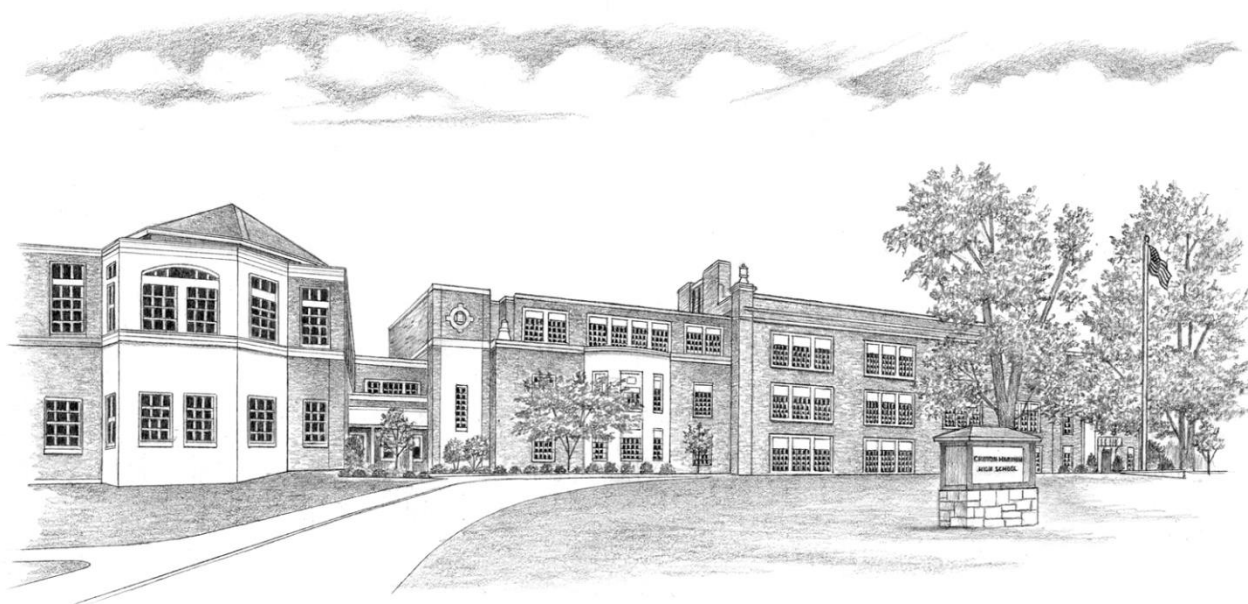


CROTON-HARMON HIGH SCHOOL



COURSE CATALOG

2023-2024

CROTON-HARMON HIGH SCHOOL

A Message from the Principal



Welcome to Croton-Harmon High School! This catalog is a resource to support you in making thoughtful decisions about your courses. Please read through this catalog carefully and discuss options with your parents, teachers, and counselor. I hope that you will consider trying new courses, taking on new challenges, and pursuing your passions. As you develop your program, keep in mind balancing academic challenge with co-curricular involvement and consider your overall high school experience. The courses that you select are all part of your ongoing pathway to our profile of a graduate. We are here to support you in your journey and hope that you will continue to reach out for guidance and support in this process.

Sincerely,
Laura Dubak
Principal

Contents

GENERAL INFORMATION.....	1
GRADUATION REQUIREMENTS	1
COURSE CREDIT	3
COURSE CHANGES.....	3
GED DIPLOMA	3
PARTICIPATION IN GRADUATION.....	3
ACADEMIC SUPPORT POLICY.....	3
ADVANCED PLACEMENT COURSES	4
COURSE OFFERINGS	5
ART.....	5
ENGLISH	8
ENGLISH ELECTIVE	11
MATHEMATICS	12
MUSIC	18
PHYSICAL EDUCATION & HEALTH.....	21
SCIENCE	23
SOCIAL STUDIES.....	30
SOCIAL STUDIES ELECTIVES	34
THEATER	36
WORLD LANGUAGES	37
ONLINE COURSES.....	42
INDEPENDENT STUDY.....	43
SPECIAL PROGRAM OPPORTUNITIES.....	49
THE TECH CENTER.....	49
ENGLISH AS A NEW LANGUAGE (ENL).....	50
CROTON-HARMON ADVISORY PROGRAM (CHAP)	50
COMMUNITY SERVICE/SERVICE LEARNING.....	50
CHOOSE PROGRAM	50

GENERAL INFORMATION

GRADUATION REQUIREMENTS

Students must earn a minimum of 22 credits to graduate. We expect all students to take full advantage of our curricular programs and earn more than the required credit minimum. A unit of credit or the equivalent generally represents completion of a full-year course that meets six times in an eight-day cycle. In addition, the Croton-Harmon School District requires each graduate to perform twenty-five hours of community service. The chart below describes the requirements in detail.

Regents Diploma

Required Courses	Credits
English	4
Social Studies	4
Math	3
Science	3
Language other than English	1
Art/Music	1
Health	.5
Physical Education	2
Electives	3.5
TOTAL	22

Required Regents Exams

The NYS Board of Regents has revised the requirements for a Regents diploma (as of January 2015). As in the past, students need to pass five (5) Regents exams in order to meet graduation requirements. However, students now have a “4+1” option that creates alternate tracks towards earning a Regents diploma:

The Required Four

Students need a 65 or higher on the following four (4) exams:

- ELA Regents exam
- one Math Regents exam
- one Science Regents exam
- one Social Studies Regents exam

+ 1 Option

- Students need a 65 or higher on any one (1) of the following assessments:
- Additional Math Regents exam in a different course
- Additional Science Regents exam in a different course
- Additional Social Studies Regents exam in a different course
- Additional English assessment in a different course selected from the NYS Department Approved Alternative list
- A NYS Department approved CTE pathway assessment, following successful completion of an approved CTE program
- A NYS Department approved pathway assessment in the Arts

- A NYS Department approved pathway assessment in a Language other than English (LOTE)
- The NYS CDOS Credential

Compensatory Safety Net for Students with Disabilities

For students with disabilities a score of 45-54 on a required Regents exam (except ELA and Math) can be compensated by a score of 65 or above on another required Regents exam. In all cases, students must achieve a score of 55 or above on ELA and math. In addition the student must pass the course in which s/he earned a score of 45-54 and have satisfactory attendance.

*For students with disabilities, a score of 55 may satisfy graduation requirements.

*There are additional exams and courses required for the Regents with Advanced Designation.

*Graduation requirements may change based on New York State Department of Education.

Non-Diploma Credentials

New York State Career Development and Occupational Studies Commencement

Credential (available to all students except those who take the NYS Alternate Assessment)

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment. There are two options available for students to earn this credential.

OPTION 1:

- The student must have developed a Career Plan that includes documentation of the student's self-identified career interests; career-related strengths and needs; career goals; and career and technical coursework and work-based learning experiences that the student plans to engage in to achieve those goals; and
- The student must have demonstrated achievement of the commencement level CDOS learning standards in the areas of career exploration and development; integrated learning; and universal foundation skills; and
- The student must have successfully completed at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning experiences); and
- The student must have at least one completed employability profile that documents the student's employability skills and experiences; attainment of each of the commencement level CDOS learning standards; and, as appropriate, attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

OPTION 2:

In lieu of a student meeting the requirements of option 1 to be awarded the NYS CDOS Commencement Credential, a district may award a student this credential if the student has met the requirements for one of the nationally recognized work readiness credentials, including but not limited to:

- National Work Readiness Credential
- SkillsUSA Work Force Ready Employability Assessment
- National Career Readiness Certificate WorkKeys - (ACT); and
- Comprehensive Adult Student Assessment Systems Workforce Skills Certification System.

Although a school district may provide individual students the option of earning the NYS CDOS Commencement Credential by meeting the requirements for one of the nationally recognized work readiness credentials, the national credential option should not be the only option available to students in the district to earn the Credential.

NY State Skills and Achievement Commencement Credential

(Available to students with severe disabilities who take the NYS Alternate Assessment)

This credential will recognize each individual student's preparation and skills for post-school employment. The CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment. Most students with disabilities will be able to graduate with the CDOS Commencement Credential as a supplement to their regular diploma (Regents or local diploma). Students who are unable to earn a regular diploma because of their disability may graduate with the CDOS Commencement Credential as a student's only exiting credential, provided they meet the requirements for award of the credential and have attended school for at least 12 years, excluding Kindergarten. Please note that this credential is not an option for students who take the NYS Alternate Assessment.

COURSE CREDIT

In order to earn course credit, a final course grade of D is deemed the minimal passing grade for all credit bearing courses at Croton-Harmon High School. Final averages are determined by averaging each quarter grade and the final assessment (if applicable). Passing the course Regents exam does not automatically result in passing the course.

COURSE CHANGES

Courses may be dropped up until the half-way point of the course. After the half-way point the student's transcript will reflect either a Drop-Pass or Drop-Fail depending on the student's status at the time the course is dropped. Students may add a new course through the first two eight-day cycles of a course. This time limitation does not apply when a student is changing levels of the same course; for example, moving from A.P. Calculus to Calculus.

GED DIPLOMA

Students who earn a GED (Graduate Equivalency Diploma) are granted their diplomas by the State Education Department, not by Croton-Harmon High School. GED candidates will not participate in the Croton-Harmon High School graduation exercises.

PARTICIPATION IN GRADUATION

Any student who has not completed all graduation requirements established by the Croton-Harmon Board of Education and the New York Board of Regents may not participate in graduation exercises.

ACADEMIC SUPPORT POLICY

Students who are failing a course mid-quarter or at the end of a quarter, **MUST** attend Academic Support from 2:24-3:00 PM with the subject teacher until the next report card indicates a passing grade. In addition, teachers may also require students to attend this Academic Support period when the teacher feels extra support is necessary.

ADVANCED PLACEMENT COURSES

Sponsored by the College Board, Advanced Placement (AP) courses are college level courses taken in high school. Students may earn college credits and/or placement in a higher level college class in the subject area. AP courses are given in; American History, World History, Comparative Government and Politics, Biology, Chemistry, Physics 1, Physics C, Calculus AB, Calculus BC, Macroeconomics, English Language, English Literature and Composition, French Language, Spanish Language, Statistics, Studio Art, 2-D Art, AP Computer Science and Environmental Science.

Students in AP courses are required to take the AP examination. The exams are administered during the first two weeks of May. Although the cost changes year to year, the cost per exam is approximately \$95.00. In cases of demonstrated financial hardship, the fee may be waived or reduced. Students will receive additional information about cost, and exam dates from the AP coordinator in late January.

It is important to note that students taking AP courses are often given summer assignments. These assignments are an integral part of the course and their completion is critical for students' success in these college level courses.

Note: If a student meets the listed prerequisites but not all the guidelines and wants to take the AP course, the student should discuss this with their current teacher and school counselor.



Artwork by Nina Arnold, Class of 2025

COURSE OFFERINGS

ART

The comprehensive arts curriculum is designed to enhance students' creative and critical thinking abilities by challenging them to develop inventive and expressive solutions to visual problems. This course of study introduces students to a variety of artistic methods, skills, tools, and materials. Student learning in art incorporates art history, art criticism and analysis, and exposure to a deeper understanding of multi-cultural values and beliefs.

Course: Studio in Crafts
Credits: 1 (fulfills art/music graduation requirement)

Description:

Studio in Crafts is a basic art foundation course exploring fine crafts as a functional art form. Utilizing the Elements of Art and Principles of Design, students will study and explore crafts created by different cultures as well as develop their own artwork. In this hands-on course, students will create various projects such as: Native American Beading and Basket Weaving; book making using Japanese Stab Binding methods; an Adinkra Cloth from Ghana, Africa; Stained Glass Mosaics; String Art; learning color theory through mandala clock making. Students will use an array of media including paint, collage materials, fabrics, dyes, plaster, natural fibers, glass, inks, clay, and more.

Course: Studio Art
Credits: 1 (fulfills art/music graduation requirement)

Description:

Studio Art is a basic art foundation course utilizing the Elements of Art (line, shape, space, form, value, color and texture) and Principles of Design (balance, unity, contrast, pattern, emphasis, movement and rhythm) to explore a range of materials and creatively solve visual problems. Students become acquainted with a number of different media and are encouraged to experience, invent, and transfer learning from one medium to another. The specific program content includes: collage, drawing, printmaking, perspective, color study, painting, 2-dimensional design and art history. It is a course for first year students as well as students who wish to take a 3 or 5 year sequence in art. It may be used as a prerequisite for other visual art courses.

Course: Drawing and Painting
Credits: 1
Prerequisite: Successful completion of Studio Art

Description:

This course offers a wide variety of drawing and painting experiences with emphasis placed on balancing artistic skill and creative expression. Drawing experiences include: contour, gesture, positive and negative space, unique perspective views, value, portrait and figure drawing, as well as printmaking. Drawing materials explored include charcoal, graphite, conté, pastels, colored pencil and ink. Tactile experiences will be emphasized in the study of painting. These will include surface building and preparation, underpainting, washes, glazing, scumbling and layering. Painting materials include watercolor, acrylic and oil paints.

Course: Advanced Drawing and Painting
Credits: 1
Prerequisite: Successful completion of Studio Art and Drawing and Painting
Description:

In this advanced course, students will continue to explore the practices exercised in Drawing & Painting. Continuously developing their portfolio, students will gradually follow an independent format, deciding on what style of art they wish to pursue, including decisions in media choice, subject matter and method.

Course: Advanced Placement Art and Design: Drawing Portfolio or 2-D Art and Design Portfolio or 3-D Art and Design Portfolio
Credits: 1
Prerequisite: Studio Art and Drawing and Painting
Guideline: Successful completion of Advanced Drawing & Painting
Description:

In this year-long course, students create a portfolio of works based on an in-depth inquiry and investigation into a student-selected focus or concept. Portfolios include works of art and design, process documentation, and written information about the art and culminates in the submission of the portfolio to the College Board for assessment in the Spring.

Course: Ceramics
Credits: ½ (semester course)
This course does not fulfill the graduation requirement

Description:
In this course, students will learn and develop three-dimensional ceramic works of art by learning traditional hand-building techniques, including: pinch forms, coil, and slab building. Some work will also be done on the potter's wheel. Students will learn and use a variety of surface decoration and treatment, including glazes and firing techniques. Study also includes a look at the history of ceramics, artists and their work. Students will participate in class critiques as well as written reflections of their works to be included in their portfolios.

Course: Computer Art & Graphic Design
Credits: ½ (semester course)
This course does not fulfill the art/music graduation requirement

Description:
This is a half year art course using the computer as the medium to develop graphic designs, page layouts, images and artworks. Students will have hands-on introductory experiences using the software programs Adobe Photoshop and Adobe Illustrator. Projects include photo manipulation, 2-dimensional design problems, logo design and clip art, graphic layouts as well as "traditional artworks with a graphic flair."

Course: **Darkroom Photography I**

Credits: ½ (semester course)

This course does not fulfill the art/music graduation requirement

Description:

This course offers students a foundation in the history and methods of photography, specifically focusing on black and white processing techniques. As a hands-on course, students will learn how to use 35 mm manual cameras, loading and developing B&W film, developing B&W prints, darkroom techniques as well as making corrections and readying work for display. Although students are not required to have a 35 mm manual camera for class (a small number will be available for use during class time) it is recommended they have one.

Course: **Darkroom Photography II**

Credits: ½ (semester course)

This course does not fulfill the graduation requirement

Prerequisite: **Successful completion of Photography I**

Description:

This course offers Photography I students opportunity to further their skills and knowledge in the art. Primarily using 35mm manual cameras, students will focus on improving their abilities in photography while learning more advanced techniques, exploring different cameras, film and processes within the medium. Projects will include learning how to use studio lighting, exploring the nature of portraiture, commercial and landscape photography while creating an independent streamlined portfolio. Students will further their knowledge of the history of photography including camera development and use, societal influence from photographic images as well as a look into where photography is headed in the future. Students will critique fellow classmates' work and participate in written evaluations and assignments. Although a small number of cameras are available for use, it is strongly recommended that students have their own 35mm manual camera.

Course: **Digital Photography**

Credits: ½ (semester course)

This course does not fulfill the graduation requirement

Description:

Digital Photography is a half year elective course in which students explore digital photography, learn how to use a digital camera, and become proficient in the editing software Adobe Lightroom. Students will compile digital portfolios of their work, print photos and learn about alternative print techniques, such as Cyanotype and image transfer. While some skills overlap with Photo 1, the immediacy of the digital process will allow students to explore a broader range of techniques and genres in a shorter time period. This class offers students the opportunity to develop transferable skills while they advance their visual literacy. Editing will become a larger part of their workflow as students learn to adjust white balance, exposure, tone curves, hue, and saturation, on the camera and in Lightroom. No previous photo experience necessary.

ENGLISH

The CHHS English program endeavors to foster not only enjoyment and inspiration from our language and literature, but also an appreciation of English as a tool for communication and argumentation. All core courses are designed to meet New York State Common Core Standards, and students engage in a wide variety of activities centered on reading, writing, speaking, and listening. Students are assigned summer reading for all core courses, and they write a research paper in each core course.

Course: English 9

Credits: 1

Description:

English 9, along with all core CHHS English courses, has been designed to meet New York State Common Core Standards. Since a primary goal for students in the 9th grade is to develop close reading skills, the course is organized around core extended texts – *Lord of the Flies*, *Of Mice and Men*, *Romeo and Juliet*, and *A Raisin in the Sun* -- as well as nonfiction texts, short stories, and poems. Students write critical analyses of the readings, and they develop argument essays that synthesize evidence from informational texts. In addition, each student develops a research paper, and discussion and oral presentation are also components of the course.

Ninth Grade Honors Option: Students in English 9 may elect to participate in the English 9 Honors program. In order to qualify for Honors designation on the transcript, a student must achieve a cumulative average of A- or above in English and earn A- or above on each of three advanced essays assigned during the year. The advanced essays are not additional coursework; they are more challenging options for assignments.

Course: English 10

Credits: 1

Description:

The focus of English 10 is world literature and non-fiction, and core texts include *Oedipus*, *A Midsummer Night's Dream*, *Mexican Gothic*, and *Things Fall Apart*. In accordance with New York State Common Core Standards, emphasis is placed on critical reading and writing skills, particularly on close textual analysis and clear argumentation. Students participate in discussions, and each student develops a research paper related to an article of nonfiction.

Tenth Grade Honors Option: Students in English 10 may elect to participate in the English 10 Honors program. In order to qualify for Honors designation on the transcript, a student must achieve a cumulative average of A- or above in English and earn A- or above on each of three advanced essays assigned during the year. The advanced essays are not additional coursework; they are more challenging options for assignments.

Course: English 11
Credits: 1
Prerequisite: Successful completion of English 10
Description:

The focus of English 11 is American literature and non-fiction, and core texts include *The Crucible*, *Macbeth*, *The Things They Carried*, and *Their Eyes Were Watching God*. In accordance with New York State Common Core Standards, emphasis is placed on critical reading and writing skills, particularly on close textual analysis and clear argumentation. Students participate in discussions, and each student develops a research paper related to an extended work of nonfiction. In addition, juniors are required to take the New York State Common Core Regents examination.

Eleventh Grade Honors Option: Students in English 11 may elect to participate in the English 11 Honors program. In order to qualify for Honors designation on the transcript, a student must achieve a cumulative average of A- or above in English and earn A- or above on each of three advanced essays assigned during the year. The advanced essays are not additional coursework; they are more challenging options for assignments.

Course: AP English Language and Composition
Credits: 1
Prerequisite: Successful completion of English 10
Guideline: Teacher recommendation based upon a final average of A- or higher on 10th grade English writing assignments

Description:

Juniors who meet the prescribed guidelines may elect to participate in AP Language and Composition, an accelerated class. This class reading list includes such works as *Macbeth*, *The Great Gatsby*, and *The Autobiography of Malcolm X*, as well as essays, speeches, and other works of rhetoric. The readings and writings and ensuing assessments emphasize critical thinking, close reading, and persuasive written argumentation. Both readings and writings hone the understanding of language strategies that convey an author's rhetorical purpose and communicate thematic messages. The successful completion of the research paper is another important aspect of this course. This course prepares students for the AP Language and Composition exam and the New York State Common Core Regents exam, which all students will take.



Artwork by Xiomara Flores-Ortega, Class of 2023

Course: English 12
Credits: 1
Prerequisite: Successful completion of English 11 or AP English Language and Composition

Description:

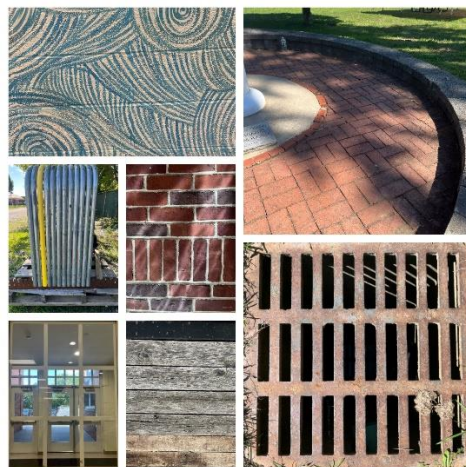
A unifying theme for this course is the individual’s struggle against society; this idea is presented in multiple cultural contexts. In accordance with the Common Core State Standards, emphasis is placed on critical reading and writing skills, especially on close textual analysis and persuasive argumentation. In order to foster college and career readiness, each student also writes a narrative, develops a research project, engages in structured discussions, and prepares presentations. Core texts for English 12 include *The Handmaid’s Tale*, *The Kite Runner*, *Fences*, *Night*, and thematically-related nonfiction.

Twelfth Grade Honors Option: Students in English 12 may elect to participate in the English 12 Honors program. In order to qualify for Honors designation on the transcript, a student must achieve a cumulative average of A- or above in English and earn A- or above on each of three advanced essays assigned during the year. The advanced essays are not additional coursework; they are more challenging options for assignments.

Course: AP English Literature and Composition
Credits: 1
Prerequisite: Successful completion of English 11
Guideline: Recommendation of 11th grade English teacher based upon a final average of A-or higher on English 11 writing assignments or B or higher on AP English Language and Composition writing assignments

Description:

The course focuses on in-depth written analysis of prose and poetry. Students must be able to analyze unfamiliar pieces of prose and poetry in terms of diction, figures of speech, syntax, tone, point of view, structure, and theme. Core novels and plays include *Beloved*, *Oliver*, *As I Lay Dying*, *Twelfth Night*, as well as a varied selection of American and British poetry from the sixteenth century to the present. This course of study prepares the students for the AP English Literature and Composition exam that is administered in May, a requirement for all students taking this course.



Artwork by Danielle Calle, Class of 2025

ENGLISH ELECTIVE

English elective courses are open to all students; however, they do not meet core English credit requirements.

Course: **Creative Writing – Not offered in 2023-2024; offered on a rotating basis**

Credits: **1**

Description:

This course is designed to challenge and engage students interested in literary creation. Writing workshops engage students in the aspects of the writing process, including generating ideas, writing and revising drafts, and editing. Students explore how to create original characters and construct their own engaging plots and storylines. In addition, students define and enhance their literary voice through poetry and personal narratives. To support this work, students read model works of literature in order to investigate what can be accomplished on the page. Students write extensively and participate in candid, helpful critiques of their own work and that of their peers.



Artwork by Francesca Slippen, Class of 2025

MATHEMATICS

Knowledge of mathematics is essential for successful participation in our technological society. The Croton-Harmon High School mathematics program incorporates problem solving, communication skills, reasoning, and connections to other disciplines into its curriculum. Technology is an integral part of all course offerings. Sequences providing for the development of competencies in several areas of mathematics are offered. In addition to courses of different pacing and levels, both traditional and alternative assessments will be used.

Course: **Introductory Algebra**
Credits: **1**
Prerequisite: **Successful completion of 8th grade math**
Description:

This course is designed for students who had difficulty in Math 8 and who need additional skill-building prior to taking Algebra 1. This course introduces students to functions, with emphasis placed on computational skills, solving word problems, and the relationship between arithmetic skills and algebra skills. Other topics include non-routine problem solving, and statistics. A locally prepared test serves as the final examination.

Course: **Algebra 1**
Credits: **1**
Prerequisite: **Successful completion of 8th grade math**
Description:

Algebra 1 is the first year of high school mathematics. The course of study considers the concepts of algebra, statistics, graphic solutions, functions and problem solving skills. This course also introduces the technology component in the form of the graphing calculator. By the completion of this course students will be expected to have a working knowledge in the use of the graphing calculator for basic evaluation and to do basic scatter plot and regression equations. Authentic tasks and alternative assessment methods are integrated into this course. All students will take the NYS Algebra 1 Common Core Exam in June. It should be noted that this course meets an additional two times per eight-day cycle.

Course: **Math with Applications**
Credits: **1**
Prerequisite: **Successful completion of Algebra 1 or Geometry**
Guideline: **Teacher Recommendation**
Description:

This course is intended to continue the study of high school level mathematics and examine real world applications. The mathematics topics include functions, quadratic equations, quadratic formula, systems of equations, and word problems. Applications of mathematics in the real world include: simple interest, compounding interest on long-term investments, calculating depreciation, and credit card interest computation. This course culminates with a local final project in June.

Course: Applied Geometry
Credits: 1
Prerequisites: Successful completion of Algebra 1
Guideline: Teacher Recommendation

Description:

This course emphasizes applications of geometry. In addition to applications, traditional formal geometry topics include simple triangle proofs, family of quadrilaterals, properties of geometric figures, basic constructions, and transformations. A graphing calculator is strongly recommended. The course culminates in a local final assessment as opposed to a Regents exam. Students successfully completing the course will be prepared to take Algebra 2 or Algebra 2 with Trigonometry.

Course: Geometry
Credits: 1
Prerequisite: Successful completion of Algebra 1
Guideline: Teacher Recommendation

Description:

This course closely follows the Common Core curriculum, including an emphasis on formal two-column geometry proofs. In addition to two-column proofs, topics covered include: family of quadrilaterals, properties of geometric figures, geometric constructions, and transformations. A graphing calculator is strongly recommended. This course culminates with the CC Geometry Regents Exam in June.

Course: Algebra 2
Credits: 1
Prerequisite: Successful completion of Geometry or Applied Geometry
Guideline: Teacher Recommendation

Description:

This course continues the study of Algebra and is the first course in a two-year sequence (see Trigonometry below). Topics covered include imaginary and complex numbers, polynomials, exponential and logarithmic functions and equations, direct and indirect variations, solving first and second degree equations using both algebraic and graphical techniques, probability, measures of dispersion, regression models and the normal distribution. Graphing technology and alternative assessments are integrated into this course. This course culminates with a locally produced final exam.

Course: Trigonometry
Credits: 1
Prerequisite: Successful completion of Algebra 2
Guideline: Teacher Recommendation

Description:

This is the second year of a two-year sequence. Topics covered include degree and radian measure, trigonometry of the right triangle, laws of sines and cosines, circular functions, solving trigonometric equations, graphing trigonometric functions, and trigonometric proofs and identities. This course culminates in a local final exam.

Course: Algebra 2 and Trigonometry
Credits: 1
Prerequisite: Successful completion of Geometry
Guideline: A final average in Geometry of C or higher and teacher recommendation

Description:

This course includes all the topics described in Algebra 2 plus three units of Trigonometry. This course is a prerequisite for Pre-Calculus. Algebra 2/Trig culminates in a local exam.

Course: Personal Finance
Credits: 1
Prerequisite: Students must already have 2 math credits
Guideline: Teacher recommendation

Description:

This course is designed to apply mathematical concepts to the business world. Mathematics to understand the world of finance which includes: Income, Money Management, Spending and Credit, Savings and Investment. An independent project focusing on the student's particular area of interest from the curriculum will serve as the final assessment.

Course: Pre-Calculus
Credits: 1
Prerequisite: Successful completion of Algebra 2/Trig or Algebra2 and Trigonometry
Guidelines: Final average in Algebra 2/Trig of B- or higher or a final average in Trigonometry of B- or higher and teacher recommendation

Description:

This is a rigorous course in preparation for the study of calculus. Topics include: Advanced algebra topics and equations, conic sections, complex numbers in polar form, matrices, exponential functions, the number e, natural logarithms, rational functions, polynomial functions, trigonometry functions, and limits. At the conclusion of the course, students take a locally developed final exam.

Course: Calculus (Non-AP)
Credits: 1
Prerequisite: Successful completion of Pre-Calculus.
Guidelines: Final average of B- or higher in Pre-calculus
Teacher recommendation

Description:

This course will cover the basics of traditional calculus, expanding on topics from Pre-Calculus. These topics include: limits, derivatives, continuity, minimum, maximum problems, related rates, optimization, and basic integration. This course will culminate with a local final exam.

Course: Advanced Placement Calculus AB
Credits: 1
Prerequisite: Successful completion of Pre-Calculus.
Guidelines: Final average of B or higher in Pre-calculus
Teacher recommendation

Description:

Equivalent to the first year of college mathematics, successful completion of this course may result in the awarding of college credit. This course is divided into two major topics: Differentiation and Integration. The main topics in differential calculus are rates of change, differentiability, finding the slope of a curve, calculating velocities and accelerations of moving objects and modeling optimization. Integral Calculus focuses on finding the area of irregular regions in a plane and calculating volumes of various solids. Also, reading data from a given table and connecting a function to its derivative will be emphasized. Throughout the course, students are encouraged to incorporate multiple approaches to solve the problems. Additionally, students are required to explain their work verbally and in writing.

The course follows the topics outlined in the AP Calculus Course Description as it appears the AP Central® (apcentral.collegeboard.com) and students are required to take the Advanced Placement AB Calculus exam in May.

Course: Advanced Placement Calculus BC
Credits: 1
Prerequisite: Successful completion of Pre-Calculus.
Guidelines: Final average of A- or higher in Pre-calculus
Teacher recommendation

Description:

Equivalent to the first year of college mathematics, successful completion of this course may result in the awarding of college credit. In addition to the Calculus AB curriculum above, students will study integral applications, improper integrals, infinite series, polar functions, conic sections in polar coordinates, the calculus of polar curves, and vectors in two and three dimensions. Reading and analyzing data from a given table and connecting a function to its derivative will also be emphasized. Throughout the course, students are encouraged to incorporate multiple approaches to solve the problems. Additionally, students are required to explain their work verbally and in writing.

The course follows the topics outlined in the AP Calculus Course Description as it appears the AP Central® (apcentral.collegeboard.com) and students are required to take the Advanced Placement BC Calculus exam in May.

Course: Statistics
Credits: 1
Prerequisite: Students already have 2 math credits
Guideline: Teacher recommendation

Description:

This course is divided into four quarters. The first quarter emphasizes statistical literacy and study design. The 2nd and 3rd quarters focus on analyzing, illustrating, and modeling univariate and bivariate data sets. The fourth quarter is a study of probability and inference. This course culminates with the presentation by students of an independent year-long study they have conducted.

Course: Advanced Placement Statistics and/or College Statistics
Credits: 1
Prerequisite: Successful completion of Algebra 2/Trigonometry or Statistics
Guidelines: Final average of B- or higher in Algebra 2/Trigonometry or Statistics
Teacher recommendation

Description:

This course is equivalent to the first semester of college statistics. Students will choose to pursue AP credit (students must take the AP exam), college credit (through SUNY/WCC, with a local final exam), or both. The selection must be made by the end of the first quarter; seniors applying to colleges must make their selection at least 3 weeks prior to any application deadline. The course covers the concepts and tools for collecting, analyzing, and drawing conclusions from data. This will be enhanced through the use of current events, projects, and interaction with professionals in their work-related areas. This will expose students to exploring data, planning a study, anticipating patterns and statistical inference.

Course: Computer Science 1
Credits: ½ (Semester Course)
Prerequisite: Successful completion of Algebra 1
Guideline: Teacher recommendation

Description:

This is an introductory, first semester course in computing designed for all students, not just those considering computer science as a career. The course will introduce students to the breadth of the field of computer science with application in all disciplines. Topics include the history of computers, productivity software, systems architecture, network and security, social and ethical issues, simple algorithm development, web design, and introductory code development.

Course: Computer Science 2
Credits: ½ (Semester Course)
Prerequisite: Successful completion of Computer Science 1 or permission of the instructor

Description:

This course expands upon the introductory programming work done in Computer Science 1. Structured programming techniques will be emphasized along with efficient algorithm development. The course will be taught in Java which is the current language used in AP Computer Science. This course will prepare students to take an Advanced Placement Computer Science course.

Course: AP Computer Science A

Credits: 1

Prerequisite: Successful completion of Computer Science 2 and/or any equivalent courses

Guidelines: Final average in Computer Science 2 of B or higher and a teacher recommendation

Description:

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



Artwork by Haashini Velmani, Class of 2026

MUSIC

Course: Concert Band
Credits: 1 (fulfills art/music graduation requirement)
Prerequisites: Participation in PVC or out-of-district music program
Recommendation of Middle School Music Director
Ability to read level 2 and 3 NYSSMA Band music for 9th grade

students

Ability to read level 3 and 4 for upper class students

Description:

The Concert Band participates in school performances, sporting events, assembly programs, and community concerts. The Band rehearses and performs classical, show, and modern music. Evening rehearsals prior to concerts are required. Students are encouraged to audition for NYSSMA.

Course: Jazz Band
Credits: 1 (fulfills art/music graduation requirement)
Prerequisites: Must read music on grade 3-4 NYSSMA level
Guitar players must read chords and notations
Piano players must read chords and notes
Percussion players must read rhythm.
Students must audition for this group.

Description:

The Jazz Band performs numerous times during the year in all three schools and in the greater community. Numerous after-school and evening rehearsals are required. Jazz Band members and Concert Band members make up the Pep Band. Students in Jazz Band are encouraged to audition for NYSSMA.

Course: Chorus
Credits: 1 (fulfills art/music graduation requirement)
Prerequisites: Participation in a middle school music program is recommended

Description:

The chorus rehearses and performs songs that they collectively choose, from the contemporary, pop, R&B, soundtrack material, seasonal, and classical genres. Basic music theory, ear training, breath control, and sight-reading will be covered. The chorus will perform at school concerts throughout the school year. Students are encouraged to audition for NYSSMA.

Course: Select Chorus
Credits: ½ (Students who audition into the Select Chorus group will earn ½ credit for Chorus and ½ credit in Select Chorus)
Prerequisite: Students must audition for this group and be enrolled in Chorus

Description:

This group is designed for advanced singers and will perform more difficult pieces, collectively chosen by the group. Select Chorus will consist of 10-16 students and will focus on the enhancement of range, rhythm skills, sight-reading, and breath control.

Course: Strings
Credits: 1 (fulfills art/music graduation requirement)
Prerequisites: Participation in PVC or out-of-district music program
Recommendation of Middle School Music Director
Ability to read level 2 and 3 NYSSMA orchestral music for 9th grade students
Ability to read level 3 and 4 for upper class students

Description:

The string ensemble participates in school performances, assembly programs, and community concerts. The string ensemble rehearses and performs classical, show, and modern music. Evening rehearsals are sometimes required. Students are encouraged to audition for NYSSMA.

Course: Electronic Music
Credits: ½ or 1 (Two semesters offered, ½ credit each)

Description:

This course will offer instruction in the use of the computer for creating, composing, and arranging music. It will also focus on the basics of music production: recording, mixing, and editing. It is open to all students, experienced and inexperienced alike. The course will emphasize using technology as a means of expression and creativity. Students will gain knowledge in music production techniques through hands-on experience while developing an overall understanding of the history of electronic music and where it may be heading.

Course: Music Video Production I
Credits: 1 credit (Full Year), OR 1/2 credit (Semester)
(This course does not fulfill the graduation requirement)

Description:

This is a workshop-based course designed to teach students the basics of video production. Students will learn Hollywood script structure, screenplay writing, the four stages of production, equipment knowledge, lighting techniques, and directing concepts while working on their own films. Students will then learn about non-linear editing, using Final Cut Pro X software, which is used by the television, movie, and music industries. All projects will be featured on our YouTube Channel, and select projects will be entered into regional contests.

Course: Music Video Production II
Credits: 1
Prerequisite: Successful completion of Music Video Production I
Guideline: Recommendation of instructor

Description:

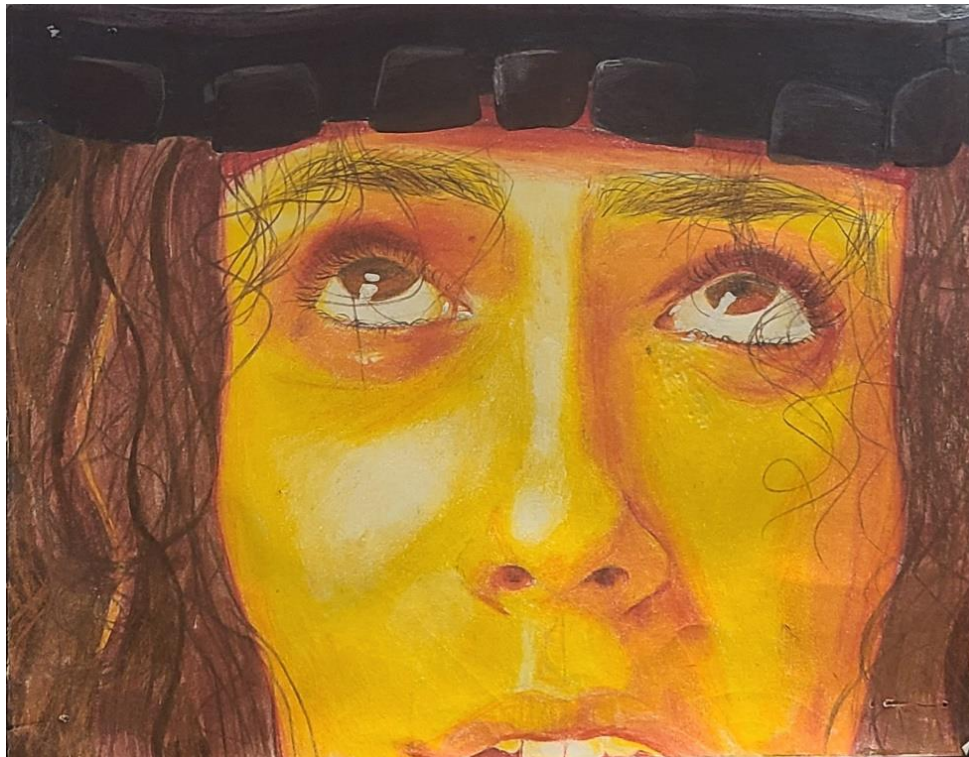
This course will review the essentials from Video Production I and then focus on more advanced concepts and techniques used in the industry such as advanced lighting concepts, advanced directing techniques, deeper knowledge of the equipment, advanced editing, effects application, overdubbing, and scoring. Students will work on one main project for the entire year, which will be featured on the local cable station, while select projects will be entered into regional contests. Select projects will be entered into regional contests. Students must receive permission from instructor.

Course: Music Video Production III
Credits: 1
Prerequisite: Successful completion of Music Video Production II
Guideline: Recommendation of instructor
Description:

This course will review the essentials from Video Production II and then focus on more professional concepts and techniques used in the industry such as advanced lighting concepts, advanced DP techniques, 24p camera recording, professional editing techniques, effects application, multi-track overdubbing and scoring. Professional equipment is used for this course and not shared with the other video production courses. Select projects will be entered into regional contests. This course is designed for students who wish to take courses in college and major or minor in screenwriting, communications, film, and/or television production. Students must receive permission from instructor.

Course: Music Video Production IV
Credits: 1
Prerequisite: Successful completion of Music Video Production III
Guideline: Recommendation of instructor
Description:

This is advanced course reviews the essentials from Video Production III and then focus on HD recording, advanced story-writing, advanced blocking and direction, as well as advanced post-production. This course is designed for students who wish to take courses in college and major or minor in screenwriting, communications, film, and/or television production. Students must receive permission from instructor.



Artwork by Isabel Lavery, Class of 2023

PHYSICAL EDUCATION & HEALTH

Course: P.E. 9
Duration: ½ year
Credits: ¼ credit per semester (course meets alternate days)
Description:

The goal of physical education is to foster an appreciation for lifelong wellness through a safe and meaningful experience. All students are required to enroll in physical education each semester of attendance in high school. The PE 9 curriculum is divided into two semesters, encompassing an overall wellness approach to physical education. One semester will focus on wellness, emotional problem solving, mindfulness, outdoor education, and lifetime fitness; another semester will focus on foundational skills in both traditional and non-traditional lifetime sports and recreational activities.

Course: P.E. 10-12
Duration: ½ year
Credits: ¼ credit per semester (course meets alternate days)
Description:

The goal of physical education is to foster an appreciation for lifelong wellness through a safe and meaningful experience. All students are required to enroll in physical education each semester of attendance in high school. The grade 10-12 curriculum promotes lifelong fitness, supporting physical and mental well-being, through two different curriculum frameworks: Sports-Based Pathway and Fitness-Based Pathways. *Students will have a choice between these two frameworks within their PE course.*

The Sports-Based Curriculum will promote the knowledge, confidence and familiarity of both traditional and non-traditional lifetime sports and recreational activities, including, but not limited to team, individual, dual, and leisure sports. The curriculum will focus on etiquette, strategies, organization, and participation in game and tournament play.

The Fitness-Based Curriculum will promote lifelong fitness through a variety of health-related fitness activities including, but not limited to: cardiorespiratory endurance, muscular strength, muscular endurance, balance and flexibility. The curriculum will focus on developing the necessary knowledge, skills, and confidence to maintain and enjoy a lifetime of healthy physical activity and wellness.

Course: Sports Medicine through Physical Education
Duration: ½ year
Credits: ¼ credit per semester (course meets alternate days) - course fulfills P.E. requirement
Description:

This course provides students with an area of concentration to fulfill their physical education requirement. Through this course, students will develop a better understanding of sports medicine and its comprehensive influence in competitive sports, recreation, exercise and daily life activities. This course will provide hands-on experience and a more in depth look into the field of sports medicine for those who are serious about sport and exercise.

Course: Self-Defense

Duration: ½ year

Credits: ¼ credit per semester (course meets alternate days) - course fulfills P.E. requirement

Description:

This course provides students with an area of concentration to fulfill their physical education requirement. Through the use of guest speakers, literature, video and realistic hands-on training students will learn knowledge and skills to reduce their chances of becoming a victim of crime. Each student will learn skills that involve standing and ground escape and/or striking techniques. Students then learn to apply these skills against a fully padded simulated assailant. This course is geared towards the mature student, grades 10-12, as the difficult subject matter in this course will be discussed in an open yet sensitive manner. Topics of discussion will include parking lot / car safety, dorm & off campus security, college / fraternity parties, abduction escape & prevention, sexual assault and potential relationship warning signs.

Course: Health - New York State requirement for graduation

Credits: ½ (semester course)

Description:

This course will enable students to maintain and promote healthful practices through acquiring understandings, attitudes and skills. Students will be encouraged to assess their physical, emotional and social well-being, while engaging in proactive activities and projects to enhance personal, family, and community health. Most students fulfill this requirement in 10th grade.



Artwork by Ben Drukin, Class of 2024

SCIENCE

The study of science prepares students to function in a complex world characterized by rapid change. The science program reflects the high school's mission statement: to produce students who are effective problem solvers, researchers, and communicators. The program honors the central role of the writing process to clarify understanding. Longer term, complex investigations are presented throughout the curriculum.

Also, it should be noted that all CHHS Regents science courses are designed to meet the NY State requirement that students complete a minimum of 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation in order to take the corresponding Regents exam.

Course: Living Environment

Credits: 1

Description:

This course develops from the topics in the NYS Regents Living Environment curriculum, which is designed to acquaint students with the topic of Biology. One of the goals is to help students recognize patterns and interrelationships among living things. Topics of study include: ecology, life processes, genetics, evolution, and human physiology. Students are expected to demonstrate their knowledge through experiments, drawings, oral presentations, essays, and research projects in addition to the more traditional assessments. This counts as a life science credit toward the graduation requirement, and culminates with the NYS Living Environment Regents Exam in June.

Course: Earth Science

Credits: 1

Description:

Content areas include astronomy, plate tectonics, meteorology, hydrology, and geology. The course emphasizes higher level thinking skills, such as the analysis of data, developing mathematical and graphic models to explain relationships, and the application of science concepts. Laboratory work is a direct extension of classroom work and will include direct observation, data interpretation and analysis. This counts as a physical science credit toward the graduation requirement, and culminates with the NYS Earth Science Regents Exam in June.



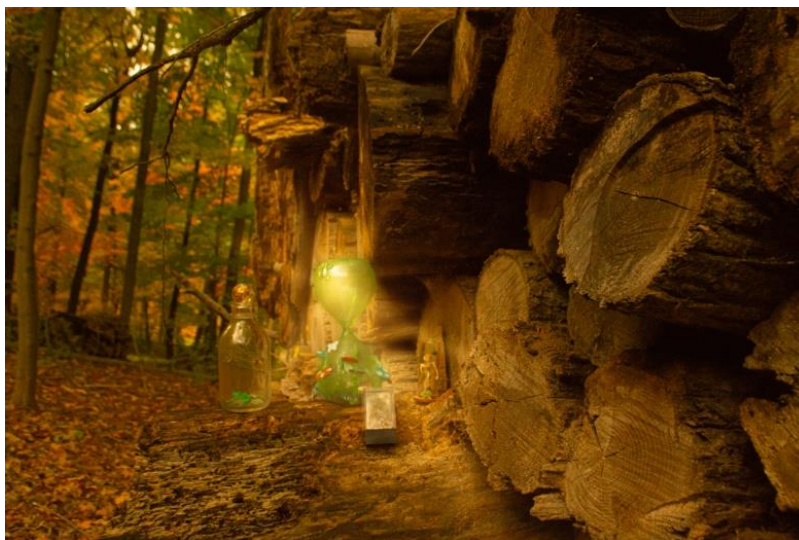
Artwork by Joseph Gesue, Class of 2023

Course: Ecology
Credits: 1
Guideline: Preference will be given to Freshmen
Description:

Through inquiry based learning and hands on problem solving, students will debunk the myths and misconceptions about how the Earth works. Using this approach, teachers will work with students to identify and investigate the world around them. The goal of this course is to have students develop critical thinking skills, to analyze current scientific topics and issues facing us. Topics may include, but are not limited to, topography and navigation, biomes, species interactions, aquatic system, meteorology, and the sustainability of our natural resources. Students will delve into these topics more deeply and explore areas of both class and individual interest. Each of the major topics of the course will begin with an overview, followed by surveying the students to choose more specific topics to explore in depth. By using field experiences, guest speakers, and a number of individual research projects, throughout the year students will connect personal interests in science to real-world applications. Due to the multidisciplinary nature of this course, this course can be used to meet either the life or physical science requirement for graduation.

Course: Chemistry
Credits: 1
Prerequisite: Successful completion of Algebra I and 1 earned credit in a Regents laboratory science
Guideline: Final grade of B or higher in Algebra I

Description:
This course develops from the topics in the NYS Regents chemistry curriculum. The program emphasizes the impact chemistry has on society and the environment, and makes connections between course content and real world applications. The course is a study of the behavior of matter, the structure of the atom, and the energy changes that accompany chemical and physical transformations. Laboratory work will include long-term projects. This course culminates with the NYS Chemistry Regents Exam in June, and counts as a physical science credit toward the graduation requirement.



Artwork by Dalia Gardos, Class of 2026

Course: Choose Your Path in Physics
Credits: 1
Description:

Physics	AP and/or College Level Physics
<p>Pre-requisites: Successful completion of Algebra 2 and concurrent enrollment in Trigonometry or completion of Algebra 2/Trig.</p> <p>Guidelines: A final grade of B or higher in Algebra 2 or final grade of B- or higher in Algebra 2/Trig.</p> <p>Transcript: <i>Physics</i> -or- <i>SUNY Physics 1</i></p>	<p>Pre-requisites: Successful completion of Algebra 2 & Trigonometry. Concurrent enrollment or successful completion of Pre-Calculus</p> <p>Guidelines: A final grade of A- or higher in Algebra 2/Trig</p> <p>Transcript: <i>AP Physics 1</i> -or- <i>AP/SUNY Physics 1</i></p>

This course is a co-enrolled Physics & College Physics (AP and/or WCC Credit*) course. The course is designed to allow students to self-differentiate their learning to follow either Physics or College Physics track. At the end of the first quarter students will be asked to declare their intended track of focus (Physics, AP Physics and/or College Physics) and that is the course title that will appear on their transcript. Seniors applying to colleges with deadlines prior to the end of the first quarter must make their selection at least 3 weeks prior to any application deadline. The choice of track will display on the student transcript. This course is an experiment and exploration-based course that covers all of the major topics of classical Physics. It focuses on the “big ideas” in an introductory level physics course and provides students with enduring, conceptual understandings of foundational physics principles. Having a deep understanding of physics principles implies the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course. This course counts as a physical science credit toward the graduation requirement.

* pending approval

Course: Animal Physiology
Credits: 1
Guideline: At least two credits of high school science
Description:

This course is an in-depth study of animal structure and function. It includes a systematic review of the skeletal, muscular, nervous, reproductive, endocrine, digestive, immune and circulatory systems. Labs include dissections and animal behavior studies. This course counts as a life science credit toward the graduation requirement.

Course: Advanced Placement Biology
Credits: 1
Prerequisite: Successful completion on the Living Environment exam and successful completion or concurrent enrollment in Chemistry
Guidelines: B or higher on both the Living Environment and the Chemistry Regents exams.

Description:

Advanced Placement Biology is a course offered to students who have demonstrated their readiness for a challenging program. The syllabus is based on four Big Ideas:

- The process of evolution drives the diversity and unity of life.
- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- Living systems store, retrieve, transmit, and respond to information essential to life processes.
- Biological systems interact, and these systems and their interactions possess complex properties.

The course moves at a rapid pace and students are expected to take responsibility for independent text study. Emphasis is placed on lab experimentation, including designing and carrying out individual lab investigations. Students are required to read the Ecology Unit in the textbook over the summer. All students take the AP Biology exam in May. This course counts as a life science credit toward the graduation requirement.

Course: Advanced Placement Environmental Science
Credits: 1
Prerequisite: Two earned credits in Regents laboratory sciences, one of which must be Living Environment, and the other either Earth Science, Chemistry, or Physics.
Guidelines: Final course grade of B or better for two Regents laboratory sciences. 85 or better on Living Environment Regents Exam (mastery), 85 or better on one other Regents Exam (mastery).

Description:

The Advanced Placement Environmental Science course is an interdisciplinary experience which embraces a wide variety of topics from different areas of study. There are several major unifying constructs, or themes, that cut across the many topics included in the study, specifically, human population growth, and development as a primary link between most, if not all, environmental issues. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. At the end of the course, students will be required to take the Advanced Placement Environmental Science exam. Due to the multidisciplinary nature of this course, this course can be used to meet either the life or physical science requirement for graduation.

Course: Advanced Placement Chemistry
Credits: 1
Prerequisites: Successful completion of Chemistry
Successful completion of Geometry
Successful completion of or concurrent enrollment in Algebra 2 and Trigonometry
Guideline: 85 or higher on the Chemistry Regents Exam

Description:

The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course taken during the first year of college. Students in this course will obtain an in-depth understanding of fundamentals and a competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to express their ideas, orally and in writing, with clarity and logic. This course differs from Regents Chemistry with respect to the textbook used, the topics covered, the emphasis on chemical calculations, the mathematical formulation of principles, and the amount and the nature and variety of experiments done in the laboratory. At the end of this course, students will be required to take the Advanced Placement Chemistry exam in May. Students are also encouraged to take the SAT Subject Test in Chemistry in June. It should be noted that students are required to read the first unit in the textbook over the summer. This course counts as a physical science credit toward the graduation requirement.

Course: Advanced Placement Physics C- Mechanics
Credits: 1
Prerequisites: Successful completion of Physics or AP Physics 1
Concurrent enrollment in Calculus or AP Calculus
Guideline: Score of B+ or higher on AP Physics 1 and/or a final grade of A- or higher in Physics
Enrollment in AP Calculus BC is highly recommended

Description:

AP Physics C is equivalent to a first-year college-level calculus-based Physics course and is designed to prepare students for the AP Physics C Mechanics Exam given in May. The course provides a systematic study of classical mechanics and requires and employs a basic understanding of calculus (both differentiation and integration). The AP Physics course leads students to construct an understanding of the laws governing the physical world around them utilizing laboratory experimentation to discover these relationships. Students are expected to use what they have learned in class to resolve ambiguous problems that may not always have clear, simple solutions. The curriculum is designed to allow students to develop strong factual knowledge of the topics covered, support students in developing solid analytical skills, provide them with deep understanding of the relationships between various scientific processes, and develop strong experimental skills and techniques. This course counts as a physical science credit toward the graduation requirement.

Course: Science Research
Credits: 1
Prerequisites: Successful completion of two of the following core science courses;
Earth Science, Ecology, and Living Environment
Interview with teacher

Description:

This course offers students an opportunity to design and carry out a long-term project with a scientist/mentor. Students use online databases to access relevant journal articles that are read, summarized and presented in Power Point. They maintain both a digital and a hard copy portfolio of their work, have bi-weekly one-on-one meetings with the teacher as well as the scientist/mentor, and develop time management and effective communication skills. The course may be taken for three years and up to 12 credits (from SUNY Albany) may be earned.

Year 1: Student selects topic, reads/summarizes 10 journal articles, finds a mentor and begins developing a project.

Year 2: Student reads/summarizes 10 journal articles works with mentor in designing and carrying out project; may enter competitions.

Year 3: Data collection must be completed by the beginning of the school year. Student analyzes data, writes research paper, and enters Intel Science Talent Search and Intel International Science and Engineering Fair competitions.

Course: Introduction to Psychology
Credits: ½ (semester course)
Guideline: At least two credits of high school science

Description:

This course is designed to give students exposure to the following areas of psychology: brain anatomy and physiology, social psychology, research methods, behavior disorders, therapies, and principles of learning and memory. The course will emphasize student research, Socratic seminar, debates, and laboratory work. This course counts as a physical or life science credit, when taken in conjunction with Forensic Science.

Course: Forensic Science
Credits: ½ (semester course)
Guideline: At least two credits of high school science

Description:

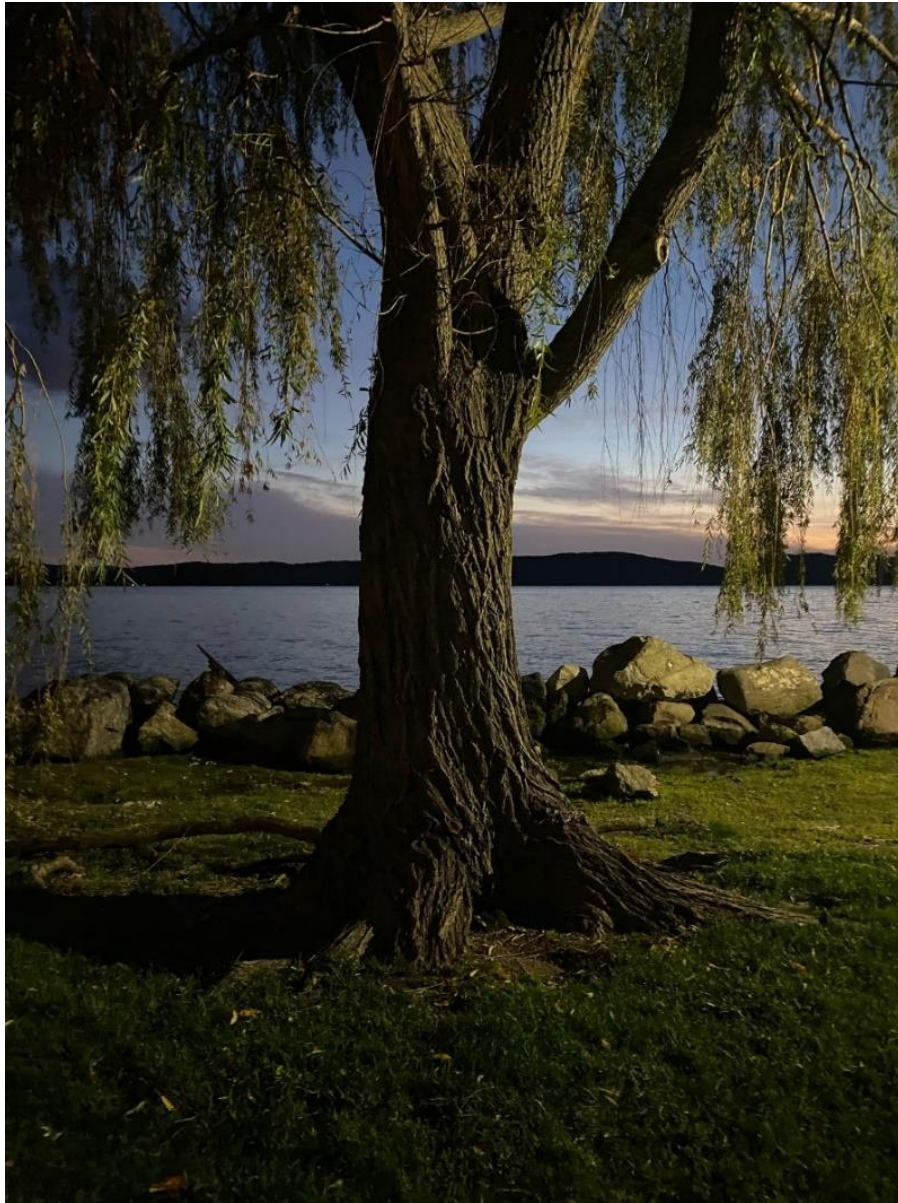
We will examine eyewitness testimony, simulated blood, hair, fabric, fingerprints, and DNA fingerprinting with techniques involving microscopy, chromatography, and electrophoresis. Case studies will include human crime scenes, maternity/paternity issues, and environmental damage, among others. Students may work alone or in groups of 2-4 people to create one or more crime stories, complete with interesting characters and evidence to be analyzed so that another group can solve the case. This course counts as a physical or life science credit, when taken in conjunction with Introduction to Psychology.

Course: Project Lead the Way (PLTW): Introduction to Engineering Design

Credits: 1

Description:

The Introduction to Engineering Design course is designed for students considering pursuing engineering as a career. The course will introduce students to a number of engineering fields & careers and will provide students with an overview of how each field of engineering solves problems. Through completing a series of design projects the students enrolled in the course will develop a deep understanding of the engineering process. The students will be given opportunities to develop strong teamwork skills, creative problem-solving and design skills as well as their research, planning and time management skills. Additionally, the students enrolled in the course will learn how to develop constraints-driven project specifications, as well as the skills of documenting and presenting their work.



Artwork by Adam Cofsky, Class of 2023

SOCIAL STUDIES

The Social Studies program is designed to foster an understanding of our past and an appreciation for the diversity of human cultures. Learning is demonstrated through research papers, debates, Socratic seminars, simulations, reflective writing, and exhibitions. Upon graduation, students are prepared to be active and reflective citizens, who will think critically and consciously about the world around them.

Course: **Global History and Geography I**

Credits: **1**

Description:

The ninth grade course is the first part of a two-year chronological history of the world, which incorporates geography, economics, civics, citizenship, and government. The course uses content to explore enduring issues in history and today. Students are encouraged to think critically through the reading and analysis of primary sources. Students work independently, in pairs and in groups to better understand the complexities of ancient civilizations and historical events.

The course begins with the early civilizations of the Middle East and Asia, religions of the world, and covers the classical civilizations of Greece and Rome, the Middle Ages, Exploration and Exchange, the Renaissance and Reformation, and the Age of Absolutism.

There is an Honors option for grade 9 Global Studies. The Honors option will consist of a set of assignments with increased rigor; students will self-enroll for this option in the fall. Students must maintain an A- average in the Global 9 course to be eligible for Honors designation.

Course: **Global History and Geography II**

Credits: **1**

Prerequisite: **Successful completion of Global History and Geography I**

Description:

Global History and Geography II has students explore the effects of shifts in power in an evolving interconnected and technologically advanced world from the 1750s to modern day. Throughout the course, there is an emphasis on student evaluation of enduring issues, challenges or problems that society has faced with varying success, and how those issues have changed and continued over time. Students will actively interpret and analyze primary and secondary sourcing, utilizing historical and critical thinking skills, to evaluate historical events and modern world events.

Technology is used to support the development of research and presentation skills. Students are encouraged to develop historical questions and engage in active learning strategies, such as Socratic Seminars, simulations, debates, research and oral reports, project based inquiries, and collaborative projects, to demonstrate their ability to analyze and assess complex enduring issues that society continues to face. Students will continually be asked to think critically and craft evidence-based claims to defend positions.

All students are required to sit for the administration of the Global 10 History and Geography Regents exam at the end of the year. This examination focuses on 10th grade content and assesses skills built over the course of Global 9 and Global 10.

Course: Advanced Placement World History: Modern
Credits: 1
Prerequisite: Successful completion of Global History and Geography I
Guidelines: Final average of A- or higher in Global History and Geography I
Final average of B or higher in English 9
Teacher Recommendation of Global History and Geography I teacher

Description:

AP World History: Modern is an advanced college-level course covering the history of the world from 1200 C.E. up through the present. The goal of course is to develop greater understanding of the evolution of global processes and contacts through the interaction of different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. AP World History offers an approach that allows students to “do history” by guiding them through the steps a historian would take in analyzing historical events. The course offers balanced global coverage, with Africa, the Americas, Asia, Europe, and Oceania all represented. All students are required to sit for the Advanced Placement World History Exam in May as well as the Global History and Geography Regents Exam in June.

Course: U.S. History and Government
Credits: 1
Prerequisite: Successful completion of Global History and Geography I & II

Description:

This course helps students develop an understanding of our nation’s social, political, and economic history. Students use Enduring Ideas and Civic Issues to make connections across time, and understand how our past shapes our world today. The Constitution is studied as an evolving, living document that students use to think critically about the relationship between power and freedoms. Students study the effect that the Bill of Rights, amendments, and Supreme Court decisions have had on shaping our country, and the rights and responsibilities of citizens. Throughout the year, students evaluate the extent to which American ideals have been realized by all of its people.

Technology is used to support the development of research and presentation skills. Students use analytical skills to examine documents and statistics. Projects, class work and homework help evaluate students’ knowledge and understanding of American history and government. Assessments include oral presentations, analytical and creative written papers, and decision-making simulations. A Regents examination in United States History and Government is administered at the end of the year.



Artwork by Sophia Gordy, Class of 2025

Course: Advanced Placement United States History and/or
College 20th Century US History

Credits: 1

Prerequisite: Successful completion of Global History and Geography II or
Advanced Placement World History

Guidelines: Final average of A- or higher in Global History and Geography II
Final average of B or higher in AP World History
Final average of B or higher in English 10
Teacher recommendation of Global History and Geography II teacher

Description:

Students will choose to pursue AP credit (students must take AP exam in May), college credit (through SUNY/WCC)*, or both. Advanced Placement United States History is a challenging college-level survey course designed to give students a thorough understanding of American History while requiring them to master historical and analytical skills, such as: Historical Causation; Patterns of Continuity and Change over Time; Periodization; Comparison; Contextualization; Historical Argumentation; Appropriate Use of Relevant Historical Evidence; Interpretation; and Synthesis. APUSH students are required to sit for the AP examination in early May.

*Pending WCC/SUNY approval

Course: Economics/Government

Credits: 1

Prerequisite: U.S. History

Description:

The purpose of Senior Economics is to create a financially secure future for emerging adults. The class is designed to first instill the fundamental principles of macroeconomic & microeconomic theory. The course then forces the students to examine and understand their personal financial tendencies, beliefs and actions. Next, the class requires the students to examine the current state of the U.S. economy by understanding the vast array of economic indicators. Finally, the students must begin to formulate a financially literate plan for their immediate future.

Senior Participation in Government requires the students to research, analyze and synthesize a multitude of pressing political and economic issues. Students must exhibit a deep understanding of the workings of the US and NYS Constitutions through constant examination of historical and current events. The purpose is for the students to internalize their civic responsibility to their local, state and national governments.

Course: Advanced Placement Comparative Government and Politics

Credits: 1

Prerequisite: Successful completion of AP US History or US History & Government

Guidelines: Recommendation of 11th grade Social Studies teacher
Final average of 85 (B) or higher in AP US History or a final average of 90 (A-) or higher in US History & Government

Description:

Advanced Placement Comparative Government and Politics is typical of a college freshman survey course that provides students with a conceptual knowledge of global studies and political science by evaluating seven world political systems: Great Britain, Russia, China, Mexico, Iran, Nigeria, and the European Union. This course aims to illustrate the rich diversity of political life, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Students who take the course are required to sit for the Advanced Placement exam in May.

Course: Advanced Placement Macroeconomics
Credits: 1
Prerequisite: Successful completion of Algebra 2/Trig or Algebra 2 and Trigonometry (2yr. sequence)
Guidelines: Recommendation of 11th grade Social Studies teacher
Final average of B or higher in AP US History or final average of A- or higher in US History & Government
Please note: successful completion of pre-calculus is **HIGHLY recommended.**

Description:

Advanced Placement Macroeconomics is a college-level introductory course designed to provide students with a thorough understanding of the principles of economics and how they apply to the overall behavior of a nation's economy. Students will use mathematical equations and graphs to learn how economic performance measurements, such as GDP, inflation, and unemployment are constructed, and how they relate to the study of national income and price level determination, the financial sector, stabilization policies, and economic growth. This course emphasizes the global nature of economics, and provides students with the opportunity to examine the impact of international trade and international finance on national economies. All students are required to take the Advanced Placement Macroeconomics exam in May.



Artwork by Josh Dinkler, Class of 2023

SOCIAL STUDIES ELECTIVES

Courses rotate annually

Course: **History through Film – Offered in 2023-2024; offered on a rotating basis; next offering TBA**

Credits: ½ (semester course)

Description:

This one semester course will cover the technical aspects of film and the relationship between film and culture and history over the past one hundred years. This course will be offered as a survey of American and foreign films. Emphasis will be on the relationship between movies and culture and the question: How did culture and events of the twentieth century intermingle?

- Students will be asked to view movies from different points of view.
- Students will be required to write short research and or creative papers.
- Students will study both fictional and non-fictional films.

Each film will be accompanied by selected readings, class discussion and writing assignments.

Course: **Inhumanity Facing History – Offered in 2023-2024; offered on a rotating basis; next offering TBA**

Credits: ½ (semester course)

Description:

Inhumanity Facing History is unlike any course you've ever taken. It begins with an exploration of history and human behavior and the complex issues regarding how individual identity is linked to decision-making: How choices made by individuals impact society. With that foundation, students learn how issues of identity and membership, inclusion and exclusion, play out at particular moments in history such as: Slavery in America, the Armenian Genocide, the Holocaust and other modern case studies.

Students will:

- Access materials furnished by the nationally acclaimed Facing History & Ourselves program;
- View a variety of historical film and video clips, such as: Amistad, Roots, Sophie's Choice, Testimony of the Human Spirit, The Year of Living Dangerously, The Killing Fields, Hotel Rwanda, Crash, 60 Minutes, The Twilight Zone, etc.
- Participate in simulation games, historical exhibitions, debates and role-playing;
- Write reflective pieces and analytical essays

Students will learn what it means to be a citizen in a democracy by understanding how the past can connect with the issues of today and how they have the power to change their universe of obligation as well as the course of history through their own individual decisions.

Course: **Protests and Revolutions – Not offered in 2023-2024; offered on a rotating basis**

Credits: ½ (semester course)

Guideline: **Priority will be given to sophomores, juniors and seniors**

Description:

The 60's and 70's – a tumultuous period in American history – continues to cast a lingering shadow on politics and culture. This course will delve into the issues which made the era. From Civil Rights with Dr. Martin Luther King, Malcolm X, H. Rap Brown and others; to the Woman's Feminist Movement with Betty Freidan's Feminine Mystique and Gloria Steinem's activism; to the Ten Thousand Day War with the Tet Offensive, Khe Sanh, Pleiku, and the Fall of Saigon; to the "Counter Culture" Movement which developed as a result of the times with Timothy Leary, the Chicago 7, Woodstock, Student's for a Democratic Society (SDS) to name a few; each student will get an inside look into the issues, the people, and the movements of the time period. Policies will be explored and decisions analyzed during these two decades. Through the literature, music, and films of the time, students will experience the protests through the eyes of the protesters themselves. This course will be a discussion course requiring students to read, discuss, evaluate, and make judgments about the events of this era. No other period in our history has generated so much debate.

Course: **Sports and Society – Not offered in 2023-2024; offered on a rotating basis**

Credits: ½ (semester course)

Description:

This course looks at the role of sports in our society. There are many fascinating issues to be discussed. From high school to professional athletics, we will look at this institution with an in-depth analysis of the social issues raised by our fascination with sports and the problems it has caused from both a political, economic, and social perspective.

Topics might include:

- The Sociology of Sports: What Is It and Why Study It?
- Gender and Sports: What Has Been the Impact and Issues of Title IX?
- Race and Ethnicity: Are They Important in Sports?
- Win! Win! Win!: Should College Athletes be Subsidized in Preparation for the Pros?
- Violence in Sports: How Does It Affect Our Lives?
- Drugs in Sports: How Bad is the Usage in High School, College, and the Pros?
- Sports and Children: Is AAU Sports Good for High School Athletes?
- Professional Athletes: Should they be Look Upon as Role Models?
- The Fitness Phenomenon: Is the Cost of Fad Diets, Drugs, and Sports Clubs in America Paying Off?
- Sports and the Economy: The Commercialism of Sports.

Any event, issue, or person in sports is relevant and can be part of the class curriculum. Students will decide the units based on what is happening in the news and their own interests. Work for class will be based on books, outside readings in newspapers and magazines, and use of the Internet. Much of the class will involve student presentations of the relevant issues.

THEATER

Course: Theater: Auditioning and Directing (Offered in 2023-2024; offered on a rotating basis)

Credits: 1 credit/Full year OR 1/2 Credit Semester

Description:

This course approaches the actor's experience on stage from two different angles: auditioning (how to make sure you get on stage) and directing (what to do with the actors on the stage). Throughout the semester, students will do the following:

- Auditioning:
 - Working with the script
 - Preparing monologues ahead of time (including preparing for college acting program auditions)
 - Cold readings
 - Performing monologues
- Directing:
 - Choosing, reading, researching, and analyzing a script
 - Developing an approach
 - Casting the play
 - Rehearsal
 - Staging the play

This course will include written work and, naturally, performance-based assessments. Evening rehearsals prior to a public performance will be required.

Course: Theater: Acting (Not offered in 2022-2023; offered on a rotating basis)

Credits: 1 credit/Full year OR 1/2 Credit Semester

Description:

This course is aimed at developing skills and knowledge for students who wish to develop their acting abilities. In this course, students will do the following:

- Learn techniques from various branches of Stanislavsky's Method Acting, focusing primarily on Stella Adler's interpretation of the Method
- Work on voice, movement, imagination, action, use of props, observation, memorization, body awareness, and expression of emotion, among other areas
- Learn about the craft of acting from such sources as actors' interviews, recorded rehearsals, and behind-the-scenes footage
- Rehearse and perform monologues and short plays. Evening rehearsals prior to our public performance in the spring are required.

This course will include written work and, naturally, performance-based assessments.

WORLD LANGUAGES

An extended course sequence is offered to students who began their study in middle school and a shorter sequence is offered to those who begin at Croton-Harmon High School. The primary goal of all modern language courses is the achievement of functional communication proficiency. All courses concentrate on the development of proficiencies in listening and speaking, reading and writing. Technology is used to support the communication goals of the program. Another important goal is to extend students' appreciation of French, Spanish, and Mandarin Chinese through the study of Francophone, Hispanic and Chinese culture worldwide and through personal contact with other students in various countries where the target languages are spoken. We encourage students to study more than one language throughout their high school career, as knowledge of one foreign language often facilitates the acquisition of another.

French

Course: French I

Credits: 1

Description:

This course is open to students who are beginning their study of the French language or who wish to reinforce their French language skills. Students of Spanish are particularly encouraged to begin studying French as a second romance language. The course introduces the language, both oral and written. Great attention is given to listening and speaking skills as well as to fundamental grammatical structures and basic vocabulary. The sound system is learned and practiced.

Course: French II

Credits: 1

Prerequisite: Successful completion of French I

Description:

French II is open to students who have successfully completed the French program in middle school or French I in the high school. The emphasis is on acquiring new vocabulary and mastering new tenses and structures using a communicative approach. Students become acquainted with French through dialogues, cultural readings, listening activities, and projects. The four major language skills are developed with special concentration on listening and speaking.

Course: French III

Credits: 1

Prerequisite: Successful completion of French II

Description:

This course reviews the principles of grammar taught in French II and introduces more advanced structures. Basic vocabulary is expanded considerably. There is continued emphasis on conversation, dialogue, and cultural readings. Instruction is conducted in French and students are encouraged to communicate only in French. Oral presentations are required. Students must take the Regents exam upon completion of this course.

Course: French IV
Credits: 1
Prerequisite: Successful completion of French III

Description:

The course is conducted entirely in French. The work of this course extends the practical vocabulary and grammatical structures previously learned. Students are expected to converse in French and to make formal oral presentations. This course is designed to enrich vocabulary, improve reading, and refine the basic structural elements of the language. Topics for discussion are related to cultural readings and current events.

Course: French V
Credits: 1
Prerequisite: Successful completion of French IV

Description:

The course is conducted entirely in French and continues the work of enhancing and refining student proficiencies which began in French IV. Reading selections from magazines, newspapers, and literary works, as well as films, videos, and music, provide the basis for discussion, oral presentations, and composition.

Course: Advanced Placement French Language and Culture
Credits: 1
Prerequisite: Successful completion of French IV
Guidelines: Final average of B or higher in French IV
Department recommendation

Description:

Preparation for the AP French Language exam is offered as a supplement to the regular French V course, in which interested students also enroll. Students schedule 2-3 extra class sessions a cycle with the instructor in order to fulfill additional course requirements. These supplemental classes are designed to offer students a more thorough grammar review, as well as expanded opportunities to develop language skills. Emphasis is on comprehension (through the use of recordings, streaming audio and non-subtitled authentic videotapes), speaking (extensive class discussion), reading (both literary and non-literary texts), and writing (techniques of formal composition are addressed). The course is conducted entirely in French.

All students enrolled in this course must take the Advanced Placement French Language exam in May.

Spanish

Course: Spanish I
Credits: 1
Description:

This course is open to students who are beginning their study of foreign language, who wish to reinforce their Spanish language skills, or who want to begin their study of an additional foreign language. The course introduces the Spanish language, both oral and written. Great attention is given to listening and speaking skills as well as to fundamental grammatical structures. The sound system is learned and practiced.

Course: Spanish II
Credits: 1
Prerequisite: Successful completion of Spanish I
Description:

This course is predominantly for 9th grade students. Spanish II is open to students who have successfully completed a Spanish program in middle school or Spanish 1 in the high school. Current vocabularies, as well as grammatical structures, are studied in a communicative approach. Students become acquainted with Spanish through dialogues, cultural readings, listening activities, and projects. The four major language skills are developed with special concentration on listening and speaking.

Course: Spanish III
Credits: 1
Prerequisite: Successful completion of Spanish II
Description:

This course reviews the principles of grammar taught in Spanish II and introduces more advanced structures. Basic vocabulary is expanded considerably. There is continued emphasis on conversation and cultural readings. Instruction is conducted in Spanish, and students are encouraged to communicate only in Spanish. Oral presentations are required. The Regents exam is given at the end of this level.

Course: Spanish IV
Credits: 1
Prerequisite: Successful completion of Spanish III
Description:

The course is conducted in Spanish. The work of this course extends the practical vocabulary and grammatical structures previously learned. Students are expected to converse in Spanish and to make formal oral presentations. This course is designed to enrich vocabulary, improve reading, and refine the basic structural elements of the language. Topics for discussion are related to culture and current history. Short stories and poetry are studied. The study of Spain and Latin America is an integral part of the curriculum.

Course: Spanish V
Credits: 1
Prerequisite: Successful completion of Spanish IV
Description:

The students in this class are in grade 12. This course is conducted in Spanish. Reading selections from magazine articles, contemporary, and classical literature provide the substance for classroom reading and discussion.

Course: Advanced Placement Spanish Language
Credits: 1
Prerequisite: Successful completion of Spanish IV
Guidelines: Final average of B or higher in Spanish IV
Department recommendation

Description:

The AP Spanish language course is intended for students who wish to develop their proficiency in all four language skills; listening, speaking, reading, and writing. Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening, comprehension, speaking, reading, and writing. Emphasis is on comprehension (through the use of recordings and non-subtitled authentic video tapes), speaking (extensive class discussion), reading (both literary and non-literary text), and writing. The course is conducted in Spanish. All students enrolled in this course must take the Advanced Placement Spanish Language exam in May.

Course: Topics in Spanish Heritage Language (offered in 2023-2024)
and
Explorations in Spanish Heritage Language (offered next in 2024-2025)
(Two alternating courses in Spanish language, literature, identity and culture for heritage Spanish speakers. Students can take one or both courses in any order.)
Credits: 1 credit each course

Description:

The purpose of these courses is to enable students who are heritage Spanish speakers to develop, maintain, and celebrate their language proficiency in Spanish. The courses are specifically designed to meet the needs of students who speak or hear Spanish on a daily basis at home, but who may have had little or no formal written education in the Spanish language. Students will explore the cultures of the Hispanic world, including their own, and in the process gain a better understanding of the nature of their own language and culture.

Students will be presented with opportunities to listen, speak, read, and write in a variety of contexts and for a variety of audiences including family, school, and community. Grammar and vocabulary will be taught in context through the reading of short stories, periodicals, thematic essays, and poetry. Students will improve their speaking, reading, writing, and listening, with a particular focus on refining literacy skills.

Students may enroll in both courses, in either order, for up to 2 credits. Students will be prepared to enter advanced level Spanish classes (4-5 or AP) if interested after completing 1-2 years of this course.

Mandarin Chinese

Course: Mandarin Chinese I
Credits: 1
Description:

This course is open to students who are beginning their study of foreign language, or who want to begin their study of an additional foreign language. An introductory course designed to provide intensive audio-oral and character writing practices; study of the Chinese phonetic system (Pinyin), basic grammar and sentence-building skills, reading of simple texts, writing of simple sentences, and learning of traditional and contemporary Chinese culture.

Course: Mandarin Chinese II
Credits: 1
Prerequisite: Successful completion of Mandarin Chinese I
Description:

Mandarin Chinese II is open to students who have successfully completed Mandarin Chinese I in the high school. This course provides students with opportunities to develop their communicative ability in Chinese by learning language structures, functions and related cultural knowledge as well as by training their listening, speaking, reading and writing skills.

Course: Mandarin Chinese III
Credits: 1
Prerequisite: Successful completion of Mandarin Chinese II
Description:

Mandarin Chinese III is open to students who have successfully completed Mandarin Chinese I and II in the high school. This course continues to provide students with more opportunities to develop their communicative ability in Chinese by learning language structures, functions and related cultural knowledge as well as by training their listening, speaking, reading and writing skills.

Course: Mandarin IV
Credits: 1
Prerequisite: Successful completion of Mandarin III
Description:

Mandarin IV is open to students who have successfully completed Mandarin Chinese III in high school. This course continues to provide students with more opportunities to develop their communicative ability in Chinese by learning language structures, functions and related cultural knowledge as well as training their listening, speaking, reading and writing skills for their readiness for college and career.

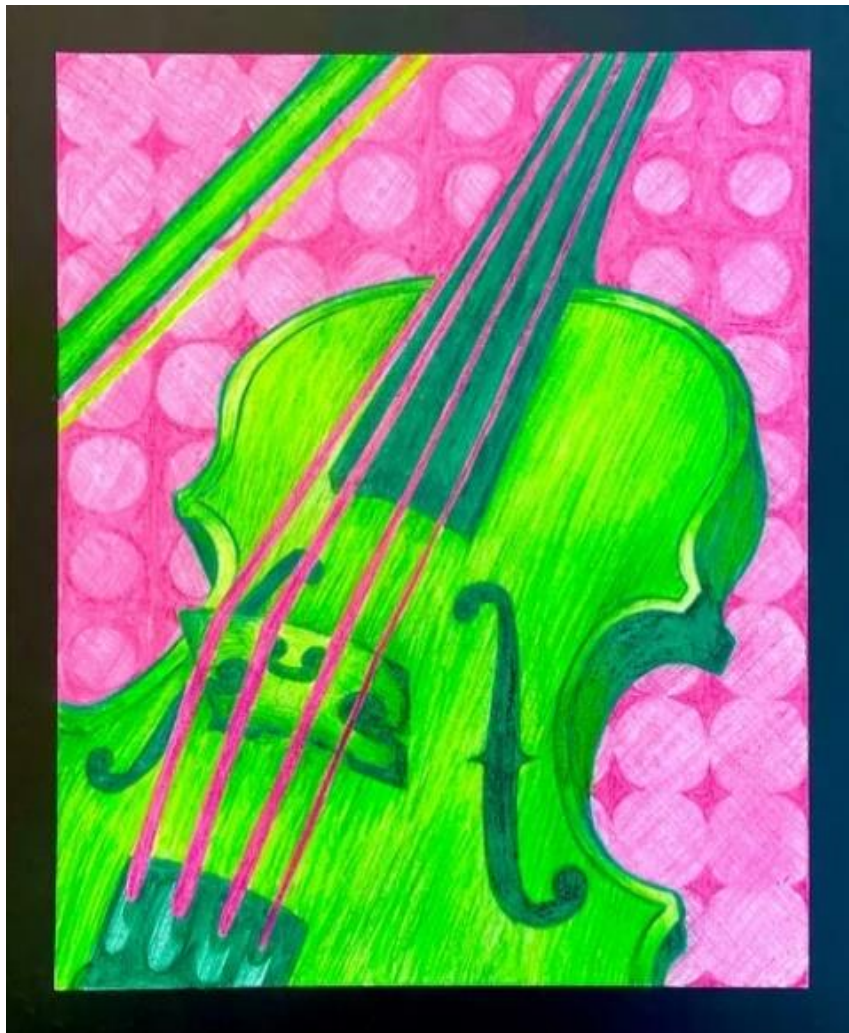
Course: Mandarin V
Credits: 1
Prerequisite: Successful completion of Mandarin IV
Description:

Mandarin V is open to students who have successfully completed Mandarin Chinese IV in high school. This course continues to provide students with even more opportunities to develop their communicative ability in Chinese by learning language structures, functions and related cultural knowledge as well as training their listening, speaking, reading and writing skills for their readiness for college and career.

ONLINE COURSES

Croton-Harmon High School offers students opportunities to enroll in online courses through VHS Learning. Due to the independent nature of these courses, in order to be a successful student who participates in online courses must be self-motivated and possess strong time management skills.

VHS Learning is open to Juniors and Seniors only. VHS gives students the opportunity to take courses in subject areas the CHHS does not offer. Students can choose from over 200 courses. Interested students must fill out the required application and online questionnaire. We have 20 seats available every year (10 seats for the fall semester, 10 seats for the spring semester). Preference will be given to seniors. Students can visit the VHS Learning website for an up to date listing of course descriptions at www.vhslearning.org. Mrs. Thibideau, School Counselor serves as the Site Coordinator for this program.



Artwork by Jonathan Bai, Class of 2024

INDEPENDENT STUDY

PURPOSE:

The primary purpose of Independent Study is to provide students with the opportunity to study areas not presently included in our curriculum and to recognize their efforts by granting academic credit. Students enrolled in Independent Study are expected to acquire more knowledge than students in a conventional class. Admission to this program is by application only, and with the approval of the principal.

TYPES OF INDEPENDENT STUDY:

Option #1 – for courses that do not exist: This is for the student who wishes to take courses that do not exist in our course catalog. The student must demonstrate a level of work exceeding that of the typical CHHS course. Due to the rigor of this option a stringent review of the application will be conducted before approval. The student will receive a grade and the course will be indicated on the transcript. This option is open only to students in grades 11-12.

Option #2 – for advanced level scheduling conflict: This is for the advanced level student, who cannot fit a particular class into his/her schedule and has instructor recommendation and approval to take the course independently. The student must demonstrate a level of work and dedicated time that meets or exceeds the standard CHHS course. Due to the rigor of this option a stringent review of the application will be conducted before approval. The student will receive a grade for this course and it will be indicated on the transcript. This option is open only to students in grades 11-12.

Option #3 – Formal Audit: This is for the student who wishes to “Audit” (participate but not be required to complete all the formal work) a course which already exists in the CHHS Catalog, and receive recognition on their transcript. The student and instructor will agree upon meeting times, requirements for the audit and any work that must be accomplished. At completion, the instructor and student must complete the “Report of Successful Completion of Audit” form (last page of this packet) and the course will be indicated as “Audit” with no grade or credit on the transcript. This option is open to students in grades 10-12.

Option #4 – Informal Audit: This is for the student who wishes to Audit the course (as above in #4) but is not concerned about transcript recognition. This may be done through a private arrangement directly with the instructor, which requires no formal application procedure. The student and instructor will agree upon meeting times, requirements for the audit and any work that must be accomplished. The course audited will not appear in any way on the student’s transcript, and no grade will be issued. This option is open to students in grades 10-12.

PROCEDURE:

Any interested student should pursue the following steps:

Solicit the support of a faculty member who is willing to serve as his/her advisor.

Consult with his/her guidance counselor to obtain an Independent Study application.

Complete the application and all necessary approvals.

Return the completed application to his/her guidance counselor. The teacher will keep the final report form, which is to be completed at the end of the Independent Study period. Note that this form is submitted after the full I.S. is completed, and not every quarter. There are no quarterly grades reported for the course; the final grade and credit will be entered by guidance after completion of this form.

When the Independent Study has been completed, the student will fill out the required final report form and submit to the teacher, who will sign their approval and indicate their recommended grade and credit value to the principal. The principal will review and approve the grade and credit and send this to guidance to be added to the student's record.

LIMITS:

Independent study courses for credit are only available to juniors and seniors. Courses for Audit are available to grades 10-12. Students are limited to no more than 1 credit per year or ½ credit per semester for any independent study.

Deadlines for completion depend upon the timeframe for work.

Applications must be approved in advance of work, and allow enough time for reasonable completion. Applications received by the principal after work is already well underway (or should already have been well underway) will not be approved.



Artwork by Jacqueline Gallego, Class of 2023

SPECIAL PROGRAM OPPORTUNITIES

THE TECH CENTER

The Tech Center at PNW BOCES

A wide array of programs are available at the Tech Center at PNW BOCES to students who want to develop new career skills and even earn college credit. Students can gain a competitive edge by enrolling in one of over forty technical education courses. A student enrolled in the Tech Center spends part of their day at CHHS taking required academic courses (ie: English social studies, PE, etc.) and part of their day at the Tech Center in Yorktown Heights. Students earn at least 3 high school credits per year. Most Tech courses are taken over 2 years and preference is given to juniors and seniors. A few select courses are offered to seniors only. Students interested in the Tech Center should see their School Counselor for more information. The Tech Center's website is

www.pnwboces.org/TECH

Career and Technical Education Course Offerings

<p>Communications Academy</p> <ul style="list-style-type: none"> • Animation & Motion Graphics • Child Development & Education** • Digital Film, Video & Audio Production • Fashion Design and Merchandising** • Graphic Design & Digital Photography • Microcomputer Technology** 	<p>Transportation Academy</p> <ul style="list-style-type: none"> • Auto Body** • Auto Mechanics** • Diesel Technician • Electric Vehicle Technician • Small Engine/Motorcycle Technology**
<p>Construction Academy</p> <ul style="list-style-type: none"> • Architecture/Engineering** • Carpentry** • Construction Electricity • Field Utility Technician • HVAC/Plumbing/Pipe Fitting** • Intro to Construction Trades • New Visions Engineering (Interview required) • Preservation/Restoration/Masonry • Urban Forestry/Horizontal Directional Drilling • Welding 	<p>Health Career Academy</p> <ul style="list-style-type: none"> • Certified First Responder • Certified Nurse Assistant** • Emergency Medical Technician • Intro to Health Occupations • Intro to Physical Therapy Aide/Rehabilitation • Law Enforcement • Medical Assistant** • New Visions Health (Interview required) • Sports Medicine/Certified Personal Trainer • Veterinary Science
<p>Cosmetology Career Academy</p> <ul style="list-style-type: none"> • Barbering • Cosmetology** 	<p>Hospitality Career Academy</p> <ul style="list-style-type: none"> • Baking & Pastry Arts • Culinary Arts
<p>** = Offering for ENL students (English as a New Language)</p>	<p>Additional Offerings</p> <ul style="list-style-type: none"> • Pre GED & GED prep options**

ENGLISH AS A NEW LANGUAGE (ENL)

The English as a New Language Program provides language instruction and academic assistance to those students whose first language is not English. Instruction is provided in small groups that are targeted to each student's individual language learning needs. The courses offered are ENL English and ENL Language. ENL English is a modified version of ninth grade English language arts and ENL Language targets students' language skills. Academic support is also provided; coordinated with input from classroom teachers. Juniors and seniors are given assistance with college admissions procedures, including preparation for the TOEFL (Test of English as a Foreign Language), college interviews and on-site visits. The goal of the program is to prepare students to perform successfully at both high school and post high-school levels.

CROTON-HARMON ADVISORY PROGRAM (CHAP)

All students and faculty participate in the Croton-Harmon Advisory Program (CHAP) one period per cycle. Groups of 10 to 14 students meet with a staff member to discuss individual and/or school-wide issues. Occasionally, class meetings and special assemblies are scheduled during CHAP.

COMMUNITY SERVICE/SERVICE LEARNING

All students will be required to complete twenty-five hours of service by the middle of their senior year. Beginning with school-related service projects as they enter high school, students will be encouraged to branch out to the greater community where they will have an opportunity to participate in group and individual community service experiences. It is expected that students become more civic-minded and recognize the contributions they can make to the school, community and society. Through this type of experience, it is also our hope that students will see the value of experiential education. Community Service experiences may serve as a natural bridge to the CHOOSE Program.

CHOOSE PROGRAM

(Croton-Harmon Options and Opportunities for a Senior Experience)

During the fourth quarter of the senior year, the CHOOSE Program provides an opportunity for students to apply their high school knowledge and skills to an area of personal interest. Seniors who have completed twenty-five hours of community service and have met criteria for graduation may participate in an internship or design an independent research project under the supervision of a mentor. This experience will culminate in an exhibition before an audience of peers, parents, staff and community members.