

Galway High School

Guidance and Course Description Handbook



2024-2025

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GRADUATION REQUIREMENTS

In order to earn a diploma, Galway High School students must satisfy the credit and testing requirements as shown below.

COURSE REQUIREMENTS

LOCAL & REGENTS DIPLOMA		REGENTS DIPLOMA WITH ADVANCED DESIGNATION	
Content Area	Credits	Content Area	Credits
English	4	English	4
Social Studies	4	Social Studies	4
Math	3	Math	3
Science	3(a)	Science	3(a)
LOTE	1	LOTE	3(b)
Art/Music	1	Art/Music	1
Health	0.5	Health	0.5
Physical Education	2	Physical Education	2
Electives	3.5	Electives	1.5
Total:	22.0	Total:	22.0

- Note:** (a) Credits in science must include one life science and one physical science course.
 (b) Students acquiring 5 units in Art, Music, Business, Technology or Vocational Education may be exempt from the LOTE requirement for the Advanced Regents Diploma.

TESTING REQUIREMENTS

LOCAL DIPLOMA (a)

REGENTS DIPLOMA (b) (PASSING REGENTS SCORE OF 65 AND ABOVE)

ADV. DESIGNATION (b) (c) (PASSING REGENTS SCORE OF 65 AND ABOVE)

English Language Arts	English Language Arts	English Language Arts
Integrated Algebra	Integrated Algebra	Int. Algebra, Geometry, Algebra 2
Global History	Global History	Global History
US History	US History	US History
Science	Science	2 Science Exams (1 Life Science & 1 Physical Science)
		LOTE -three high school credits and locally developed final exam

(a) New York State provides a local diploma option for students with disabilities who do not achieve Regents exam scores of 65 or higher. Such students may satisfy the testing requirements in the following ways:

Passing a Regents exam with a score in the “low-pass range” of 55-64.

Passing a Regents exam with a score between 45-54, except for ELA and math, provided this score is compensated by a score of 65 or higher on another required Regents Exam. In all cases, students must score 55 or above on ELA and math exams. Satisfactory attendance is also required for this option.

(b) Students may earn a Regents Diploma with Honor or a Regents Diploma with Advanced Designation with Honor by achieving an average score on required Regents exams equal to or greater than 90.

(c) Students earning a Regents Diploma with Advanced Designation who achieve mastery level Regents exam scores (85 or higher) on three math exams, three science exams, or three of each will receive an annotation on their diploma that denotes “mastery in mathematics”, “mastery in science”, or “mastery in mathematics and science” respectively.

COURSE REQUIREMENTS

English - Four credits are required.

Social Studies - Four credits are required. Two credits in Global Studies, one credit in US History, one-half unit of Government and one-half unit of Economics.

Mathematics – Three credits are required.

Science – Three credits are required. Students must graduate with a life science and physical science credit.

Health – One-half credit is required. Students must pass Health sometime in grades 9 through 12. Galway students normally take health in tenth grade.

Art and/or Music - One credit is required. Students may use Studio in Art, Design and Drawing for Production, Band, Chorus, or Music in Our Lives.

Language other than English (LOTE) Students must pass Spanish 1 and the Spanish 1 final exam with a 65% or pass a high school class for a Regents or Local diploma, and students must earn 3 credits and pass the Spanish 3 final exam for a Regents Diploma with Advanced Designation. Five credits in art, music, technology, business or vocational courses may be used in place of the LOTE requirement for the purpose of earning the Advanced Designation. (Students should make sure they are addressing any LOTE requirements relative to college admissions if they are using this option.) Students identified by the Committee on Special Education may be exempt from the three-year language requirement if their IEP states that the requirement is not appropriate.

Physical Education - All students must take physical education each year and earn 2 units by graduation.

GRADE PROMOTION/RETENTION

High school students, 9th through 12th graders, will be promoted to the next grade level, each year, provided they have earned at least the total units of credit shown below:

- 5 units of credit to become a **sophomore**
- 10 units of credit to become a **junior**
- Enough units of credit to be able to schedule all remaining graduation requirements to become a **senior**

If a student does not earn the required credits shown above, then he/she will not advance to the next grade level with his/her original cohort group, which will affect his/her homeroom placement as well as his/her ability to participate in activities (ex. Junior prom, Senior ball, class trips, class meetings, etc.) with his/her original cohort. If a student does not have enough credits to graduate with his/her class, he/she will not be included in graduation ceremonies. Students must earn a total of 22 credits and meet specific requirements explained in the program of studies in order to be eligible to participate in graduation ceremonies with their cohort group. If a tenth grade student is likely to “miss” their junior year status because their academic achievement suggests they will have made up their credit shortfall, they will be dealt with on an individual basis regarding junior prom and other junior activities. Students enrolled in a CDOS diploma program will have grade level placement determined by the committee on special education.

Students who fail both English and Social Studies will not be allowed to double up English and Social Studies in the same year, until they are a senior. A student who fails either English or Social Studies is encouraged to take the subject in summer school. With approval of his/her counselor, a student may double up in the subject failed, but this is not recommended as it may have a serious impact on scheduling and chances for success in either subject.

COURSE SELECTION

All students, including seniors, must be involved in a minimum of **six assigned periods, plus Physical Education**, each semester. Students are NOT allowed to have more than one study hall (1½ for students that are not taking a lab science).

To prepare for entrance into most two-year programs such as found in a two-year college, community college, or a technical institute, one should concentrate on a strong math and science background.

Preparation for a four-year college program usually necessitates a strong math, science and language background. Careful planning should be done to ensure that the level of rigor and student performance (grades) is appropriate for what the student's desired colleges will expect.

For other post high school educational institutions, requirements vary according to the type of program sought.

The most important consideration in planning your high school program is matching the rigor of your courses to the ability and motivation you have to successfully complete the course expectations.

ADVANCED PLACEMENT COURSES

The Advanced Placement Program (AP) is a collaborative effort between motivated students, dedicated teachers and committed high schools, colleges, and universities. Since its inception in 1955, the program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement, while still in high school.

Many colleges and universities in the United States, as well as colleges and universities in more than 30 other countries, have an AP policy granting incoming students credit, placement, or both on the basis of their AP Exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP grades.

Each year, an increasing number of parents, students, teachers, high schools, and colleges and universities turn to the AP Program as a model of educational excellence.

More information about the AP Program is available at the College Board's online home for AP professionals (apcentral.collegeboard.com). Students can find more information at the AP student site (www.collegeboard.com/apstudents).

CAREER AND TECHNICAL EDUCATION [click here for the BOCES website](#)

CTE course offerings are available in the areas of:

- Auto Body Repair
- Automotive Technology
- Construction Trades
- Cosmetology
- Criminal Justice
- Culinary Arts & Hospitality
- Early Childhood Education
- Environmental Conservation & Forestry
- Graphic & Visual Communications
- Health Occupations
- Heavy Equipment
- HVAC
- Horse Care
- Horticulture
- Small Animal Science
- Welding
- Service Level: Tech & Trade and Hospitality & Human Services
- New Visions Health Careers Exploration
- SUNY Adirondack Early College Career Academy
 - Electrical Technology/Advanced Manufacturing
 - IT/Computer Networking
 - New Media
 - Business Entrepreneurship

Attendance records are reviewed prior to acceptance into the program

CTE programs are an extension of the Galway High School curriculum. Students who enroll in a CTE program in grade 11 and complete a two year program earn 4 credits toward graduation each year. During the early spring of their sophomore year, students have the opportunity to visit the BOCES CTE Program to discuss offerings. The high school

counselors and personnel at the BOCES Center will gladly discuss the various programs with interested students. Some of the questions which the interested students should consider are:

- Do I have sincere interest in this field?
- Do I feel that this is an area in which I want to make my living after successful completion of my training?
- Am I willing to put in the effort to be successful?

Placement is considered by program choice and on a first come first serve basis. All students applying for admissions to attend a vocational program are placed within a regional wide lottery system. Space is limited. Students will be asked to select three potential vocational programs and through the lottery system may receive placement to one of the programs selected. Availability within each program is monitored and determined by the Myers Education Center. Open houses, group and individual tours are available to help determine program choice.

Tec-Smart

Bringing Together Education, Business and Industry

The Clean Technologies & Sustainable Industries Early College High School (ECHS), is a program that prepares students for college and careers in the fields of energy efficiency, renewable energy, and advanced technology including semi-conductor manufacturing. The mission of the program is to develop and support pathways to higher education that lead to careers in STEM fields through rigorous academic programming and a collaborative approach to learning. Starting in 2014-2015, The Clean Technologies & Sustainable Industries ECHS is a NYS P-TECH program that provides students a distinct opportunity to earn an Associates Degree while preparing them to seamlessly transition into key industry sectors within our economic region.

The Clean Technologies & Sustainable Industries ECHS supports an innovative learning environment and culture with the tools and resources necessary to acquire and create knowledge, collaborate, innovate, and connect students with higher education, the community, the region, and the world. Students work at their own pace and leverage 1:1 technology to access individualized academic support, master program expectations, and develop college and career readiness. With support from regional economic leaders, including the Center for Economic Growth (CEG), Saratoga Economic Development Corporation (SEDC) and local Chambers of Commerce, the program connects with hundreds of businesses throughout the region that serve as assets for students.

Mission:

To transform College and Career Readiness by creating new pathways between education and business, by supporting a culture and learning environment with the tools and resources necessary to acquire and create knowledge, collaborate, innovate and to connect students with higher education, the community, the region and the world.

Vision:

The Clean Technologies & Sustainable Industries Early College High School is a fully connected and collaborative learning environment focusing on 21st Century skills, STEM teaching and learning, promoting college and career readiness for all students, and is supported through public and private partnerships.

[College Pathways](#)

Agriculture Education

Agriculture - Do you like plants, animals, agriculture, or being outside? What about helping people, fundraising, taking field trips or just having fun? If so, these are all things you can do and learn in FFA! FFA members are eligible for scholarships, work-based learning opportunities and leadership and skills competitions at the local, state and national level. Learn more about FFA at www.ffa.org

Introduction to Agriculture, Food & Natural Resources Grades 9-12: AFNR is the foundation course for any student interested in agriculture, animal or plant sciences, or natural resources. This course will help students acquire a broad understanding of the vast field of agriculture. There will be many opportunities for hands-on activities and projects. Topics include natural resources, plants and animals, soil and erosion, ecology, scientific processes and communication methods. This course is recommended, but not required as a prerequisite for other agriculture courses. (Curriculum for Agricultural Science Education – CASE course)

Credit: 1 / SUNY Cobleskill-3 credits

Animal Science-The major focus of the CASE Animal Science course is to expose students to agriculture, animal science, and related career options. Students participating in this course will have experiences in topic areas such as Anatomy and Physiology, Nutrition, Reproduction, Genetics, Animal Health, Social Issues in Animal Science, and Animal Selection. Students will speak with industry professionals such as veterinarians and veterinary technicians, and get a behind the scenes look at working veterinary clinics.

3rd year science

Credit: 1 / SUNY Cobleskill-3 credits

Plant Science (CASE course) Principles of Agricultural Science—Plant is a foundation-level course teaching students about the Science behind Plant Life and Plant Growth. Topics of study include Plant Cell Structure, Anatomy, Genetics, Taxonomy, Minerals and Soils, Environment, Plant Reproduction, and Crop Production. The course is structured to enable all students to have a variety of experiences that will provide an overview of the plant industries.

3rd year science

Credit: ½ / SUNY Cobleskill-3 credits if you take both Plant Science and Horticulture

Horticulture-This course is designed to provide students with an opportunity to explore the broad field of horticulture, as well as introduce the student to the basic concepts and skills utilized in horticulture. Students will receive an introduction to basic botanical concepts such as cultivation, morphology, management, and propagation as they apply to horticulture. Students will explore career options in the Horticulture Industry, and gain an understanding of related college course work and potential pathways of study. Students will speak with industry specialists including Greenhouse and Nursery Managers, Landscape Managers, Plant and Flower Shop Owners, and Horticulturalists.

3rd year science

Credit: ½ / SUNY Cobleskill-3 credits if you take both Plant Science and Horticulture

Wildlife & Natural Resource Management - Do you enjoy the outdoors? Do you have a passion for hunting, fishing, or the environment? In this class, students learn about protecting and enjoying the natural world while maximizing biodiversity and species richness. We will explore the main causes of extinction while investigating methods to protect the biodiversity of ecosystems and ensure we can continue to enjoy outdoor recreation for many generations. Students in this course focus on the History of Wildlife management, identification of different wildlife species, and will have the opportunity to learn about various local and national wildlife management programs. This course is ideal for anyone with an interest in the outdoors or the environment.

3rd year science

Credit: 1

Floral Design – Students in this course will design and create different types of floral arrangements and learn about the management of commercial floriculture operations. Plant identification, as well as the study of the general principles of plants, their life processes and morphology with an emphasis on major floral crops will be covered. Students will be able to create and take home floral arrangements for major holidays and other local events. **The ART requirement can be met with this course.**

Credit: ½

Landscape Design – Well designed landscapes raise property values, improve the beauty of homes and protect the environment. In this class, students learn the principles of design and apply them to hands-on design projects. Students will have the opportunity to spend plenty of time outside in the spring sunshine to turn their learning into real projects. **The ART requirement can be met with this course.**

Credit: ½

Art Education

All students could use one unit of Art for the NYS graduation requirement.

Five credits in Art can be used to replace Foreign Language requirement for an Advanced Regents Diploma.

Architecture Students are strongly encouraged to take Studio Art and Drawing because most Architecture College Programs still require a Drawing Portfolio for admission.

Studio Art: Prerequisite for all high school art courses

Studio Art: A foundation “how to” course introducing the basic skills needed for the visual arts with emphasis on line, shape, color, form, value, texture, space and the principles of design. Students will explore a wide range of media and techniques. Projects, lectures, readings, class discussions, and critiques examine the elements of 2-D and 3-D Design. Historical, contemporary artists and art movements are considered as sources for inspiration for visual expression. ***This course fulfills the graduation requirement for art. Note- All students are required to have a sketchbook and a pencil at all times.***

Credit: 1

Ceramics: Students will develop their mechanical skills by a full “hands on” approach to art. This medium allows those students who learn better by personal experience rather than auditory means to excel in their unique learning methods. Pupils will gain knowledge of various traditional techniques while simultaneously adding their own personality to each vessel that they create.

Note- All students are required to have a sketchbook and a pencil at all times.

Credits: ½

Sculpture: Students in this class will learn the basics of sculpture through two complementary approaches: studying actual sculptures and making sculptures. Looking at historic and contemporary sculptures and learning about the lives of the sculptors who made them will provide inspiration, context and breadth. Students will design and construct their own sculptures using the four classic sculptural techniques: casting, carving, modeling, and assembling, as well as the more recent sculptural technique of installation art.

Credit: ½

Adobe Illustrator: Students will strengthen their computer drawing skills and innovative creative thought process with Adobe Illustrator. This program is an essential vector tool for a future in the graphic design world. Used by graphic professionals worldwide, Adobe Illustrator software provides precision and power with sophisticated drawing tools, expressive natural brushes, a host of time-savers, and integration. This course is a computer basic for any career field in the technological art market, and will aid in the creation of pro-bono work with the Adobe Photoshop class when requested. ***Notes-All students are required to have a sketchbook and a pencil at all times.***

Credit: ½

Adobe After-Effects: is a basic 2D animation class that works in conjunction with Adobe Illustrator. The software creates incredible motion graphics and visual effects. It's the industry-standard in animation and creative compositing that lets you design and deliver professional motion graphics and visual effects for film, TV, video and web. ***Note- All students are required to have a sketchbook and a pencil at all times.***

Pre-requisite-Adobe Illustrator

Credits ½

Art Portfolio: Students will develop a professional portfolio for entering the college art world. From creating a resume and artist statement, to learning how to take professional slides of their artwork, the course will help prepare young artists to mature proficiently. “Presentation is everything” when attempting to make a first impression that may alter one’s life. The art portfolio class will help students both organize and express themselves in an exuberant manner.

Note- Participation in the Museum Exhibition is required!**

Note- All students are required to have a digital camera, a sketchbook and a pencil at all times.

Credit: ½

Drawing and Painting: This course is developed to expand students' technical fine-hand motor skills. The class will gain knowledge of various disciplined and advanced methods for maturing their two-dimensional ability. Numerous mediums will be experimented with, while each individual discovers which art material suits him or her best. Please note that in accordance with New York State standards for the arts, students may not simply paint whatever they wish. The subject matter of the work will be provided for them. *Note- All students are required to have a sketchbook.*

Professional art pencils are provided.

Credits: 1

Adobe Photoshop This course will offer training on Adobe Photoshop CC. Student projects will range from basic color correction and design layout, to gaining the knowledge of the legal aspect of the advertising business. For the second semester students will work with local non-profit companies creating pro-bono works while building resume experience in the Graphic Design world. Student responsibility in the course, such as due dates, will be non-negotiable. *Note- All students are required to have a digital camera, a sketchbook and a pencil at all times.*

Credits: 1/3 College Credits-Adelphi University... Optional

College Drawing 101-UHS

This course is designed to introduce students to the core practices of drawing and strengthen the development of perceptual and descriptive skills throughout the year. Students will be introduced to a variety of mediums, techniques, art history and subject matters. Students will learn to use the elements of art and the principles of design as the core to create a variety of creative compositions in an aesthetically pleasing manner. Basics such as line, space, value and perspective will be the building blocks to completed works. Art history will help guide the students and build vocabulary as they experiment with techniques, materials, and push boundaries in a journey of growth and development. Students will learn professionalism and develop a more disciplined and self directed work ethic.

Prerequisites-Studio Art and Drawing & Painting

Credit:1 / 3 College Credits-Adelphi University

Business Education

Contact Mrs. Shauna Sitts at ssitts@galwaycsd.org with questions.

Career and Financial Management - Grades 9-12-This course provides students with the foundation needed for a future career. The contents provide students with a general business background, centered on basic functions (researching careers, banking, budgeting, credit, investing, etc.). This class is required for students that plan on attending BOCES.

Credit: 1

Financial Accounting-Grades 10-12-Financial Accounting introduces the fundamental concepts that comprise financial accounting and Generally Accepted Accounting Principles (GAPP), providing a strong foundation in basic accounting principles and techniques for both general business students and students who intend to pursue an accounting career. Special emphasis is placed on the traditional concepts that comprise a first semester college accounting course, including analysis of business transactions in accordance with accrual basis accounting, the accounting cycle, financial statement preparation and analysis, the hallmarks of internal control, and coverage of accounting elements such as assets, liabilities, equity, and revenue and expenses.

Credit: 1 / Fulton-Montgomery Community College 4 Credit Hrs.

Principles of Business -Grades 10-12-An introductory course to the diverse world of business, its structure, operations, and impact upon each of us as employees, consumers, individuals, and members of society. The course acquaints the student with major disciplines of business, such as management, marketing, finance, human resource management, and production management, from which the student may choose a career core for future study and training. The course may use case studies and computerized and manual business games.

Credit: ½ / Fulton-Montgomery Community College 3 Credit Hrs.

Marketing-Grades 10-12 -Introduction to the basic principles and terminology that are used in the marketing field. Focus will be on gaining familiarity with the variety of environmental factors that influence marketing decisions and understanding the importance of a customer-oriented philosophy of doing business. Topics covered include determining marketing opportunities, environmental analysis, consumer buying behavior, and product planning, promotion, distribution, and pricing. The importance of market research is also discussed.

Credit: ½ / Fulton-Montgomery Community College 3 Credit Hrs.

Entrepreneurship-Grades 10-12-This course is designed for students who are considering becoming an entrepreneur or working for a small business. The course will emphasize: exploring opportunities, the business plan process, and the challenges of entrepreneurship. It will include an overview of the following business concepts: sales, marketing, building customer relationships, accounting and management.

Credit: ½ / Fulton-Montgomery Community College 3 Credit Hrs.

Business Communications-Grades 10-12-Emphasis is on composing various types of business communications in a clear and concise manner, while maintaining the readers' goodwill. The course also includes a review of grammar and the mechanics of writing, spelling, and some public speaking.

Credit: ½ / Fulton-Montgomery Community College 3 Credit Hrs.

Computer Applications Grades 10-12 This course provides an introduction to microcomputers and end-user system/application software. The personal computer is demonstrated as a tool to support other academic or professional disciplines. Topics include basic computer hardware, operating systems, the Internet, word processing software, spreadsheet software, and presentation graphics software. The course emphasizes familiarization with computer components and the operation of the overall computer system.

Credit: ½ / Fulton-Montgomery Community College 3 Credit Hrs

Sports & Entertainment Management-Do you like sports? Do you like TV, traveling, movies, video games or music? If so, then this is the course for you! In this course students will learn the basic functions of marketing and how those functions are applied to sports and entertainment. The basic functions of marketing that will be included in the course are: target market identification, marketing information management, financing, pricing, promotion, product/service management, distribution, and selling. Concepts are taught utilizing project-based learning and practical application assignments.

Credit: ½

Career Exploration Internship Program (CEIP) – Juniors and Seniors Only

This work based learning program assists students in understanding the linkages among school, work, and postsecondary education. CEIP allows students to learn about a variety of career options through a non-paid worksite experience in a career area of interest. This program can be extremely beneficial to students by helping them clarify career interests and decide upon a program major in postsecondary education. CEIP is a partnership between education institutions and business and industry to provide students the opportunity to learn firsthand about the skills and education requirements necessary for career areas in which they have an interest. This experience allows students to play an integral part in designing their high school program and in choosing courses that will help them to reach their college and career objectives. Through this partnership, educators and employers engage in providing students with meaningful learning experiences and share the critical task of helping students develop self-direction and decision-making skills. **There is an application process for all students and they will be required to stay for 9th period one day a week to meet as a class.**

Credit: 1

Distance Learning

Marine Science is a one-year course about the ocean and life in the ocean. We will be exploring the history of the ocean, marine environments, bacteria, algae, marine plants, marine invertebrates, marine worms, fishes, marine reptiles and birds, and marine mammals. The course includes hands-on projects, computer-based projects, as well as traditional lecture-based instruction. Students will also participate in virtual field trips throughout the school year.

Prerequisites: Successful completion of Regents Living Environment and Regents Earth Science Student must be a Junior or Senior

Credit: 1

Pre-Vet Science -Pre Vet Science is taught using a curriculum written at Cornell University. Students will study anatomy and physiology, vet terminology, pharmacology, how to perform clinical exams and vet hospital procedures. In class, students will dissect animal specimens, tour local vet clinics and complete research projects. If a student is considering a career working with animals, this course is for them.

Credit: 1

Intro to Agricultural Business-UHS A broad introduction to the function and structure of U.S. Agribusiness from macro and micro perspectives with close examination of the relationship between production agriculture and Agribusiness; topics of discussion will include the size and importance of Agribusiness, forms of business, planning and organizing an Agribusiness, financial management and accounting, and Agribusiness input and supply sectors.
Articulation Agreement with SUNY Cobleskill
Credit: 1

Equine Science-Equine Science is a course designed to enhance the understanding of equines and their required care. Students will develop a deeper understanding of career opportunities, industry expectations, knowledge and skills related to the care and maintenance of horses. In addition, students will learn about the various species and breeds of horses, and their body parts, systems, and requirements.
Credit: ½

Dairy Science-A broad overview of the dairy industry. Students will study the economic impact of the dairy industry, know historic events that have impacted the industry, identify different types of housing facilities as well as have a basic understanding of marketing dairy products. Students will research important feed types for a cow's diet, how to interpret records and recognize diseases by symptoms and how to treat them. Students will learn how to manage a dairy business.
Credit: ½

English

Four units in English are required for graduation. Demonstrated competency in 11th grade English will be required for graduation by passing the Regents examination.

English 9-Students in this course will read extensively across genres, including poetry, fiction, informational texts, literary nonfiction, and plays. Some of the major texts read during the year are *To Kill a Mockingbird*, *Macbeth*, *Just Mercy*, and *The Odyssey*. Throughout the year, there is an explicit focus on supporting the development of a wide range of literacy skills, with emphasis on reading critically, analytical discussion, writing academically and informally, developing a sophisticated vocabulary, and working both independently and collaboratively. There is also a major research paper. Furthermore, students are guided to self-select reading for learning and for pleasure to encourage a lifelong literacy habit. This course includes a summer reading assignment.
Credit: 1

English 9 Honors-This course is designed for students who demonstrate strong performance in English, a passionate interest in the subject, and a drive to challenge their intellectual capabilities. While the curriculum is similar to the English 9 course, it moves at an accelerated pace, includes additional texts, and covers topics with greater depth. The instructional and assessment practices are consistent with an advanced course while encouraging students to develop their creativity, communication, and critical thinking. This course includes multiple summer reading assignments.
Prerequisites: Students must have scored at least a 3 on their state exam; demonstrate on-level reading comprehension according to the district metric; have a 93 average and/or teacher recommendation, and demonstrate an active engagement in class.
Credit: 1

English 10-Students in this course can expect to read extensively across genres, as they did in English 9, with a focus on texts with diverse perspectives. Some of the major texts read during the year are *Night*, *Animal Farm*, *The Immortal Life of Henrietta Lacks*, *Romeo and Juliet*, and a graphic novel genre study with multiple titles. This course is designed to utilize and hone the skills developed in English 9, with an added emphasis on the ability to develop a well-constructed argument. Students continue to be challenged to work both independently and in collaborative groups and to self-select reading for learning and for pleasure to encourage a lifelong literacy habit. This course includes a summer reading assignment.
Credit: 1

English 10 Honors-This course provides the student with the opportunity to take a more challenging English class and prepares the student for achieving the language skills generally expected in higher education. Students will complete a major research paper. The same curriculum is followed as regular English 10 but is supplemented with activities that are designed to further increase the student's appreciation for the written and spoken word. Additional novels will also be assigned: *The Glass Castle*, *1984*, *A Thousand Splendid Suns*, *Night*, *Romeo and Juliet*, and *The Immortal Life of Henrietta Lacks*. This course includes a summer reading assignment featuring *Born A Crime*. The year culminates with a final exam and a writing portfolio. **Prerequisite: Students must have a grade of 93 and/or teacher recommendation and demonstrate active engagement in class.**

Credits: 1

English 11

This course features American Literature including novels, short stories and poetry, and related non-fiction pieces. Students will complete a major research paper. Additional writing assignments include creative pieces, literary analysis, and other essay forms. Vocabulary work, independent reading and Regents preparation are also an integral part of the program. This course includes a summer reading assignment featuring *Six American Poets*. The year culminates with the Regents exam and a writing portfolio.

Credits: 1

English 11 Honors-This course is more challenging and demanding than the English 11 course. Students will cover material in greater depth, scope, pacing and reflection. Students will complete a major research paper. Additional novels will also be assigned: *Twelve Years a Slave*, *The Great Gatsby*, and a unit of Depression era novels. Literary analysis, class seminars, and intensive writing assignments are a staple of this honors course. The summer reading assignment features *Six American Poets* and *The Crucible*. The year culminates with the Regents exam and a writing portfolio. **Prerequisite: Students must demonstrate active engagement in class, have an average of 93 and/or teacher recommendation.**

Credits: 1

English 12-English 12 provides continued development of reading, writing, speaking, listening, researching, and technology skills. Topics of study include: personal and informal essays, film study, novels that challenge expectations regarding narrative structure, the history of the English language, vocabulary development, and a variety of contemporary poetry, drama, multicultural literature, and nonfiction.

Credit: 1

ENG 101: Introduction to College Writing -- SUNY Adirondack College Credit-This course is designed to help you improve your abilities to read, write, and think at a college level. In English 101, you will develop strategies to help you use writing as a tool for exploring and reflecting on your own ideas, as well as for informing and persuading your readers. You will need to develop critical reading and research techniques to support your writing and learn appropriate technologies to assist your writing. English 101 emphasizes writing as a rhetorical process: you will explore beneficial ways to break a writing task into smaller steps such as generating and organizing ideas, investigating your topic, creating early drafts, seeking feedback, and revising. You will also improve your ability to adapt your writing to the needs of an audience or a situation and your ability to revise and edit your own writing. Assignments include personal narrative, explaining a concept, proposing solutions, and analyzing opposing arguments.

Prerequisite: Students must score 85% or higher on the ELA regents exam and have an overall GPA of 80% or higher. Students not meeting the prerequisites may take a placement exam at SUNY Adirondack to qualify for this course.

Credit: ½

ENG 102: Academic Writing -- SUNY Adirondack College Credit-Academic writing is a college writing course focusing on intensive research, critical reading, and development of argumentation. This course is designed to help you improve your abilities to read, write, and think at a college level. Our emphasis in this class will be engaging with research—evaluating our sources, challenging assumptions, and asking the right questions. We will look for more than simply finding a good quote to insert into our paper, we will look for research that extends our thinking or challenges our ideas and understandings. Assignments include synthesizing opposing arguments, arguing a position, and an extensive authentic research project. **Students must earn a C / 73% or higher final average for ENG 101 to enroll in college credit.**

Credit: ½

ENG 109: Elements of Creative Writing -- SUNY Adirondack College Credit-Elements of Creative Writing is a college writing course combining critical study of and practice of creative nonfiction, fiction, and poetry with modes of inquiry including research and critical writing. This course is designed to help you improve your abilities to read, write, and think at a college level. Students write in several genres discussing and revising their work. Modern and/or contemporary readings, creative assignments, and analytical writing create awareness of craft and literary traditions. Research is conducted in an area of contemporary writing or publishing. Presentations promote public speaking skills. Our emphases in this class will be creative nonfiction and poetry —evaluating the characteristics of the genres, analyzing exemplars, and pursuing a variety of writing purposes including exploratory, drafting, critiquing, revising, and publishing. **Students must earn a C / 73% or higher final average for ENG 101 to enroll in college credit.**
Credit: ½

Film Studies-Students view, respond to, analyze and discuss movies as visual narratives. Students consider all of the language systems of film: photography, editing, sound, acting, story, writing, and ideology. In studying these valuable tools that filmmakers use, students better understand how movies are constructed and appreciate the criteria necessary to make a film. The course includes film history and film genre conventions. The final presentation and exam grade for the course is a 10-minute presentation of a 5-minute clip of a movie chosen by the student that exemplifies excellence in filmmaking. The student will explain the artistic and technical merits of the film by applying the skills he or she learned in the course.
Credit: ½

Speech and Debate-This one semester course provides an opportunity to study fundamental speech techniques and to apply these techniques to formal debate and individual speaking situations. In this hands-on course, students will explore national, international, social, political, and economic issues in order to prepare debate cases. In addition, students will write and present prepared and unprepared speeches for performance. Speech topics include humorous and dramatic interpretation, original oratory, expository, and current events. This course is experience-based and increases student skills in the following areas: listening, critical thinking, public speaking, argument formation and refutation, and research.
Credit: ½

Poetry in Present Tense-Students will focus their studies on poetry written or performed by living poets. Students enrolled in this course will grapple with poetry that reflects their identities, backgrounds, and present circumstances as well as poetry that enables them to better understand the issues of people today whose lives differ from their own. There will also be opportunities for students to write their own poems in order to center their own voices and share their own perspectives. Students enrolled in this course are invested in thinking critically about how modern poetry helps us understand ourselves, others, and the world and in exploring poetic techniques to process and express their own viewpoints.
Credit: ½

Mental Health Matters- students will learn about mental health matters from a variety of genres, such as young adult fiction, nonfiction, poetry, and media. This course will also feature partnership with a mental health professional (school counselor and/or school psychologist and/or outside experts) who will push-in on a regular basis to help students understand the texts they are studying from the perspective of a professional. Students will also use the techniques advocated by Yale's RULER program to make sense of the texts they engage with. Students taking this course are prepared to discuss sensitive and complex matters maturely and are invested in exploring the perspectives of those affected by mental health issues in order to learn more about themselves and those around them.
Credit: ½

Family & Consumer Science

Food & Nutrition- The content of this course is learned through hands-on experiences in the kitchen labs. Safety & sanitation, nutrition, meal management, food purchasing, food preparation and related topics will be explored. During kitchen labs, basic recipes will be prepared, eaten and evaluated. This is a recommended course for students who seek basic kitchen and cooking skills.
Credit: ½

International & Regional Foods- Cultural and regional cuisine will be studied, prepared and served. Advanced cooking techniques such as preparing stocks, soups, sauces and garnishes will be taught as well as plate presentation. Each lab group will research, prepare and serve a festive meal representative of a particular cuisine. This course is recommended for those wishing to expand their basic kitchen knowledge. **Food & Nutrition is a prerequisite for this course.**

Credit: ½

Fashion & Textiles- Explore clothing and textiles as a medium for creative expression, while studying the principles and elements of design. Other topics of study will include cultural and historical aspects of clothing and textiles, fabric and clothing selection and care, and careers in the fashion and textile industry. Fashion Design is designed for students wishing to expand their knowledge of clothing construction, express their individuality, and better evaluate quality of ready made garments. This course is ideal for anyone considering a career in the fashion industry. Application of knowledge will be demonstrated in the sewing lab by completion of two projects.

The ART requirement can be met with this course.

Credit: ½

Interior Design- Learn about design as it relates to housing. Students will develop a portfolio and apply the principles and elements of design to home interiors and exteriors. Other topics of study will include the history and culture of housing, consumer issues in housing, and decorating techniques. Lab time will be spent practicing decorating techniques and skills used to decorate your living space. This course is ideal for those considering careers in architecture and interior design, as well as those interested in another means of self-expression and creativity.

The ART requirement can be met with this course.

Credit: ½

Lifespan Studies- Beginning with conception this course teaches development throughout the lifespan. Lifespan studies will provide knowledge and skills necessary to become a responsible family member, effective parent, and resourceful citizen. Students will use critical thinking skills along with their knowledge of development to help people of various ages. This course would be great for students who want a career working with people (i.e. counseling, social services, teaching, etc.)

Credit: ½

Child Development- The physical, emotional, social and intellectual development of the infant, toddler, and preschooler will be the main focus of this course. A minimum of 3 hours of observation/interaction in the Head Start program is required. This course is recommended for students who are interested in nursery school or elementary education, social work or health related occupations.

Credit ½

Adolescent Psychology- Students will study Psychological Theorists and neurology to better understand the timeless issues and developmental concern adolescents face. The history of adolescence, understanding personal values, setting goals, relationship building and issues facing teens will be investigated in this course. Problem solving, communication, and effective coping skills will be practiced. This course involves discussion, guest speakers, interaction and reflective journals.

Credit: ½

Foreign Language

Spanish I- Spanish I is the introductory course for those high school students starting to learn Spanish. Vocabulary taught is related to: the alphabet, salutations, numbers to 100, the classroom, adjectives for character and physical description, family, activities, school subjects, weather, seasons, clothing, colors, days, months, telling time, rooms of the house, furniture, appliances, places in town and directions. Grammar taught is: gender and number of nouns, definite and indefinite articles, the use of hay, adjective agreement, possessive adjectives, present tense of regular -ar, -er, and -ir verbs, the verbs ser/tener/gustar/ir, adjective placement, simple future and boot verbs The course is based on the textbook Exploremos 1.

Credits: 1

Spanish II- Spanish II is offered to those students who have passed the Spanish 1 proficiency exam and class. Spanish II uses the book *Exploremos 1 and 2*. **Vocabulary** taught is related to: professions, daily routines, body and health, hobbies, sports, pastimes, holidays and celebrations. **Grammar** taught is: estar expressions, present progressive, ser vs. estar, irregular yo form conjugated verbs, saber vs. conocer, reflexive verbs, adverbs, preterite (regular and irregular).
Credit: 1

Spanish II Honors- This course covers all the same topics as Spanish II however it is taught at a quicker pace and goes more in depth into the curriculum. Daily lessons and homework assignments may also vary. There are an increased number of activities targeted towards further enhancement of reading comprehension skills and building cultural awareness and understanding. Students in the honors course are given more challenging assignments intended to better immerse them in both language and culture. Students in the honors level course will be held accountable for maintaining high standards. Any student that does not keep up with the honors expectations may be removed from the course.

Credit: 1

Spanish III- Spanish III is offered to those students who passed Spanish II. Spanish III uses the book *Exploremos 2*. **Vocabulary** taught is related to: food, numbers above 100, chores, pastimes, holidays and celebrations. **Grammar** taught includes: further reiteration of preterite, the imperfect tense, preterite vs. imperfect, por vs. para, direct object pronouns, indirect object pronouns, double object pronouns, negative words.

Credit: 1

Spanish III Honors- This course covers all the same topics as Spanish III however it is taught at a quicker pace and goes more in depth into the curriculum. Daily lessons and homework assignments may also vary. A key opportunity students are provided in this course includes the reading of a short novel in the target language. Students will also engage in a research project relating to both Hispanic language and cultures. There are a number of additional activities embedded into the curriculum as well which are targeted towards the further enhancement of reading comprehension, writing, listening, and speaking skills as well as building cultural awareness and understanding. Students in the honors course are given more challenging assignments intended to better immerse them in both language and culture. Students in the honors level course will be held accountable for maintaining high standards. Any student that does not keep up with the honors expectations may be removed from the course.

Credit: 1

Spanish IV-UHS- This course is offered to those students who have passed the Spanish III class and exam. This course may be taken as a UHS class and 4 college credits may be earned. There is a charge for the UHS credit. **Vocabulary** taught is: airport, traveling, lodging, shopping, clothing styles, driving, the environment and animals. **Grammar** taught is: Commands (tú, Ud. Uds.), comparisons, passive and impersonal "se", future, estar + past participle, present perfect, subjunctive and conditional.

HS Credits: 1

SUNY Credits: 4 (from SUNY Albany)

Spanish V-UHS- This course may be taken as a UHS course and 4 college credits may be earned upon successful completion of Spanish IV. There is a charge for the UHS credit. **Vocabulary** taught is related to: holidays and festivals, art, numbers 100-1,000,000, colloquial expressions with food, history of Peru and Argentina. **Grammar** taught is: more uses of the subjunctive, past subjunctive, conditional, if...then clauses, uses of "it", commands with pronouns, double object pronouns, perfect tenses. The book *Vida o Muerte en el Cusco* is also read.

HS Credits: 1

SUNY Credits: 4 (from SUNY Albany)

Health Education

All students must pass Health to graduate.

Health- is a one-semester course that is required by New York State for High School graduation. The focus of this course is to equip students with the knowledge and skills that will enable them to pursue healthy lifestyles and be competent at making decisions that will enhance their lifestyle.

Credits: ½

Special Topics in Health- Special Topics in health is an opportunity to explore and apply concepts that can improve both and community health. Emphasis of the course is on examining a variety of topics outside the realm of standard health education, which may include CPR and first aid, anatomy & physiology, alternative treatments, etc...

Prerequisites: At least an 85 average in the Health Education class and 3 teacher recommendations that will attest to your seriousness and willingness to participate in this course.

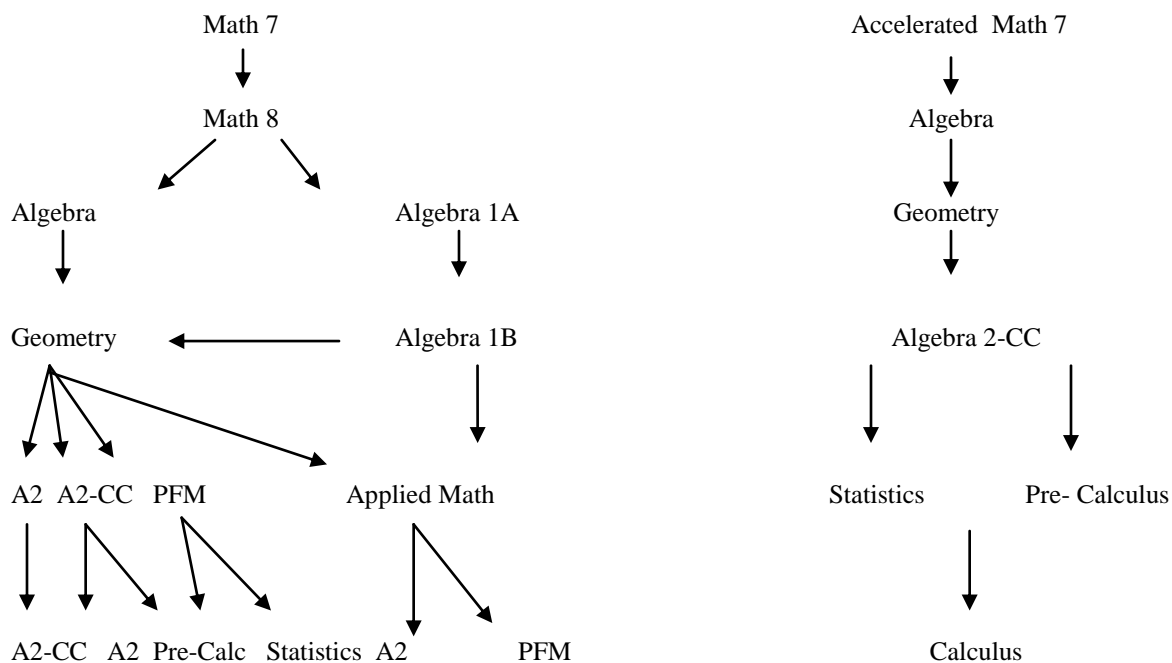
Credit: ½

Exploring Mindfulness- Being a teen can be really stressful! Mindfulness is a powerful way to handle stress, and live life more fully. Mindfulness is all about living fully in the present moment, without judgment, and with an attitude of kindness and curiosity. It's about breathing, noticing what's happening right here and now, sending a gentle smile to whatever you're experiencing in this moment (whether it's easy or difficult), and then letting it go. You can be mindful anytime, anywhere, no matter what you're doing. It sounds simple, but it's not always easy to do, especially when you are stressed! Intro to Mindfulness provides information, tools, and resources to help you get started.

Credit: ½

Mathematics

Mathematics Course Offering Flowchart



Algebra 1A: Students in Algebra 1A will explore the principles of algebra while strengthening the foundations of their mathematical knowledge. This class is the first year of a two year plan to help students explore the inner workings of algebra studying topics like variable expressions, quadratics, functions, systems of equations, polynomials, and statistical analysis. This class will lead up to the Algebra Regents Exam in June of the following school year.

Credits: 1

Algebra: Algebra is the first year of high school mathematical studies, leading up to the Common Core Algebra Regents Exam. Students will be exploring the inner workings of algebra studying topics like variable expressions, quadratics, functions, systems of equations, polynomials and statistical analysis. *Students will take the Algebra Regents Exam in June.*

Credits: 1

Algebra 1B: In this course the students will continue to sharpen their algebra skills by picking up where they left off in Algebra 1A. They will go into more detail through the topics of inequalities, functions and transformations, linear and quadratic equations, systems, exponents and polynomials, factoring, and statistics. *Students will take the Algebra Regents Exam in June.*

Credits: 1

Geometry: Geometry is the second year of high school mathematical studies, leading up to the NYS Common Core Regents Examination in June. Passing this exam is *not* a requirement for graduation, but is required for an advanced diploma. This course consists of a comprehensive study of transformations, constructions, congruence, similarity, three dimensional figures, coordinate geometry, and circles. Geometry properties will be proven through analytic and geometric proofs. *Students will take a local final examination and the NYS Common Core Geometry Regents Examination in June.*

Credits: 1

Applied Math: This course introduces concepts from the geometry curriculum, as well as exploring some of the basic topics found in Algebra 2. This course is especially designed for students who need a third year of math but are not ready for Algebra 2. Topics included from geometry are constructions, quadrilaterals, transformations, circle theorems of angles, arcs, and proportional line segments. Topics expanded from the algebra realm include solving quadratic equations with applications and the use of the quadratic formula, solving absolute value and radical equations, manually graphing the trigonometric functions for sine and cosine, the Law of Sines, the Law of Cosines, area of an oblique triangle, and summation. *Students will take a midterm and a local final exam at the end of this course.*

Credits: 1

Algebra 2: This course offers a deeper investigation of topics explored in Algebra and Geometry and may be used as additional prep for students to get ready for the rigor of the Algebra 2 Common Core course the following year. Many topics from Algebra will be re-visited and expanded. Topics include functions, exponents, logarithms, compound interest, factoring, complex numbers, radicals, trigonometry (including the Law of Sines and the Law of Cosines), and probability. *There will be a midterm and a local final exam for this course.*

Credits: 1

Algebra 2 CC: Algebra 2 Common Core is designed to enhance the topics taught in Algebra as well as visit beginning Pre-Calculus topics. It is an extremely fast paced course. Topics studied include quadratic, exponential, logarithmic, radical and trigonometric functions, polynomials, probability, sequences and series, and statistics. Excellent daily attendance is a must! *Students will take a midterm exam, a local final exam, and the Algebra 2 Common Core Regents exam in June.* **Note: An Advanced Regents diploma cannot be obtained without passing this Regents exam.**

Eligibility to enroll in this course is dependent upon mastery of prior coursework and teacher recommendation.

Credits: 1

Personal Financial Management: In PFM, students will learn how to be successful and responsible with money. This unique curriculum offers students the chance to learn about the history of personal finance, saving, budgeting, debt, life after high school, consumer awareness, bargain shopping, investing and retirement, insurance, money and relationships, careers and taxes, and the value in being generous. This course offers students the knowledge necessary to build wealth. *Students will take a local final exam at the end of this course.*

Credits: 1

Pre-Calculus: (A UHS Course) Pre-calculus explores the topics of Algebra 2 in depth and is graphing calculator enhanced. Topics explored include polynomial and rational functions, analytic geometry and trigonometry, systems of equalities and inequalities, matrices, polar graphing, and an introduction to limits. *A midterm and final exam is given in this course.*

Successful completion of the Algebra 2 CC course is required.

HS Credits: 1

SUNY Credits: 3 (from SUNY Albany)

Statistics: (A UHS Course) - This course is designed as an elective for students to investigate statistical practices. This course will provide a complete introduction to probability models and statistical methods for analyzing data. Topics include: Frequency distributions, Probability, Measures of Central Tendency, Random Variables, Random Samples, Hypothesis Testing, Interval Estimation, Linear Regression and Correlation. *A final exam is given for the course.*

Successful completion of all high school math classes up to and including Algebra 2 CC is required.

HS Credits: 1

SUNY Credits: 3 (from SUNY Albany)

Calculus: (A UHS Course) - This course is designed as an elective for students to investigate calculus. This course will provide a complete introduction to calculus in one variable. Topics include: limits, continuity, differentiation of algebraic functions, applications of differentiation, anti-derivatives, the definite integral, and transcendental functions. *A final exam is given for the course.*

Successful completion of all high school math classes up to and including Pre-Calculus is required.

HS Credits: 1

SUNY Credits: 4 (from SUNY Albany)

Music Education

Music In Our Lives- "Music in our Lives" is a high school elective for any student. Typically students can expect to experience a variety of musical topics/activities in a fun and relaxing environment. This includes reading and writing music, playing piano and guitar, and exploring how music affects our daily lives. Although there isn't much homework assigned in this class, there are several projects and tests/quizzes given throughout the year. Students are also expected to fully participate in all class activities. This is an excellent opportunity for students to complete their Fine Arts credit for graduation.

Credits: 1

Music Theory- Expanding upon previously acquired musical knowledge, this class will explore advanced concepts in music theory such as form analysis and functional harmony. Supplemented with ear training and select topics in music history, the purpose of this class is to attain a more complete understanding of the inner workings of music. This class is specifically intended for experienced upperclassmen and is highly recommended to students considering a career in the field of music. *Pre-requisite: Students must have had at least two years experience in either chorus and/or band. Consideration for qualified students otherwise ineligible for this class will be made at the discretion of the instructor based on a student's previous experience and level of musicianship.*

Credits: 1

High School Chorus- Students enrolled in this class will study vocal technique, tone production and will perform a varied repertoire of musical styles ranging from Renaissance to contemporary. In doing so, students will attain a more complete understanding of important musicianship skills such as sight reading and basic music theory. Students should expect to sing in small groups with some frequency and individual singing examinations are given periodically to monitor progress. Because of the crucial experiential characteristic of choral singing, concert attendance is mandatory at each concert for all students. Students who are interested in chorus, but who have no experience must see the teacher prior to joining for placement. *Pre-requisite: Students need a minimum of 2 years experience in Chorus. Other considerations may be made at the discretion of the director.*

Credits: 1

High School Band- This course consists of students in grades 9-12; the majority of whom have had previous experience in the elementary and middle school band programs. Students must play a brass, woodwind, or percussion instrument (examples include flute, clarinet, saxophone, trumpet, french horn, trombone, baritone, tuba, and percussion); In addition to rehearsing on a daily basis, each student is provided with a weekly private or small group lesson. The band performs regularly in the Galway community, and usually takes a trip every two years. Students are expected to achieve high standards of musicianship, and are encouraged to remain in the program through their senior year. * Students may also have an opportunity to perform with a *Jazz Band* (including drum set, guitar, bass, and piano). Jazz Band is an extra-curricular activity that meets after school or in the evening. *Pre-requisite: Students need a minimum of 2 years experience in Band. Other considerations may be made with the director's knowledge and permission.*

Credits: 1

Physical Education

Our Physical Education curriculum offers a variety of activities to promote lifelong physical wellness. This includes individual/team sports as well as fitness and recreational activities in a co-educational environment designed to promote cooperative learning through sport and social interaction.

The emphasis for grading is based on participation and skill performance along with formative and summative assessments.

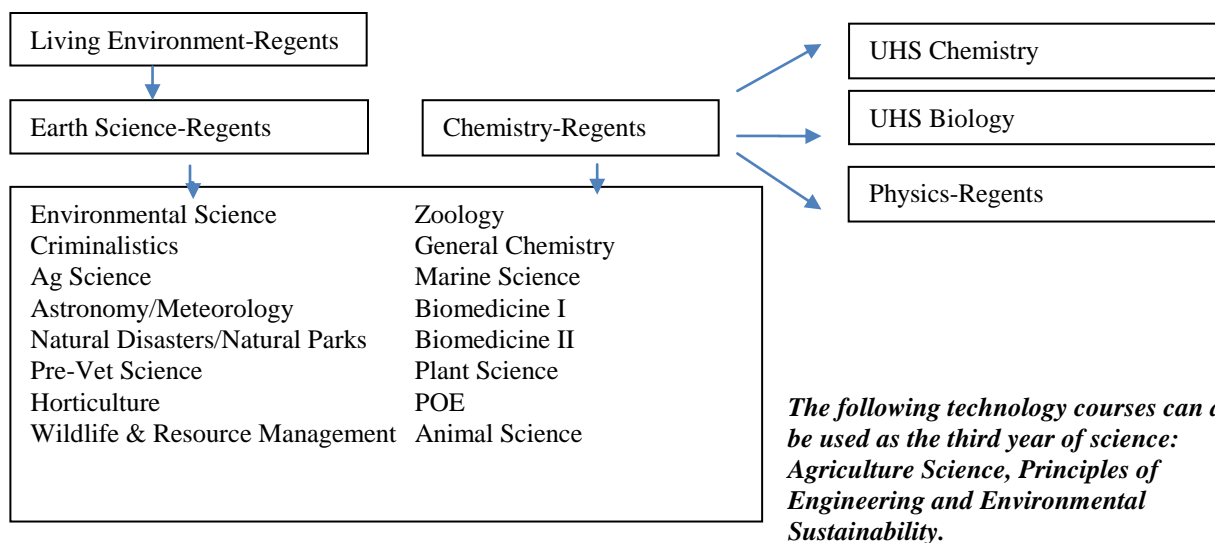
MEDICAL EXCUSES

All medical notes must be first brought to the nurse. Any excuse lasting 2 weeks or longer will have an alternative program created for them. If the excuse is less than 2 weeks in length, the student will have to make up those classes for credit. All students will receive a physical education grade.

Physical Education Activities are based upon team building activities, individual activities, and lifetime wellness. These activities provide students with opportunities to develop strong and healthy bodies, safety, and to acquire knowledge, interest and attitudes about themselves and others through decision making, leading, following, respect for authority, and cooperation. Some of the activities offered include: adventure education, archery, badminton, basketball, CPR and first aid, dance, flag football, golf, mountain/road biking, inline skating, cross-country skiing, snow-shoeing, fitness testing, volleyball, weight training, softball, and tennis. This class is every other day, and students will be graded on class participation, citizenship, skill, and knowledge on a pass/fail basis. All students must change into activity-appropriate clothing, ex sneakers, shorts, tee shirts, sweats, etc...

Credits: ½

Science



The science department has agreed to the following three enrollment criteria for honors and AP science courses

- *Earn an overall average of 85+ in the preceding science course at the time of course selection.
- *Demonstrate proficiency (85+) on the preceding science Regents exam (or final exam equivalent).
- *Earn the recommendation of their current science teacher.

Earth Science-This NYS Regents course is the study of our planet, its changing systems, and its setting in the universe. Geology, astronomy, meteorology, and paleontology are the main topics. The laboratory exercises are an integral part of the course. The final is the Earth Science Regents exam.

Credit: 1

Living Environment-This NYS Regents course covers basic concepts of biology, scientific inquiry, and laboratory skills. Ecology, evolution, reproduction and development, genetics, cellular biology and basic biochemical processes are some of the topics covered. The laboratory exercises are an integral part of the course. The final is the Living Environment Regents exam

Credits: 1

Regents Chemistry

Regents Chemistry provides students with an understanding of the theoretical and practical aspects of chemistry, and the ability to handle equipment and chemicals safely. The course covers the following topics: matter, energy and temperature, gasses and gas laws, atomic structure, bonding, the periodic table, mathematics of chemistry, kinetics and equilibrium, acids and bases, redox and electrochemistry, nuclear chemistry and organic chemistry. Students must satisfactorily complete all required laboratory experiences in order to sit the Regents examination.

Prerequisite: Concurrent enrollment in a full credit math class of *Geometry or higher*.

Credit: 1

Physics-This laboratory based Regents course presents a modern view of physics with major emphasis placed on the fundamental concepts underlying this basic science. The course is designed to encourage the utilization of such basic concepts as the conservation of energy, the conservation of momentum, the conservation of *charge*, vectors and scalars, and fields as unifying themes rather than as isolated topics. This approach tends to foster an appreciation for the unity of physics. The laboratory requirement must be successfully completed for Regents credit.

Credits: 1

College Chemistry-UHS - UHS Chemistry is equivalent to a college level general chemistry course covering atomic theory, quantitative relationships in chemical change, electronic structure of atoms and chemical periodicity, chemical bonding, and states of matter. Quarter grades will be based on homework, lab reports and quizzes, and tests. Students must be highly motivated to succeed this course. Much of the class is out of class homework and in class lab based work. Out of class time requirement: 6-10 hours per week. **Regents chemistry and mastery of Algebra 2/ Trigonometry are prerequisites.**

Credits: 1

College Biology 170-UHS College Biology is designed to be the equivalent of a two-semester college biology lab course in its quality and sophistication. This portion of the course serves as an introduction to the mechanisms of evolution and the general biological principles relating cell structure to function. Evolution topics include speciation, natural selection, micro- and macroevolution, evidence and patterns of evolution. Cellular Biology topics discussed include biochemistry, energetics, the molecular basis of cell metabolism, and the homeostatic regulation of the cell environment for both eukaryotic and prokaryotic cells. Out of class time requirement: 6-10 hours per week. Regents chemistry and mastery of Algebra 2/ Trigonometry are prerequisites.

Credits: ½

College Biology 171-UHS This portion of the course covers general principles of heredity and the genetic control of cell activity, cell division, and protein synthesis. There is a n overview of plant and animal structures and functions. Ecology topics include relationships, population dynamics, ecosystems, and biodiversity. The course addresses human impacts on the environment and has students complete a capstone project on climate change by focusing on scientific evidence and methods to mitigate the effects. Out of class time requirement: 6-10 hours per week. Regents chemistry, mastery of Algebra 2/ Trigonometry, and College Biology 170 are prerequisites.

Credits: ½

Environmental Science- This course will focus on the fundamental concepts regarding pollution, alternative types of energy, water, recycling, use and abuse of renewable and nonrenewable resources, and causes and effects of climate change and global warming. This course includes many videos, discussions, research, and labs. Grades will be based on projects such as power points and posters, labs and tests. **Prerequisite: Living Environment and Earth Science OR teacher permission with appropriate form**

Credits: ½

Zoology is a science-elective designed to provide a well-rounded and challenging academic experience for students.

Zoology is a laboratory-based course that will survey the major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology will be investigated. Comparative studies may be addressed during laboratory observations and dissections. This course is designed to educate students in many different areas associated with aquatic animals and habitation, and the processes thereof. Students will be exposed to a broad range of studies including: 1) Life Science 2) Physical Science 3) Earth Science. **Prerequisite: Living Environment and Earth Science OR teacher permission with appropriate form**

Credits: ½

Astronomy/Meteorology-Astronomy includes a detailed study of the formation and relationship between the Earth, Sun, Moon, planets, solar system, stars, galaxies and our universe, along with many other current astronomy topics. Students will also learn how to observe that night sky and what space weather is. Students will make observations of the night sky as part of this class. Meteorology is the study of our earth's atmosphere. In this part of class we will be studying our atmosphere and how atmospheric conditions create our weather that affects us every day. Topics that will include Earth's energy sources, water cycle, air pressure and wind, severe weather, cyclones, hurricanes, human impacts on the weather, precipitation, climates/microclimates, climate change, predicting weather, weather fronts and masses, and mapping weather. **Prerequisite: Living Environment and Earth Science OR teacher permission with appropriate form**

Credits: ½

Natural Disasters & National Parks-Have you ever wondered how hurricanes, tornadoes, volcanic eruptions, earthquakes, nor'easters, wildfires and other natural disasters form? Even though they are only impacting a small area, why do they seem to take up a large part of the news cycle? What is their overall impact on our economy, living conditions, natural resources and others. Natural Parks are one of the most prized treasures in the United States. Learn about how these gems came to be, why they are important to our country, and the unique history and facts about the National Park System and individual parks. *Prerequisite: Living Environment and Earth Science OR teacher permission with appropriate form*

Credits: ½

Criminalistics-This course focuses on the skills and concepts integral to crime scene investigation and forensic science required to pursue a career in or understand forensic sciences. Whether you desire to be a crime scene investigator, forensic pathologist, or some other medical scientist, this course will help you hone your investigative skills and review a wide range of science concepts. You will review physics, chemistry, anatomy, and cell biology. Topics: History of Forensic Science, Crime Scene Processing, Physical Evidence, Fingerprinting, Autopsies, Forensic Anthropology, Forensic Entomology, Glass, Serology & DNA, Hair & Fiber, Soil Comparison, Tool Marks & Impressions, Document Examination, and Careers in Forensics. *Prerequisite: Living Environment and Earth Science OR teacher permission with appropriate form*

Credits: 1

Principles of Biomedical Science 1 PBS1 introduce students to human physiology, basic biology, medicine, and research processes and allow students to design experiments to solve biomedical problems. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Topics covered include forensics investigation, diabetes, and sickle-cell disease.

Credit: ½

Principles of Biomedical Science 2 PBS 2 allows students to investigate concepts of biology and medicine as they explore health conditions including heart disease and infectious diseases. Students will investigate lifestyle choices and medical treatments that may improve life and demonstrate how the development of disease is related to changes in human body systems. Students will also maintain a Career Journal as they explore the vast array of careers in the biomedical sciences.

Credit: ½

Social Studies

Four units in Social Studies are required for graduation. Demonstrated competency in 10th and 11th grade social studies will be required for graduation by passing the Regents examination.

Global History 9- The global history and geography core curriculum is designed to focus on the five social studies standards, which include common themes that recur across time and place, and eight historical units. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. The ninth grade portion of this two-year study takes student from the area of ways to study global history to events leading up to the scientific revolution.

Credits: 1

Pre-AP World History-The Pre-AP World History and Geography areas of focus prioritize the skills fundamental to the study of history and geography in high school, Advanced Placement®, and beyond. This gives students multiple opportunities to think and work like historians and geographers as they develop and strengthen these disciplinary reasoning skills throughout their education in history and the social sciences. Students acquire knowledge by evaluating evidence from a wide range of primary and secondary sources. Students explain relationships among events and people by marshalling evidence for causation, comparison, and continuity and change over time. Students demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments. This class will focus on developments in history through 1450 CE. *Prerequisite: Teacher recommendation and 90 or above average in 8th grade Social Studies.*

Credit: 1

Global History 10- Grade Studies 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 that focuses on the events that have helped shaped modern Europe, South America, Africa, Asia and the Middle East. This course aims to prepare students for the New York State Regents Exam in Global History and Geography through the utilization of in-class lectures, various homework assignments, and the analysis of primary sources.

Credits: 1

AP World History- Study the culture, economic, political, and social developments that have shaped the world from 1200 CE to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Students taking this class will take the AP World History Exam and the NYS Regents Exam in Global History and Geography II as their final assessments. Upon successful completion of the Advanced Placement examination, students will be eligible for college credit and/or placement. There is a fee for taking the AP examination, which is a required part of the course.

Credits: 1

US History and Government-This survey history course studies historical events that affected our nation from the beginning of human existence in the western hemisphere to the present day. The course covers US history with a focus on how the Constitution was interpreted or changed as our government addressed national problems and reacted to world events.

Credits: 1

Honors US History and Government- This survey history course studies historical events that affected our nation from the beginning of human existence in the western hemisphere to the present day. The course covers US history with a focus on how the US Constitution was interpreted or changed as our government addressed national problems and reacted to world events. In the honors course there will be more opportunities for; more in depth discussions, public speaking and research. *Prerequisite: Students must have maintained an 85 overall average in 10th grade Global Studies and English 10 to continue in the 11th grade honors class.*

Credits: 1

AP US History- This is a traditional course in American History, but with a greater emphasis on historical interpretation and development of individual writing skills and research. Upon successful completion of the Advanced Placement examination, students will be eligible for college credit and/or placement. There is a fee for taking the AP examination, which is a required part of the course. The Regents exam is the final exam for the course.

Prerequisite: 85 or Higher in Global History and an interest in U.S. History

Credit: 1

Participation in Government-This course culminates the social studies program and addresses civics, citizenship and government. Topics covered include: foundations of American Democracy, the constitution and civil rights, responsibilities of citizenship, political participation, public policy and how each level of government functions.

Credits: ½

Economics- This course is a study of economic theory, finance, business and entrepreneurship created to help students see the connection between their own economic system and the rest of the global economy. As an introductory course it allows students to grasp concepts and learn vocabulary. Students play the stock market game in an Internet version and use materials from the Federal Reserve Bank of New York to understand the interaction of fiscal and monetary policy.

Credit: ½

Intro to Economics-UHS through FMCCA course designed around topics and problems that emphasize the individual's participation in the economy, both as consumer and supplier of productive resources, and the private and public institutions through which economizing is accomplished. Basic economic concepts are introduced where necessary to explain economic activity. Prerequisites: Must have obtained an overall average of 80 or above in their previous year of social studies classes and have passed those courses.

High School Credit: ½

College Credit: 3

POL 101-American Political Systems- UHS through FMCC- This course is an introduction to the basic concepts of American government, the American political process and the rights and responsibilities of citizenship. It is a one semester course offered to senior students. The course is designed to meet the New York State standards in social studies for Participation in Government. It is a required course for graduation from high school, and will help students understand the expectations for college level political science courses. Additionally, this course also serves to create more informed citizens who are prepared to experience the challenges and joys that come from being an actively involved citizen in a democratic republic. Prerequisites: Must have obtained an overall average of 80 or above in their previous year of social studies classes and have passed those courses.

High School Credit: ½

College Credits: 3

Criminal Law: This course will provide practical information and problem-solving opportunities that develop in students the knowledge and skills necessary for survival in our law-saturated society. Course work will include case studies, mock trials, role-plays, small group exercises among other activities. Topics will include criminal law and juvenile justice, tort law, and family law.

Credits: ½

Introduction to Psychology: Psychology is both one of the most familiar and one of the most mysterious of sciences. It is the science of human behavior. This course will explore a wide range of topics including thought, intelligence, emotion, human development, personality, and disorders. Course work will include case studies, experiments, discussions, self-analysis and more.

Credits: ½

History of World War II-This course will explore the origins of World War II, the war itself and the final outcome. It will not study World War II from a US perspective but from a world perspective. Events will be covered that are often neglected but had important historical and political ramifications for particular regions of the world. World War II is an event that radically changed the world and had an effect on every region of the globe. Many nations still had cavalry units at the start of the war and by the end of the war one nation used a nuclear weapon and another introduced jet aircraft as well as missiles. The war also exposed the evils of man on an unprecedented scale as well as the charity of nations who learned from past mistakes. Many nations won and lost their independence because of the war. At its birth it was called the “Phony War”, by its end; World War II was the event that shaped the 20th century.

Credits: ½

History of the Adirondacks A half year course that studies the region called the Adirondacks. We study the geographical region as a case study to learn what affects the development of a region and more specifically what makes it thrive and decline. The Adirondacks is a unique environment that contains more; lakes, streams, rivers and wetlands than almost any other geographical region in the world. It is also the largest park in the lower 48 states and one of the only parks in the nation where half of the land is either publicly or privately owned. We will study this region through chronological geography and explore many aspects of its colorful history.

Credits: ½

Leadership & Communication-The Galway Leadership class is designed to equip students to become school and community leaders. Through the process students will become professionals in the areas of business affairs, financial planning, event planning, and recognition programs. Students are required to be actively involved in one of the many after-school activities Galway offers, as well as members of the Student Senate.

Credits: ½

Sociology-Sociology is a course that seeks to study human society and social behavior. Sociologists concentrate their attention on social interaction—the ways in which people relate to one another and influence each other’s behavior. The Study of Sociology provides one with the tools to develop a sociological imagination, or the ability to see the connection between the larger social world and our personal lives. This course will look at a variety of social issues, their causes, their consequences, and the connections to our personal lives.

Credits: ½

Technology Education

Technology/Engineering – Some of these electives are full year Project Lead the Way college credit courses. For more information about Project Lead the Way visit www.pltw.org Why should students take PLTW courses? Research shows:

- PLTW contributes to a strong, positive impact on mathematics and science achievement
- PLTW has a positive influence on students' career interest and likelihood to continue their education
- PLTW offers a pathway to prepare and motivate students to enter careers in science and engineering

Electricity/Electronics-This is a foundation course covering electron theory, charges, circuits, sources of electricity, voltage, current, resistance, Ohm's law, Watt's law, multi-meters, AC & DC, magnetism, electronic components, and semiconductors. Requirements include constructing an operating motor, assembling a minimum of two electronic projects and etching their circuit boards. Demonstrating basic skills in using test equipment is also required.

Credits: 1

Transportation Systems: This course provides an overview of aerospace, land and marine transportation systems. Students will study various forms of transportation, internal and external combustion, pneumatics, hydraulics, automated control systems, energy and power principles. Technical innovation and environmental impact on all forms of transportation will be addressed. Students also spend a large portion of the course working on small engines and other vehicles.

Credits: ½

Construction Systems - The course covers covering ideas and concepts within the field of residential construction. Topics include: plan reading, surveying, excavating, foundations, framing, wiring, plumbing, insulation, roofing, finishing, doors, and windows. Students will learn first-hand how to: frame wall sections and roof trusses, wire circuits, solder pipes, work with concrete, and use the Architectural Design program Revit.

Credits: ½

Computer Science Principles- *PLTW Curriculum* -Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer Science. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

Credits: 1

Drawing and Design for Production (DDP) - *PLTW Curriculum* -(Grades 9-12) Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using CAD 3D modeling software in Fusion 360, and use an engineering notebook to document their work. ***The ART requirement can be met with this course.***

Credit:1

Rochester Institute of Technology College Credit-3 credits

Principles of Engineering (POE) - *PLTW Curriculum*-(Grades 10-12) Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Credit: 1

Rochester Institute of Technology College Credit

Engineering Essentials (EES)- *PLTW Curriculum*-The purpose of the PLTW Engineering Essentials (EES) course is to provide a multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences, and solve engaging and challenging real-world problems. The major goal of EES is to expose students to all the different disciplines of engineering.

Credit: 1

Cybersecurity- *PLTW Curriculum*-Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

Credits: 1

SW Missouri State College Credit

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, stormwater management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. The major focus of the CEA course is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation. Civil Engineering and Architecture is a high school level course that is appropriate for 11th or 12th grade students interested in careers related to civil engineering and architecture. Other than their concurrent enrollment in college preparatory mathematics and science courses, this course assumes no previous knowledge.

Credits: 1