking a Regents sequence in Social Studies.

Prerequisite: Junior or Senior class status and successful completion of United States History and Geography class and exam.

United States History Through Film - 0.5 Unit

This course will offer students a unique and exciting way to examine major events in United State History through the use of feature films and other media. Students will be required to contribute their knowledge of time periods, events, and historical figures in classroom discussions, as well as essays. Students will analyze the validity of said film and characters using primary and secondary source materials and their knowledge of United States History.

Prerequisite: Junior or Senior class status. Priority given to students who are enrolled in Issues in United States History AIS and have been unsuccessful in completing the United States History and Government Regents examination.

Criminal Justice-0.5 Unit

This course is offered to Juniors and Seniors and is designed to explore the criminal justice system in the United States. Students are exposed to topics dealing with the problems of crime, the judicial system and prisons. Analysis of cause, effect and the possible solutions to the causes of crime is stressed. Regular reading and writing assignments, research projects and a final examination are part of this course.

Sociology- 0.5 Unit

This course is designed for students who want to learn more about the society in which they live. This course examines the basic principles of sociology, the family, minority groups, demographics, urbanization and the institutions that societies create in order to address needs and wants. This course is open to all students in grades 11 and 12. A final examination and/or project is required in addition to regular reading and writing assignments.

Prerequisite: Junior or Senior class status and successful completion of United History and Geography class and exam.

World History Through Film - 0.5 Unit

This course will offer students a unique and exciting way to examine major events in World History through the use of feature films and other media. Students will be required to contribute their knowledge of time periods, events, and historical figures in classroom discussions, as well as essays. Students will analyze the validity of said film and characters using primary and secondary source materials and their knowledge of World History.

Prerequisite: Sophomore, Junior, or Senior class status. Priority given to students who are enrolled in Issues in Global History AIS and have been unsuccessful in completing the Global History Regents examination

Special Electives

DCC Public Speaking- 0.5 units

This course is devoted to the study of oral communication as it relates to the speaker, her/his purpose, subject, outline, presentational aids, delivery, and audience. The first part emphasizes the theory of public speaking, while the latter part concerns analysis, preparation, and performance in informative, demonstrative, persuasive, and occasional speaking.

DCC Foundations of Communication- 0.5 units

This course is designed to develop students' knowledge and skills regarding the fundamental theories, concepts, vocabulary, and practices related to the discipline of communication. The course addresses the communication process, as well as verbal, nonverbal, listening, interpersonal, small group, intercultural, organizational, public, and mediated forms of communication.

Foundations of Business- 0.5 unit

This course will provide the student with a foundational knowledge and understanding of the major aspects of business. Topics include an introduction to economic systems, forms of business ownership, legal aspects of business, management, marketing, financing and accounting, social responsibility, and career assessment.

Principles of Marketing- 0.5 unit

A study of principles underlying the development and distribution of goods and services for organizational and consumer needs. Topics include: development of the marketing concept, legal and cultural environment, marketing research, segmentation, buyer behavior, product development, pricing, wholesaling, retailing, advertising, selling and Internet applications.

Foreign Language Department

Spanish I- 1.0 Unit

This course is intended to prepare students to meet the NYS Education Department's Languages Other Than English (LOTE) Checkpoint A proficiency level. Students will be able to understand, speak, read and write the Spanish language using basic vocabulary and grammatical structures within the context of everyday situations. Students will also begin to develop an appreciation for Spanish culture. Regular speaking, listening, reading and writing assignments are required in this class.

Assessment: A Department final exam will be administered in June. ******Passing this course meets the minimum graduation requirement in Foreign Language

Spanish III- 1.0 Unit

This course is a continuation of Spanish 2, in which the second half of the NYS LOTE Syllabus for Checkpoint B proficiency level is completed. Students are expected to continue to master Spanish on an intermediate level. Expanding vocabulary and increasing understanding of more complicated grammatical structures will allow students to communicate more effectively in Spanish. Active use of the language is of primary importance. Students will continue to develop an appreciation for Spanish culture. Regular speaking, listening, reading and writing assignments are required in this class.

Assessment: All students in this course will take the District Comprehensive Exam in Spanish in June. ******Students must pass this course and the Comprehensive Exam in order to qualify for an Advanced Regents Diploma.

Prerequisite: Successful completion of Spanish 2

Spanish II- 1.0 Unit

Students will be able to move beyond the NYS Education Department's LOTE Checkpoint A proficiency level. This course covers units from the first half of the NYS LOTE Syllabus for Checkpoint B proficiency level. Students are expected to master Spanish on an intermediate level. Expanding vocabulary and increasing understanding of more complicated grammatical structures will allow students to communicate in Spanish more effectively. Students will continue to develop an appreciation for Spanish culture. Regular speaking, listening, reading and writing assignments are required in this class.

Assessment: A Department final exam will be administered in June.

Prerequisite: Successful completion of Spanish I

DCC Spanish IV- 1.0 Unit

This is the first intermediate-level Spanish course. It provides an overall grammar review that seeks to enhance students' active use of Spanish, especially in the areas of conversation (listening and speaking) and writing. It will include further intermediate-level conversation, composition and readings in Spanish on numerous culturally-significant topics. This class will be conducted entirely in Spanish. Successful completion implies a readiness to enter other language courses conducted entirely in Spanish.

Course Assessment: A teacher created / DCC approved final exam or project will be administered in June. The final exam / project is worth 20% of their final grade. Students in this course will also have the opportunity to take the AVANT STAMP assessment for an opportunity for the 4+1 pathway in World Language. Students need a minimum proficiency level of intermediate low in order to qualify for the 4+1 pathway.

DCC Spanish V- 1.0 Unit

Prerequisite: Successful completion of Spanish IV DCC with a minimum grade of a C (70)

This is the second intermediate-level Spanish course. It provides an overall grammar review that seeks to enhance students' active use of Spanish, especially in the areas of conversation (listening and speaking) and writing. It will include further intermediate-level conversation, composition and readings in Spanish on numerous culturally-significant topics. This class will be conducted entirely in Spanish. Successful completion implies a readiness to enter other language courses conducted entirely in Spanish.

Course Assessment:

A teacher created / DCC approved final exam or project will be administered in June. The final exam / project is worth 20% of their final grade.

French I- 1 Unit

This course is intended to prepare students to meet the NYS Education Department's Languages Other Than English (LOTE) Checkpoint A proficiency level. Students will be able to understand, speak, read and write the French language using basic vocabulary and grammatical structures within the context of everyday situations. Students will also begin to develop an appreciation for French culture. Regular speaking, listening, reading and writing assignments are required in this class.

Assessment: A Department final exam will be administered in June. Passing this course meets the minimum graduation requirement in Foreign Language.

French II- 1 Unit

Students will be able to move beyond the NYS Education Department's LOTE Checkpoint A proficiency level. This course covers units from the first half of the NYS LOTE Syllabus for Checkpoint B proficiency level. Students are expected to master French on an intermediate level. Expanding vocabulary and increasing understanding of more complicated grammatical structures will allow students to communicate in French more effectively. Students will continue to develop an appreciation for French culture. Regular speaking, listening, reading and writing assignments are required in this class.

Assessment: A Department final exam will be administered in June.

Prerequisite: Successful completion of French I

French III- 1 Unit

This course is a continuation of French 2, in which the second half of the NYS LOTE Syllabus for Checkpoint B proficiency level is completed. Students are expected to continue to master French on an intermediate level. Expanding vocabulary and increasing understanding of more complicated grammatical structures will allow students to communicate more effectively. Active use of the language is of primary importance. Students will continue to develop an appreciation for French culture. Regular speaking, listening, reading and writing assignments are required in this class.

Assessment: All students in this course will take the District Comprehensive Exam in French in June. **Students must pass this course and the Comprehensive Exam in order to qualify for an Advanced Regents Diploma.

Prerequisite: Successful completion of French 2

DCC French IV- 1 Unit

Prerequisite: Successful completion of French 3.

This is the first intermediate-level French course. It provides an overall grammar review that seeks to enhance students' active use of French, especially in the areas of conversation (listening and speaking) and writing. It will include further intermediate-level conversation, composition, and readings in French on numerous culturally significant topics. This class will be conducted entirely in French. Successful completion implies a readiness to enter other language courses conducted entirely in French.

Course Assessment: A teacher created / DCC approved final exam or project will be administered in June. The final exam / project is worth 20% of their final grade. Students in this course will also have the opportunity to take the AVANT STAMP assessment for an opportunity for the 4+1 pathway in World Language. Students need a minimum proficiency level of intermediate low in order to qualify for the 4+1 pathway.

Physical Education/ Health Department

Physical Education- .25 Unit

State Education Law mandates that a student participate in Physical Education (PE) on a regular basis. Students must accrue 2 units in this subject area to satisfy the NYS graduation requirement. All students in grades 9 –12 must attend, be appropriately dressed (sneakers, shorts, sweats), participate and demonstrate levels of mastery in PE activities.

Students in PE will be grouped co-educationally by period and will have the opportunity to select certain activities offered within that period. Topics may include archery, basketball, floor hockey, soccer, football, badminton, tennis, softball, weight training and conditioning, table tennis, ultimate Frisbee, golf, track and field, personal fitness, jogging/walking, bowling, volleyball, recreational games and activities, lacrosse, handball, “teaching games”, CPR and other offerings may be available.

Students with a medical excuse must have an excuse signed and dated by the PE teacher and have this document on file with the School Nurse. Regular classroom attendance and participation is required for this class.

Health- .5 Unit

Health Education is a New York State requirement for graduation. It is designed to present materials leading to a better understanding of personal health problems on a mature level. Topics include consumer health, disease prevention, personality development, mental health, AIDS education, alcohol education, drug awareness prevention, nutrition and exercise, decision making, environmental health and safety, human growth and development. There are a variety of classroom activities and projects, including group discussion and the use of outside speakers and videos. It should be noted that Biology courses do not fulfill the health requirement. Regular classroom attendance and participation is required. Health is recommended for 11th and 12th grade students.

Music Department

Wind Ensemble- 1 Unit

The Wind Ensemble encourages personal growth, self-discipline, responsibility, and promotes school spirit and community pride. This is an audition only group that performs in and out of school several times during the year. The music will be challenging and require regular practice outside of school. Students will participate in weekly group lessons. Performances are mandatory. Every student enrolled also receives a weekly lesson on their instrument with the director.

Prerequisite: Admission to the ensemble is at the director's discretion. This is an upper level ensemble that students earn the right to be in. Students must play a band instrument and have been enrolled in band in the previous year in order to be enrolled in the class.

Concert Band- 1 Unit

The Concert Band program encourages personal growth, self-discipline, responsibility and teamwork. Students will be expected to practice instruments outside of regular rehearsal, and perform standard band literature. Students will participate in weekly group lessons. Students will perform NYSSMA level 1-3 music for the winter, pops, and spring concerts.

Prerequisite: Students must play a band instrument and have been enrolled in band in the previous year at either PHS, PMS, or another school if applicable.

Music in Our Lives- 1 Unit

Basic general music class opened to all students to fulfill NY State learning standards and graduation requirements. Students will be exposed to the music of other countries, learn of the textures, sounds, styles, and period genres.

Piano- 1 Unit

Students will learn basic piano chords, scales, and two handed technique over the course of a semester. If the student progresses, they should move to an upper level piano class the following semester.

Prerequisite: Students can enroll if they have an interest in beginning level piano. Students in other performing ensembles are encouraged to enroll.

Art Department

We have available the IAAP as a 4 + 1 Graduation Pathway.

What is the Individual Arts Assessment Pathway (IAAP)?

- The Individual Arts Assessment Pathway (IAAP) is 4+1 graduation pathway option in which students complete a locally determined three-unit sequence in the arts and demonstrate, through a collection of creative works, growth over time that meets the High School II Accomplished Performance Indicators in the New York State Learning Standards for the Arts.
- The artistic method(s), media, or form(s) students use to meet the appropriate State developed IAAP criteria are based on student artistic and research interests in consultation with their arts teachers.
- The IAAP offers arts students a graduation pathway that prepares them for future professional and educational experiences and opportunities in the arts.

Art Classes

Studio Art- 1 Unit

Studio Art is a foundation level class, which can serve to fulfill the 1 credit NYS graduation requirement.

It can also serve as a prerequisite for some selected art courses. Class work will focus on the Elements of Art and Principles of Design, development of techniques in a variety of media and art history in the context of the NYS Learning Standards for the Visual Arts.

Final average will be based on the course work and a written final examination. To align with the Common Core Learning Standards, reading and writing activities will be included in this course.

Creative Crafts I- 1 Unit

This is a one-year foundation level class, which can serve to fulfill the 1 credit NYS graduation requirement.

It can also serve as a prerequisite for Advanced Creative Crafts, Ceramics or Sculpture. Course work will involve development of design and technical skills in a variety of craft processes, which may include: fiber arts, copper enameling, basketry, batik, bookbinding, macramé, paper crafts and others. Final average will be based on coursework.

Students with severe respiratory problems or who are pregnant should not take Creative Crafts. To align with the Common Core Learning Standards, reading and writing activities will be included in this course.

Art Classes

Ceramics I- 1 Unit

Prerequisite: Completion of Studio Art or Creative Crafts.

The Ceramics Course is an advanced art course, which may be chosen after the student has successfully completed a full year in either Studio Art or Creative Crafts. The course is designed to explore hand building techniques. Students will learn how to hand build with clay by using techniques such as pinch method, coil method and slab method. An introduction into the sculptural process will be included. The techniques of glazing and other decorative processes will be explored. To align with the Common Core Learning Standards, reading and writing activities will be included in this course.

Ceramics II- 1 Unit

This course will emphasize advanced hand building techniques and wheel throwing methods. Study of advanced clay and glaze materials, history and theory of ceramics, and research of clay as art, and as a craft.

Prerequisites: Ceramics 1 Course

Requirements: Advanced hand-building/production on the wheel and a final project & portfolio pieces for digital portfolio

Advanced Creative Crafts- 1 Unit

Prerequisite: Completion of Creative Crafts course.

Advanced creative crafts is an exploration of historical and contemporary craft design and technique. Students will gain an understanding of Elements of Art and Principles of Design. Students will develop craftwork that explores designs with different purposes such as; utilitarian, decorative, narrative, and emotive. Traditional craft materials such as clay, fiber, paper, and metal, as well as non-traditional materials (such as recycled or found objects) will be employed. Various “craftspeople” and cultures will be examined. Emphasis will be placed upon craftsmanship and design.

Recommended for developing a 3d portfolio. *Students with severe respiratory problems or who are pregnant should not take Creative Crafts.*

Sculpture- 1 Unit

Prerequisite: Completion of Studio Art or Creative Crafts.

Sculpture is especially recommended for students who have also completed Ceramics and who tend to be tactile learners and are working toward completion of an art sequence.

The Sculpture Course is an advanced art course which may be chosen after the student has successfully completed a full year in either Studio Art or Creative Crafts. When working this course into an art sequence, the ideal progression would be Studio Art or Creative Crafts, Ceramics, and then Sculpture. Methods include modeling in relief and modeling in the round, construction, carving in relief, carving in the round, and casting. Among materials to be used are the following: clay, wood, plaster, cement, paper mache, sand, wire, wax, and found objects.

The course requirements are completion of a personal portfolio demonstrating knowledge and proficiency in various aspects of the curriculum. To align with the Common Core Learning Standards, reading and writing activities will be included in this course.

Art Classes

Drawing and Painting - 1 Unit

Prerequisite: Completion of Studio Art.

Drawing and Painting is an advanced level art class. Emphasis is on developing in-depth understanding and appreciation as well as technical skills in both wet and dry media.

Drawing media may include: pencil, charcoal, pastel, pen and ink, and others. Painting media may include: tempera, acrylic and watercolor. Students are expected to keep a sketchbook and develop their ability to work from both observation and imagination.

Graphic Design I - 0.5 Unit

Prerequisite: none

In this class, students will study a variety of media, art styles, and artists. Students use image editing, compositing, animation, and digital drawing to put into practice the art principles discussed in the program. They explore career opportunities in the design, production, display, and presentation of digital artwork.

Requirements: Completion of projects, work process, and portfolio work ~ digital portfolio.

Stained Glass- 0.5 Unit

Prerequisites: Studio in Art or Creative Crafts I

This course will require the prerequisite of either Studio Art or Creative Crafts. It will be designed as a half-year course (0.5 credits), that is a hands-on, three dimensional art class focusing on copper foil stained glass projects and techniques. Students will learn how to measure, cut and grind glass, how to solder glass together, and how to assemble projects. This is to include stained glass panels, stained glass boxes, and glass fusing.

Requirements: Completion of projects, work process, and portfolio pieces ~ digital portfolio pieces

Advanced Drawing and Painting - 1 Unit

Prerequisite: Completion of Drawing and Painting.

Advanced Drawing and Painting is an intensive study in traditional and contemporary methods and techniques using a variety of media. This advanced course will provide in-depth experiences in both drawing and painting. Advanced Drawing and Painting is the follow up course to Drawing and Painting. Students are expected to keep a sketchbook and develop their ability to work from both observation and imagination. This course is geared toward students who may be considering building a portfolio for college entrance.

Graphic Design II- 0.5 Unit

Prerequisites: A grade of 85% or higher in Graphics Design I

In this class, students will study a variety of media, art styles, and artists. Students use image editing, compositing, animation, and digital drawing to put into practice the art principles discussed in the program. They explore career opportunities in the design, production, display, and presentation of digital artwork.

Requirements: Completion of projects, work process, and portfolio work ~ digital portfolio.

Jewelry- 0.5 Unit

Prerequisites: Studio in Art, Creative Crafts I

This course will require the prerequisite of either Studio Art or Creative Crafts. It will be designed as a half-year course (0.5 credits), that is a hands-on, three dimensional art class focusing on different types of jewelry making from around the world throughout history. Techniques will include glass jewelry, resin jewelry, metal jewelry, beaded jewelry, enameled jewelry, leather jewelry, bead making, and wooden jewelry.

Requirements: Completion of projects, work process, and portfolio pieces ~ digital portfolio pieces.

ROTC

ROTC (Reserve Officers' Training Corps) - 1 Unit

The objectives of JROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals.

The AFJROTC program is grounded in the Air Force core values of integrity first, service before self, and excellence in all we do. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration.