



# **Haldane High School Course Handbook 2023-2024**

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## **Table of Contents**

Graduation Requirements  
Graduation Pathways  
Advanced Placement Courses  
Dual-Enrollment Courses  
English  
Social Studies  
Mathematics

Science  
Modern Language  
Fine and Performing Arts  
Home & Careers  
Special Services  
Physical Education and Health

# Graduation Requirements

[Current Diploma Requirements \(PDF\)](#)

[Translated Diploma and Graduation Resources](#)

## New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

### Credit Requirements

(Apply to all diploma types: local, Regents, Regents with advanced designation)

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

<sup>(\*\*)</sup>Students with a disability may be excused from the requirement for 1 unit of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

- Pathways**  
A student must either:
  - earn the [Seal of Civic Readiness](#); or
  - pass an additional Regents Exam or Department Approved Alternative in a different course (English, mathematics, science, or social studies); or
  - pass a Department Approved Pathway Assessment (Arts, CDOS, World Languages); or
  - successfully complete a NYSED-approved CTE program, including the associated 3-part technical assessment; or
  - successfully complete all the [requirements for earning the CDOS Commencement Credential](#).

Beginning in fall 2022, a select number of NYS schools will pilot the [Individual Arts Assessment Pathway \(IAAP\)](#). Reference [Multiple Pathways](#) and [Department Approved Alternative Examinations](#).
- Traditional Appeals**  
All appeals are subject to local district approval. Reference: [Appeals, Safety Nets, and Superintendent Determination](#)
- Special Endorsements**

**Honors:** A student earns a computed average of at least 90 on the Regents Exams applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents Exams. The locally developed Checkpoint B examination in World Languages is not included in the calculation.

**Mastery in Math and/or Science:** A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents Exams and/or 3 science Regents Exams.

**Technical Endorsement:** A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3-part technical assessment.

**Seal of Biliteracy:** A student meets the criteria for earning the [NYS Seal of Biliteracy](#).

**Seal of Civic Readiness:** A student meets the criteria for earning the [NYS Seal of Civic Readiness](#).

Reference the [Endorsements and Seals webpage](#) or [NYS Diploma/Credential Requirements](#) for additional information related to awarding special endorsements to students with exam exemptions due to COVID-19.
- World Languages Exemption**  
Students with a disability may be excused from the required units of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the sequence in World Languages in order to meet the assessment requirements for the advanced diploma.
- Superintendent Determination of a Local Diploma**  
Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference: [Appeals, Safety Nets, and Superintendent Determination](#)
- Flexibilities due to the COVID-19 Public Health Emergency**

**Exemptions:** Students granted an exemption from any exam due to COVID-19 are not required to pass such specific exam to meet the assessment requirements for any diploma type. Reference the following FAQs: [June/August 2020](#), [January 2021](#), [June/August 2021](#), and [January 2022](#)

**Special Appeals:** Eligible students may use lower scores (50-64) on Regents Exams taken during the 2021-22 or 2022-23 school year to meet the assessment requirements for any diploma type. Reference: [Special Appeals Memo](#) and [FAQ](#).

**Special Determination:** Students who are scheduled to graduate in **June 2022** and either do not qualify for a Special Appeal or who are unable to participate in one or more required Regents Exam(s) because of illness, including isolation restrictions due to COVID, may request a [Special Determination to Graduate with a Local Diploma in June 2022](#).
- Exemptions from the Regents Exam in US History and Government (Framework)**  
Eligible students shall be granted an exemption from the June 2022, August 2022, or January 2023 Regents Exam in US History and Government (Framework). Reference: [FAQ on Cancellation of Regents Exam in US History and Government \(Framework\)](#)

### Assessment Requirements

	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
REGENTS EXAM or passing score on a Department approved alternative	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65 <sup>1</sup>	1		1		1	55 <sup>**A</sup>	1	
Math	1	65 <sup>1</sup>	1		1		1	55 <sup>**A</sup>	1	
Science	1	65 <sup>1</sup>	1		1		1	55 <sup>**A</sup>	1	
Social Studies	1	65 <sup>1</sup>	1		1		1	55 <sup>**A</sup>	1	
Pathway (See note 1 on reverse side)	1 or CDOS	65 <sup>1</sup> if Regents Exam	1 or CDOS		1 or CDOS		1 or CDOS	55 <sup>**A</sup> if Regents Exam	1 or CDOS	
Compensatory Safety Net	Non-Applicable		Non-Applicable		Non-Applicable		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 <sup>1</sup> or above on another required Regents exam including ELA and Mathematics.		Non-Applicable	

### Regents Diploma with Advanced Designation

<b>Students seeking the Regents diploma with advanced designation must:</b> <ul style="list-style-type: none"> <li>Meet the credit and assessment requirements for a Regents diploma; and</li> <li>Pass <b>two additional</b> Regents <b>exams</b> or Department approved alternatives in <b>mathematics</b>; and</li> <li>Pass <b>one additional</b> Regents <b>exam</b> or Department approved alternative in <b>science</b> <ul style="list-style-type: none"> <li>students seeking advanced designation must pass at least one Regents exam or Department approved alternative in both sciences (<b>one life and one physical</b>); and</li> </ul> </li> <li>Complete a <b>sequence</b>: <ul style="list-style-type: none"> <li>earn an additional 2 units of credit in World Languages and pass a locally developed Checkpoint B World Languages examination, or</li> <li>complete a 5 unit sequence in the Arts, or</li> <li>complete a 5 unit sequence in CTE.</li> </ul> </li> </ul>	Assessment Combinations for Advanced Designation	
	Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments
	Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) = 7 (+Pathway) or 8 assessments.
	STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math <sup>1</sup> , 2 science (1 life science, 1 physical science) = 8 assessments.
	STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments.

## NCAA

Student-Athletes who attend high school in the Haldane Central School District and their parents are responsible for monitoring their own progress toward meeting the required standards set by the NCAA to be eligible to receive athletic-based scholarships and participate in athletics at an NCAA Division I or Division II college or university. The following serves as basic information for students and parents about this process. Throughout the course catalog and syllabi courses which meet the NCAA requirements for “core-courses” are designated with this symbol:



If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).  
If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at [eligibilitycenter.org](http://eligibilitycenter.org).

## ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

## CORE COURSES

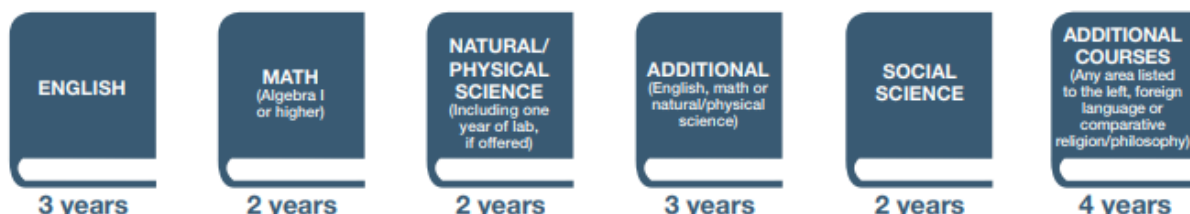
Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist) for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

### DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.



### DIVISION II



## GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

## SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about test scores at [ncaa.org/test-scores](http://ncaa.org/test-scores).

## TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score.

# HIGH SCHOOL TIMELINE

## 9<sup>TH</sup> GRADE



- *Start planning now!* Take the right courses and earn the best grades possible.

- Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/counselist](https://eligibilitycenter.org/counselist).
- Sign up for a free Profile Page at [eligibilitycenter.org](https://eligibilitycenter.org) for information on NCAA requirements.

## 10<sup>TH</sup> GRADE



- If you fall behind academically, ask your counselor for help finding approved courses you can take.

- Register for a Profile Page or Certification Account with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org).
- Monitor your Eligibility Center account for next steps.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

## 11<sup>TH</sup> GRADE



- Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.

- Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- Ensure your sports participation information is correct in your Eligibility Center account.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

## 12<sup>TH</sup> GRADE



- Complete your final NCAA-approved core courses as you prepare for graduation.
- Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.

- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account at [eligibilitycenter.org](https://eligibilitycenter.org).
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your NCAA Eligibility Center account.
- *Reminder:* Only students on an NCAA Division I or II school's institutional request list will receive a certification.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

## 9<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

## 10<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

## 11<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

## 12<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

For more information: [ncaa.org/playcollegesports](https://ncaa.org/playcollegesports) | [eligibilitycenter.org](https://eligibilitycenter.org)

Search Frequently Asked Questions: [ncaa.org/studentfaq](https://ncaa.org/studentfaq)

## FREQUENTLY ASKED QUESTIONS

### What is the NCAA Eligibility Center?

The NCAA was set up for students who plan to play Division I or Division II sports during their freshman year of college. All students who plan to play collegiately at the Division I or Division II level must register with the NCAA during their senior year of high school.

**Why are the NCAA Eligibility Center Requirements Important?**

Prior to competing at the Division I or Division II level all students must be approved by the NCAA Eligibility Center. In order to be approved by the NCAA Eligibility Center and deemed eligible for athletic competition, all students must have completed all of the required coursework at the high school level. Requirements for eligibility will vary depending upon whether a student plans to Compete at the Division I or the Division II level. The NCAA Eligibility Center requirements are very important in a student's class scheduling process. All students who play high school sports, AAU, or are a member of any type of travel team should inform his/her guidance counselor during their freshman year in order to ensure they are placed on the appropriate scheduling track.

## **ADVANCED PLACEMENT COURSES**

Students enrolled in advanced placement courses are expected to take the respective Advanced Placement exam(s) in May. The fee is determined by the College Board and is the responsibility of the family. AP exam fees differ from and are in addition to potential course fees for dual-enrollment courses.

## **DUAL-ENROLLMENT COURSES**

It is the students' responsibility to complete the registration process specific to the college/university. Additional course fees may apply. Students are responsible for transferring credit upon graduation to their attending university. In some cases, students may be required to submit college transcripts from dual-enrollment courses when applying to college.

## **ENGLISH**

Students must take English every year in high school. All students in New York State must receive a passing grade on the Comprehensive Regents Examination in English.

In grades 9-11, English is a full year course designed to help students to meet the learning standards and prepare for the Comprehensive Regents Examination in English. Students are scheduled into either a Regents or honors level class. The honors class in grade 11 is the Advanced Placement Course in Language and Composition.

In the senior year, students may take a full year of English; Advanced Placement Literature and Composition, and English 12 Regents. During the senior year, all students are required to take two semesters or the equivalent of one credit in English.

A five-credit sequence in English is available to students.

### **Honors Program in English Language Arts**

The high school English Honors program is a rigorous course of study, designed for students who are capable of high level thinking skills who possess and consistently demonstrate well above average reading and writing skills. The students in this program welcome the challenges and excitement of learning more complex and demanding material. Students are placed in Honors sections based on selection criteria. The expectations for students in this program are very high.

The profile of a true Honors student is multi-dimensional. The student's work ethic is demonstrated by timely, consistent, complete, and high quality response to homework assignments along with consistent, active participation in classroom discussions and presentations.



The successful completion of the Honors program in grades 9 and 10 will help to prepare students for the Advanced Placement program in grades 11 and 12. Departmental approval is required for student registration in these courses. The AP class is the English Honors program in grades 11 and 12.



### **English 9R**

**Code: 0113 Full Year (9) (1 Credit)**

**Prerequisite: Success in English 8**

**Course Description:** Students will study the major genres of literature both fiction and non-fiction. Students will write creatively and academically, as well as be given the opportunity to create multimedia projects to demonstrate their understanding of the curriculum.

**Note:** Students will achieve Honors designation if their cumulative average is 90 or higher.



### **English 10R**

**Code: 0123 Full Year (10) (1 Credit)**

**Prerequisite: Successful Completion of English 9**

**Course Description:** Students will study the major genres of literature: short story, novel, drama, and poetry. Writing will arise from texts studied in class and texts that they read independently. This course will continue laying the foundation for success on the Regents exam and upper grades.

**Assessment:** High School ELA Regents Exam (June)

**Note:** Students who wish to enter the Honors program in 11th grade must maintain a 90 average in English 10 and take the High School ELA Regents Exam in June



### **English 10H**

**Code: 0123 Full Year (10) (1 Credit)**

**Prerequisite: Earned Honors designation in English 9, Teacher Recommendation**

**Course Description:** Students will study the major genres of literature: short story, novel, drama, and poetry. Writing will arise from texts studied in class and texts that they read independently. This course will also prepare students for the Regents exam in January and college level work in the 11th and 12th grades.

**Assessment:** High School ELA Regents Exam (January)



### **English 11R**

**Code: 0133 Full Year (11) (1 Credit)**

**Prerequisite: Successful completion of English 10R**

**Course Description:** The entire year can be divided into two components. During the first semester, the emphasis will be on preparation for the Regents English Language Arts Examination, since all students will sit for the exam in January. During the second semester, the course will focus on representative work of America's greatest writers; therefore, it will serve as a survey course of American literature.

**Assessment:** Regents English Language Arts Examination (January)



### English 11H American Literature

**Code: 0137 Full Year (11) (1 Credit)**

**Prerequisite: Score of 85 or better on the High School ELA Regents Exam, 90 or better average in Eng 10R, 85 or better in Eng 10H, Teacher recommendation**

**Course Description:**

Areas of Study Include: This is a survey course of American literature designed to challenge students in reading and writing. Assessment: Regents English Language Arts Examination (January)



### English 11AP English Language

**Code: Full Year (11) (1 Credit)**

**Prerequisite: Must have successfully completed English 10H. Score of 90 or better on the High School ELA Regents Exam, 90 or better average in Eng 10R or Eng 10H, Teacher recommendation**

**Course Description:**

Areas of Study Include:

- Developing the capability of composing college-level prose
- Levels of diction from formal to casual
- Organized study of sentence structure
- Varieties of sentence types
- Relationships of sentences within paragraphs
- Modes of discourse (narration, description, etc.)
- Aims of discourse (informational, persuasive, expressive)
- Rhetorical strategies (logical, emotional, and ethical appeals)
- Readings will focus on discursive prose, often about subjects from various academic disciplines
- Preparation for the Advanced Placement examination in Language and Composition, which if completed

successfully, may result in receiving credit for college freshman composition courses

Assessment: Regents English Language Arts Examination (January). AP Language and Composition Exam

Note: Students enrolling in this course are expected to take the Advanced Placement English Language and Composition Test.



### English 12R

**Code: Full Year (12) (1 Credit)**

**Prerequisite: Completion of 11th Grade English Regents, Honors, or AP**

**Course Description:**

Areas of Study: This is a survey course of literature written in the United States and around the world. It also includes the study of the four major genres: novel, short story, poetry, and drama.



### English 12H Reading Literature

**Code: Full Year (1 Credit)**

**Prerequisite: Score of 85 or better on the High School ELA Regents Exam, 90 or better average in English 11, 85 or better average in English 11H/AP, and Teacher Recommendation**

**Course Description:** This course is taught at a college level with high reading and writing expectations. It is designed to be a survey course of the major literary genres: novel, drama, short story, and poetry.

Areas of Study Include: Numerous works from the United States, Europe, Africa, and Latin America.

Assessment: Final Exam for SUNY Albany ENG 121: Reading Literature (Genre)



## English 12AP English Literature

**Code: Full Year (1 Credit)**

**Prerequisite:** Score of 90 or better on the High School ELA Regents Exam, 90 or better average in English 11R/11H, 85 or better average in English 11AP, Teacher Recommendation

**Course Description:** This course is a chronological survey of literature of primarily English and American authors. It is designed to challenge and prepare students for the AP Literature and Composition exam and for success in college.

Areas of Study Include: A chronological study of literature written in the United States, Europe, Africa, and Latin America.

**Assessment:**

- AP Literature and Composition Exam
- Final Exam for SUNY Albany ENG 121: Reading Literature (Survey)



## Creative Writing

**Code: 142 – Half Year (9-12) (1/2 credit)**

**Prerequisite:**

**Course Description:** Creative Writing is an elective designed for the serious student to create and present their work. Due dates indicate the final day that an assignment can be submitted for a grade. Because of the nature of the course, it is incumbent upon the students to bring their work-in-progress to class for rewrites, editing, and review. Students who fail to do so will receive a 0%.

**Assessment:** All projects will include an oral presentation (form depending upon project) as part of the assignment.

- These projects will be graded on a 1-9 rubric 1=60%, 2=65%, 3=70%, 4=75%, 5=80%, 6=85%, 7=90%,

8=95%, 9=100%

- Projects may be submitted to the Literary Magazine or School Newspaper for publication
- Examples of writing assignments or projects: Collection of Poetry, Short Story, Children's Book, Photo essay with Intro and Commentary, Collection of Essays, Screenplay with short film, Playwriting with staging, Songwriting with presentation, Travel Guide, the Press Box - Commentary on Sports, Student Choice with instructor approval
- A student will complete 4 projects over the course of the year. They must all be different.  
Participation = 10% of grade  
Project = 90% of grade



## Journalism/ P. Relations

**Code: Full Year (9-12) (½ Credit)**

**Course Description:** Concentrates on developing the following skills: news writing and reporting, storytelling photography, editing (copy, photos, and layout/ design), meeting deadlines, and marketing, in order to publish the school newspaper, *The Blue Print* and the school yearbook, *The Haldanian*. Over the course of the year students will discuss the ethics behind journalism practice and work to become engaged and active citizens. In addition, there will be an exploration of graphic design and publishing software.

**Assessment:** Production of print and digital media and texts.

**Mythology and Fantasy****Code: Full Year (9-12) (1 Credit)**

**Course Description:** This course is designed to provide a survey of various world mythologies and show their continuing influence on literature and media throughout history. Two texts will be used in the development of the course are *The Hero With a Thousand Faces* by Joseph Campbell and *Women Who Run with the Wolves* by Clarissa Pinkola Estes. Many myths and fantasy stories deal with issues of cultural diffusion and conflict, environmental issues, and self-knowledge. This course will enable students to identify and understand more classical allusions in texts and hopefully be an enjoyable way to analyze the world around them.

**Drama I/II****Code: Full Year (9-12) (1 Credit)**

**Course Description:** This is a survey course of theatre in all its forms, beginning with the earliest examples of storytelling and

including examples of ancient Greek Theatre, Realist Theatre, Commedia Dell'Arte, Morality Plays, Vaudeville, Absurdist Plays, Modern Musicals, and more... Students will learn about the history of theatre, explore how theatre has changed and developed over time, read plays from a range of styles and backgrounds, write their own scenes, short plays, and theatre reviews, and have the opportunity to express their creativity through multiple aspects of theatre.

- **Drama I** begins with the bedrock of storytelling and begins with ancient Greek theatre, explores Commedia Dell'Arte, Farce, classic Shakespeare and musical adaptations of classic theatre.
- **Drama II** continues with Minimalist theatre, Absurdist theatre, American theatre, Monster Plays & Musicals, One Acts, and classic Shakespeare.

# SOCIAL STUDIES

## 9th -12th grade Department description

### Grading Policy as it relates to this course:



#### Global History & Geography 9

**Code: 213HG - Full Year (9) (1 credit)**

**Course Description:** Global History & Geography will focus on the five social studies standards (geography, world history, U.S. History, economics, and government), common themes that recur across time and place (e.g. change, diversity, and nationalism), and eight historical eras. The course is taught chronologically and focuses on exploring historical and cultural differences and similarities between different regions of the world during the same period. Students will develop essential social science skills that include getting, using and presenting information, problem solving and effective communication orally, visually, and in writing. During 9th grade, students will gain an understanding of world history and geography from ancient times until the late 18th century.

Note: Academic Average

- Combination of all 4 Quarters, midterm grade, and Regents/Final Exam Score
  - To earn an Honors Designation: 90%
  - Honors Designation & AP World History Recommendation: 90%



#### Global History & Geography 10R

**Code: 223HG - Full Year (10) (1 credit)**

**Course Description:** Global History & Geography. Building off of topics and skills learned in Global I; Global II explores the

impacts of power consolidation and power loss in an increasingly interconnected and technologically advanced world over 275 years from 1750 C.E. to the present. This course culminates with a Regents examination in June covering topics from the 1750 to the present. Students will focus on the enduring issues across cultures and time and how these issues have had an impact on society and the world. The course is taught chronologically and focuses on exploring historical and cultural differences and similarities between different regions of the world during the same time period. Students will develop essential social science skills that include getting, using and presenting information, problem solving, and effective communication orally, visually, and in writing.

Assessment: Global History Regents in the 10th Grade

Note: Students will have the opportunity to achieve honors designation by completing independent study projects. Detailed assignments are distributed by the instructor on a quarterly basis. The honors designation is awarded at the completion of the course.

Assessment: Global History Regents



#### AP World History

**Code: 221 Full Year (1 credit)**

**Prerequisite:** Finish the school year with a minimum of 90% average in Global 9R; Score 85+ on the Global Regents Exam; Demonstrate academic growth; Teacher Recommendation

**Course Description:** Advanced Placement

World History (APWH) is a thematic, college-level course designed to familiarize students with the broad patterns of the human experience. Students will concentrate on change and continuity over time, the unique aspects of social institutions and the common characteristics that tie them together, and the dynamics of how cultural interactions have shaped history since recorded history. Students are charged with the role of historian, and will engage in a plethora of activities that encourage critical thinking and hone their ability to debate established historical interpretations and express their educated views using primary source documents. Throughout the academic year, students will actively compare cultures and look for historical patterns that stretch across units and tie all human populations together throughout history. The culmination of this course is the AP World History Exam, which has the potential to award students with college credit for successfully demonstrating their superior understanding of the past. As well as the New York State Regents Exam in Global History and Geography. Assessment: AP World History Exam and Regents Exam in Global History and Geography



### **United States History and Government 11 - Regents**

**Code: 233 - Full Year (11) (1 credit)**

**Course Description:** This course is designed to be a historical overview of America. Upon completion, the student will be able to demonstrate knowledge of the major historical events and people who contributed to our cultural heritage. The syllabus is divided into six major historical units: Constitutional Foundations for the United States Democratic Republic; Industrialization of the United States: The Progressive Movement - responses to the challenges brought about by industrialization and urbanization; at Home

and Abroad: prosperity, depression, 1917-1940; the United States in an Age of Global Crisis; responsibility and cooperation; A World of Uncertain Times - 1950 to the present.

This course will prepare the student for the Regents Examination in United States History and Government.

Assessment: United States History and Government Regents Exam



### **United States History and Government 11 - AP**

**Code: 230 - Full Year (11) (1 credit)**

**Prerequisite:** Finish the school year with a minimum of 85% average in AP World History or a minimum of 90% average in Global 10R; Score 85+ on the Global Regents Exam; Demonstrate academic growth; Teacher Recommendation

**Course Description:** This course presents a traditional chronological survey of American History as befits a freshman in college. The general areas of investigation include the Colonial Period, the American Revolution, the Early Federal Period, the Jacksonian Era, the Civil War and Reconstruction, Populism and Progressivism, the New Deal and the Post 1945 year of change in domestic and foreign affairs. Primary source materials, interpretive articles as well as a text and supplemental books are used. Emphasis is on the discussion of readings and on writing numerous reaction papers, plus a research paper at the end of the course. The students are expected to take the advanced placement examination in May for possible college credit. They will also take the New York State Regents examination in U.S. History and Government. Students completing this class may be granted college credit, depending on the results of the AP exam, given in May of each year. This course is also sponsored by SUNY Albany and their "College in the Classroom" program. Students have the potential to



earn up to six SUNY college credits.  
Assessment: AP Exam in May and NY State Regents Exam as the final for the course taken in June.



### **Participation in Government**

**Code: 246 - Half Year (12) 1/2 credit**

**Course Description:** Student

"participation" is the essence of this course.

"Participation" will be interpreted in the broadest sense to include classroom and in-school activities that involve the student in the analysis of societal issues chosen because of some unique relevance to the student's involvement in community service programs or out-of-school internship.

The examination of societal issues and public policies are the fundamental components of this course. The examination of issues and policies will require students to: define societal issues, gather current and historical data related to the issue; identify individuals and groups directly and indirectly interested in the resolution of specific issues; analyze the values-positions of these interested parties as well as their own values-positions; brainstorm alternate solutions criteria for evaluating those alternatives; apply defined criteria in the process of delimiting alternatives; and evaluate procedures for determining the "success" of the outcome or solutions.

Dutchess Community College credits may be earned in this course.



### **Advanced Placement Government/Economics**

**Code: 240 - Full Year (12) (1 credit)**

**Prerequisite:** Finish the school year with a 85% average in AP US History or 90% average in US History 11R; Score 85+ on the US Hist. Regents Exam; Demonstrate academic growth; Teacher Recommendation

**Course Description:** This AP U.S.

Government and Politics course is a thorough study of the United States government. This course will focus on the Constitution, political beliefs and behaviors; political parties, interest groups, and mass media; Congress, the Presidency, bureaucracy, federal courts; and civil rights. Course material will be taught through a variety of means including: lecture and note taking, class discussion, intensive reading, group and individual projects, and current events. Students successfully mastering the course material may earn college credit by passing the AP exam in early May.

Students may also earn credit for this course through the University of Albany.

Areas of Study:

- Interaction between citizens & government
- Analysis of current political issues at each level
- Participation in the U.S. political system
- Comparison/contrast concept of justice in
  - societies
  - Criminal & civil justice systems
  - Key court decisions at various levels

Learning activities include:

- Oral presentations
- Research of issues
- Community service

Assessment: AP Exam in May



### **Economics**

**Code: 247 - Half Year (12) 1/2 credit**

**Course Description:** Economics is a one-semester required course for the 12th grade that focuses on the functions and institutions in modern day economic systems and theory. Economics is broken into two different areas. Macroeconomics is the study of broad aspects of the economy such as the role and effect of the government, inflation, unemployment, and money supply. The second area, termed microeconomics is the study of the

consumer and financial literacy. Course material will be taught through a variety of means including: lecture and note taking, guest speakers, class discussion, intensive reading, group and individual projects, and current events. Students are required to take the national Wise Financial Literacy exam at the completion of the course.

Areas of Study:

- The economic system of the United States and how it operates;
- Basic economic concepts
- His/her role in the economic systems as a consumer, worker, investor, and/or voting citizen;
- The interdependence of the world's economies today;
- The political and social impact of economic decisions and the economic impact of political and social decisions.

Assessment: Wise Financial Literacy  
Program Assessments

### ***Social Studies Electives:***



#### **Sociology**

**Code: 0259 (11-12) (1 credit)**

**College Credit - 3**

**Prerequisite:** Must have teacher recommendation in order to receive college credit.

**Course Description:** This course is an examination of current social problems that confront the individual, the United States and the international community. Concepts of the behavioral sciences are introduced. The course presents a broad range of social problems, with particular focus on the complex relationships between contemporary issues. Students are presented the current research data that explains both the causes and possible resolutions to important social issues. In general, I hope that at the end of the semester we all have a basic understanding of how sociologists view social problems

and how they study them. We should also have a sense of how to use sociology to work toward solving social problems. Dutchess Community College credits may be earned in this course.



#### **AP Psychology**

**Code: 0258 (11-12) (1 credit)**

**College Credit - 6**

**Course Description:** This course is designed to introduce students to the systematic and scientific study of the behavior of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This is a college-level course through Dutchess Community College Assessment: AP Exam in May

#### **Media Research**

**Code: Full Year (9 - 12) (1 credit)**

**Course Description:** The Research & Presentation in the Media course will focus on students as journalists. Throughout the course, student reporters will deliver credible and relevant news stories to their Haldane community. This course coincides with The Student Reporting Labs and PBS NewsHour to utilize resources that will help you hone your journalistic skills. Depending on our success with PBS NewsHour, we may have the opportunity to be featured in one of their broadcasts! Regardless of whether or not we will achieve this, our main goals are simple: have fun reporting the news to your Haldane community and become more well-versed in the current events that affect us on a global, national, and local level. Now more than ever, it is important that journalists do their best to report the news with integrity and sincerity. By the end of the year, you will learn about how a newsroom works and strengthen your ability to critically analyze information that



you see from the media, thereby becoming a more well-informed global citizen.  
 Areas of Study: Current Events  
 Assessment: Research and project-based assessment using technology to make news stories that pertain to our unique Haldane community.

### **Criminology**

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

**Course Description:** In today's society, crime and deviant behavior are often one of the top concerns of society members. From the nightly news to personal experiences with victimization, crime seems to be all around us. In this course, we will explore the field of criminology or the study of crime.

In doing so, we will look at possible explanations for crime from psychological, biological, and sociological standpoints, explore the various types of crime and their consequences for society, and investigate how crime and criminals are handled by the criminal justice system. Why do some individuals commit crimes but others don't? What aspects in our culture and society promote crime and deviance? Why do individuals receive different punishments for the same crime? What factors shape the criminal case process, from arrest to punishments?

## **MATHEMATICS**

### **9th -12th grade Department description**

**Grading Policy as it relates to this course:**

<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>	
<b>Algebra → Geometry → Algebra 2/trig → Intro. To Calc. → AP Calc.</b>				
			<b>&amp;</b>	<b>&amp;</b>
			<b>AP Stats → Math, Money, and You</b>	

### **Integrated Algebra**

**Code: Full Year 1 credit**

**Course Description:** Integrated Algebra is a course that builds and strengthens students' conceptual knowledge of number systems, algebraic operations and properties, functions, linear functions, equations, expressions, inequalities, basic exponential properties, systems of linear

equations, systems of linear inequalities, ratios, proportions, graphical techniques, basic right angle trigonometry, factoring and radicals. Students will extend this knowledge to solve linear-quadratic systems through a variety of algebraic and graphical techniques. Students will develop the critical thinking skills that enable them to solve authentic problems that involve

algebra. Students will draw connections between algebraic methods and geometric relationships.



## **Algebra 1**

**Code: 308 Full Year 1 credit**

**Course Description:** This is the first math course in high school. The course is designed to give students a foundation of all future math courses. The fundamentals of algebraic problem-solving are explained. Students will explore: foundations of Algebra, solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability. Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business, social sciences, fine arts, and technology. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Problem situations may result in all types of linear equations in one variable, quadratic functions with integral coefficients and roots as well as absolute value and exponential functions. Problem situations resulting in systems of equations will also be presented. Alternative solution methods should be given equal value with the strategies used for problem solving. Measurement within a problem solving context will include calculating rates using appropriate units and converting within measurement systems. Data analysis

including measures of central tendency and visual representations of data will be studied. An understanding of correlation and causation will be developed and reasonable lines of best fit will be used to make predictions.

Assessment: Regents exam in June



## **Algebra 1 L**

**Code: Full Year 1 credit**

**Course Description:** Same as Algebra 1, every other day has an additional Algebra period.



## **Geometry**

**Code: 310 Full Year (1 credit)**

**Prerequisite: Completed Algebra 1**

**Course Description:** This course is intended to be the second course in mathematics for high school students. There is no other school mathematics course that offers students the opportunity to act as mathematicians. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This one year Geometry course has been designed around the Common Core Geometry standards. This course is designed to develop and improve students' deductive reasoning skills and ability to prove mathematical situations. This course will explore the following topics, allowing students to investigate a variety of geometric situations:

- Basics of Geometry
- Reasoning and Proofs
- Parallel and Perpendicular Lines
- Transformations

- Congruent Triangles
- Relationships with Triangles
- Quadrilaterals and Other Polygons
- Similarity
- Right Triangles and Trigonometry
- Circles
- Circumference, Area, and Volume

This course culminates in a Regents exam at the end of the year reflecting on the set of Common Core standards

Assessment: Regents Exam in June



### Geometry L

**Code: Full Year 1 credit**

**Prerequisite: Completed Algebra 1**

**Course Description:** Same as Geometry course, every other day has an additional Geometry Period.



### Algebra II / Trig

**Code: 325 Full Year 1 credit**

**Prerequisite: Completed or Co-enrolled in Geometry**

**Course Description:** This course is a continuation and extension of the two courses that preceded it. While developing the algebraic techniques that will be required of those students that continue their study of mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. For example, technology can provide to many students the means to address a problem situation to which they might not otherwise have access. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problem

situations involving direct and indirect variation will be solved. Problems resulting in systems of equations will be solved graphically and algebraically. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into multiple equivalent forms. Data analysis will be extended to include measures of dispersion and the analysis of regression that model functions studied throughout this course. Associated coefficients will be determined, using technology tools and interpreted as a measure of strength of the relationship. Arithmetic and geometric sequences will be expressed in multiple forms, and arithmetic and geometric series will be evaluated. Right triangle trigonometry will be expanded to include the investigation of circular functions. Problem situations requiring the use of trigonometric equations and identities will also be investigated.

Assessment: Local Final



### Discrete Math

**Code: 0346 Full Year 1 Credit**

**Prerequisite: Open to all students who have either completed or are co-enrolled in Algebra 2/Trigonometry.**

**Course Description:** This course studies various mathematical and engineering applications. Topics covered include algebraic modeling, regressions, graph theory, heat transfer, apportionment and fair division, voting, matrices, logic, locus, and statics. During this course, students learn to model various situations manually, and once a foundation is attained, then more complex problems are modeled using technology. Students will model

these complex scenarios using computer applications such as Microsoft Excel/Google Sheets, TI Graphing Software, Microsoft Word/Google Docs and Microsoft PowerPoint/Google Slides. During the course, students will learn to recognize and express mathematical ideas graphically, numerically, symbolically, and in writing.



### **Advanced Placement Statistics**

**Code: 347 - Full Year (11, 12) (1 credit)**

**College Credit - 3**

**Prerequisite: Introduction to Calculus (Completed or Co-enrolled), Algebra/Trig (Completed or Co-enrolled).**

**Course Description:** This class provides an in-depth treatment of statistics, including methods of charting and analysis of statistical data, frequency distributions, discrete probability, normal curve analysis, hypothesis testing, confidence intervals, and linear regression and correlation. The class will use the graphing calculator extensively. Each student is required to have a graphing calculator of his or her own. The TI-84 plus calculator is preferred and used in class. Students completing this class may be granted college credit, depending on the results of the AP exam, given in May of each year. This course culminates in an AP exam, given in May. All students must sit for this exam.

**Assessment:** AP Exam in May and Final Project



### **Introduction to Calculus**

**Code: 340 - Full Year (1 credit)**

**Prerequisite: Completed Algebra 2/Trig**

**Course Description:** The course presents a treatment of functions, derivatives and

their applications, the concept of limits, and continuity. It is designed to provide a solid foundation for college level mathematics, especially calculus. Students will build skills in the course for working with a variety of functions, including all polynomials, asymptotic functions, root functions, trigonometric functions, exponential and logarithmic functions. This function work will be used to build the foundation work for the study of calculus. Within the course, limits and derivatives are derived formally, algebraically calculated, and analyzed. This course is intended to prepare students for AP Calculus or a first year College Calculus course.



### **Advanced Placement Calculus**

**Code: 341 - Full Year (12) 1 credit**

**Prerequisite: Intro to Calculus**

**Course Description:** AP Calculus is an advanced placement course designed to prepare students to take the AP exam given in May. All students enrolled in this course must sit for this exam. Calculus is the study of motion and change. This course will focus on the applications of derivatives and integrals and how they relate to motion and change. Students will learn how calculus is applied to everyday, real world problems. The main goal in teaching AP Calculus is to develop the students' understanding of the many concepts of the subject using a variety of methods and applications. This course is designed to allow students the opportunity to experience calculus using analytical, graphical, numerical methods and expressing their understanding verbally and in written form. On every assessment students are required to support their work either analytically, numerically, or graphically and then justify verbally why they know the

work supports their conclusions. This practice enables students to understand the mathematical interpretations of calculus and allows them to explain the major idea being explored.

Each student is required to have a graphing calculator of his or her own. The TI-84 plus calculator is preferred and used in class. The calculator is a critical requirement to use in both class work and homework as a way of exploring the behavior of functions and graphs. Students will also have access to programs such as excel and other internet applets to further explore the behavior of various functions, graphs and limits.

Assessment: AP Exam in May

### Math, Money and You

**Code: 346 - Full Year (Grade 11, 12) 1 credit**

**Prerequisite:** Teacher Recommendation

**Course Description:** This course focuses on the application of fundamental arithmetical computations to practical business problems. Topics studied include percentages, purchase discounts, interest calculation, mark-up, mark-down, taxes and payroll. Students must use a personal calculator as an aid in covering course content. Current events and real world application will be stressed and examined. Dutchess Community College credits may be earned in this course.

### Consumer Math

**Full Year (Grades 9 - 12), 1 credit**

**Course Description:** The full year personal finance course covers all of the essential

personal finance topics necessary to become a financially capable student. Topics include banking, credit, budgeting, investing, career planning and more. We will use Next Gen Personal Finance and Take Charge Today in this class. By the end of this course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after graduation.

### Computer Programming

**Code: 342 - Full Year (9-12) 1 credit**

**Prerequisite: Completion of Algebra 1 (Recommended but not Required)**

**Course Description:** This is an introductory course to Computer Programming. It is a rigorous, but entry-level course for all high school students. Completion of Algebra I is recommended but not required. The course will consist of (but is not limited to) five main units (each one being broken down to sub categories): Digital Information, Internet, Programming (primary language used is JavaScript), Data, and Performance Tasks.

### Academic Intervention Services

**Code: 365 - Full Year, No Credit**

**Prerequisite: None**

**Course Description:** Students in this class will receive individualized, supplemental instruction in any math course students are struggling in.

# SCIENCE

## 9th -12th grade Department description (Course MAP)

### Grading Policy as it relates to this course:

The goal of the Science Department is to insure that all students are equipped to the best of their ability, not only to survive in an ever-changing technologically oriented society, but also to manage their life experiences effectively. With this in mind, we must enable students to develop and utilize the following:

- Intellectual curiosity and eagerness for life-long learning
- A positive self-image as a reasoning human being
- Skills of computation and communication
- The ability to think and evaluate constructively and creatively
- Self-discipline including effective work habits and responsible behavior
- Ethical and moral behavior based on respect and appreciation for human values, beliefs and rights of others
- Problem solving techniques with understanding and ability to apply the scientific method to problems
- Organizing raw data, concepts and theory so that it is manageable and meaningful in solving problems
- Ability to understand concepts based on specific data

We recommend and encourage all pupils to take four years of Science in order to prepare for personal and occupational pursuits.



### Earth Science Regents

**Code: 413 - Full Year (9-12) (1 credit)**

**Prerequisite: Recommendation**

**Completion of Science 8. Course should be taken in conjunction with Integrated Algebra or Algebra I.**

#### **Areas of Study:**

- The earth minerals & rocks, earth history
- Dynamic earth, weathering/erosion/deposition
- Measuring the earth and mapping

- Earth in space, stewardship
- Environmental awareness
- Emphasis on one optional topic

**Assessment:** The final exam is the NYS

Physical Setting - Earth Science Regents.

**Note:** Much of the student's time is involved with laboratory work and problem-solving activities. Students should have a working knowledge of basic algebra and geometry.

Class meets an average of 7.5 periods/week.



## Biology Regents

**Code: 423 - Full Year (9-12) 1 credit**

**Recommendation: Completion of Regents Earth Science.**

**Areas of Study:**

- Biochemistry of the cell
- Structure
- Function
- Reproduction
- Development
- Genetics
- Evolution
- Ecology of both plants and animals

Assessment: NYS Regents in Living Environment.

Note: The course is a combination of lectures and laboratory work. It includes dissection.



## Environmental Science

**Code: 417 (10-12) ½ credit**

**Course Description:** This course is designed to provide information, stimulate ideas and is an aid to understanding some of the major environmental problems facing our planet. Students will be active participants in the learning process, which will include laboratory and field experiences. An inquiry approach will be taken, with the student as primary investigator. Topics to be investigated will include: ecology, global systems, atmospheric chemistry (CO cycles, ozone depletion, acid precipitation), global climate change, population growth and global food distribution, alternative energy resources, mineral & timber resources, endangered species & biodiversity, air, water, and soil pollution. Particular emphasis will be given to local issues and examples and to those issues that most concern the students. This

course takes advantage of our nearness to the Hudson River Watershed (history of the river, importance of the river, water chemistry, and the river as a fishery)



## Forensic Science

**Code: 0418 ½ credit**

**Prerequisite:**

**Course Description:** In this course scientific methods specifically relevant to crime detection and analysis will be presented. No prior chemistry instruction is required or assumed but the course should appeal to those who have also had high school chemistry. Emphasis is placed upon understanding the science behind the techniques used in evaluating physical evidence.

Areas of Study: Topics included are blood analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations, among others.



## Astronomy

**Code: 0416 - Grades 10-12, ½ credit**

**Course Description:** This course is a one semester introduction to Astronomy, which is the scientific study of the universe in which we live. In this course you will learn about the earth, moon and sun and solar system, the life cycle of stars, galaxies, and larger structures from clusters of galaxies to the structure of the universe as a whole. We will study some physics related to motion of things in the cosmos, the force of gravity, and to the properties of electromagnetic radiation, including visible light, a key source of information about things in the universe. We will also learn



about of astronomy including optical and radio telescopes. The course will involve lab work, including the use of telescope to observe the night sky. Finally, we will cover selected topics in cosmology, the study of how the universe began, how it has evolved and how it might end.



## **Meteorology**

**Code: 0419 (½ Credit)**

**Course Description:** Meteorology is the study of weather that includes blizzards, hurricanes, thunderstorms and tornadoes. In this course, both nature's violent outbursts, and the more mundane day-to-day atmospheric conditions, will be explored. Solar and terrestrial radiation, moisture and atmospheric stability, forms of condensation and precipitation, air pressure and winds, air masses, and weather analysis and forecasting will be covered in this course. Students demonstrate their proficiency through topical investigations, class discussion and participation, quarterly examinations, keeping daily weather logs, and taking a final examination. This is a one-semester course.

Areas of Study:

- Composition of Atmosphere
- Ozone Layer
- Greenhouse Effect
- Global Warming
- Air Pressure
- Heat Transfer
- Radiation
- Angle of Insolation
- Temperature and Heat
- Winds
- Humidity
- Clouds

- Precipitation
- Air Masses
- Weather Forecasting
- Tornadoes
- Thunderstorms
- Hurricanes
- Weather Maps

Assessment: Final grade consists of two equally weighted quarter grades (40% each quarter) and a mandatory cumulative final exam and/or final project (20%)



## **Advanced Placement Biology**

**Code: 420 - Full Year (12) 1 credit**

**Prerequisite:** Approval by science teacher. Students must have successfully completed one year of regents or honors biology. Students are encouraged to have taken or be taking a course in Regents Chemistry. Students are encouraged to take a course in Regents Physics. Must maintain 75+

**Course Description:**

Areas of Study:

- Preparation for the advanced placement examination in Biology
- In-depth study of unity and diversity of life
- Maintenance in living things
- Human physiology
- Reproduction and development
- Genetics
- Evolution
- Ecology

Assessment: Advanced Placement exam in May.

Note: This course will be held 7.5 periods a week and includes dissections. Students are eligible for college credit through the AP Exam *and* 8 credit college credits through Dutchess Community College





## Chemistry Regents

**Code: 433 - Full Year (10-12) 1 credit**  
**Prerequisite:** Successful completion of **Algebra 1 and Geometry Regents exams and an average of 70 in a Regents Science course.**

Areas of Study:

- Theories of atomic structure
- Chemical unions and the reasons why these happen
- Inorganic and organic chemistry are included in the syllabus.

Assessment: NYS Regents Exam in Chemistry

Note: Daily preparation is required. Class consists of lectures and laboratory work.



## Physics

**Code: 0441**

**Prerequisite:** Approval by science teacher. Students must have successfully completed Algebra 1 with a Regents exam score of 75 or higher.

**Course Description:** Physics is a high school course structured to be equivalent to a regents level Physics course but without the regents mandates. The topics covered in this course are listed below.

Areas of Study:

- Kinematics (Motion in 1D & 2D)
- Newton's Laws of Motion
- Gravitational & Circular Motion
- Work, Energy & Power
- Momentum & Impulse
- Electrostatics & Circuits
- Waves (Light & Sound)
- Modern Physics



## AP Physics 1

**Code: 442 1 credit**

**Prerequisite:** Approval by science teacher. Students must have successfully completed Regents Algebra 1 with a Regents exam score of 85 or higher. Students are encouraged to have taken either an Intro to Physics course or Regents Chemistry course maintaining an 85 or better. Students are encouraged to be enrolled in a Geometry and/or Algebra 2 (Trig) course.

**Course Description:** AP Physics 1 is a college-level course structured to be equivalent to a first semester College Physics course in Mechanics. The topics covered in this course are listed below.

**Areas of Study:**

- Kinematics (Motion in 1D & 2D)
- Forces (Newton's Laws of Motion)
- Gravitational & Circular Motion
- Work, Energy & Power
- Momentum & Impulse
- Torque & Rotational Dynamics
- Simple Harmonic Motion, Waves & Sound
- Electrostatics & DC Resistor circuits

**Assessment:** AP Exam



## AP Physics 2

**Code: 338 1 credit**

**Prerequisite:** Approval by science teacher. Students must have successfully completed Algebra I, Geometry & Algebra II (Trig) courses with Regents exam scores of 85 or higher. Students must have also taken AP Physics 1 prior to taking AP Physics 2.

**Course Description:** AP Physics 2 is a college-level course structured to be equivalent to a second semester College Physics course in Electricity & Magnetism, Thermodynamics, Optics and Modern

Physics. The topics covered in this course are listed below.

**Areas of Study:**

- Electrostatics & Electric Potential
- DC Circuits with Resistors & Capacitors
- Magnetic Fields & Forces
- Static & Dynamic Fluids
- Thermodynamics
- Light & Optics
- Modern Physics
  - Nuclear Physics
  - Special Relativity

Assessment: AP Physics 2 Exam



**SUPA-Forensic Science (College Forensic Science)**

**Code: 0450 1 credit, College Credit - 4 (Grade 11/12)**

**Course Description:** Syracuse University Project Advance Forensic Science will explore the science behind criminal investigation; it is the application of science to law. This practical application of science encompasses every division of science including: forensic chemistry, biology, earth science, physics, pathology, odontology, psychology, entomology, and anthropology to name a few. Scientific methods are radically changing the landscape of our criminal justice system. Increasingly, law enforcement and legal prosecution are reliant upon often complex and detailed scientific analysis of forensic evidence. This course is intended to provide an introduction to understanding the science behind crime detection. This will be accomplished by providing a rational basis for interpreting the scientific analysis of forensic evidence and through occasional relevant case studies. Through laboratory activities, analysis of case studies, and exploration of personal

interests, we will gain an appreciation and understanding of Forensic Science in a real world context.



**Principles of Engineering**

**Code: 0958 (10-12) (1 Credit)**

**Prerequisite:** Approval by science teacher. Students must have successfully completed Algebra I with Regents exam score of 75 or higher.

**Course Description:**

Introduction to Engineering is a high school level course designed for 10th through 12th grade students who are interested in Engineering. This course will help students understand the need and purpose for engineering in our society. The focus of the course will be to show students the Engineering process and the application to problems in society. Students will also be introduced to various disciplines in Engineering including Civil Engineering, Mechanical Engineering, and Electrical Engineering. The use of computers and integration of computer science with Engineering will also be discussed. This course assumes no previous Engineering knowledge, however students should have completed an introductory algebra course and be enrolled in a geometry or trigonometry course.

**Areas of Study:**

- Introduction to Engineering
- Engineering Method – Creative Problem Solving
- Project Planning
- Modeling
- Implementation & Testing
- Redesign

### **Advanced Computer Programming**

**Code: 348 Full Year 1 credit**

**Prerequisite:** Successful completion of Computer Programming

**Course Description:** This course is 2nd in sequence with computer programming the introductory pre-requisite. This course will be a transition title until such time that the student body is prepared to engage in the AP Computer Science curriculum. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around development of computer

programs that correctly solve a given problem. These programs should be understandable, adaptable, and when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. Java will be the predominant programming language utilized in this course.

## **MODERN LANGUAGE**

### **9th -12th grade Department description (Course MAP)**

**Grading Policy as it relates to this course:**



#### **Spanish I**

**Code: 0611 (1 credit)**

**Course Description:** This is a year-long course for students who wish to begin a study of a modern language. Students begin to develop the four basic skills: listening, speaking, reading and writing. Students wishing to continue language study must pass the Checkpoint A assessment. Assessment: New York State Proficiency

begins preparation for the Checkpoint B assessment. It includes extensive reading and writing, the broadening of vocabulary, and an increased emphasis on aural and oral skills.



#### **Spanish II**

**Code: 0624 (1 Credit)**

**Prerequisite: Spanish I**

**Course Description:** This course is a continuation of the Level 1 course and



#### **Spanish III**

**Code: 0634 (1 credit)**

**Prerequisite: Spanish II**

**Course Description:** This course prepares the student for the Checkpoint B assessment. It includes extensive reading and writing in the target language, the broadening of vocabulary, and an increased emphasis on aural and oral skills.



### Pre-AP Spanish IV

**Code: 0646 (1 credit)**

**Prerequisite: Spanish III**

**Course Description:** The Pre-AP Spanish IV Language and Culture course is the first in a 2-year sequence designed for advanced placement or advanced preparation in Spanish. The prerequisite for this course is a grade of A or B+ in Spanish III or teacher recommendation. Pre-AP Spanish IV provides a smooth transition from a general language acquisition and comprehension-based program to a course stressing language production in Spanish. Students read, summarize, analyze and discuss authentic selections, mimic native pronunciation, discuss current events and other cultural topics. Pre-AP Spanish IV requires advanced levels of grammatical accuracy and vocabulary. The goal of this course, conducted entirely in Spanish, is to expand the knowledge of the Spanish language and culture and to practice the skills and strategies necessary to perform successfully on the AP Spanish Language and Culture Exam.



### Spanish IV

**Code: 0645 (1 Credit)**

**Prerequisite: Spanish III**

**Course Description:** This course is the continuation of modern language study in Spanish. This course will include literature and cultural readings as well as extensive conversational practice. The study of film, music, art and poetry is included. Correct grammar usage will be emphasized and students will be required to improve their active vocabulary. 3 College Credits for Spanish IV are offered through university at Albany UHS. This program is available to

Haldane students at the discretion of SUNY Albany and provides the opportunity to earn college credit while still in high school. Grades earned may be transferred to colleges and universities.



### AP Spanish V

**Code:0647 (1 credit)**

**Prerequisite: Pre-AP Spanish IV**

**Course Description:** The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. This course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Central to communication is the following premise from the Curriculum Framework: *When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).*



## French II

**Code: 0623 (1 Credit)**

**Prerequisite:** French I

**Course Description:** This course is a continuation of the Level I course and begins preparation for the Checkpoint B assessment. It includes extensive reading and writing, the broadening of vocabulary, and an increased emphasis on aural and oral skills.



## French III

**Code: 0633 (1 Credit)**

**Prerequisite:** French II

**Course Description:** This course prepares the student for the Checkpoint B assessment. It includes extensive reading and writing in the target language, the broadening of vocabulary, and an increased emphasis on aural and oral skills.



## French IV

**Code: 0641 (1 Credit)**

**Prerequisite:** French III

**Course Description:** This course is the continuation of modern language study in French. This course will include literature and cultural readings as well as extensive conversational practice. The study of film, music, art and poetry is included. Correct grammar usage will be emphasized and students will be required to improve their active vocabulary. 3 College Credits for French IV are offered through Dutchess Community College as French 201. This program is available to Haldane students at the discretion of DCC and provides the opportunity to earn college credit while still

in high school. Grades earned may be transferred to colleges and universities.



## AP French V

**Code: 0642 (1 Credit)**

**Prerequisite:** French IV

**Course Description:** The AP French Language and Culture course is a rigorous course taught exclusively in French that requires students to improve their proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. This course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Central to communication is the following premise from the Curriculum Framework: *When communicating, students in the AP French Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).*

# FINE AND PERFORMING ARTS

Part 100 of the Commissioner of Education requires all students to complete either one full credit of art, one full credit of music, or ½ credit of art and music before graduating.

For students who intend to pursue a college degree in art, Studio Art comprehensive foundation courses provide the first of the minimum of three credits required in a sequence. It is strongly recommended that students earn a grade of 75 or better to insure success in advanced courses.

Students who intend to pursue a college degree in music, should plan to participate in the following course tracks:

- Participation in a major ensemble for four years.
- Registration in two music electives over a three-year span. Highly recommended but not mandatory.
- Instrumentalists should make every effort to register for Chorus. Enrollment in Chorus satisfies part of the elective requirement.

## Studio in Art I and II

**Code: 516/517 (9-12) 1/2 credit each**

**Prerequisite:** Students must successfully complete Studio in Art I to be eligible for Studio in Art II

**Course Description:** The comprehensive foundation courses develop concepts and skills in the visual arts and appreciation areas such as painting and drawing in various media, sculpture, printmaking, commercial art, perspective, and art history. A sketchbook is required for the course.

## **Ceramics/Sculpture I and II**

**Code: half year each (½ credit each)**

**Prerequisite: Studio in Art**

**Course Description:** In Drawing & Painting, the student will study specific drawing and painting techniques. These techniques will be applied to create works in pencil, charcoal and other drawing media as well as watercolor, tempera, acrylic, ink and mixed media. Students will also be

introduced to the work of a variety of artists through a basic historical context of their work. A sketchbook is required for the course.

## Advanced Art I

**Code: 566 (10-12) 1/2 or 1 credit**

**Prerequisite: Studio in Art I/II**

**Areas of Study:**

- Develop skills from a study of criteria based design and drawing techniques as a foundation for:
- Advanced painting
- Printmaking
- Mixed media and three-dimensional work
- Develop visual problem-solving skills through the examination and analysis of artists' work.

**Notes:** The combined emphasis on skills and concepts will enable students to begin to develop personal statements in their work. Evaluation is based on demonstration



of criteria-based skills and techniques in artwork, as well as written critical analysis of artwork. Students will maintain a portfolio of all work.

### Advanced Art II

**Code: 569 (10-12) (1/2 or 1 credit)**

**Prerequisite: Advanced Art I or have permission of instructor**

**Course Description:**

Areas of Study:

- Continued development of skills from a study of criteria-based design and drawing techniques as a foundation for:
- Advanced painting
- Printmaking
- Mixed media and three-dimensional work

Note: The combined emphasis on skills and concepts will enable students to continue to develop personal statements in their work. Evaluation is based on demonstration of criteria-based skills and techniques in artwork, as well as written critical analysis of artwork. The option of AP application in Advanced Art II is for the mature, self-directed art student who is interested in developing an extensive portfolio for AP evaluation. This would begin in Advanced Art II and could continue in Portfolio Development. Students could apply for AP credit as a junior in this course or continue the work in Portfolio Development and apply as a senior.

### High School Concert Band

**Code: 856 (Grade 9-12) (1/2 credit)**

**Prerequisite:** Demonstration of performance ability on one of the traditional band instruments and successful completion of the instructional sequence of

the earlier bands or permission of the instructor.

**Course Description:** Class meets every other day plus one 40-minute group lesson weekly.

Areas of Study:

- Increased musical and technical proficiency to the fullest through independent daily work at home.
- Training and experience in the performance of various styles of jazz band music including rock, swing, pop and ballads.
- Developing knowledge of an appreciation of various styles of jazz music.

Note: Students must be members of the Junior High or Senior High Band to participate and have permission from the instructor.

### High School Jazz Band

**Code: 857 1/2 credit**

**Course Description:** Class meets one evening per week for 1¼ hours.

Areas of Study:

- Increased musical and technical proficiency to the fullest through independent daily work at home.
- Training and experience in the performance of various styles of jazz band music including rock, swing, pop and ballads.
- Developing knowledge of an appreciation of various styles of jazz music.

Note: Students must be members of the Junior High or Senior High Band to participate and have permission of the instructor.

### High School Chorus

**Code: 858 (Grade 9-12)(1/2 credit)**

**Areas of Study:**

- Musical study of a broad range of styles from Classical to Pop to Rock.
- Developing knowledge of an appreciation for various styles of music.

Note: Grades are based on attendance, active participation, and satisfactory performance at public functions.

### Studio Music Production

**Code:0868 (Grade 9-12)(1/2 credit)**

**Course Description:** This course is an introduction to the many facets of studio production. Students will explore music recording techniques, and practice them in many different genres and settings. You will have hands-on projects surrounding the

topics of sampling, remixing, podcasting, film scoring and many more. Students will be able to work independently on projects as well as collaborate on class projects together.

### **Piano**

**Code: Full year (1/2 credit; 9-12)**

**Course Description:** This course aims to build keyboarding skills for beginning level piano players. We learn to read treble and bass clef, chords and chord symbols. We also strengthen both single and two hand playing. By the end of the year, you will feel comfortable playing chords to accompany yourself or a friend, and play any introductory two hand piano pieces.

## **FAMILY & CONSUMER SCIENCES**

### Foods I / Foods II

**Code: 960 - Half Year or Full Year**

**Grade (9-12) 1/2 - 1 credit**

**Prerequisite: None**

**Course Description:**

**Areas of Study:**

- Principles of nutrition/application
- Menu planning
- Meal management
- Food purchasing
- Food preparation
- Meal service
- Careers in food and nutrition

### **Senior Internship**

**Prerequisite:** Good academic standing, on track for graduation

**Course Description:** This is an option for seniors during the 4<sup>th</sup> quarter. Students must fill out a letter of intent at the end of their junior year and apply in September of their senior year. The purpose of this program is to give seniors a chance to gain work experience in an area that interest them. Students are matched with a career interest and perform a minimum of 20 hours of work per week in the work location.



# PHYSICAL EDUCATION AND HEALTH

## 9th -12th grade Department description (Course MAP)

### Grading Policy as it relates to this course:

#### Physical Education

**Code: 066/067 (9-12) (1/2 credit)**

**Course Description:** The objectives of the program will be the development and maintenance of health and physical fitness team and individual skills, leisure activities, and the development of lifelong fitness. The program is designed to provide for positive social interaction, develop critical thinking skills with relation to activity and sport, and provide knowledge of other areas to pursue physical activity, fitness, and leisure.

Notes: Required all 4 years of high school

#### High School Health

**Code: 036 (10-12) (1/2 credit)**

**Course Description:** The course emphasizes making proper, mature and

healthy decisions based on knowledge and truths, not myths. Each student is responsible for class work, homework, reports, community service, quizzes, unit test, and a final examination.

Areas of Study:

- Mental health
  - Disease prevention/awareness
  - Stress management
  - AIDS education
  - Prenatal development & care
  - Alcohol, drug, tobacco awareness/prevention
  - Decision making
  - Authentic Assessment
- ProjectsCommunity Service

Note: Health is state mandated and the credit is necessary for graduation.

## OTHER PROGRAMS

### Grading Policy as it relates to this course:

#### **Independent Study**

**Code: ½ or 1 credit**

**Note:** A program of independent study may be designed for students under the following circumstances:

1. A senior is unable to complete either their Art/Music or PE requirements

due to an irresolvable scheduling conflict.

2. A student has a special interest or advanced ability in a particular area for which there is no scheduled course or elective in the curriculum. The independent study will be

supervised by a teacher who is certified in the area of study. The plan must be submitted to the principal for review and approval.

### **Senior Year Bridge Programs**

**Course Description:** From time to time, a high school senior may have the opportunity to begin his/her freshman year of college one year early while simultaneously completing the requirements of the senior year of high school. This is commonly referred to as a bridge program. Students are accepted into such college programs based on a solid record of outstanding academic performance with agreement from the local high school principal that the senior year graduation requirements may be fulfilled during the freshman year.

**Note:** Students interested in this type of program must see their guidance counselor for specific requirements during October of their junior year. Families are responsible for college tuition/fees and transportation.

### **Virtual High School - Educere**

**Code: 1008 ¼, ½, or 1 credit**

**Prerequisite:** Good academic standing, permission from guidance counselor and high school principal

**Course Description:** Educere specializes in providing virtual curriculum, allowing Haldane students to take highly desirable courses that are not offered at our school. Educere courses are self-paced and may require 5-7 hours of work each week. Courses are taught by certified teachers and use an online learning platform so students may easily work on their course from home or any location with an internet connection. Students participate in online discussions, collaborative projects, unit assessments, and independent writing assignments. Students must plan their work, be responsive to deadlines, and be conscientious in completing assigned tasks.

**Note:** Talk to your guidance counselor to learn about additional Haldane requirements to take an Educere course.

## **SPECIAL SERVICES**

### **Special Education**

Special education certified teachers provide instruction in English, Social Studies, Science, and Mathematics. Course content parallels that of general education classes: course texts and instructional materials may be modified or adapted to meet students' learning needs. The goal of the program is to improve students' content knowledge and

skills so they may earn an academic or an Individual Education Plan diploma.

### **Resource Room**

Most students enrolled in this program are scheduled for classes in the general education classroom. Improving skills, organization skills, note taking, written expression and reading comprehension are goals for students receiving resource room

instruction.. The resource room teachers consult regularly with classroom teachers and guidance counselors to monitor student progress and to review students' strengths and weaknesses.

#### **Consultant Teacher**

The consultant teacher provides services to special education students who attend

mainstream education classes. It provides an additional means of support to the mainstream classroom teacher and special education students within that class.

## **Course Failures**

The Haldane School Master Schedule creates grade-level patterns, which may prohibit the inclusion of a course typically assigned to the previous grade level. It is not always possible to include failed courses in next year's schedule. By successfully completing summer school/credit recovery, students maintain placement in the next course level. Should course failures remain, students may be required to repeat the course.

Upon successful completion of a credit recovery program, a student's transcript will be updated to include the credit recovery course. A minimum passing grade of 65% will be reflected as a "P." The original failure will remain on the student's transcript as a "F."

## **BOCES**

**Putnam/Northern Westchester Board of Cooperative Educational Services  
200 BOCES Drive  
Yorktown Heights, NY 10598  
(914)248-2420**

**Complete high school while learning transferable skills  
Achieve success in the high performance workplace  
Receive 4 credits towards a Regents' or General Diploma  
Explore a career  
Earn college credit while still in high school  
Respond to the current need for skilled employees  
Start developing skills needed for high paying positions**

# CO-CURRICULAR ACTIVITIES ELIGIBILITY

One of the main goals of the Haldane Central School District is to continue to strengthen academic student achievement. With this in mind, we have instituted standards requiring students to maintain a defined acceptable level of academic achievement. To be eligible for co-curricular activities a student must have an overall average of at least 70% with no more than one failing grade, and must be a full-time student.

A student is expected to carry a minimum number of courses (6 courses for grades 9 through 11 and 4 courses for grade 12). See your guidance counselor for further information.

## Athletics and Activities

### Activities:

- National Honors Society
- Student Council
- Model UN
- Chorus
- Band
- Jazz Band
- Blue Devils
- Blue Notes
- Peer Mentoring
- Drama Club/Stage Crew
- The BluePrint
- Literary Magazine
- International Club
- Yearbook
- Ski Club
- ROAR Animal Rights
- Women Empowerment Club

### Enrichment

- Peer and Elementary Tutoring
- Student Internships
- HEART Program

- PTA Enrichment
- Career Fair
- College Visits

### Girls' Interscholastic Teams

- Volleyball
- Soccer
- Basketball
- Cross-Country
- Track
- Softball
- Tennis
- Golf

### Boys' Interscholastic Teams

- Football
- Soccer
- Basketball
- Cross-Country
- Track
- Baseball
- Golf
- Lacrosse