



# Course Directory

## Grades 7 - 12

### 2018-2019 School Year

#### Catholic Central High School

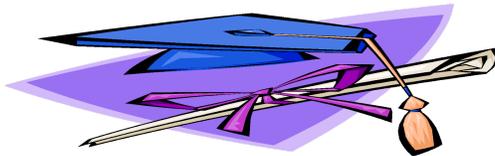
“Faith Formation • Character Development • Academic Distinction”

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## Academic Requirements for the Middle School

### A. BASIC CORE REQUIREMENTS

Theology	2 years of study
ELA	2 years of study
Social Studies	2 years of study
Math	2 years of study
Science	2 years of study



### B. ADDITIONAL NEW YORK STATE REQUIREMENTS

Second Language	1 unit of study
The Arts	½ unit in visual arts, ½ unit in music
Health	½ unit of study
Physical Ed	2 years of study

### 7<sup>th</sup> and 8<sup>th</sup> Grade Assessments

<b><u>7<sup>th</sup> Grade Assessments</u></b>	<ul style="list-style-type: none"> <li>● New York State English Language Arts Exam</li> <li>● New York State Math Exam</li> <li>● lowas</li> </ul>
<b><u>8<sup>th</sup> Grade Assessments</u></b>	<ul style="list-style-type: none"> <li>● New York State Science Exam</li> <li>● lowas</li> <li>● Proficiency Examination in Spanish</li> <li>● New York State Regents Examinations in Algebra I CC and Living Environment for students in those classes</li> </ul>

### Placement Exam

- Students entering grades 7 and 8
- Before entering grade 9

## Graduation Requirements for the High School

<u>Required Courses</u>	<u>Regents Diploma</u>	<u>Regents Diploma with Advanced Designation</u>
	<u>Credits</u>	<u>Credits</u>
Theology	4	4
ELA	4	4
Social Studies	4	4
Math	3	3
Science	3	3
◆ Language other than English	1	3*
Fine Arts	1	1
Health	1/2	1/2
Physical Education	2	2

**Students need a total of 22 credits for graduation. One (1) credit of Business and a (1/2) credit of Computer Literacy is an additional requirement for all CCHS graduates.**

- ◆ **Students may be exempt from the language other than ELA requirement by acquiring five (5) units of credit in any one of the following subject areas:**
  - Art
  - Music
  - Business

### **Electives**

Departmental electives may vary in their prerequisites. The school counselors direct students in their choice of electives based on their interests and abilities.

### **Regents Exams**

The NYS Board of Regents requires that students demonstrate competency in basic subject areas before a diploma is issued. All students must take and pass a Regents exam in ELA, Global History, US History, Math, and Science in order to graduate. The specific number of required Regents exams for a Regents diploma or a Regents diploma with advanced designation is outlined on the chart on the next page.

**Required High School Examinations  
(All require a score of 65% or better)**

Regents Diploma	Advanced Designation Diploma
ELA CC	ELA CC
* Regents Global History and Geography	Regents Global History and Geography
*Regents U.S. History and Government	Regents U.S. History and Government
Regents Science Exam—1	Regents Science Exams - 2
Regents Mathematics—1	Regents Mathematics Exams—3
	Language Other Than ELA Exam

**\*Multiple Pathways (4+1) to High School Graduation:** Students can replace the requirement of passing either the Global World History or the Regents in U.S. History and Government with passing a second science Regents exam, a second math Regents exam or the Foreign Language Checkpoint B exam.

**Checkpoint A, Diocesan Proficiency Test in Spanish**

A Diocesan Proficiency Test in Spanish is given after the completion of the 8th grade Language other than ELA course. To earn one high school credit, a student must receive a passing grade of 65% on this exam. Otherwise, the student must pass a Language other than ELA course in high school to satisfy the requirement for a diploma. It is recommended that all students take three or four years of a language in order to prepare for college.

**Course Levels:** The following "levels" are used to compute class rank. Courses are "weighted" according to their level of difficulty and receive the multipliers listed below:

Level 3	Advanced Placement (AP), University in the High school (UHS), and College in the High School (HVCC) courses	1.16
Level 2	Honors courses	1.08
Level 1	Regents and Regents-level courses	1.00

## Course Selection and Adjustment

Ninth, tenth and eleventh grade students will always have a full schedule because of the graduation requirements. It is required that twelfth grade students carry a schedule of no less than 6 courses. During the spring semester, the scheduling process begins. Communication and consultation between teachers, school counselors, students, and parents/guardians is very important to ensure proper course placement and selection. Special attention should be paid to prerequisites, past performance, and teacher recommendations before courses are chosen. Course change requests after May cannot be guaranteed, as class sections may have already reached the maximum number of students.

## Independent Study

For students who are interested in pursuing areas of study not generally covered in the regularly offered courses, the possibility of independent study exists. Please see your guidance counselor for more information.

## Textbooks

School districts which provide textbooks to our students require orders to be placed by June 1st. As a result, course selections must be finalized before this date.

## University at the High School (UHS)

The University at the High School Program is under the direction and sponsorship of the University at Albany and Hudson Valley Community College. The program allows qualified students to earn college credit while still at CCHS. By entering college with previously earned credits, students can expedite their graduation from college or explore a wider range of academic areas during a regular college sequence.

The following UHS courses are available at CCHS

<u>Art</u>	<u>Math</u>	<u>Spanish</u>	<u>Business</u>
<b>Beginning Drawing</b>	<b>Calculus I (112)</b>	<b>Intermediate Spanish I (103)</b>	<b>Principles of Marketing (HVCC)</b>

## Advanced Placement

The **Advanced Placement (AP)** is a program in the United States and Canada created by the College Board offering college-level curriculum and examinations to high school students. American colleges often grant placement and course credit to students who obtain high scores above a certain number on the examinations. The AP curriculum for the various subjects is created for the College Board by a panel of experts and college-level educators in each subject. For a high school course to have the AP designation, the course must be audited by the College Board to ascertain it satisfies the AP curriculum. If the course is approved the school may use the AP designation and the course will be publicly listed on the AP Ledger.

Catholic Central High School currently offers AP courses in Biology, Chemistry, United States History, European History, and World History. Allen Grove in an article *AP Classes – Why They Matter* writes “the successful completion of Advanced Placement classes has benefits during both the college application process and undergraduate life.

The folks in the admissions office want to see that you have taken the most challenging courses available to you. Success in difficult courses is the surest sign of your preparedness for college. The most challenging courses, of course, are college-level Advanced Placement classes. AP classes require the type of high-level calculating and critical thinking that you will encounter in your first year of college. If you can write essays and solve problems successfully for an AP class, you have mastered many skills that will lead to success in college.”

### The following AP courses are available at CCHS

<u>Science</u>	<u>English</u>	<u>Spanish</u>	<u>Social Studies</u>
Biology Chemistry	English Literature and Composition	Spanish Language and Culture	World History US History European History

# Business

Please note, all CCHS students are required to take at least one course in Business.

Course Title	Required/Elective	Grade Level	Credit Value	Weighted Value
Entrepreneurship - Owning Your Own Business	Elective	9-10-11-12	1	1
Personal Finance	Elective	9-10-11-12	1	1
Sports and Entertainment Marketing (Not Offered 2018-2019)	Elective	9-10-11-12	1	1
International Business (Not Offered 2018-2019)	Elective	9-10-11-12	1	1
E-Commerce	Elective	10-11-12	1	1
Business Law	Elective	11-12	1	1
Accounting 1	Elective	10-11-12	1	1
Cooperative Work Experience	Elective	11-12	1	1
Advanced Accounting	Elective	11-12	1	1
Internship Program	Elective	12	.5	1
College Principles of Marketing (HVCC)	Elective	11-12	1	1.16
Online Learning at HVCC	Elective	11-12	-	-

## **Entrepreneurship - Owning Your Own Business**

Students will be presented with marketing principles and practices that contribute to business success. The practices will be applied to local, regional, national, and international business. The creation of a business plan is covered extensively. This plan will be realistic in order to provide the students with an authentic experience. Sole proprietorships, partnerships, and corporations will be formed.

## **Personal Finance**

This class covers topics such as money management and budgeting, making good financial choices, credit card debt, investments, car purchasing, insurance, and many other crucial topics. This computer based course will be a mix between hands-on material and lecture. Group and individual projects and presentations will be required throughout the year.

## **Sports and Entertainment Marketing (Not Offered 2018-2019)**

Students will take a step-by-step journey through the world of marketing. Business concepts from production through manufacturing will be discussed daily. Through fact-gathering and critical thinking sessions, students will apply their knowledge of sports and entertainment marketing to real life, legal experiences. Group and individual projects and presentations will be required throughout the year.

## **International Business (Not Offered 2018-2019)**

This dynamic course will cover topics such as competing in a Global Market, Understanding Global Cultures, Ethics in Today's World, and Global Entrepreneurship. The course will be a mix between classroom and computer work. Group and individual projects and presentations will be required throughout the year.

## **E-Commerce**

This class teaches how business concepts apply to the electronic world of E-Commerce. It is highly individualized and independently run. Students must be able to devote time outside of school to both work on the website and run multiple school-related events. To be successful in E-commerce, students should be motivated, self-disciplined, and have the initiative to devote time to making the Scores-up website a success.

## **Business Law**

This course emphasizes the relationship between business law and the individual's personal and occupational life. Topics taught include: employment, civil suits, criminal

procedures, real and personal property, credit, bankruptcy, insurance, renting an apartment, buying a house, corporations, torts, and agencies and more.

## **Accounting I**

This course will help prepare students for their first college accounting course. It will focus on proprietorships, partnerships, and corporations while learning about both service and merchandising businesses. Both fundamental elements of accounting are studied, as well as analyzing business transactions, preparing financial statements, and maintaining payroll records. Students will train and become certified VITA (Volunteer Income Tax Assistance) volunteers. We will prepare tax returns for individuals in our community. Catholic Central High School is one of the only few high schools in New York State participating in this program.

## **Cooperative Work Experience**

This course offers credit to a full-time student involved in paid, part-time employment. The student's work duties and responsibilities must relate to a business course being taken during the same year. Permission to contract for this course must be solicited from the teacher of the course. At least 300 hours of work experience is required to earn one credit. *Prerequisites:* Students must be presently enrolled in a business course.

## **Advanced Accounting**

Students will learn the concept of a merchandising business with a corporation's ownership. We will continue to research such diverse topics as publicly held corporations, plant assets and depreciation, and uncollectible accounts receivable. Anyone participating in the Advanced Accounting program will be actively involved in the VITA tax program. Students will be preparing our Accounting I students for our tax program by teaching the Link & Learn IRS website and helping our IRS volunteers assemble our VITA tax community program. *Prerequisites:* Successful completion of Accounting.

## **Internship Program**

The Internship program is a semester-based program that offers students the opportunity to explore careers of interest to them. Combined with in-class instruction and a non-paid workplace internship experience, this course is designed to prepare students to make responsible career choices while becoming active, contributing members of our community. By observing, working alongside, and communicating with professionals in the workplace, students will enhance their skills that are necessary to be successful in our global economy. Students who wish to enroll in this course are expected to demonstrate a high level of responsibility and commitment appropriate for

the workplace. Characteristics such as honesty, integrity, ethics, teamwork, and a positive attitude are expected. Students will need to provide their own transportation at all times. Acceptance into this course is based on the student's prior high school performance and an application/interview process. Accepted students will be assigned to either the fall cohort (Quarters 1 and 2) or the spring cohort (Quarters 3 and 4). *Open to students in grade 12 only.*

## **College Principles of Marketing HVCC**

This is a college-level course that will provide an introduction to marketing. The marketing planning process and the market environment will be discussed. Students will learn about consumer behavior and gain an understanding of targeting and positioning. Additionally, the elements of the marketing mix including new product development, promotion, pricing, and distribution will be covered. This course is open to students in grades 11-12. Students in this course have the opportunity to earn three Hudson Valley Community College (HVCC) credits. *A registration fee is required for this option.*

## **Online Learning at HVCC**

The College in the High School program at Hudson Valley Community College now offers online courses for students going into their junior or senior year. Enrollment in these courses is limited to high school students.

Requirements:

- Students must have access to a computer with an internet connection that meets the minimum system and browser requirements
- Students will need to purchase textbooks
- Tuition is approximately \$55 per credit hour
- All students must present proof of county residency
- Most classes begin in August
- Listing of available courses can be found at the following link:  
<http://www.hvcc.edu/highschool/online.html> . Please consult your guidance counselor prior to registration.

## Computer Science

All students are required to take ½ credit of Computer Literacy. Students usually take this course in 10th grade opposite Health.

Course Title	Required/Elective	Grade Level	Credit Value	Weighted Value
Computer Literacy	Required	10-11-12	.5	1

### Computer Literacy

Students must be able to effectively use technology to research, organize, create, and evaluate information. In this introductory course, students become familiar with the basic principles of a personal computer, including the internal hardware, operating system, and software applications. Students gain practice in using key applications such as word processing, spreadsheet, and presentation software, as well as understanding social and ethical issues around the Internet, information, and security. In the first part of the course, the focus is on the fundamentals: learning and using the applications, and understanding the basic roles and responsibilities of the software, hardware, and operating system. In the second part, the focus is on gathering and analyzing data, and using the right tools and methods to collect and present data.

## English Language Arts (ELA)

Please note, there is a mandatory summer reading program for all ELA courses

Course Title	Required/Elective	Grade Level	Credit Value	Weighted Value
English Language Arts 7	Required	7	-	-
English Language Arts 8	Required	8	-	-
ELA I CC	Required	9	1	1
ELA IH CC	Elective	9	1	1.08
ELA II CC	Required	10	1	1
ELA IIH CC	Elective	10	1	1.08
ELA III CC	Required	11	1	1
ELA III H CC	Elective	11	1	1.08
ELA 12	Required	12	1	1
AP English Literature and Composition	Elective	12	1	1.16
Contemporary Literature ( <i>Harry Potter</i> and Children's Literature)	Elective	10, 11, 12	1	1

## **ELA**

- **Summer Reading is required of all students, and will be tested on during the first two weeks of the school year.**

### **English Language Arts 7**

This course emphasizes reading and writing skills, spelling, vocabulary, punctuation, and grammar. It consists of the independent and guided reading of short stories, poetry, essays, myths, fables, and novels. Writing for the course includes a reading response journal as well as specific assignments in narration, descriptions, exposition, and persuasion. Basic library and research skills are introduced, and a short research paper is required. All students are required to read and report on one book each quarter. Students will prepare/take the IOWA tests in the Fall, and prepare for the NYS Language Arts Exam in the Spring.

### **English Language Arts 8**

This course emphasizes the further development of skills in reading, writing, listening, and speaking. Spelling, punctuation, vocabulary, and grammar skills will also be points of emphasis throughout the year. Writing for the course includes journal entries as well as specific writing assignments in memoir, persuasion, exposition, description, critical review, and research. Students are required to read and report on one book each quarter. The IOWA tests will be taken by all 8<sup>th</sup> graders in the Fall.

### **ELA I CC**

This course is an introduction to the various genres in literature. It includes a general study of the basic skills of communication. The literature program uses a Common Core-based anthology and additional outside reading selected by the teacher. Selected activities in writing include narration, description, and exposition, in addition to reading informational text, speaking/listening, and language skills. The research paper is further explored and a minimum of one oral presentation is required. A comprehensive exam completes the course.

### **ELA IH CC**

This course is for advanced students who already possess a high degree of expertise and maturity in writing skills, grammar fundamentals, reading fundamentals, the ability to work independently, and participation in class discussion is required. Different genre will be covered including the novel, short story, poetry, and drama. The research paper is further developed as well as other writing skills. Oral presentations are required, and independent summer reading must be completed before school commences. This reading will be evaluated during the first cycle of school. Prerequisites: Students

wishing to participate in Honors English as a 9th grader must obtain an average of 94% in their current 8th grade English class. In addition, students must have scored a minimum of 90% in the CCHS placement exam.

## **ELA II CC**

This is a course of literature and literary nonfiction that complements the two-year Global Studies course. The focus will be on building knowledge and understanding of literary devices and elements, and cultural factors. Writing exercises will focus on building expository skills, incorporating literary device tools and research. Students will develop their speaking and listening skills through a variety of presentations (individual and group). Preparation for the NYS Common Core English Exam continues on this grade level, enriching and strengthening students' writing, reading and comprehension of literary elements employed in literature. A comprehensive final exam will be given in June.

## **ELA III CC**

This course is for students who have demonstrated a superior ability to read and analyze literature independently, and possess above-average expository writing skills. It is expected that the student in this course will contribute significantly to the class discussion and be prepared for oral presentations. As in English 10 Regents, this course complements the two-year Global Studies course, concentrating on global literature. Expository writing skills will continue to be developed along with persuasive essay, compare/contrast essay, and document reading. *Prerequisites:* 9<sup>th</sup> graders must have scored a 93% on the benchmark test and 93% on the 9th grade exam. Students should also have maintained an overall classroom average of 93% in ELAIH. Teacher recommendation is also required.

## **ELA III CC**

As all of the current English courses, this course in American literature is rooted in the standards of the NYS Common Core Curriculum. Standards for reading, writing, speaking, listening, and language are integrated with a general survey of all phases of the literature of the nation. Periods covered include Early America, the American Renaissance, the Civil War and Frontier Expansion, the Modern/Postwar Eras, and Contemporary Times. Various opportunities for public speaking are offered beyond the two required oral presentations (group and individual). A research paper is the culmination of the junior year composition program with an emphasis on the MLA style of documentation. Vocabulary development and standard English conventions are always stressed as ongoing expectations and in preparation for the SAT exam. Students are also prepared to take the NYS Common Core English Language Arts Examination.

## **ELA III H CC**

This is an accelerated program for those students who have demonstrated an exceptional ability to read, analyze, and articulate in both the written and spoken mode with a clear degree of independence. In addition, to be rooted in the Common Core Curriculum, the course encompasses the chronological study of American literature and is multicultural in its approach. Speeches, essays, and historical documents are examined in addition to poetry and prose. Composition focuses on the analysis of representative literary works from the respective literary period. A research paper in addition to oral presentations, are the culmination of the junior year composition program with emphasis on the MLA style of documentation. Vocabulary development and standard English conventions are always stressed as ongoing expectations and in preparation for the SAT exam. *Prerequisites:* 10th graders must have scored a 93% on the benchmark test and 93% on the 10th grade exam. Students should also have maintained an overall classroom average of 93% in ELA II H. Teacher recommendation is also required.

## **ELA 12**

This is a comprehensive course broken up into six units: the Origins of a Nation, the English Renaissance, the Restoration and the 18<sup>th</sup> Century, Romanticism, the Victorians, Modern and Contemporary literature. It is an overview of British literature from the Anglo-Saxon period to the Modern, integrating a study of history to better supply a context for an appreciation and understanding of literature, with emphasis on a variety of prose and poetic genres. Students are expected to write critical and argumentative essays, complete a research paper, engage in creative writing projects, and make technology-assisted oral presentations. In addition to the study of British literature, students will be involved with the process of writing the college essay, using the Common Application topics.

## **AP ENGLISH LITERATURE AND COMPOSITION**

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. This course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The AP English Literature and Composition Development Committee agrees with Henry David Thoreau that it is wisest to read the best books first; the committee also believes that such reading should be accompanied by thoughtful discussion and writing about those books in the company of other students. *Please note: this is a reading and writing intensive course, and students enrolled in this course will be expected to sit for the AP Exam in May.*

*Prerequisites:* Teacher recommendation and successful completion of ELA III H with a final average of at least 94.

## CONTEMPORARY LITERATURE

### **(*Harry Potter* and Children's Literature)**

Certain literature seems to inspire readers of all ages; this course offers two genres with universal appeal. In the first segment of the year, a popular cultural phenomenon will be examined: the *Harry Potter* series. This contemporary morality story engages in questions of moral meaning and values and offers wisdom for understanding and living in the world around us. In addition to the morality aspect, this series reinforces our understanding of Greek mythology. J.K. Rowling took advantage of the ancient Greek gods/goddesses/myths, etc. when naming her characters and made sure that the characters represented their Greek "ancestors" accurately.

The second segment of the course will feature Children's Literature. Fairy tales have been around for thousands of years, reappearing constantly in the media in new incarnations (most recently in the television shows *Grimm* and *Once Upon a Time* and in the movies *Snow White and the Huntsman* and *Mirror, Mirror*). Why do we keep returning to these same stories over and over again? Why are *The Wizard of Oz*, *Peter Pan*, *Grimm's Fairy Tales*, and *Hans Christian Andersen's Fairy Tales* read, watched, and then read and watched again? Let's try to answer these questions through an in-depth look at a variety of readings. Discussion, role-playing, reading, viewing, listening, research, and writing activities will be used to explore these magical realms.

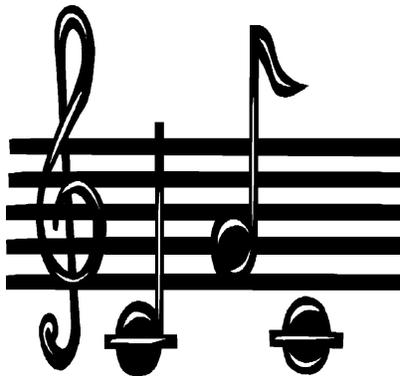
This class is an elective for 10th, 11th, and 12th grade students, and is taken in addition to students' regular English Course. Please note, students will be responsible for purchasing some of the required readings.

## FINE ARTS

The art and music program offers numerous discipline-based courses aimed at expanding students' skill development and conceptual understanding in art or music production, aesthetic judgment, art criticism, and art history. The purpose of this program of study is to enrich students' lives through their engagement in the many functions and forms of authentic arts-based learning. New York State requires all students to successfully achieve one credit of art or music at the highschool level for graduation. Please note that the Studio in Art course is the prerequisite for all high school art courses except Computer Graphics. However, Computer Graphics does not meet the state's definition of a foundational course, and does not qualify as an introductory course. Studio in Art is the course that meets the four New York State Standards for Art Education at the commencement level. In the music area, Concert Band (high school level) is the music course that meets the New York State 1 credit requirement.

Course Title	Required/Elective	Grade Level	Credit Value	Weighted Value
Art 7	Required	7	1/2	-
Art 8	Required	8	1/2	-
Studio in Art	Required	9-10-11-12	1	1
Drawing/Painting	Elective	10-11-12	1	1
Ceramics	Elective	10-11-12	1	1
Advanced Art	Elective	10-11-12	1	1
Printmaking	Elective	11-12	1	1
UHS Beginning Drawing	Elective	11-12	1	1.16
Computer Graphics	Elective	11-12	1	1
Music 7	Required	7	1/2	-
Music 8	Required	8	1/2	-
Band MS	Elective	7/8	1/2	-
Chorus	Elective	9-10-11-12	1	1
Band HS	Elective	9-10-11-12	1	1
Music Theory and Appreciation	Elective	9-10-11-12	1	1
Independent Art Project	Elective	12	1	1

## FINE ARTS



### Art 7/8

The middle school visual art program introduces students to perceiving and producing artwork on a skilled and competent level. The creative thinking needed to explore each individual's potential is emphasized. Students will use a variety of techniques and media, including ceramics, drawing, painting, and computer assisted drawing and research. Writing skills, art appreciation, art history, and cultural connections are aided by use of the textbook.

### Studio in Art

This foundation course provides a wide range of art experiences for students. These include drawing in various media, including pastel and pen and ink; mixed media, mask making, watercolor and collage. Emphasis is also placed on the learning of concepts and principles relevant to studio work, as well as critical assessment of art gained through reading assignments and quarterly exams, and a final project. This course qualifies meeting the New York State 1 credit requirement for graduation.

### Drawing/Painting

This elective course provides a multiplicity of visual experiences in the areas of drawing and painting. The experiences are broad in scope and include electronic digital imagery that will enhance the student's ability and raise their creative potential. Students are required to create a portfolio of assigned projects and maintain both a notebook and sketchbook. The course concludes with an examination grade for a project or written research assignment. Prerequisites: Successful completion of Studio in Art.

### Ceramics

This elective course will work towards developing the student's three-dimensional education in the visual arts. Emphasis in the course will be on the sculptural form.

Toward that end, the student will become familiar with various hand-building techniques as well as mold making and mixed media pieces. Students will experience the potter's wheel. Students will set up and oversee a display of their work at the spring Art/Concert. This display will be a significant part of the fourth quarter grade. Prerequisites: Successful completion of Studio in Art.

## **Advanced Art**

This course will primarily focus on the techniques and media of acrylic painting, the importance of drawing and composition, color theory, research, and drawing. Students are required to complete approximately six paintings, a portfolio of works on paper, and maintain a notebook for assignments and research. Digital electronic imaging and online assignments will be given. Written and oral reflection will be shared in group critiques. Principles of Art, color theory, and design will be pursued. Self-portraiture and life drawing will be a focus of this class. Prerequisites: Successful completion of Studio in Art and Drawing and Painting.

## **Printmaking**

This advanced course in the graphic arts includes the disciplines of relief and woodcut, drypoint, monotype and screen printing and lithography. Students are required to execute original images or designs (figurative, objective, or non objective) as subjects for each project that will be converted to the print medium. A regular reading component is also included. Emphasis is on the appreciation and execution of multiple original works by hand, properly signed and numbered, and ready for display. Prerequisites: Successful completion of Studio in Art AND Painting and Drawing.

## **UHS Beginning Drawing**

This course will focus on the combined media involved in drawing, especially soft medium, and pen and ink. Students are required to complete a portfolio of drawings. Written and oral reflection will be shared in a group critique. Principles of art, color theory, and design will be pursued. Self-portraiture and life drawing will be a focus in the drawing component of this class. Prerequisites: Successful completion of Studio in Art and Painting and Drawing.

## **Computer Graphics**

In this course, students will learn how to handle a large number of editing tools and special effects capabilities that can manipulate scanned, Internet, digital camera, and computer generated images. Students are expected to have a working knowledge of the Windows operating system and its conventions. The focus of the course will be to integrate the fundamentals of traditional art and design with the concerns of digital media. Students are expected to complete a portfolio of assigned projects and maintain

both a notebook and electronic folder. This course does not meet the 1-credit foundational course requirement needed for graduation.

## **Independent Art Project**

“Advanced Printmaking” and “Advanced Ceramics” may be taken on an advanced, independent study basis. The content of the course will be individualized with each student. To be eligible for an independent study, a student must:

- Be a senior
- Be very self motivated
- Have an average of 85% or higher in the respective basic course (“Printmaking” or “Ceramics”)
- Have the approval of the instructor

## **Music 7/8**

Students will gain knowledge of music through specific performance based skills. These include: rhythmic recognition and performance, note recognition and performance, basic music theory and history, and analytical listening. The goal of the course is to immerse the student in a performance situation in order to achieve understanding on a tangible level. Students are evaluated each quarter in the areas of musicianship, vocal technique, repertoire preparation, and successful completion of concerts. Performances include (but are not limited to) a Christmas Concert and a Spring Concert.

## **Band MS**

Students in this course will be introduced to/strengthen their facility with a Concert Band instrument. Besides the necessary preparation for public performance, MS Band rehearsals will provide a learning opportunity for sight-reading Music, rhythmic recognition, intonation, symbol recognition, ensemble playing, basic theory, history, and beginning dynamics.

## **Chorus**

Chorus rehearsals provide students with an opportunity to sing music of many different styles and cultures in preparation for concerts. Students are tested for placement in section based on their vocal range. Successful completion of this course satisfies the NYS requirement of one unit of credit of music before graduation. This course, however, may be taken each year and a unit of credit can be earned for each year. All students must participate in all concerts and related dress rehearsals. Concerts and dress rehearsals count for 25% of the grade.

## **Band HS**

Besides the necessary preparation for public performance, concert band rehearsals will

provide a large group learning vehicle for sight-reading music, improved technique, ensemble playing, and appreciation of music. Participation in all related school and public performances is mandatory including Pep Band. Successful completion of this course satisfies the NYS requirement of one unit of art or music before graduation. This course, however, may be taken each year, and a unit of credit will be earned for each year. All students must participate in all concerts and related dress rehearsals. Concerts and dress rehearsals count for 25% of the grade. *Prerequisites:* One school year of playing a band instrument or permission from band director.

### **Music Theory and Appreciation**

In this course, the elements of music; reading, notation, composition, will be explored. This course is open to students in grades 9 – 12 who are interested in learning the principles of writing and analyzing music. Basic musical performance skills are preferred.

## Foreign Language

All grade seven students are expected to take Spanish 7. This will be followed, in Grade Eight, by Spanish 8. At the end of Spanish 8, students will take a Diocesan Proficiency Test in Spanish. Those passing this Standardized Test will be awarded one unit of credit for a Foreign Language that may be applied to the NYS requirement for a Regents diploma. Students desiring to continue with the study of a Foreign Language in high school will begin with Spanish II in Grade Nine.

All incoming freshmen who have successfully completed Spanish in the 7th and 8th grades with a minimum of 2.5 hours per week and who have passed the Diocesan Proficiency Test in Spanish exam may be advanced to Spanish II. Those who score 85% on the Diocesan Proficiency Test in Spanish may enroll in Spanish II H. All other freshmen will be placed in Spanish I.

The University at the High School Program (UHS) offers Intermediate Spanish I and Intermediate Spanish II. This program is offered at CCHS in conjunction with the University at Albany. Upper level Spanish students may receive as many as eight (UAlbany) credits for the successful completion of Intermediate Spanish I and Intermediate Spanish II.

Course Title	Required/Elective	Grade Level	Credit Value	Weighted Level
Spanish 7	Required	7	-	-
Spanish 8	Required	8	-	-
Spanish I or Passing Checkpoint A	Required	9-10	1	1
Spanish II	Elective	9-10	1	1
Spanish II Honors	Elective	9-10	1	1.08
Spanish III	Elective	10-11-12	1	1
Spanish III Honors	Elective	10-11-12	1	1.08
Intermediate Spanish I (UHS)	Elective	11-12	1	1.16
AP Spanish Language and Culture	Elective	12	1	1.16

## **Spanish 7**

This course is an introduction to elementary Spanish and includes the development of the basic skills of communication: listening, speaking, reading and writing. Emphasis is placed on building topical vocabulary and basic grammatical skills that will allow students to respond to everyday situations in a meaningful way. The study of the culture and civilization of the Spanish-speaking world is included.

## **Spanish 8**

This course continues the development of the communication skills that were introduced in Spanish 7: listening, speaking, reading, and writing. The students will take the Diocesan Proficiency Test in Spanish at the end of the year.

## **Spanish I**

This course continues the introduction to elementary Spanish and includes the development of the basic skills of communication: listening, speaking, reading, and writing. Incoming freshmen will be placed into Spanish I or II, depending on the results of their Checkpoint A Test in Spanish.

## **Spanish II**

Spanish II continues the development of the communication skills that were introduced in Spanish I. The study of vocabulary and grammar as well as the culture and civilization of the Spanish-speaking world is extended. *Prerequisites:* Incoming freshmen must score at least 65% on the Checkpoint A Test in Spanish to register for this course.

## **Spanish II Honors**

This course follows the identical curriculum as Spanish II and is taught at a more accelerated rate. It also allows for more in-depth study of topics at the discretion of the teacher. *Prerequisites:* Students must maintain an overall average of at least 90% in Spanish I and receive the recommendation of their Spanish I teacher to register for this course. Incoming freshmen may take the course if they scored 85% on the Checkpoint A Test in Spanish.

## **Spanish III**

This course expands upon the vocabulary and grammatical structures learned in Spanish II. Emphasis is placed on advanced levels of communication. Repetitious drills are used to understand the material. Students will take the Checkpoint B Test in Spanish.

## **Spanish III Honors**

This course follows the identical curriculum as Spanish III and is taught at a more accelerated rate. It also allows for more in-depth study of topics at the discretion of the teacher. *Prerequisites:* Students must have an average of 90% in Spanish II H or 95% in Spanish II R and receive the recommendation of their Spanish II teacher to register for this course.

## **Intermediate Spanish I (UHS)**

This course is part of the University at the High School program. Students will be introduced to the art and literature of the Hispanic world through an in-depth review of grammar and related vocabulary. This is a course that deepens and enriches the student's ability to communicate effectively in the spoken and written language, all of which serve to satisfy their appreciation of Hispanic artists and writers, both past and present. Successful completion of this course will provide four undergraduate credits from the University at Albany. *Prerequisites:* Students must maintain an overall average of at least 85% in Spanish III, take the Checkpoint B Test in Spanish and receive the recommendation of their third-year teacher.

## **AP Spanish Language and Culture**

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). *Prerequisites:* Teacher recommendation and successful completion of Intermediate Spanish I (UHS).

## Mathematics

Course Title	Required/ Elective	Grade Level	Credit Value	Weighted Level
Math 7 or Math 7 & 8 (Pre-Algebra)	Required	7	-	-
Math 8	Required	8	-	-
Algebra 1 CC A	Required	9	1	1
Algebra 1 CC B	Required	9-12	1	1
Algebra 1 CC H	Elective	8-9	1	1.08
Algebra 1 CC R	Required	9	1	1
Geometry CC	Required	9-12	1	1
Geometry H CC	Elective	9-10	1	1.08
Algebra II CC	Required	9-12	1	1
Algebra II CC H	Elective	9-12	1	1.08
Algebra 2/Trig Local	Elective	11-12	1	1
Math 12	Elective	11-12	1	1
Tech Math	Elective	11-12	1	1
Pre-Calculus	Elective	11-12	1	1.08
Calculus (UHS)	Elective	12	1	1.16

## **Math 7**

This course is designed to improve the problem solving abilities of students, while continuing a natural development in areas such as mathematical skills and concepts. Topics covered include problem solving, fractions, ratios, integers, probability, algebra, proportion and percent, graphing, and rational numbers. This course prepares students for the New York State Grade 7 Math Assessment.

## **Math 7 & 8 (Pre-Algebra)**

This course is designed for those students with an extremely strong grasp of mathematical topics and who are conscientious and hardworking. Topics covered include problem solving, factoring, probability, algebra, geometry, logic, and graphing calculator technology. With successful completion of this course, a student may be asked to take Algebra Honors in 8<sup>th</sup> grade. Prerequisites: Teacher recommendation and an average of at least 95% in Math 6.

## **Math 8**

This course is designed to improve the skills and problem solving abilities of students. Operations with integers, fractions, percents, proportions, ratios, statistics, graphing, geometry and factoring are covered. The course is used to prepare students for their math experiences in high school.

## **Algebra 1 CC A**

This course is designed to help students who find Math challenging. The Common Core syllabus will be taught over a two year period. Topics covered in this course include problem solving, operations with algebraic expressions, solving equations, and graphing. After successfully completing this course, the student will move on to Common Core Algebra B.

## **Algebra 1 CC R**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Module 1: Relationships Between Quantities and Reasoning with Equations and Their

## Graphs

Module 2: Descriptive Statistics

Module 3: Linear and Exponential Functions

Module 4: Polynomial and Quadratic Expressions, Equations and Functions

Module 5: A Synthesis of Modeling with Equations and Functions

## **Algebra 1 CC Honors**

This course provides an in-depth and demanding study of material that will be tested by the Integrated Algebra Regents examination and covers advanced mathematical topics.

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Module 1: Relationships Between Quantities and Reasoning with Equations and Their Graphs

Module 2: Descriptive Statistics

Module 3: Linear and Exponential Functions

Module 4: Polynomial and Quadratic Expressions, Equations and Functions

Module 5: A Synthesis of Modeling with Equations and Functions

*Prerequisites:* Teacher recommendations and an average of 85% in Math 7/8 Pre Algebra.

## **Algebra 1 CC B**

This course directly follows Algebra 1 CC A. The topics covered include factoring, algebraic fractions, radicals, quadratic equations, solid geometry, coordinate geometry proofs, probability and statistics. The Algebra 1 CC Regents exam will be taken upon completion of the course.

## **Geometry CC R**

The fundamental purpose of the course in Geometry is to formalize and extend

students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Module 1: Congruence, Proof, and Constructions

Module 2: Similarity, Proof, and Trigonometry

Module 3: Extending to Three Dimensions

Module 4: Connecting Algebra and Geometry through Coordinates

Module 5: Circles with and Without Coordinates

Prerequisites: Successful completion of the Algebra 1 CC Regents Course.

## **Geometry Honors CC**

This course provides an in-depth and demanding study of material that may be tested by the Geometry Regents examination and covers advanced geometric topics. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Module 1: Congruence, Proof, and Constructions

Module 2: Similarity, Proof, and Trigonometry

Module 3: Extending to Three Dimensions

Module 4: Connecting Algebra and Geometry through Coordinates

Module 5: Circles with and Without Coordinates

Prerequisites: Teacher recommendation, score of 85% or more on the Algebra I CC

Regents and/or an average of 85% or more in Algebra 1 CC Honors.

## **Algebra II Local**

This course is for students who have completed Geometry/Integrated Algebra B. The course covers topics such as quadratic and linear graphing, factoring, operations with radicals and progresses at a deliberate pace. *Prerequisites:* completion of Geometry CC and Algebra 1 CC or equivalent.

## **Algebra II CC**

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Module 1: Polynomial, Rational, and Radical Relationships

Module 2: Trigonometric Functions

Module 3: Functions

Module 4: Inferences and Conclusions from Data

## **Algebra II CC Honors**

This course provides an in-depth and demanding study of material that will be tested on the Regents examination. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Module 1: Polynomial, Rational, and Radical Relationships

Module 2: Trigonometric Functions

Module 3: Functions

Module 4: Inferences and Conclusions from Data

Prerequisites: Teacher recommendation, score of 85% or more on Geometry Regents and/or an average of 85% in Geometry Honors..

## **Math 12**

This course is designed for students who have completed Algebra II CC. Topics to be covered include graphing, sequences and series, Algebra II CC, conic sections, polar coordinates, matrices, logarithms, probability and a brief introduction to limit theory and differentiation. Prerequisites: Completion of Algebra II CC or Algebra 2 Trigonometry Local.

## **Tech Math**

This course will emphasize contemporary applications of mathematics. Topics include but are not limited to: statistics, data analysis, fractions, decimals, ratio and proportion, and basic algebra, geometry and trigonometry. Prerequisites: completion of Algebra A, Algebra B, Consumer Math or Algebra II Local.

## **Pre-Calculus**

This is a survey honors mathematics course designed for honors level students. Topics covered will include function theory, sequences and series, polar coordinates, conic sections, matrices, synthetic division, trigonometric functions, solving higher degree polynomials, complex numbers, and differential calculus. Prerequisites: a score of 85%, or higher, on the Algebra II CC Regents Examination.

## **Calculus (UHS)**

This course is an introduction to differential and integral calculus. Topics typically covered in the first semester of a college calculus course will be studied. Students seeking Advanced Placement credit must take the Advanced Placement exam. Students also have the option to enroll in the University at High School program through the University at Albany. Prerequisites: Successful completion of Math 12 with an average of 95% or better; or Precalculus with an average of 90% or better. Students from Algebra II CC must have an average of at least 95%. Students in Algebra II CC Honors need an average of at least 90%. Students from either Algebra II CC or Algebra II CC Honors may be allowed to take Calculus if they have teacher's approval and are also concurrently enrolled in Pre-Calculus.

# Physical Education

Course Title	Required/Elective	Grade Level	Credit Value	Weighted Level
Physical Education 7/8	Required	7-8	-	-
Physical Education 9/10	Required	9-10	1/2	1
Physical Education 11/12	Required	11-12	1/2	1
Personal Fitness: Strength & Conditioning	Elective	9-12	1/2	1

## Physical Education 7/8

Students will experience a wide variety of team sports, lifetime activities, cooperative games, as well as personal fitness. Fundamentals, history, rules and safety procedures of each activity will be covered. The importance of teamwork and the value of sportsmanship will be an integral part of each unit. Written tests will be administered following each unit as a part of their evaluation.

## Physical Education 9/10

Students will experience a wide variety of team sports, lifetime activities, cooperative games, as well as personal fitness. Fundamentals, history, rules and safety procedures of each activity will be covered. The importance of teamwork and the value of sportsmanship will be an integral part of each unit, as well as strategic planning for each sport/activity. Written tests will be administered following each unit as a part of their evaluation.

## Physical Education 11/12

Students will experience a wide variety of team sports, lifetime activities, cooperative games, as well as personal fitness. Fundamentals, history, rules and safety procedures of each activity will be covered. The importance of teamwork and the value of sportsmanship will be an integral part of each unit, as well as strategic planning for each sport/activity.

## Personal Fitness: Strength & Conditioning

This course is offered to students in grades 9 - 12 as an addition to PE 9/10 & 11/12, with PE Department approval. The course is dedicated to a variety of age and sport specific strength and conditioning activities. Goals for this course will be to improve overall fitness including but not limited to: strength, flexibility, and endurance to enhance athletic abilities and overall fitness and health. This course will provide students the tools to pursue fitness for a lifetime.

## Science

Course Title	Required/ Elective	Grade Level	Credit Value	Weighted Level
Life Science	Required	7	-	-
Science 7/8	Required	7	-	-
Physical Science	Required	8	-	-
Health	Required	7-8	.5	1
Living Environment*	Required	9	1	1
Living Environment Honors	Elective	8-9	1	1.08
AP Biology	Elective	11-12	1	1.16
Earth Science*	Required	10	1	1
Earth Science Honors	Elective	10	1	1.08
Chemistry	Elective	10-11-12	1	1
Chemistry Honors	Elective	10-11-12	1	1.08
AP Chemistry	Elective	11-12	1	1.16
Physics	Elective	11-12	1	1
Physics Honors	Elective	11-12	1	1.08
Anatomy	Elective	11-12	1	1
Forensics	Elective	11-12	.5	1
Natural Disasters	Elective	11-12	.5	1
Independent Study in Science	Elective	11-12	1	1
Health	Required	10	.5	1

\*Please note: High School students are expected to take Living Environment during their freshman year, and to follow up with Earth Science in grade 10. Since Earth Science is a required course, the option of skipping it will not be considered.



### **Life Science (Grade 7)**

This course is a hands-on inquiry- based program that is focused on developing essential concepts such as cell theory, genetics, and evolution, as well as life processes including respiration, fermentation, and photosynthesis, and the role of ecosystems.

### **Health – Middle School (Grade 7)**

The middle school student will learn about personal hygiene, decision making, nutrition, diseases, self-esteem, mental health, body systems, the effects of alcohol, legal and illegal drugs, and diseases including STD's. An exam in health will be given at the end of the year.

### **Science 7/8**

Corequisite Math 7/8. This class is designed for the honors seventh grade student. Students that maintain above average grades will be placed in the High School Regents Science in eighth grade. This class will focus on the main content from Life Science, Physical Science and Earth Science. Key topics will include: genetics, cell structure, adaptations, atoms, molecules, motion, density, natural resources, the earth's structure, the water cycle and climate. An exam will be given at the end of the year.

### **Physical Science (Grade 8)**

This course is a hands-on inquiry- based program that is focused on basic physics and chemistry topics. The chemistry component is focused on the understanding of what matter is, and how it behaves, whereas the physics module is geared toward forces and motion. Selected Earth Science topics are also covered in preparation for the Grade 8 New York State Intermediate Science exam.

## Living Environment

This course offers an in-depth study of selected biological topics including the nature of life, plant and animal maintenance, reproduction and development, genetics, evolution and diversity, and ecology. All students in this course will take the Living Environment Regents Exam at the conclusion of the school year. Satisfactory demonstration of required lab skills is REQUIRED prior to admittance to the Regents examination.

*Students MUST satisfactorily complete 1200 minutes of hands-on lab time in order to be eligible for admission to the written exam.*

## Living Environment Honors

This course is designed for the advanced college-bound student who is considering a career in the pure sciences, engineering fields, or mathematics. Since this course is evaluated by the NYS Regents examination in the Living Environment, the laboratory requirement is the same as for the Living Environment Regents. Throughout this course, major emphasis is placed upon understanding and applying the biological principles being studied, as well as integrating these principles across all the fields of biological science. In addition to a more advanced and detailed study of the topics listed in the Living Environment Regents biology program there will be additional topics in the following areas: molecular biology and biochemistry, human physiology, cancer biology, evolution, and modern topics in biology. *Students MUST satisfactorily complete 1200 minutes of hands-on lab time in order to be eligible for admission to the written exam.* Prerequisites: Incoming 9th graders registering for this course must have a math score of 94% on the CCHS Placement Exam or a score of “4” on the Grade 8 NYS Assessment in Science and a least a 90% in Science 8.

## AP Biology

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. The following are Big Ideas: (1) The process of evolution explains the diversity and unity of life. (2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. (3) Living systems store, retrieve, transmit, and respond to information essential to life processes. (4) Biological systems interact, and these systems and their interactions possess complex properties.

Laboratory Requirement: This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Prerequisites: Students should have successfully completed high school courses in Living Environment, Earth Science, and Chemistry with a final average of 90% or better in each of these courses. Also, a teacher recommendation from a biology or chemistry teacher is required.

## **Earth Science**

Earth Science Regents is designed to deliver the New York State Core Physical Setting/Earth Science Curriculum. Skills, ideas, concepts, and facts are emphasized through active participation in laboratory experiences, classroom discussion, media demonstrations, mathematical analysis, notebook work and textbook/review book assignments. Topics of study include Astronomy, Meteorology and Geology, centering all activities toward inquiry based learning with the student as the main investigator. The course content focuses on the study of the Earth, the processes and forces that change it, the material from which it is made, its extensive history and its setting within the universe. The course is evaluated by the New York State Regents Exam in June. *Students MUST satisfactorily complete 1200 minutes of hands-on lab time in order to be eligible for admission to the written exam.*

## **Earth Science Honors**

Earth Science Honors follows the New York State Core Physical Setting/Earth Science Curriculum as well as a number of enrichment topics. Skills, ideas, concepts, and facts are emphasized through active participation in laboratory experiences, classroom discussions, media demonstrations, mathematical analysis, notebook work and textbook/review book assignments. Students enrolled in this course may be asked to do independent research or project work. They will collect, organize and analyze data using the computer, internet and other laboratory equipment. The main topics of study include Astronomy, Meteorology and Geology, touching on Oceanography and the Environment/Environmental Conservation. All activities are centered toward a rigorous inquiry based workload with the student as the main investigator. The course content focuses on the study of the Earth, the processes and forces that change it, the material from which it is made, its extensive history, its setting within the universe and how individual actions may or may not affect our time on this planet. The course is evaluated by the New York State Regents Exam in June. *Students MUST satisfactorily complete 1200 minutes of hand-on lab time in order to be eligible for admission to the written exam. Prerequisites: 90% or better in Living Environment Honors or a 95% and teacher recommendation for Living Environment Regents.*

## **Chemistry**

This course provides a foundation for students who want to continue the study of science or enter science related fields. Topics studied include: matter and energy, atomic structure, bonding, mathematics of chemistry, kinetics and equilibrium, acid-base theories, and organic and nuclear chemistry. *Students MUST satisfactorily complete 1200 minutes of hands-on lab time in order to be eligible for admission to the written exam.* The course is evaluated by the NYS Regents examination in June.

Prerequisites: A student must have a final grade of 80% in Earth Science and final grade of 80% in Geometry (or equivalent), and be enrolled in Algebra II CC to be admitted to this course.

## **Chemistry Honors**

In addition to the New York State Regents program, Chemistry Honors will include a more in depth knowledge of content based on Chemistry Regents curriculum. Increased emphasis on the development of critical and abstract thinking skills as well as advanced mathematical applications. Tests will be more challenging and a project will be required to be completed each quarter. *Students MUST satisfactorily complete 1200 minutes of hands-on lab time in order to be eligible for admission to the written exam.*

Prerequisites: Achievement of a final grade of 90% in Earth Science Regents, Living Environment Regents and Geometry Regents (or equivalent), and a teacher recommendation.

## **AP Chemistry**

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework 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.

Laboratory Requirement: This course requires that 25 percent of the instructional time provides students with opportunities to engage in laboratory investigations. This includes a minimum of 16 hands-on labs, at least six of which are inquiry based.

Prerequisites: Students should have successfully completed high school courses in Living Environment, Earth Science, Chemistry, and Algebra II with a final average of 90% or better in each of these courses. Also, a teacher recommendation from a biology or chemistry teacher is required.

## **Physics**

This course is designed for the college-bound student who desires to complete the Regents level high school Science curriculum. The course is essentially an applied mathematics course with strong emphasis on solving word problems. Topics of study include: Newtonian motion, energy and its conservation, wave motion, sound and optics, gravity, electromagnetic theory, and modern/nuclear physics. *Students MUST satisfactorily complete 1200 minutes of hands-on lab time in order to be eligible for*

*admission to the written exam. Prerequisites:* The student should have successfully completed high school course in Chemistry with a final average of 80% or better and have successfully completed Integrated Algebra CC and Geometry CC with a final average of 85% or better in each of those courses.

## **Physics Honors**

This is a course intended for the advanced-level college bound student with excellent mathematical and analytical abilities. The students will be responsible for all topics covered in the Regents Physics as well as some additional topics that a student may encounter in a college Physics course. Some of the additional topics may include optics, thermodynamics, capacitance, etc. The students will sit for the Physics Regents exam in June and have the same laboratory requirements as a Regents Physics course. This course has a strong math component with a strong emphasis on solving word problems.

### Prerequisites:

1. Three years of Regents Level Science Courses where an average of 85 or above for each quarter was maintained.
2. Three years of Regents Level Math Courses where an average of 90 or above for each quarter was maintained.
3. Recommendation from a science teacher.
4. Permission of the Physics Instructor required.

## **Anatomy**

This course is designed for advanced science students interested in human biology, medicine or any other related field in the sciences. The course is lecture-oriented and involves reading both the text and selected articles on related topics. Several research projects are required. The course requires high level memorization skills and is not for the casual learner. The emphasis of the course is on histology, movement and support, nerves and endocrine control, memory and learning, maintenance of the body, and homeostasis. This course is evaluated in June with a comprehensive written exam.

## **Forensics**

Forensics provides students with an overview of forensic science and crime scene investigation. Forensics is inquiry-based and investigative in nature, placing a heavy emphasis on analysis and problem-solving skills. Topics of study include, Fingerprint Analysis; Hair Analysis; Blood Analysis; DNA analysis; Forensic Pathology; Forensic Anthropology; Toxicology; and Document Analysis. *Prerequisites:* This course is open to 11<sup>th</sup> and 12<sup>th</sup> grade students who have successfully passed at least 1 Regents Exam in science.

## **Natural Disasters**

Through inquiry-based and hands-on activities and laboratory work, the Natural Disasters course provides students with an in-depth investigation and examination of the causes, effects, and options available to mitigate natural disasters such as earthquakes, volcanic eruptions, tsunamis, landslides, subsidence, flooding, severe weather, and meteorite impacts. This course will also highlight the most likely places for these hazards to occur, and how people can prepare for natural disasters in order to minimize damage and casualties. *Prerequisites:* This course is open to 11<sup>th</sup> and 12<sup>th</sup> grade students who have successfully passed at least 1 Regents Exam in science.

## **Independent Study in Science**

This course is designed for the advanced science student interested in areas of science not generally covered in the regularly offered courses. Once a topic is chosen by the student, it must be approved by the teacher appointed as mentor and the student must report to this teacher once a cycle to share information and problems concerning their research. All work done in this course is done in an independent research manner: the student is responsible for scheduling lab and research time on his/her own with the mentor teacher and is expected to keep a regular journal or record of the chosen research and its data. A written paper including data discussion and background research is required and in addition a 10-20 minute oral presentation will be required. Topics and course format are very flexible and may be molded to individual student taste. Creativity is strongly urged. *Prerequisites:* a 90% in previous Regents level science courses.

## **Health - High School**

One semester graduation requirement course that covers a large range of topics enhancing the awareness and knowledge of healthy lifestyle choices. During this semester long course instructional units such as: goal setting, exercise, lifelong fitness, nutrition, tobacco, alcohol, drugs, addiction, and a CPR course will be addressed while advocating for the students to make healthy choices for their overall health. A comprehensive final examination at the end of the course.

# Social Studies

Course Title	Required/ Elective	Grade Level	Credit Value	Weighted Value
US History 7	Required	7	-	-
US History 8	Required	8	-	-
Global History and Geography I-Foundations of World History (grade 9)	Required	9	1	1
Global History 9 H (part 1 of AP World History 10)	Elective	9	1	1.16
Global History and Geography II-Modern World History and Contemporary Global Issues	Required	10	1	1
AP World History 10	Elective	10	1	1.16
United States History & Government Regents	Required	11	1	1
AP United States History	Elective	11	1	1.16
Participation in Government and Civics	Required	12	.5	1
Economics, the Enterprise System, and Finance	Required	12	.5	1
Political Science (Honors)	Elective	12	.5	1.08
Economics (Honors)	Elective	12	.5	1.08
Criminal Law	Elective	11-12	.5	1
Sociology	Elective	11-12	.5	1
Introduction to Psychology	Elective	11-12	.5	1
AP European History	Elective	12	1	1.16



## **Social Studies**

### **Grades 7 and 8: History of the United States and New York State**

In Grades 7 and 8, students will examine the United States and New York State through a historical lens. This two-year sequence is arranged chronologically, beginning with the settlement of North America by Native Americans and ending with an examination of the United States in the 21<sup>st</sup> Century. Although the courses emphasize the skill of chronological reasoning and causation, the courses also integrate the skills and content from geography, politics, economy, and culture into the study of history.

#### **Grade 7**

##### **History of the United States and New York State I**

Grade 7 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight Key Ideas, tracing the human experience in the United States from pre-Columbian times until the Civil War, with a focus on the people, events, and places in New York State as applicable.

#### **Grade 8**

##### **History of the United States and New York State II**

Grade 8 Social Studies is arranged chronologically, beginning with Reconstruction and ending at the present, and incorporates geography as well as economic, social and political trends. The course content is divided into nine Key Ideas; the first six trace the human experience in the United States from Reconstruction to the end of World War II. The last three Key Ideas examine different themes in United States and New York State history from the post-War period up to the present day, which provides the opportunity to explore contemporary issues.

### **Grades 9 and 10: Global History and Geography**

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.

#### **Grade 9**

## **Global History and Geography I**

Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.

## **AP World History 9**

Advanced Placement World History is a two-year course that provides students with an overview of the major movements and interactions in world history, with particular focus on the development of cultures and the interactions of different cultures on a local, regional and global scale. Additionally, this course introduces students to college level thinking, materials and skills, as students employ the methods of the social sciences to examine the broad sweep of history from multiple perspectives. Though there are chronological parallels with the Regents level course (prehistory – c.1750), the AP course is quite different in both form and function. AP students are expected to read and comprehend material at a much higher level while engaging with course ideas through independent projects and elevated classroom discourse and dialogue. To be successful throughout the school year, AP students must be self-motivated, mature and proficient in all the necessary skill sets – including reading, writing and study habits. AP students are expected to assume scholastic responsibilities above and beyond those of their peers in the Regents section. *Please note: this is a reading and writing intensive course.* Prerequisites: At least a 90% average in Social Studies 8, the recommendation of the 8<sup>th</sup> grade teacher, and the successful completion of a five-week trial period commencing at the start of the semester and ending on or before the issuance of the first quarter interim report.

## **Grade 10**

### **Global History and Geography II – Regents**

Grade 10 provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key Ideas focus on global issues, applying a more thematic approach. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.

### **AP World History 10**

AP World History 10 is the second half of the AP World History course, in which students continue their examination of World History from where they left off in AP

World History 9 (c. 1750 to the present). AP World History 10 students prepare for, and take, the AP World History exam in May of their sophomore year, and sit for the June New York State Regents Exam in Global History and Geography. Very much like the first half of the course, AP World History 10 is reading and writing intensive.

Prerequisites: A minimum 80% average in AP World History 9, the recommendation of the AP World History 9 teacher, and a writing sample subject to review by the AP World History 10 teacher. As AP World History is a two-year AP course, promotion to AP World History 10 from the Regents Global History and Geography course is generally very limited. However, such requests will be considered on an individual basis in consultation with the student, parents, administration, social studies faculty, and guidance department. If allowed, such students would need to complete supplemental summer assignments prior to the start of the school year.

## **Grade 11**

### **United States History and Government – Regents**

Grade 11 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. In addition, students will 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.

### **AP United States History**

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. *Please note: this is a reading and writing intensive course. Students enrolled in this course will be expected to sit for the AP Exam in May. Additionally, all students will take the June New York State Regents Exam in United States History and Government.*

Prerequisites: A minimum 80 average in AP World History, the recommendation of the 10<sup>th</sup> grade teacher, and a writing sample subject to review by the 11<sup>th</sup> grade teacher. Promotion from the Regents level program is generally very limited. However, such requests will be considered on an individual basis in consultation with the student, parents, administration, social studies faculty, and guidance department.

## **Grade 12**

### **Participation in Government and Civics**

Participation in government and in our communities is fundamental to the success of American democracy. Thus, this course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Through the exploration of a series of topics including, individual responsibility, social justice, crime, the environment, economics, and international relations, students will familiarize themselves with the issues of the day, and partake in active citizenship. Additionally, course content will emphasize comparative politics and civic organization, and will adapt, from time to time, to present local, national, and global situations.

### **Economics, the Enterprise System, and Finance**

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

### **Political Science – Honors**

Incorporating the history themes and skills of each of the previous years' courses, this semester long course explores the theoretical underpinnings of the US government, and pushes students to become active participants in government and civic life. Throughout the course, students will be encouraged to develop and refine their own perspective on government and related issues. Historical "case studies" highlight themes including "property," "violence," "liberty," "revolution," and "virtue." This is a highly rigorous and demanding curriculum with a considerable amount of independent work. Only those students with a proven track of excellence will be eligible. Prerequisites: A minimum average of 80% in AP US History, the recommendation of the 11<sup>th</sup> grade teacher, and a writing sample subject to review by the 12<sup>th</sup> grade teacher. Promotion from the Regents level program is generally very limited. However, such requests will be considered on an individual basis in consultation with the student, parents, administration, social studies faculty, and guidance department. Corequisites: enrollment in Economics Honors.

### **Economics – Honors**

Incorporating the history themes and skills of each of the previous year's courses, this course introduces students to classical and modern economic theory and practice. Participants will be encouraged to design and compile their own experiments and

conclusions on economic decision-making. Real life “case studies” will explore themes including “value,” “ethics,” “incentives,” “competition,” “prediction,” “commerce,” “regulation,” “scarcity,” and “resources.” This is a highly rigorous and demanding curriculum with a considerable amount of independent work. Corequisites: enrollment in Political Science Honors.

## **Social Studies Department Electives**

### **Grades 11 and 12**

#### **Psychology**

This survey course examines the history, theory, and practice of the discipline of psychology. Special emphasis is placed on real-world cases. Activities will include long-term projects, and student-designed experiments to which students apply relevant knowledge and principles.

#### **Sociology**

Sociology introduces students to the basic patterns of social behavior and the structure and functions of social organizations. Emphasis is placed on research, culture and cultural change, socialization and deviance, population and social stratification, and social institutions.

#### **Criminal Law**

This course is an introduction to criminal law and procedure in the United States and New York State. Course topics include a study of major crimes, rights of the accused, search and seizure, arrest and criminal court processes, the prison system, the death penalty and solitary confinement, serial killers and the insanity defense, and juvenile justice. Relevant topics of today will be studied through the use of current events, documentaries, guest speakers, and fields trips.

### **Grade 12**

#### **AP European History**

AP European History focuses on developing student’s abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance – Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparison among various historical developments in different times and places.

*Please note: this is a reading and writing intensive course, and students enrolled in this*

*course will be expected to sit for the AP Exam in May.* Prerequisites: Students must be willing to accept the challenge of a rigorous academic course that is reading and writing intensive, have a minimum average of 80% in UHS US History, the recommendation of the UHS US History teacher and a writing sample subject to review by the AP European History teacher. Any promotion from the Regents-level program will be considered on an individual basis in consultation with the prospective student, the student's parents, CCHS administration, CCHS social studies faculty, and the student's guidance counselor.



## THEOLOGY

The CCHS program in Theology follows the sequence of courses outlined by the Diocese of Albany.

Course Title	Required/ Elective	Grade Level	Credit Value	Weighted Value
Religion 7	Required	7	-	-
Religion 8	Required	8	-	-
Theology 9	Required	9	1	1
Theology 10	Required	10	1	1
Theology 11	Required	11	1	1
Theology 12	Required	12	1	1

### Religion 7

The life of Jesus is the focus of this course. The role of Jesus as the Messiah is emphasized through the study of the infancy narratives and the account of His life, teachings, death, resurrection and ascension. A study of the social and political environment of Palestine in Jesus' day is examined. Time is allotted for students to participate in private and group prayer, for reflection and meditation, and to receive the sacraments of the Eucharist and Reconciliation. Service projects, such as aiding the poor and homeless, are offered. The theme of the Sunday readings throughout the liturgical cycle is studied weekly.

### Religion 8

The church is the focus of the year with special emphasis on its origin, apostolic age, persecutions, and conversion of the barbarian invaders, monasteries, medieval growth, and modern times. Continuing development, contact with Christ, and relevance to present day questions underpin each era. Prayer experiences include formal prayer

construction, daily petitions, rosary, way of the cross, meditations and Para-liturgical services. Service projects stress care for the poor, homeless, elderly, and the environment. The importance of the Ten Commandments and the moral implications of contemporary events are the framework of the course. The various sacraments are explored at appropriate points in the overall curriculum. In Theology 8 an overview of the sacraments is included with a special emphasis on the Eucharist.

## **Theology 9**

High school theology at CCHS follows the curriculum framework set forth by the United States Conference of Catholic Bishops. The core curriculum begins in the freshman year with a study of Jesus Christ as He is revealed in Scripture. An overview of the Bible beginning with the Old Testament and then examining the Gospels as an entryway for studying the person of Jesus Christ. A Christological approach focuses on Jesus' revelation about the nature of God as Trinity. Through their study of the Incarnation, students learn not only about God as Trinity but about themselves and the challenges that knowing Christ brings. Throughout the course, students will learn how to read the Bible, become familiar with its sections, and understand its value.

## **Theology 10**

The second year of theology at CCHS continues the core curriculum with a study of Jesus' salvific mission. The Paschal Mystery of Jesus—his life, death and resurrection—presents both hope and challenges. Students learn of the redemption promised through the Paschal Mystery and the response called for in the life of each individual. The moral implications that flow from the Christian call to discipleship and the necessity of prayer in living a moral life are analyzed. The sophomore study continues with an examination of the Church—Christ's continuing presence on earth. Through examining the history of the Church, this segment attempts to understand the divine and human aspects of the Church as the Body of Christ throughout time.

## **Theology 11**

The junior year of theology at CCHS advances the curriculum with a study of the sacraments as privileged encounters with Jesus Christ. The sacramental nature of the Church is examined, as are the individual sacraments of initiation, healing, and service. Students not only learn each sacraments' background and ritual, but also how the sacraments affect their lives. Flowing from the sacramental encounter with Christ, a new life in Christ ensues. The dimensions of this new life are examined within the framework of Catholic moral theology, which seeks to understand how individuals ought to be and act to live a fully human life. Students learn foundational moral precepts and how to form their conscience. Students also learn how to apply learned precepts and principles to different moral issues and decision making.

## **Theology 12**

As provided for by the curriculum framework of the United States Conference of Catholic Bishops for the teaching of high school religion, the senior year offers an opportunity for electives. Students at CCHS continue their study of Catholic moral theology with an emphasis on living as a disciple of Jesus in society. A variety of social justice issues such as the dignity of life, war and peace, the rights of workers, and racism are examined. The year concludes with an examination of Christian lifestyles. Within the overall context of the baptismal call of all Christians, the vocations of marriage, single life, religious life, and priestly ordination are examined. Beyond deciding on a college curriculum and career, students at CCHS are equipped to choose the state in life in which they can best use their gifts to serve God and others and to find personal fulfillment.

### **Character Education - Heading in the Right Direction**

*Respect*

*Responsibility*

*Gratitude*

*Empathy*

*Justice*

*Tolerance*

*Moral Courage*

*Creativity*

*Honesty*