

MOUNT VERNON CITY SCHOOL DISTRICT



2026-27 COURSE CATALOG



July 1, 2026 – June 30, 2027

Mission

The Mount Vernon City School District, comprising its board members, staff, scholars, parents, and community members, is dedicated to fostering an inclusive environment that recognizes every scholar's unique qualities while providing a comprehensive and rigorous education that promotes respect, cultivates character, and inspires intellectual growth. The district is committed to empowering scholars to become lifelong learners, who are successful and responsible citizens and who positively contribute to their local and global communities.

Vision

The Mount Vernon City School District, through a shared decision-making process, is committed to helping its scholars, parents, teachers, and administrators enhance their academic, social, economic, and technological skills to prepare individuals to function effectively in today's global society.

Core Values

- All scholars can learn.
- Scholars learn in different ways and at different paces.
- Scholars should be challenged to be lifelong learners.
- The key aspect of education is developing well-rounded scholars who think creatively and critically to make informed decisions and solve problems.
- Education enables individuals to be responsible, self-disciplined members of society.
- Cultural diversity enriches educational experience for scholars.
- A safe and caring environment is important to scholars and staff.
- Education is a collaborative partnership with the Board of Education, staff, scholars, families, and resources in the community.

Academic Goals

1. Ensure that every scholar has foundational reading, writing, and arithmetic skills.
2. Prioritize teachers' use of data assessment to drive instructional practices in all classrooms.
3. Increase scholars' achievement district-wide by at least 3% in all core subjects with particular attention to sub-groups with special needs.

MOUNT VERNON CITY SCHOOL DISTRICT ADMINISTRATORS



Dr. Demario Strickland – Superintendent of Schools

Dr. Jamal Doggett – Assistant Superintendent for Curriculum, Instruction, and Administration

Jessica Graves – Associate Superintendent for Human Resources

Royce Russell, Esq. – In-House Counsel

LaJuan White – Assistant Superintendent for Student Personnel Services

Daina-Marie Gardner – Director of Student Services and Data Quality Compliance

Dr. Satish Jagnandan – Director of STEAM & Testing K-12

Lisa Mayzun – Director of Physical Education & Health K-12

Lauren McKoy – Executive Director for Strategic Development

Carlos Ramirez – Director of Technology K-12

Marybeth Rhodes – Director of Humanities K-12

Brian Simmons – Director of Career and Technical Education (CTE) K-12

Dr. Gayle White-Wallace – Director of Pre-Kindergarten / Gifted and Talented Education

MOUNT VERNON CITY SCHOOL DISTRICT BOARD OF EDUCATION



Dr. Donna Marable – President

Warren Mitchell II – Vice President

Sakai Brown – Trustee

Sabina Kelley – Trustee

Chris McDonough, Ph.D. – Trustee

Dr. Lynne Middleton – Trustee

Erica Peterson – Trustee

Randolf Scott – Trustee

Wanda White – Trustee

Leonard Oduro – Student Trustee

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NEW YORK STATE GRADUATION REQUIREMENTS

NEW YORK STATE DIPLOMA REQUIREMENTS: CREDIT DISTRIBUTION

Student Choice in Course Selection

- In most disciplines, students choose the courses they want to take.

Required Courses

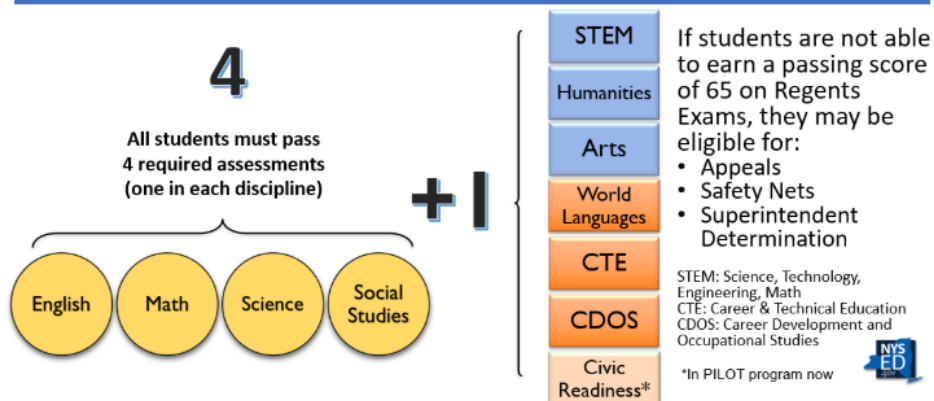
- Health ($\frac{1}{2}$ credit required)
- Global Studies and Geography (2 credits required)
- United States History (1 credit required)
- Participation in Government ($\frac{1}{2}$ credit required)
- Economics ($\frac{1}{2}$ credit required)

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



*Students with disabilities may be excused for 1 credit of World Languages if indicated on their IEP, but must earn a minimum of 22 credits to graduate.

MULTIPLE (+1) PATHWAYS



In addition to the 22 units of credit required, students must also meet the NYS examination requirements to earn a diploma. To meet the exam requirements students must pass 4 exams + 1 pathway in each of the four subject areas.

Visit the New York State Education Department's [General Education and Diploma Requirements page](#) for full details about graduation requirements and diploma types. A two-page summary is available from NYSED [HERE](#). Please also feel free to utilize New York State Education Department's [NYS Diploma Tracking Tool for Scholars & Guardians](#). Translated materials can be found at [Department's Understanding NYS Diploma Requirements ~ Family Resources](#).

NCAA REQUIREMENTS

Initial-Eligibility Requirements - [Initial Eligibility Fact Sheet](#)

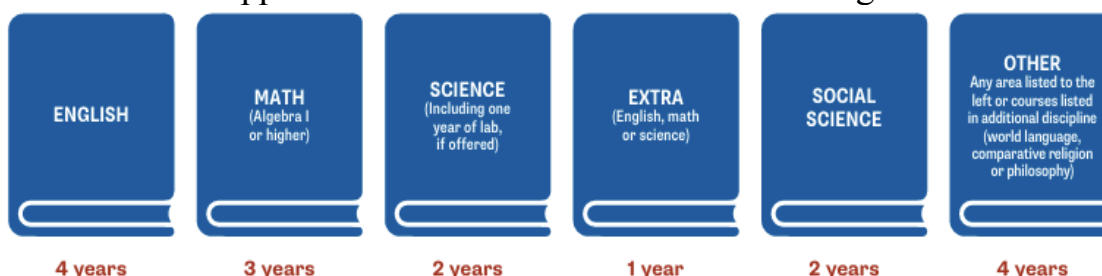
If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before your freshman year of high school. For more information on registration, visit on.ncaa.com/RegChecklist.

Academic Requirements

[Division I and II](#) schools require you to meet academic standards. To be eligible to practice, compete, and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

Division I - [Division I Fact Sheet](#)

1. Earn 16 NCAA-approved core-course credits in the following areas:

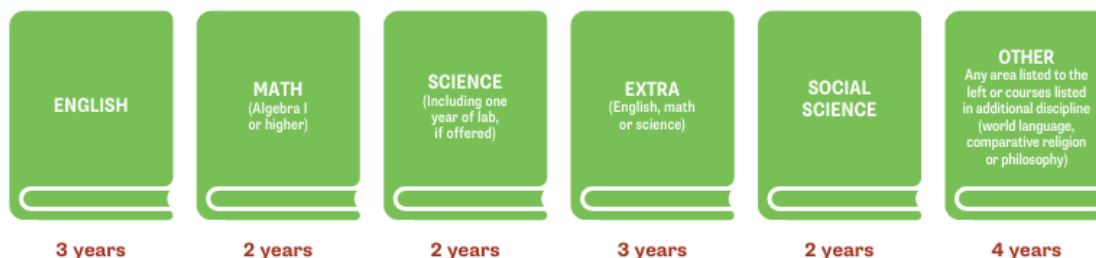


2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math, or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum of 2.3 core-course GPA.
5. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

NCAA REQUIREMENTS

Division II - [Division II Fact Sheet](#)

1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Earn a minimum 2.2 core-course GPA.
3. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

Division III

While [Division III](#) schools set their own admissions and academic requirements, [international student-athletes](#) (first-year enrollees and transfers) who are enrolling at a Division III school after Aug. 1, 2023, must be certified as amateurs by the Eligibility Center. Contact the Division III school you plan to attend for more information about its academic requirements.

DEPARTMENT OF STUDENT PERSONNEL SERVICES

School Counselors

The Mount Vernon City School District's Department of School Counseling serves students in grades K-12. School counselors work with all students, families, and members of the community as an integral part of the educational program. School counseling programs promote school success by focusing on academic achievement, prevention and intervention activities, advocacy, and social/emotional and career development. School counselors work to promote student success by closing existing achievement gaps and providing access to a demanding academic program for each student. School counselors ensure that every student benefits directly from the comprehensive school counseling program.

Course Selection Process

This course catalog contains a listing of courses offered at the Mount Vernon City School District. Links to graduation requirements, as well as other pertinent information, are included herein. This catalog is provided to assist in planning students' schedules. Each year, a course selection process is initiated at each school building in conjunction with the school counselors, teachers, and administrators to allow students to pre-register for courses they plan to take in the following school year. The course selection process and decisions are made after carefully assessing students' capabilities, interests, and college & career goals.

Naviance College Career & Life Readiness Framework

Naviance is a comprehensive College, Career, and Life Readiness Framework (CCLR) that helps schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.

The research-backed CCLR Framework outlines six competencies that students in grades 6-12 must achieve to become college, career, and life ready. Each competency outlines themes and objectives as well as grade-specific activities. School Counselors use this practical toolkit to create and implement the comprehensive, research-backed CCLR scope and sequence. The scope and sequence are aligned with ASCA standards and hence provide lessons related to academic, social-emotional, college, and career. The data and activities from this platform help to inform decisions during the course selection process.

For more information about the course selection process, please contact your child's school counselor.

CAREER AND TECHNICAL EDUCATION (CTE) DEPARTMENT

Pathway	Grade 9	Grade 10	Grade 11	Grade 12
Automotive	CFM	Automotive 1	Automotive 2	Automotive 3
Barbering	CFM	Barbering 1	Barbering 2	Barbering 3
Cosmetology	CFM	Cosmetology 1	Cosmetology 2	Cosmetology 3
Cyber Security	CFM	Cisco 1: IT Essentials	Cisco 2: Network Routing and Switching	Cyber Security
Culinary	CFM	Introduction to Culinary and Hospitality	Culinary 2	Culinary 3
Entrepreneurship	CFM	Entrepreneurship 1	Entrepreneurship 2	-
Graphic Arts	CFM	Computer Animation	Graphic Arts Design	Print Production
Hospitality	CFM	Introduction to Culinary and Hospitality	Hospitality 2	Hospitality 3
Nursing Assistant	CFM	-	Careers in Health	Nursing Assistant
Photography	CFM	Photography 1	Photography 2	Photography 3

TECHNOLOGY 7

Credits: NA

Prerequisite: NA

Course Description: This course introduces students to essential computer and digital productivity skills. Students learn to create and edit documents, organize and analyze data, and design presentations using common productivity tools. Emphasis is placed on understanding how different applications work together to share information and complete projects efficiently. Through hands-on activities, students build foundational technology skills that support learning across all subject areas.

CTE EXPLORERS 1 (8) (PENNINGTON PILOT)**Credits:** NA**Prerequisite:** NA**Course Description:** NA

This course introduces students to a variety of career pathways while helping them identify personal interests, strengths, and skills. Students explore major career fields and learn about the tasks, work environments, and education or training associated with different careers. Emphasis is placed on developing workplace readiness skills such as communication, teamwork, problem solving, and goal setting. Through guided self-assessment and career exploration activities, students begin planning for future academic and career choices. Students will gain awareness of high school CTE pathway options and engage in project-based career exploration activities aligned with high school CTE content.

CTE EXPLORERS 2 (8) (PENNINGTON PILOT)**Credits:** NA**Prerequisite:** Career Explorers 1

Course Description: This course builds on foundational career awareness by helping students deepen their understanding of themselves and the world of work. Students explore personal strengths and interests, learn how to set goals, and create action plans, and examine the workplace skills needed for success. The course includes guided investigations of careers across industries, experience-building strategies, education and training options, and practical job-preparation skills such as resume writing and interview techniques. Through self-assessment and exploration activities, students begin to make informed academic and career planning decisions. Students will gain awareness of high school CTE pathway options and engage in project-based career exploration activities aligned with high school CTE content.

GRADE 8 ACCELERATED CAREER AND FINANCIAL MANAGEMENT**Credits:** 0.5 Course Credit**Prerequisite:** NA

Course Description: This course focuses on building strong personal financial management skills for real-world success. Students learn how to create and manage budgets, use banking services, save and invest wisely, understand credit and loans, and make responsible consumer decisions. Career planning is integrated to show how education, career pathways, workplace skills, and income choices influence financial stability, goal setting and long-term financial independence.

AUTOMOTIVE TECHNOLOGY 1 (MVHS)**Credits:** 1.0 Course Credit**Prerequisite:** NA or concurrent with CFM

Course Description: Automotive Technology 1 (Service Repair Specialist) is an introductory course in automotive occupations. Students learn the basics of safety and repair. Students will be introduced to the skills of the mechanic through exposure to the following systems: brakes, exhaust, steering, and suspension. Students will learn engine parts and the proper use and care of tools.

AUTOMOTIVE TECHNOLOGY 2 (MVHS)**Credits:** 1.5 Course Credits**Prerequisite:** Automotive 1

Course Description: Automotive Technology 2 is a class in Automotive Technology (Underhood Specialist). Students will receive concentrated instruction in complete engine rebuilding. They will learn to use microcomputers and torque wrenches. Students will also be exposed to fuel injection, starting, charging, electronic ignition, and powertrain systems.

AUTOMOTIVE TECHNOLOGY 3 (MVHS)**Credits:** 1.5 Course Credits**Prerequisite:** Automotive 2

Course Description: Automotive Technology 3 (Undercar Specialist) is an advanced course in current internal combustion engines. Theory, problem solving, and repair of auto engines as well as electrical and fuel systems will be taught. Students will take the ASE/Mechanical and Light Repair (MLR) Technician Exam and the Youscience Automotive Service Fundamentals Exam for certification.

BARBERING 1 (MVHS)**Credits:** 1.0 Course Credit**Prerequisite:** NA or concurrent with CFM

Course Description: The goal of the course is to train students in theory and practical barbering experiences, which will prepare them for entry level employment opportunities. The course is geared towards developing good work habits and attitudes with respect to safety and sanitation and business ethics. Self-reliance and a willingness to help others look their best are central to this course. Students will learn the basics of hair design and cutting.

BARBERING 2 (MVHS)**Credits:** 2.0 Course Credits**Prerequisite:** Barbering 1

Course Description: This course is a continuation of theory and practical application training as designated by New York State laws. Course topics include sanitary practices; haircutting; barber science; shaving; shampooing; applications of toners and creams; chemical texture services; haircoloring; cleaning; coloring and styling hair pieces; and barbershop management.

BARBERING 3 (MVHS)**Credits:** 2.0 Course Credits**Prerequisite:** Barbering 2

Course Description: Barbering 3 will continue to build on students' barbering skills from Barbering 1 and Barbering 2. Students will work to build knowledge and skills, which will prepare them for their New York State licensing exam and industry employment. Topics include face shaving and massages, the business of barbering, and barbershop management. Various hands-on activities, textbook-based work, lectures, and group discussions will reinforce student learning. Students will learn the business aspects of running a barbershop. Students will take the New York State Barbering licensure exam and Youscience 21st Century Skills Exam.

CAREER AND FINANCIAL MANAGEMENT (HIGH SCHOOL)

Credits: 0.5 Course Credit

Prerequisite: NA

Course Description: This course emphasizes financial decision-making skills needed for independence and long-term stability. Students analyze personal budgeting, banking practices, saving and investing strategies, credit and debt management, and consumer responsibility. Connections to career exploration highlight how education options, employment pathways, workplace expectations, and earning potential affect financial planning, goal development, and future economic well-being. Students will take the Youscience 21st Century Skills Success exam.

CAREERS IN HEALTH (MVHS)

Credits: 1.0 Course Credit

Prerequisite: NA or Concurrent with CFM

Course Description: This course introduces students to a wide range of high-demand health care and emergency medical careers, with an emphasis on foundational knowledge and skills applicable across health professions. Through classroom instruction, professional speakers, and experiential learning opportunities at local health-related facilities, students explore patient care roles, workplace expectations, and essential employability skills such as communication, professionalism, and teamwork. The course provides a strong foundation for continued study in the Nursing Assistant course.

NURSING ASSISTANT (MVHS)

Credits: 3.0 Course Credits

Prerequisite: Careers in Health

Course Description: This course prepares students with foundational knowledge and hands-on skills required for entry-level employment as a Nursing Assistant. Instruction includes essential patient care concepts such as effective communication, basic anatomy and physiology, vital signs, infection control, safety, professionalism, and the use of technology in health care settings. Emphasis is placed on developing workplace readiness skills, including teamwork, leadership, and resource management. Students participate in supervised clinical experiences at a local health care facility to apply skills in a real-world environment and to meet New York State training and competency requirements. Upon successful completion of the course, students will be eligible to sit for the New York State Nursing Assistant (CNA) certification examination.

CISCO 1: IT ESSENTIALS (MVHS)

Credits: 1.0 Course Credit

Prerequisite: NA or concurrent with CFM

Course Description: This introductory course provides students with foundational knowledge in Information Technology, covering topics such as computer hardware, software, operating systems, and basic networking concepts. Students will engage in interactive activities, hands-on labs, and virtual simulations to build practical technical skills. As the first course in a three-part sequence, it offers students exposure to Cisco Net Academy resources and industry-relevant curriculum, preparing them for more advanced study in networking and cybersecurity.

CISCO 2: NETWORK ROUTING AND SWITCHING (MVHS)**Credits:** 2.0 Course Credits**Prerequisite:** Cisco 1

Course Description: This course introduces core cybersecurity concepts, including how to protect networks, systems, and data from cyber threats. Students will gain hands-on experience identifying risks, securing devices, and monitoring activity to ensure data confidentiality, integrity, and availability. The course also explores basic artificial intelligence (AI) applications in cybersecurity, such as automated threat detection.

CCNA: CYBERSECURITY (MVHS)**Credits:** 2.0 Course Credits**Prerequisite:** Cisco 2 Network Routing and Switching

Course Description: This course introduces core cybersecurity concepts, including how to protect networks, systems, and data from cyber threats. Students will gain hands-on experience identifying risks, securing devices, and monitoring activity to ensure data confidentiality, integrity, and availability. The course also explores basic artificial intelligence (AI) applications in cybersecurity, such as automated threat detection. Students will prepare for CompTIA Tech + certification and Youscience Computer systems exam.

COMPUTER ANIMATION (MVHS)**Credits:** 1.0 Course Credit**Prerequisite:** NA or concurrent with CFM

Course Description: This course is the first year of a three-year sequence and is designed to teach students the basics of animation. Students will learn how to plot, script, storyboard, present, and create animations using the principles of animation and basic techniques including staging, timing, mechanics, and kinetics. The format of classroom instruction will be lecture, demonstration, individual/team-based projects, presentations, and hands-on classroom work. Students will take the Precision Exams 3D Animation Exam for certification.

GRAPHIC ARTS (MVHS)**Credits:** 1.0 Course Credit**Prerequisite:** Computer Animation

Course Description: This course offers a hands-on learning experience. Course content includes black and white, color, and digital photography; desktop publishing methods; word processing software applications; digital copy methods; and offset printing techniques. Students will take the Youscience Introduction to Graphic Arts Exam.

PRINT PRODUCTION (MVHS)**Credits:** 1.0 Course Credit**Prerequisite:** Graphic Arts

Course Description: Students learn graphic communication skills and the background knowledge needed in graphic production, desktop publishing, and image production. Class is held in a fully operating printshop, allowing students to gain hands-on experience as well as conceptual knowledge. Students will take the Youscience Desktop publishing exam for certification.

COSMETOLOGY 1 (MVHS)**Credits:** 1.0 Course Credit**Prerequisite:** NA or concurrent with CFM

Course Description: This course is the first year of a three-year sequence and includes basic skills in the following areas: shampooing; hair rinses; scalp and hair treatments; wiggery; haircutting; hair analysis; hairstyling; preparation and physical procedures in permanent waving; facials; makeup and skin care; depilatories; temporary hair straightening and curling; manicuring; pedicuring; artificial nail attachment; leadership; first aid; safety; sanitation; and sterilization. Due to the 1,000-hour State requirement for the sequence, students must have a good attendance record in this class.

COSMETOLOGY 2 (MVHS)**Credits:** 2.0 Course Credits**Prerequisite:** Cosmetology 1

Course Description: This double period course continues preparation for the cosmetology trade. Creative hairstyling, advanced hair coloring (tipping, frosting, etc.), permanent waving, hair straightening, cutting, styling, advanced haircutting with a razor and scissors, nail repairs, and preparation for the practical and written exam for the New York State Cosmetology license are included. Students will participate in community events applying their professional cosmetology skills.

COSMETOLOGY 3 (MVHS)**Credits:** 2.0 Course Credits**Prerequisite:** Cosmetology 2

Course Description: Students will be given many opportunities for professional growth and skill training in events both outside and inside the school district in partnership with local businesses and professional organizations. Students will receive extensive instruction and supervision in the practical skills needed to successfully pass the hands-on segment of the Nocti NYS Customized Cosmetology exam and the NYS Cosmetology Licensing exam. Students will also take the NOCTI NYS Customized Cosmetology exam.

INTRODUCTION TO CULINARY AND HOSPITALITY (MVHS)**Credits:** 1.0 Course Credit**Prerequisite:** NA or concurrent with CFM

Course Description: This foundational course introduces students to essential skills in both Culinary Arts and Hospitality Management. Students will gain hands-on experience in basic food preparation, knife skills, kitchen safety, and sanitation practices while earning their ServSafe Food Handler Certification. In addition, students explore a variety of career opportunities in the hospitality and culinary industries, such as restaurant management, hotel operations, catering, and tourism services. The course is designed as a feeder into two specialized tracks—Culinary or Hospitality—and helps guide students toward the best path for their skills and interests.

HOSPITALITY 2 (MVHS)**Credits:** 1.0 Course Credit**Prerequisite:** Introduction to Culinary and Hospitality

Course Description: In Hospitality 2, students dive deeper into the world of Hospitality Management, with an emphasis on Food and Beverage Service. Students will develop advanced front-of-house skills such as customer service, table service techniques, and point-of-sale operations. They will also begin participating in the planning and execution of school-based events, applying their skills in real-world scenarios. Continued culinary practice helps students build synergy with back-of-house teams. Exposure to other hospitality sectors such as lodging, travel, and tourism rounds out the year and helps students understand the broader industry landscape.

HOSPITALITY 3 (MVHS)**Credits:** 2.0 Course Credits**Prerequisite:** Hospitality 3

Course Description: Hospitality 3 serves as the capstone course of the Hospitality Pathway, offering students the opportunity to lead and coordinate large-scale, schoolwide events in collaboration with Culinary 3 students. Projects may include pop-up dining labs, cooking competitions, banquets, and community catering events. Students will take ownership of event logistics, customer engagement, marketing, budgeting, and team leadership, simulating real-world hospitality operations. This course emphasizes professionalism, teamwork, and career readiness, empowering students to enter the workforce with confidence or pursue advanced studies in Hospitality and Tourism Management.

CULINARY ARTS 2 (MVHS)**Credits:** 1.5 Course Credits**Prerequisite:** Introduction to Culinary and Hospitality

Course Description: In this course, students will be taught theories and practices in dining room and kitchen techniques. Students will develop foodservice skills through both on-the-job and class laboratory experiences. These activities will be engaging and will increase student marketability in the workplace. Students will take the Pro Start Level 1 Exam for certification.

CULINARY ARTS 3 (MVHS)**Credits:** 1.5 Course Credits**Prerequisite:** Culinary 2

Course Description: Hospitality 3 serves as the capstone course of the Hospitality Pathway, offering students the opportunity to lead and coordinate large-scale, schoolwide events in collaboration with Culinary 3 students. Projects may include pop-up dining labs, cooking competitions, banquets, and community catering events. Students will take ownership of event logistics, customer engagement, marketing, budgeting, and team leadership, simulating real-world hospitality operations. This course emphasizes professionalism, teamwork, and career readiness, empowering students to enter the workforce with confidence or pursue advanced studies in Hospitality and Tourism Management.

PHOTOGRAPHY 1 (MVHS)**Credits:** 1.0 Course Credit**Prerequisite:** Introduction to Culinary and Hospitality

Course Description: This year-long course introduces students to the art and technique of photography. Students will explore the fundamentals of digital photography, including camera operation, composition, lighting, and editing. Through hands-on projects and assignments, learners will develop their creative vision and technical skills, while gaining an understanding of the historical and cultural significance of photography.

PHOTOGRAPHY 2 (MVHS)**Credits:** 1.0 Course Credit**Prerequisite:** Photography 1

Course Description: Photography 2 builds on foundational skills to focus on commercial and digital photography. Students will explore advanced techniques in lighting, studio work, and digital editing while mastering manual camera settings. Emphasizing professional practices, this course prepares students for creating high-quality images for commercial projects, including product and portrait photography.

PHOTOGRAPHY 3 DIGITAL IMAGING (MVHS)**Credits:** 1.0 Course Credit**Prerequisite:** Introduction to Culinary and Hospitality

Course Description: This year-long course introduces students to the world of digital imaging, focusing on the creation and manipulation of digital artwork and photos. Students will learn advanced techniques in image editing and digital painting using industry-standard software. Through hands-on projects, students will explore concepts such as color theory, composition, and visual storytelling. The course emphasizes creativity and technical skills, preparing students for careers in digital media, marketing, and graphic design.

INTEGRATED OFFICE APPLICATIONS 1 (MVHS)**Credits:** 0.5 Course Credit**Prerequisite:** NA

Course Description: Students will be introduced to the components of Microsoft Office Suite: word processing, spreadsheet, database, and presentation applications. They learn how the applications work together to share data to generate different documents. Students work towards proficiency in Microsoft Word, PowerPoint, and Excel. Students will take the TestOut Microsoft Office Exam for certification.

INTEGRATED OFFICE APPLICATIONS 2 (MVHS)**Credits:** 0.5 Course Credit**Prerequisite:** Integrated Office Applications 1

Course Description: Students will build upon the skills learned in Integrated Office Applications 1 by developing advanced proficiency in Microsoft Office Suite, including word processing, spreadsheet, database, and presentation applications. Emphasis is placed on creating and managing complex documents, advanced formatting, data analysis, and integrated projects that require sharing and linking data across applications. Students will further enhance their skills in Microsoft Word, PowerPoint, and Excel through real-world applications and collaborative projects. Students will prepare for and take an advanced TestOut Microsoft Office certification exam.

ENTREPRENEURSHIP (MVHS)**Credits:** 1.0 Course Credit**Prerequisite:** NA or concurrent with CFM

Course Description: This course introduces students to the essential skills and knowledge for starting and managing a small business. Students explore economics, ethics, global markets, business ownership, technology, management, leadership, and career pathways. Through hands-on projects, case studies, and brainstorming sessions, students generate business ideas, develop basic plans, and deliver an initial elevator pitch. The course builds a strong foundation for Entrepreneurship 2, where students will turn these ideas into fully developed business ventures with comprehensive plans and professional presentations.

ENTREPRENEURSHIP 2 (MVHS)**Credits:** 1.0**Prerequisite:** Entrepreneurship 1

Course Description: This course builds upon the foundational skills introduced in Entrepreneurship I, allowing students to advance from idea generation to full business development and implementation. Students will apply entrepreneurial concepts through research, innovation, and execution of a business venture. The course emphasizes financial literacy, marketing strategy, digital branding, operations management, and leadership. The culminating experience includes developing a comprehensive business plan and delivering a professional investor-style pitch or operating a school-based enterprise.

WEB DESIGN 1 (MVHS)**Credits:** 0.5 Course Credit**Prerequisite:** NA

Course Description: In this course, students will develop skills in the research, planning, design, and development of interactive websites. Students will use Macromedia Fireworks to create graphics and use Macromedia Dreamweaver to design and build Web projects.

WEB DESIGN 2 (MVHS)**Credits:** 0.5 Course Credit**Prerequisite:** Web Design

Course Description: Students will have their Web design and development skills cultivated and enriched throughout this course. Students will work on teams to research, plan, design, and build websites for real or fictitious clients. Student Macromedia Fireworks and Dreamweaver skillsets will also be expanded.

ENGLISH LANGUAGE ARTS DEPARTMENT

Middle Grades English Placement Guidelines

Current Grade	Current Course	Performance Metrics Upon Completion	Next Year Placement Guidance
Grade 6	ELA 6	Fulfilled the requirements of the ELA 6 course.	ELA 7
	ELA 6	Schools must consider a variety of performance metrics, such as students' proficiency in the ELA 6 course, outcomes from iReady assessments, an accountability level of 3 or higher on the NYS ELA 6 test, and a report card average at or above 80%.	ELA 7 Honors
Grade 7	ELA 7	Fulfilled the requirements of the ELA 7 course.	ELA 8
	ELA 7 Honors	Schools must consider a variety of performance metrics, such as students' proficiency in the ELA 7 course, outcomes from iReady assessments, an accountability level of 3 or higher on the NYS ELA 6 test, and a report card average at or above 80%.	ELA 8 Honors
Grade 8	ELA 8	Has fulfilled the requirements for the ELA 8 course or has not met the expectations of the NYS ELA 8 test. (i.e., Accountability Level 1 or 2).	English 1
	ELA 8 Honors	Demonstrated proficiency in the ELA 8 course (content and skills as determined by the standards), achieved an accountability level of 3 or 4 on the NYS ELA 8 test, and a report card average at or above 80%.	English 1 Honors

ENGLISH 7**Credits:** NA**Prerequisite:** NA

Course Description: English 7 is a comprehensive, standards-based course designed to strengthen students' skills in reading, writing, speaking, listening, and language through a rich exploration of literature, informational texts, writing forms, and academic discussions. Aligned with the NYS Next Generation ELA Standards, this course emphasizes critical thinking, text analysis, evidence-based writing, vocabulary development, and effective communication. Students engage with a variety of grade-level literary and informational texts, including short stories, novels, memoirs, articles, poetry, and multimedia sources. Through close reading and discussion, students analyze themes, characters, author's craft, text structure, and figurative language. Writing instruction focuses on producing narratives, explanatory essays, literary analysis, research writing, and argumentation, with an emphasis on organization, clarity, revision, and the use of relevant textual evidence. As part of their learning, they will also be expected to apply foundational research skills by completing a brief research paper.

ENGLISH 7 HONORS**Credits:** NA

Prerequisite: Schools should evaluate multiple performance indicators, including students' proficiency in the ELA 6 course, results from iReady assessments, achieving an accountability level of 3 or higher on the NYS ELA 6 exam, and maintaining a report card average of 80% or above.

Course Description: English 7 Honors is an accelerated, academically rigorous course designed for students who demonstrate strong reading, writing, analytical, and critical thinking skills. Fully aligned to the NYS Next Generation ELA Standards, this course challenges students to engage deeply with complex texts, produce sophisticated writing, and participate in high-level academic discussions. Students read a broad range of advanced literary and informational texts, including novels, drama, poetry, historical documents, contemporary articles, and multimedia sources. Through close reading and text analysis, students explore theme, character development, author's craft, structure, figurative language, argumentation, and literary devices at an elevated level. Writing instruction emphasizes advanced argument essays, literary analysis, research-based writing, narrative craft, and precise use of textual evidence. Students refine their writing through revision, peer review, and the study of mentor texts. Honors students are expected to write with clarity, depth, logical reasoning, and stylistic sophistication.

ENGLISH 8**Credits:** NA**Prerequisite:** NA

Course Description: English 8 is a full-year, standards-based course that advances students' skills in reading, writing, speaking, listening, and language as they prepare for the academic expectations of high school. Aligned with the NYS Next Generation ELA Standards, the course focuses on critical thinking, close reading, analytical writing, research skills, vocabulary development, and effective communication across a range of literary and informational texts. Students read complex grade-level texts—including novels, short stories, drama, poetry, memoirs, informational articles, and multimedia sources—and engage in high-level analysis of themes, central ideas, author's craft, structure, rhetoric, and argumentation. Writing instruction emphasizes evidence-based essays, literary analysis, argument writing, narrative craft, and informative/explanatory writing, with a strong focus on revision and the writing process.

ENGLISH 8 HONORS**Credits:** NA

Prerequisite: Schools should evaluate multiple performance indicators, including students' proficiency in the ELA 7 course, results from iReady assessments, achieving an accountability level of 3 or higher on the NYS ELA 6 exam, and maintaining a report card average of 80% or above.

Course Description: English 8 Honors is an accelerated, academically rigorous course designed for students who demonstrate advanced proficiency in reading, writing, analysis, and critical thinking. Fully aligned with the NYS Next Generation ELA Standards, this course challenges students to think deeply, analyze complex texts, craft sophisticated writing, and communicate effectively across a range of academic contexts. Students explore high-level literature and informational texts, including novels, drama, poetry, essays, memoirs, historical documents, and multimedia sources. Honors students practice advanced close-reading strategies to examine theme, symbolism, character psychology, figurative language, structure, tone, and author's craft. Emphasis is placed on comparing texts, analyzing multiple perspectives, and evaluating arguments.

HS English Pathways to Graduation (® denotes Regents)

Grade	General / Local Diploma	Regents Diploma	Advanced Placement Diploma
9	English 1	English 1 or English 1 Honors	English 1 Honors
10	English 2	English 2 or English 2 Honors ®	English 2 Honors ®
11	English 3®	English 3®	AP English Language and Composition or IB English A: Language and Literature (SL) – Year 1 or IB English A: Language and Literature (HL) – Year 1
12	English 4	English 4	AP English Literature and Composition or IB English A: Language and Literature (SL) – Year 2 or IB English A: Language and Literature (HL) – Year 2

STRATEGIC READING

Credits: 0.5 Elective Credit

Prerequisite: Accountability level 1 or 2 on NYS ELA 8 Assessment & English 1 Concurrent

Course Description: Strategic Reading is a course that helps students learn a variety of reading strategies for both informational and literary texts. This course is specifically designed to promote reading comprehension. The skills learned in Strategic Reading will support students with their English class and help prepare them for the ELA Regents exam. Students will also be able to apply the different reading strategies to their content area classes. ***This course is for 9th graders only.***

ENGLISH 1

Credits: 1.0 English Credit

Prerequisite: NA

Course Description: English 1 is a comprehensive introduction to high school English Language Arts. In this course, learners will engage with a diverse selection of literary and nonfiction texts, exploring complex themes, literary structures, and stylistic techniques. The curriculum emphasizes critical thinking, effective communication, and analytical writing, helping students refine their reading and interpretive skills. Students will expand their vocabulary and develop advanced rhetorical strategies, producing essays and written assignments that demonstrate clarity, depth, and originality. The course adheres to the NYS ELA Next Generation Standards, ensuring students build proficiency in narrative, informative, and argumentative writing. Through thoughtful discussion and rigorous study, English 1 prepares students for the academic challenges of upper-level English courses. Students are required to complete a writer's portfolio, which includes one research paper. **This course is NCAA-approved.**

ENGLISH 1 HONORS

Credits: 1.0 English Credit

Prerequisite: Demonstrated proficiency in the ELA 8 course (content and skills as determined by the standards), achieved an accountability level of 3 or 4 on the NYS ELA 8 test, and a report card average of 80% or higher.

Course Description: In addition to the concepts explored in English 1, English 1 Honors serves academically advanced students and facilitates students' progression to Advanced Placement (AP) English courses. Students' learning goals and objectives follow New York State ninth-grade English language arts learning standards and corresponding District curricula maps. Academic units emphasize writing and composition alongside challenging literary studies. Included in the units are grammar, vocabulary, and independent readings. Students are required to complete a writer's portfolio, which includes one research paper. **This course is NCAA-approved.**

CAREER READING AND WRITING 1

Credits: 0.5 Elective Credit

Prerequisite: Achieve 3000 Reading Lexile Below 1050 & English 2 Concurrent

Course Description: Career Reading and Writing 1 is a comprehensive literacy course designed to support students whose instructional needs have been identified through their performance in Strategic Reading and English courses. This class focuses on strengthening foundational reading comprehension, academic vocabulary, and applied writing skills to help students engage confidently with complex, grade-level texts across content areas. The course aims to further expand student's vocabulary and reading comprehension so the student can better understand complex, grade-level texts. Through targeted instruction, individualized support, and frequent practice, students build the critical literacy skills necessary for success in upper-level coursework and postsecondary pathways. ***This course is for 10th graders only.* This course is NCAA-approved.**

ENGLISH 2

Credits: 1.0 English Credit

Prerequisite: English 1 or English 1H

Course Description: In this course, students will strengthen their analytical reading, academic writing, critical thinking, and presentation abilities. They will study a wide range of literary genres—including poetry, short stories, drama, literary nonfiction, novels, and informative texts. Students will learn to examine language and literary techniques and compose a variety of essays aligned with the NYS ELA Next Generation Standards, such as narrative, argumentative, literary analysis, and research writing. In addition, the course emphasizes the development of critical thinking, discussion, and active listening skills, collaboration, and overall language proficiency. Students are required to complete a writer's portfolio, which includes one research paper. **This course is NCAA-approved.**

ENGLISH 2 HONORS

Credits: 1.0 English Credit

Prerequisite: Final report card average in English 1 Honors of 80 or above, or 85 or above in English 1, and a teacher recommendation

Course Description: In addition to the concepts explored in English 2, students will continue to refine their analytical reading, academic writing, critical thinking, and presentation skills. They will deepen their understanding of the writing process and apply it to create more sophisticated narratives, arguments, essays, and research papers. Students will also broaden and apply their knowledge of literary elements and language as they engage with a range of texts, including short stories, poetry, novels, drama, informational texts, and literary nonfiction. Writing instruction will support growth across multiple purposes in alignment with the NYS ELA Next Generation Standards. The honors option further enhances the learning experience by offering students additional enrichment opportunities and a more rigorous application of the course's essential concepts and content. *The course concludes with the administration of the NYS English Regents Examination (June).* Students are required to complete a writer's portfolio, which includes one research paper. **This course is NCAA-approved.**

CAREER READING AND WRITING 2

Credits: 0.5 Elective Credit

Prerequisite: Achieve 3000 Reading Lexile Below 1100 & English 3 Concurrent

Course Description: A comprehensive reading program based on the needs of the student as identified by Career Reading and Writing 1 and English courses. The course aims to further expand student vocabulary and reading comprehension so the student can better understand complex, grade-level texts. Students will develop strategies to interpret informational and literary texts, analyze structure and purpose, and respond to reading clear, purposeful writing. Instruction emphasizes real-world literacy skills essential for college and career readiness, including summarizing, annotating, evaluating sources, and crafting coherent written responses. Through targeted instruction, individualized support, and frequent practice, students build the critical literacy skills necessary for success in upper-level coursework and postsecondary pathways. ***This course is for 11th graders only. This course is NCAA-approved.***

ENGLISH 3 ®**Credits:**1.0 English Credit**Prerequisite:** English 2 or English 2H

Course Description: In this course, students engage in an in-depth study of a diverse range of literature, exploring significant texts from different historical periods and cultural traditions. Through the close reading and analysis of poetry, essays, novels, speeches, and other works by influential writers, students deepen their understanding of global literary voices and techniques. Writing instruction emphasizes analytical thinking and follows the modes outlined in the NYS ELA Next Generation Standards. Students also strengthen their skills in critical thinking, collaborative discussion, active listening, and effective communication. The course concludes with the administration of the NYS English Regents Examination (June). Students are required to complete a writer's portfolio, which includes one research paper. **This course is NCAA-approved.**

CAREER READING AND WRITING 3**Credits:** 0.5 Elective Credit**Prerequisite:** Achieve 3000 Reading Lexile Below 1150 & English 4 Concurrent

Course Description: A comprehensive reading program based on the needs of the student as identified by Career Reading and Writing 2 and English courses. Instruction builds on skills developed in earlier English coursework and *Career Reading and Writing 2*, offering students guided practice in interpreting complex informational and literary texts. Students expand academic vocabulary, strengthen comprehension of sophisticated passages, and learn to analyze how authors craft structure, purpose, and meaning. Coursework emphasizes real-world literacy skills essential for success beyond high school, including evaluating the credibility of sources, annotating effectively, synthesizing information, and producing clear, well-reasoned written responses. Through targeted instruction, individualized support, and consistent practice, students develop the advanced reading stamina and critical-thinking strategies required for postsecondary education, workplace training programs, and informed civic participation. ***This course is for 12th graders only. This course is NCAA-approved.***

ENGLISH 4**Credits:**1.0 English Credit**Prerequisite:** English 3® or AP Language and Composition

Course Description: This course is designed to advance students' skills in speaking, listening, note-taking, outlining, and effective study strategies, with a strong emphasis on college and career readiness. Students will learn to interpret texts through multiple literary theories using a standards-based approach. Coursework also develops students' awareness of an author's perspective and their ability to identify and evaluate potential biases within a text. Throughout the year, students will engage with a wide range of diverse texts. In addition, students will strengthen their critical thinking, refine discussion and active listening techniques, and collaborate effectively with peers. Writing assignments will include narrative, expository, research-based, and argumentative pieces, all taught with a focus on process, revision, and alignment with the NYS ELA Next Generation Standards. Students are required to complete a writer's portfolio, which includes one research paper. **This course is NCAA-approved.**

SAT/ACT ENGLISH**Credits:** 0.5 Elective Credit**Prerequisite:** NA

Course Description: SAT/ACT English Preparation is a targeted, skills-based course designed to help students strengthen the reading, writing, and language abilities required for success on the SAT Evidence-Based Reading and Writing (EBRW) section and the ACT English and Reading tests. This course provides explicit instruction and guided practice in grammar, usage, sentence structure, rhetorical skills, reading comprehension, vocabulary in context, and effective test-taking strategies. Students develop proficiency in analyzing complex texts, identifying main ideas, and supporting details, evaluating arguments, and interpreting literary and informational passages. The course emphasizes mastery of standard English conventions, including punctuation, transitions, sentence boundaries, parallel structure, pronoun usage, and modifier placement. Students also learn strategies for managing time, eliminating distractors, selecting evidence-based answers, annotating efficiently, and approaching multiple-choice questions with confidence and accuracy. ***This course is for 11th graders only. This course is NCAA-approved.***

CREATIVE WRITING**Credits:** 0.5 English Credit**Prerequisite:** Student Choice

Course Description: Creative Writing is an engaging and imaginative high school elective designed to help students develop their original voice, craft, and confidence as writers. Aligned with the NYS Next Generation ELA Standards, the course focuses on nurturing creativity while teaching essential writing skills such as clarity, structure, technique, and effective use of language. Students explore a variety of writing genres—including short fiction, poetry, memoir, drama, flash fiction, creative nonfiction, and multimodal writing—while studying craft elements such as imagery, characterization, dialogue, tone, rhythm, mood, figurative language, pacing, and narrative structure. Students read and analyze mentor texts, practice writing techniques through mini-lessons, participate in workshops, and revise pieces to build a polished writing portfolio. **This course is NCAA-approved.**

PUBLIC SPEAKING**Credits:** 0.5 English Credit**Prerequisite:** Student Choice

Course Description: Public Speaking is a dynamic, skills-based course designed to build students' confidence and proficiency in oral communication, argumentation, presentation, and active listening. Aligned to the NYS Next Generation ELA Standards, this course teaches students how to craft and deliver effective speeches for a variety of purposes and audiences. Students learn the principles of rhetoric, organization, diction, tone, nonverbal communication, and audience engagement while practicing strategies for reducing anxiety and speaking with poise. Throughout the course, students analyze exemplary speeches, study techniques used by skilled speakers, and apply these tools to their own presentations. Students develop and deliver informative, persuasive, narrative, extemporaneous, and multimedia-enhanced speeches. Instruction emphasizes critical thinking, research skills, credible sourcing, and ethical communication. **This course is NCAA-approved.**

COLLEGE-LEVEL ENGLISH COURSES

AP ENGLISH LANGUAGE AND COMPOSITION (DWSA/MVSA)

Credits: 1.0 English Credit

Prerequisite: English 2 or English 2 Honors

Course Description: AP English Language and Composition is a rigorous, college-level course designed for students who wish to develop advanced skills in rhetorical analysis, evidence-based argumentation, effective communication, and sophisticated academic writing. Following the College Board AP English Language and Composition Framework, the course emphasizes the study of nonfiction texts from a wide range of periods, genres, and rhetorical contexts. Through close reading, annotation, text analysis, and seminar discussion, students examine how authors use language to achieve purpose, convey meaning, and influence audiences. Students read essays, speeches, journalism, letters, political documents, scientific writing, satire, memoirs, and multimodal texts. Writing instruction focuses on crafting rhetorically effective arguments, analytical essays, and synthesis essays, as well as developing voice, precision, and control in prose. Students are expected to take the Advanced Placement Exam in English Language and Composition. Students are also required by New York State to take the Comprehensive English Regents Exam. *With prior approval from the Principal, this course may be substituted for English 3®. **This course is NCAA-approved.**

AP ENGLISH LITERATURE AND COMPOSITION (DWSA/MVSA)

Credits: 1.0 English Credit

Prerequisite: English 3, English 3 Honors, or AP Language and Composition

Course Description: AP English Literature and Composition is a rigorous, college-level course designed for students who are passionate about reading, analyzing, and writing about literature. Following the College Board AP Literature Framework, the course cultivates students' ability to interpret complex texts, analyze literary elements and techniques, evaluate authorial choices, and craft sophisticated academic writing. Students engage deeply with works of fiction, poetry, and drama from a wide range of literary periods, genres, cultures, and styles. Texts may include classic literature, contemporary works, global literature, and canonical authors. Through close reading, annotation, and discussion, students analyze how writers use character, structure, setting, figurative language, symbolism, narrative perspective, and tone to convey meaning. Students are expected to take the Advanced Placement Exam in Literature and Composition. *With prior approval from the Principal, this course may be substituted for English 4. **This course is NCAA-approved.**

IB ENGLISH A: LANGUAGE AND LITERATURE (SL) – YEAR 1 (MVHS)

Credits: 1.0 English Credit

Prerequisite: With prior approval from the Principal, Year 1 of this course may be substituted for English 3®, and Year 2 may be substituted for English 4.

Course Description: IB English A: Language and Literature (SL) – Year 1 is an introductory course in the two-year International Baccalaureate English program that develops students' ability to analyze, interpret, and respond critically to a wide range of literary and non-literary texts. The course emphasizes the relationship between language, meaning, and context while fostering students' skills in close reading, analytical writing, oral communication, and critical thinking. **This course is NCAA-approved.**

IB ENGLISH A: LANGUAGE AND LITERATURE (SL) – YEAR 2 (MVHS)

Credits: 1.0 English Credit

Prerequisite: IB English A: Language and Literature (SL) – Year 1

Course Description: IB English A: Language and Literature (SL) – Year 2 is the second year of the two-year International Baccalaureate English program and builds upon the analytical, interpretive, and communicative skills established in Year 1. This course emphasizes sophisticated textual analysis, comparative thinking, and the application of critical perspectives to both literary and non-literary texts. Students deepen their understanding of how language functions in diverse contexts to construct meaning, convey values, and influence audiences. **This course is NCAA-approved.**

IB ENGLISH A LANGUAGE AND LITERATURE (HL) – YEAR 1 (MVHS)

Credits: 1.0 English Credit

Prerequisite: With prior approval from the Principal, Year 1 of this course may be substituted for English 3®, and Year 2 may be substituted for English 4.

Course Description: IB English A: Language and Literature (HL) – Year 1 is the first year of the two-year Higher Level International Baccalaureate English program. This course develops students' ability to analyze, interpret, and evaluate both literary and non-literary texts through rigorous inquiry into language, meaning, and context. As a Higher-Level course, it emphasizes depth of study, sustained analysis, and the exploration of complex texts across a range of genres, cultures, and historical periods. **This course is NCAA-approved.**

IB ENGLISH A LANGUAGE AND LITERATURE (HL) – YEAR 2 (MVHS)

Credits: 1.0 English Credit

Prerequisite: IB English A: Language and Literature (HL) – Year 1

Course Description: IB English A: Language and Literature (HL) – Year 2 is the second and culminating year of the Higher-Level International Baccalaureate English program. This course builds upon the analytical foundations established in Year 1, requiring students to engage in sustained, sophisticated inquiry into literary and non-literary texts. Emphasis is placed on independent analysis, comparative interpretation, and the critical evaluation of how language functions to construct meaning across contexts, cultures, and forms. **This course is NCAA-approved.**

ENGLISH AS A NEW LANGUAGE (ENL) DEPARTMENT

English as a New Language is a program of instruction composed of two components: a language arts instructional component and a content area instructional component. This instruction shall take into account the first language and culture of such students.

ENL ENTERING 7-8

Credits: NA

Prerequisite: Placement by either NYSITELL or NYSESLAT score

Course Description: ENL Entering 7–8 is a foundational English language development course designed for multilingual learners at the Entering (Level 1) proficiency level as defined by the New York State Learning Standards for English as a New Language. The course supports students in acquiring basic social and academic English skills through targeted instruction in listening, speaking, reading, and writing. Instruction emphasizes vocabulary development, comprehension strategies, oral language practice, and exposure to grade-level content in a scaffolded and accessible format. Students learn essential language structures, develop phonemic and phonological awareness, and begin forming simple sentences needed for classroom communication. Visuals, modeling, sentence frames, structured dialogue, interactive activities, and differentiated supports ensure students can meaningfully access content across disciplines.

ENL EMERGING 7-8

Credits: NA

Prerequisite: Placement by either NYSITELL or NYSESLAT score

Course Description: ENL Emerging 7–8 is an intermediate English language development course designed for multilingual learners at the Emerging (Level 2) proficiency level as defined by the New York State Learning Standards for English as a New Language. The course strengthens students' social and academic English skills by building upon foundational vocabulary, grammar, and literacy learned at the Entering level.

ENL TRANSITIONING 7-8

Credits: NA

Prerequisite: Placement by either NYSITELL or NYSESLAT score

Course Description: ENL Transitioning 7–8 is an intermediate English language development course designed for multilingual learners at the Transitioning (Level 3) proficiency level as defined by the New York State Learning Standards for English as a New Language. This course supports students as they move toward greater independence in academic English across all four modalities—listening, speaking, reading, and writing. Students build on foundational skills developed in earlier ENL proficiency levels and begin to interact more confidently with grade-level content. Instruction emphasizes academic vocabulary, complex sentence structures, reading comprehension strategies, and multi-paragraph writing. Students learn to understand and produce increasingly complex spoken and written English needed for success in ELA, math, science, and social studies classrooms.

ENL EXPANDING 7-8**Credits:** NA**Prerequisite:** Placement by either NYSITELL or NYSESLAT score

Course Description: ENL Expanding 7–8 is an advanced English language development course designed for multilingual learners at the Expanding (Level 4) proficiency level according to the New York State Learning Standards for English as a New Language. At this stage, students are able to understand and use a wide range of English structures and are increasingly capable of participating independently in grade-level academic tasks with targeted linguistic support. The course focuses on refining academic English across the four language modalities—listening, speaking, reading, and writing—while supporting students’ success in content-area classes.

ENL COMMANDING 7-8**Credits:** NA**Prerequisite:** Placement by either NYSITELL or NYSESLAT score

Course Description: ENL Commanding 7–8 is an advanced English language support course designed for multilingual learners who have reached the Commanding (Level 5) proficiency level as defined by the New York State Learning Standards for English as a New Language. Students at this stage have demonstrated proficiency on the NYSESLAT and are able to participate independently in grade-level academic instruction. However, they continue to benefit from targeted support to strengthen academic vocabulary, complex language structures, critical reading skills, and extended writing abilities across all content areas.

ENL ENTERING 9-12**Credits:** 1 Course Credit**Prerequisite:** Placement by either NYSITELL or NYSESLAT score

Course Description: ENL Entering 9–12 is an intensive English language development course designed for multilingual learners at the Entering (Level 1) proficiency level as defined by the New York State Learning Standards for English as a New Language. The course focuses on building foundational English skills necessary for academic participation in a high school setting. Instruction targets essential listening, speaking, reading, and writing skills while providing significant linguistic scaffolds aligned to content-area coursework. Students develop functional social language and basic academic vocabulary needed to navigate the school environment. Instruction emphasizes phonics, decoding, sight words, sentence construction, pronunciation, and listening comprehension. Through modeling, visual supports, real-world language tasks, and guided practice, students gain the ability to produce simple sentences, respond to basic questions, follow routine classroom directions, and begin accessing modified grade-level texts.

ENL EMERGING 9-12**Credits:** 1 Course Credit**Prerequisite:** Placement by either NYSITELL or NYSESLAT score

Course Description: ENL Emerging 9–12 is an English language development course designed for high school multilingual learners who are at the Emerging (Level 2) proficiency level as defined by the New York State Learning Standards for English as a New Language. Students at this level have acquired basic English communication skills and are ready to expand their ability to participate in both social and academic settings with increasing independence. The course strengthens students' skills in listening, speaking, reading, and writing through targeted language instruction connected to grade-level content. Students learn and practice essential academic vocabulary, begin engaging with modified grade-level texts, and develop the ability to produce longer and increasingly accurate oral and written responses. Instruction focuses on developing sentence variety, basic paragraph structure, comprehension strategies, and the ability to communicate ideas with clarity.

ENL TRANSITIONING 9-12**Credits:** 1 Course Credit**Prerequisite:** Placement by either NYSITELL or NYSESLAT score

Course Description: ENL Transitioning 9–12 is an intermediate English language development course designed for multilingual learners at the Transitioning (Level 3) proficiency level as defined by the New York State Learning Standards for English as a New Language. Students at this level can understand and communicate in English in social and instructional settings and are beginning to engage more independently with academic content. This course strengthens students' proficiency in listening, speaking, reading, and writing with a focus on developing the academic language required for high school coursework. Instruction emphasizes grade-level vocabulary, comprehension of increasingly complex texts, extended speaking tasks, and multi-paragraph writing. Students analyze informational and literary texts, respond to text-dependent questions, and practice using evidence to support their ideas.

HEALTH & PHYSICAL EDUCATION DEPARTMENT

Grade	Health	Physical Education
7	Health Middle School	Physical Education 7
8	Health Middle School	Physical Education 8
9	-	Physical Education 9 or Swim 1
10	Health (High School)	Physical Education 10 or Fitness/Dance or Swim 1 or 2
11	-	Physical Education 11 or Fitness /Dance or Swim 2 or Unified Physical Education 11
12	-	Physical Education 12 or Fitness/ Dance or Unified Physical Education 12

HEALTH (MIDDLE SCHOOL)

Credits: N/A

Prerequisite: N/A

Course Description: Middle School Health Education is a comprehensive, skills-based course designed to support students' physical, mental, emotional, and social well-being. Fully aligned with the New York State Health Education Learning Standards (2020), the course empowers students to make informed, safe, and healthy decisions throughout adolescence and beyond. Using age-appropriate instruction, students build essential health literacy skills—including communication, self-management, decision-making, goal setting, advocacy, and analyzing influences. Through interactive lessons, discussions, hands-on activities, and project-based learning, students explore wellness concepts related to nutrition, physical activity, mental and emotional health, substance use prevention, personal safety, violence prevention, growth and development, digital citizenship, and social relationships. The course also equips students with strategies to navigate peer pressure, manage stress, build healthy relationships, and demonstrate responsible behaviors that contribute to overall wellness.

HEALTH (HIGH SCHOOL)**Credits:** 0.5 Course Credit**Prerequisite:** N/A

Course Description: High School Health Education is a required, semester-long course designed to build students' health literacy, decision-making skills, and lifelong wellness habits. Fully aligned with the New York State Health Education Learning Standards, the course emphasizes skills-based learning, empowering students to lead healthy, safe, and productive lives. Students investigate real-world health issues through engaging lessons, collaborative activities, project-based learning, reflective writing, and scenario-based practice. Instruction focuses on developing the essential skills needed to maintain personal health, support the well-being of others, and navigate adolescence responsibly. The course promotes physical, mental, emotional, and social health and equips students with tools to assess information, communicate effectively, manage stress, avoid risky behaviors, and make informed decisions.

PHYSICAL EDUCATION 7**Credits:** N/A**Prerequisite:** N/A

Course Description: Physical Education 7 is a comprehensive, developmentally appropriate course designed to build students' physical literacy, personal fitness, and lifelong wellness skills. Aligned with the New York State Physical Education Learning Standards, the course emphasizes the development of motor skills, movement patterns, personal and social responsibility, fitness knowledge, and healthy decision-making. Through participation in a variety of physical activities—including team sports, individual and dual activities, fitness training, cooperative games, and wellness-focused lessons—students develop the skills, confidence, and knowledge needed to engage in physical activity throughout their lives. The course focuses on building positive attitudes toward physical activity, promoting teamwork and leadership, and developing healthy behaviors that support students' overall well-being.

PHYSICAL EDUCATION 8**Credits:** N/A**Prerequisite:** Physical Education 7

Course Description: Physical Education 8 is a comprehensive, developmentally appropriate course designed to advance students' physical literacy, fitness knowledge, and lifelong wellness skills. Aligned with the New York State Physical Education Learning Standards, this course focuses on helping students refine motor skills, apply movement strategies, deepen understanding of fitness principles, and demonstrate personal and social responsibility in physical activity settings. Students engage in a wide range of physical activities—such as team sports, individual and dual activities, lifetime physical activities, fitness conditioning, cooperative games, and wellness-focused lessons. Throughout the course, students strengthen leadership skills, communication strategies, goal setting, and self-management techniques. Students also learn how physical activity contributes to overall health, stress management, and long-term well-being.

ADAPTIVE PHYSICAL EDUCATION**Credits:** 0.5 Course Credit**Prerequisite:** N/A

Course Description: Adaptive Physical Education (APE) is a specialized, standards-based physical education program designed to provide individualized instruction, supports, and services that enable students with disabilities to develop physical literacy, functional motor skills, fitness, and wellness behaviors in the least restrictive environment (LRE). Aligned with the NYS Physical Education Learning Standards (2020), the course emphasizes access, equity, and meaningful participation through modifications to content, environment, equipment, instruction, pacing, and assessment. APE delivers developmentally appropriate activities that address gross motor proficiency, balance and coordination, locomotor and object control skills, muscular strength/endurance, flexibility, cardiovascular fitness, self-advocacy, personal and social responsibility, and safe participation. Instruction is tailored to student strengths and needs as documented in the Individualized Education Program (IEP), with progress monitored against measurable annual goals and short-term objectives. Adaptive physical education classes are taught by a certified physical education teacher.

PHYSICAL EDUCATION 9**Credits:** 0.5 Course Credit**Prerequisite:** N/A

Course Description: Physical Education 9 is a comprehensive, standards-based course that develops students' physical literacy, fitness knowledge, and lifelong wellness habits as they transition to high school. Aligned with the NYS Physical Education Learning Standards (2020), the course emphasizes skill refinement, tactical understanding, personal fitness planning, responsible decision-making, and social-emotional learning within a variety of physical activity contexts. Students participate in team sports, individual and dual activities, lifetime physical activities, fitness training, cooperative challenges, and wellness-focused lessons. Through goal setting, data-informed fitness tracking, self-assessment, and reflection, students learn to take ownership of their health and performance. The course cultivates leadership, collaboration, sportsmanship, and inclusive participation, preparing students for continued success in high school PE electives and lifelong engagement in physical activity.

PHYSICAL EDUCATION 10**Credits:** 0.5 Course Credit**Prerequisite:** Physical Education 9 or Swim 1

Course Description: Physical Education 10 is a full-year, standards-based course that builds upon the foundational knowledge and skills developed in Physical Education 9. Aligned with the NYS Physical Education Learning Standards (2020), the course emphasizes enhanced skill development, advanced tactical understanding, personalized fitness planning, and lifelong wellness behaviors. Students participate in a variety of developmentally appropriate physical activities—including team sports, individual/dual activities, lifetime and outdoor recreation, cooperative challenges, and diverse fitness modalities. Through goal setting, fitness tracking, performance assessment, and reflective practice, students take increasing responsibility for their own health, wellness, and physical activity engagement.

PHYSICAL EDUCATION 11**Credits:** 0.5 Course Credit**Prerequisite:** Physical Education 10, SWIM (1or 2)

Course Description: Physical Education 11 is an advanced high school PE course designed to deepen students' physical literacy, personal fitness knowledge, self-management skills, and leadership capacity as they prepare for graduation and lifelong wellness. Building on the learning progressions of Grades 9–10, this course—aligned with the NYS Physical Education Learning Standards (2020)—emphasizes personalized fitness planning, advanced skill application, peer leadership, and informed decision-making related to health, movement, and physical activity. Students participate in a wide variety of physical activities, including team and individual sports, lifetime activities, strength and conditioning, cooperative tasks, and wellness-oriented movement practices. Instruction empowers students to refine movement skills, develop tactical awareness, analyze performance, and apply training principles to meet individualized fitness goals.

PHYSICAL EDUCATION 12**Credits:** 0.5 Course Credit**Prerequisite:** Physical Education 11, SWIM, Fitness/ Dance, or Unified PE 11

Physical Education 12 is a capstone, student-centered course designed to prepare seniors for independent, lifelong engagement in physical activity and wellness. Building upon the competencies developed in Grades 9–11, this course—aligned to the NYS Physical Education Learning Standards (2020)—emphasizes individual choice, advanced fitness planning, leadership, responsible decision-making, and the development of personal habits that support health across the lifespan. Students participate in a variety of physical activities, including fitness-based training, team sports, individual and dual activities, cooperative challenges, outdoor recreation, and wellness-focused practices. PE 12 encourages students to take an active leadership role in selecting, organizing, and reflecting on their physical activity experiences. The course prepares students for the transition to adulthood by reinforcing transferable skills such as self-management, teamwork, communication, problem-solving, and personal accountability.

FITNESS/DANCE**Credits:** 0.5 Course Credit**Prerequisite:** PE 9

Course Description: Fitness / Dance is a dynamic, student-centered physical education elective that blends fitness training, movement exploration, and dance-based physical activity to promote lifelong wellness. Aligned to the NYS Physical Education Learning Standards (2020), this course emphasizes physical literacy, creative expression, movement skill development, fitness improvement, and personal wellness planning. Students engage in a wide variety of activities—such as aerobic dance, hip-hop, step, Zumba-style movement, contemporary dance, strength and conditioning, yoga, Pilates, interval training, flexibility training, rhythmic activities, and wellness-focused movement practices. The course promotes self-expression, cultural appreciation, cardiovascular fitness, muscular endurance, flexibility, coordination, and balance.

SWIMMING 1 (MVHS)**Credits:** 0.5 Course Credit**Prerequisite:** N/A

Course Description: Swimming 1 is an introductory aquatic physical education course designed to develop students' water safety skills, foundational swim techniques, personal fitness, and confidence in aquatic environments. Fully aligned with the NYS Physical Education Learning Standards (2020), the course focuses on building physical literacy, responsible decision-making, and lifelong wellness habits through aquatic movement. Students learn essential swimming skills—such as floating, breathing control, kicking, stroke fundamentals, treading water, and safe water entry/exit—while practicing proper pool etiquette and water safety protocols. As students progress, they develop comfort, efficiency, and endurance in the water through a combination of skill instruction, individualized drills, aquatic fitness activities, and structured practice.

SWIMMING 2 (MVHS)**Credits:** 0.5 Course Credit**Prerequisite:** Swimming 1 or Equivalent of Swim Competency Test

Course Description: Swimming 2 is an intermediate-level aquatic physical education course designed for students who have successfully completed Swimming 1 or demonstrate equivalent foundational swim skills. Fully aligned with the NYS Physical Education Learning Standards (2020), the course focuses on refining stroke technique, improving aquatic fitness, advancing water safety skills, and building competence and confidence in a variety of swim strokes and aquatic activities. Students deepen their understanding of aquatic mechanics, breathing efficiency, body alignment, propulsion, endurance training, and water-based fitness. Instruction emphasizes skill refinement in front crawl, backstroke, elementary backstroke, and introduces breaststroke basics. Students also learn advanced water safety techniques, basic rescue skills (non-contact assists), and principles of aquatic fitness.

UNIFIED PHYSICAL EDUCATION 11 (MVHS)**Credits:** 0.5 Course Credit**Prerequisite:** Sign up. This course is for Juniors only.

Course Description: Unified Physical Education 11 is an inclusive, student-centered physical education course in which students with and without disabilities learn, play, and grow together through a variety of physical activities designed to promote physical literacy, fitness, teamwork, leadership, sportsmanship, and social inclusion. Aligned with the NYS Physical Education Learning Standards (2020), Unified PE emphasizes equitable participation, peer collaboration, and positive relationships in a supportive and welcoming environment. Students engage in a range of activities, including team sports, individual and dual activities, fitness training, cooperative challenges, and recreational/lifetime activities. Unified partners (students without disabilities) and athletes (students with disabilities) work together to develop movement skills, improve fitness, foster belonging, and build leadership and advocacy skills. The maximum class size is 30 students.

UNIFIED PHYSICAL EDUCATION 12 (MVHS)**Credits:** 0.5 Course Credit**Prerequisite:** Sign up. This course is for Seniors only.

Course Description: Unified Physical Education 12 is a capstone, inclusive physical education course in which students with and without disabilities learn, lead, and participate together in a welcoming, supportive environment. Aligned with the NYS Physical Education Learning Standards (2020), this course promotes physical literacy, personal fitness, teamwork, leadership, sportsmanship, and social inclusion through shared physical activity experiences. Students participate in a diverse array of physical activities—including team sports, individual/dual activities, lifetime fitness options, cooperative challenges, wellness practices, and recreational games—designed so that every student can access, enjoy, and succeed in movement at their own level. Unified partners (students without disabilities) and Unified athletes (students with disabilities) collaborate as teammates to improve fitness, refine skills, build positive relationships, and develop inclusive leadership competencies. As a senior-level course, Unified PE 12 emphasizes independence, peer coaching, community readiness, and lifelong activity engagement, preparing students for inclusive recreation opportunities beyond high school. The maximum class size is 30 students.

MATHEMATICS DEPARTMENT

Middle Grades Math Placement Guidelines

Current Grade	Current Course	Performance Metrics Upon Completion	Next Year Placement Guidance
6	Math 6	Fulfilled the requirements of the Math 6 course.	Math 7
	Math 6	Schools must consider a variety of performance metrics, such as students' proficiency in the Math 6 course, outcomes from iReady assessments, and an accountability level of 3 or higher on the NYS Math 6 test.	Math 7 (Accelerated)
7	Math 7	Fulfilled the requirements of the Math 7 course.	Math 8
	Math 7 (Accelerated)	Schools must consider a variety of performance metrics, such as students' proficiency in the Math 7 course, outcomes from iReady assessments, and an accountability level of 3 or higher on the NYS Math 7 test.	Algebra 1®
8	Math 8	Has not yet fulfilled the requirements for the Math 8 course or has not met the expectations of the NYS Math 8 test. (i.e., Accountability Level 1 or 2).	Math 9
	Math 8	Demonstrated proficiency in the Math 8 course (content and skills as determined by the standards) and achieved an accountability level of 3 or 4 on the NYS Math 8 test.	Algebra I ®
	Algebra 1	Demonstrated proficiency in the Algebra I® course (content and skills as determined by the standards) and achieved an accountability level of 2 or above on the Algebra Regents exam.	Geometry ®

MATH 7**Credits:** NA**Prerequisite:** NA

Course Description: Math 7 is a rigorous, standards-aligned course designed to strengthen students' mathematical understanding and prepare them for advanced middle school and high school mathematics. Developed in accordance with the New York State Next Generation Mathematics Learning Standards, this course emphasizes conceptual understanding, procedural fluency, and the application of mathematics to real-world problem-solving. Students engage in learning experiences that develop proficiency across the major strands of Grade 7 mathematics: Ratios and Proportional Relationships, Number Systems, Expressions and Equations, Geometry, and Statistics & Probability. Instruction includes mathematical modeling, reasoning, collaborative problem-solving, and the use of representations such as graphs, tables, diagrams, and equations.

MATH 7 ACCELERATED**Credits:** NA

Prerequisite: Math 6 or Math 6 Accelerated, and a variety of performance metrics such as students' proficiency in the Math 6 course (assessed through standards-based knowledge and skills), outcomes from iReady assessments, and an accountability level of 3 or higher in the NYS Math 6 Assessment.

Course Description: Math 7 Accelerated is an advanced, fast-paced mathematics course designed for students who demonstrate strong mathematical understanding and are ready for an enriched and accelerated curriculum. Fully aligned with the New York State Next Generation Mathematics Learning Standards, this course compactly covers all Grade 7 standards and the most essential Grade 8 standards, preparing students to take Algebra I in Grade 8. Students deepen their conceptual understanding and procedural fluency across major domains, including Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics & Probability, while also accelerating into Grade 8 topics such as linear relationships, exponents, transformations, the Pythagorean Theorem, and introductory functions.

MATH 8**Credits:** NA**Prerequisite:** Math 7

Course Description: Math 8 is a comprehensive, standards-aligned course that prepares students for high school mathematics—particularly Algebra I—by deepening their conceptual understanding, procedural fluency, and problem-solving skills. Developed in full alignment with the New York State Next Generation Mathematics Learning Standards, this course emphasizes mathematical reasoning, real-world applications, and the ability to communicate mathematical ideas with clarity and precision. Students explore advanced middle-level mathematics across major domains: Expressions and Equations, The Number System, Functions, Geometry, and Statistics & Probability. Instruction focuses on algebraic thinking, transformational geometry, linear relationships, systems of equations, and the foundations of functions.

GRADE 8 ALGEBRA 1®**Credits:** 1.0 Mathematics Credit**Prerequisite:** Math 7 or Math 7 Accelerated and a variety of performance metrics, such as students' proficiency in the Math 7 course (assessed through standards-based knowledge and skills), outcomes from iReady assessments, and an accountability level of 3 or higher in the NYS Math 7 Assessment.**Course Description:** Grade 8 Algebra I ® is a rigorous, high-school level mathematics course designed for students who are ready to accelerate their learning and build a strong foundation for advanced high-school mathematics. Aligned with the New York State Next Generation Mathematics Learning Standards for Algebra I, this course develops conceptual understanding, procedural fluency, and problem-solving skills through real-world applications and mathematical modeling. Students will explore linear, quadratic, and exponential relationships; interpret and analyze functions; solve equations and inequalities; and examine patterns using algebraic, graphical, numerical, and verbal representations. Through collaborative work, hands-on learning, and technology integration, students strengthen their ability to reason mathematically, communicate ideas clearly, and apply algebraic thinking to complex problems. This course will conclude with the NYS Grade 8 Math test and Algebra 1 Regents exam (June). **This course is NCAA-approved.****HS Math Pathways to Graduation (® denotes Regents)**

Grade	General / Local Diploma	Regents Diploma	Advanced Placement Diploma
9	Math 9	Algebra 1 ®	Geometry ®
10	Algebra 1 ®	Geometry ®	Algebra II ®
11	Geometry	Algebra II ®	AP Calculus AB or IB Math: Applications & Interpretation SL Year 1
12	Algebra II or Statistics or Advanced Financial Algebra	Precalculus or Statistics	AP Statistics or IB Math: Applications & Interpretation SL Year 2

HS Math Placement Guidelines (® denotes Regents)

Grade	Current Course	Performance Metrics Upon Completion	Next Course Placement
9	From Math 8	Has not yet fulfilled the requirements for the Math 8 course or has not met the expectations of the NYS Math 8 test. (i.e., Accountability Level 1 or 2).	Math 9
		Demonstrated proficiency in the Math 8 course (content and skills as determined by the standards) and achieved an accountability level of 3 or 4 on the NYS Math 8 test.	Algebra I ®
	From Grade 8 Algebra 1 ®	Has not yet fulfilled the requirements for the Algebra I course and/or has not met the expectations of the Algebra I Regents exam (i.e., Accountability Level 1).	Algebra I ®
		Demonstrated proficiency in the Algebra I ® course (content and skills as determined by the standards) and achieved an accountability level of 2 or above on the Algebra 1 Regents exam.	Geometry ®
10	From Math 9	-	Algebra I ®
	From Algebra 1 ®	Has not yet fulfilled the requirements for the Algebra 1 ® course or has not met the expectations of the Algebra I Regents exam (i.e., Accountability Level 1).	Algebra 1 ®
		Demonstrated proficiency in the Algebra 1 ® course (content and skills as determined by the standards) and has not met the expectations of the Algebra I Regents exam (i.e., Accountability Level 1).	Geometry
		Demonstrated proficiency in the Algebra 1 ® course (content and skills as determined by the standards) and achieved an accountability level of 2 or above on the Algebra 1 Regents exam.	Geometry ®
	From Geometry ®	Demonstrated proficiency in the Geometry ® course (content and skills as determined by the standards) and achieved an accountability level of 2 or above on the Geometry Regents exam.	Algebra II ®

Grade	Current Course	Performance Metrics Upon Completion	Next Course Placement
11	From Algebra 1 ®	Demonstrated proficiency in the Algebra I ® course (content and skills as determined by the standards) and has not met the expectations of the Algebra I Regents exam (i.e., Accountability Level 1).	Geometry
		Demonstrated proficiency in the Algebra I ® course (content and skills as determined by the standards) and achieved an accountability level of 2 or above on the Algebra 1 Regents exam.	Geometry ®
	From Geometry ®	Demonstrated proficiency in the Geometry ® course (content and skills as determined by the standards) and has not met the expectations of the Geometry Regents exam (i.e., Accountability Level 1).	Algebra II
		Demonstrated proficiency in the Geometry ® course (content and skills as determined by the standards) and achieved an accountability level of 2 or above on the Geometry Regents exam.	Algebra II ®
	From Algebra II ®	Demonstrated proficiency in the Algebra II ® course (content and skills as determined by the standards) and has not met the expectations of the Geometry Regents exam (i.e., Accountability Level 1).	Precalculus or Statistics
	From Algebra II ®	Demonstrated proficiency in the Algebra II ® course (content and skills as determined by the standards) and achieved an accountability level of 2 or above on the Algebra II Regents exam.	AP Calculus AB or IB Math: Applications & Interpretation SL Year 1

MATH 9

Credits: 1.0 Mathematics Credit

Prerequisite: Math 8 and Accountability Level 1 or 2 on NYS Math 8 Assessment

Course Description: Math 9 is a full-year high school mathematics course designed to strengthen students' conceptual understanding, procedural fluency, and problem-solving skills in preparation for the rigor of Algebra I and the high school mathematics sequence. Fully aligned to the New York State Next Generation Mathematics Learning Standards, this course bridges middle school mathematics (Grade 8 standards) and high school algebraic reasoning by emphasizing functions, proportional reasoning, linear relationships, geometric foundations, and quantitative literacy. Students explore mathematical ideas through hands-on activities, real-world applications, modeling tasks, technology-based investigations, and collaborative problem solving. They build confidence using mathematical vocabulary, constructing arguments, analyzing data, and representing situations through equations, graphs, tables, and diagrams.

ALGEBRA 1®

Credits: 1.0 Mathematics Credit

Prerequisite: Math 8 and Accountability Level 3 or 4 on NYS Math 8 Assessment

Course Description: Algebra I is a foundational high-school mathematics course designed to develop students' understanding of algebraic concepts, mathematical modeling, and problem-solving skills. Fully aligned to the New York State Next Generation Mathematics Learning Standards for Algebra I, this course emphasizes conceptual understanding, procedural fluency, and the ability to apply mathematics in real-world and abstract contexts. Students explore linear, quadratic, and exponential relationships; interpret and build functions; solve equations and inequalities; analyze patterns; and model situations using multiple representations including graphs, tables, diagrams, and equations. Instruction includes opportunities for students to engage in mathematical reasoning, communicate their thinking, and use digital tools and graphing technology to support conceptual understanding. This course will conclude with the Algebra 1 Regents exam. **This course is NCAA-approved.**

ALGEBRA 1® SURVEY

Credits: 0.5 Elective Credit (Semester)

Prerequisite: Student has not met the expectations of the Algebra I Regents exam (i.e., Accountability Level 1).

Description: This semester-long course offers a condensed version of the Algebra 1 Regents curriculum. Students will deepen their understanding of linear, exponential, and quadratic functions while exploring connections among patterns of change. Through contextual learning, they will build conceptual understanding and problem-solving skills applicable to new situations. The course aligns with the NYS Learning Standards for Algebra 1, and successful completion will prepare students for the Algebra 1 Regents Exam in January and/or June.

GEOMETRY

Credits: 1.0 Mathematics Credit

Prerequisite: Demonstrated proficiency in the Algebra 1 ® course (content and skills as determined by the standards) and has not met the expectations of the Algebra I Regents exam (i.e., Accountability Level 1).

Course Description: Geometry (Non-Regents) is a full-year high school mathematics course designed to develop students' understanding of geometric concepts, relationships, and problem-solving strategies. Fully aligned with the New York State Next Generation Mathematics Learning Standards for Geometry, this course emphasizes conceptual understanding, spatial reasoning, algebraic connections, and real-world applications—but without the formal Regents examination. Students study geometric transformations, congruence, similarity, right-triangle relationships, coordinate geometry, circle theorems, and properties of two- and three-dimensional figures. Instruction focuses on building strong foundational skills in logical reasoning, geometric modeling, and mathematical communication. **This course is NCAA-approved.**

GEOMETRY ®

Credits: 1.0 Mathematics Credit

Prerequisite: Demonstrated proficiency in the Algebra 1 ® course (content and skills as determined by the standards) and achieved an accountability level of 2 or above on the Algebra 1 Regents exam.

Course Description: Geometry ® is a full-year high school mathematics course that builds upon algebraic foundations and develops students' understanding of geometric relationships through reasoning, proof, and mathematical modeling. Fully aligned with the New York State Next Generation Mathematics Learning Standards for Geometry, this course emphasizes congruence, similarity, transformations, geometric constructions, coordinate geometry, and applications involving two- and three-dimensional figures. Students explore geometric concepts through hands-on activities, digital tools, diagrams, algebraic connections, and real-world problem-solving. A central focus of the course is on mathematical reasoning and proof, including constructing formal geometric arguments using definitions, theorems, and postulates. Students also learn to apply geometric concepts to solve problems involving distance, angle relationships, area, surface area, volume, and right triangles (including applications of the Pythagorean Theorem and trigonometric ratios). This course will conclude with the Geometry Regents exam (June). **This course is NCAA-approved.**

ALGEBRA 2

Credits: 1.0 Mathematics Credit

Prerequisite: Demonstrated proficiency in the Geometry ® course (content and skills as determined by the standards) and has not met the expectations of the Geometry Regents exam (i.e., Accountability Level 1).

Course Description: Algebra 2 (Non-Regents) is a full-year high school mathematics course designed for students who are continuing their study of algebraic concepts but are not enrolled in the Regents-level Algebra II pathway. Aligned with the New York State Next Generation Mathematics Learning Standards, this course provides a comprehensive, accessible approach to advanced algebra while emphasizing conceptual understanding, real-world applications, and mathematical reasoning. Students extend their knowledge of linear, quadratic, exponential, and polynomial functions and explore rational expressions, sequences and series, probability, and statistical analysis. The course emphasizes problem-solving strategies, algebraic modeling, and the use of graphs, tables, and technology to investigate mathematical relationships. **This course is NCAA-approved.**

ALGEBRA 2 ®

Credits: 1.0 Mathematics Credit

Prerequisite: Demonstrated proficiency in the Geometry ® course (content and skills as determined by the standards) and achieved an accountability level of 2 or above on the Geometry Regents exam.

Course Description: Algebra 2 ® is a rigorous, college-preparatory mathematics course designed to deepen students' understanding of algebraic functions, mathematical modeling, statistics, and advanced problem-solving. Fully aligned to the New York State Next Generation Mathematics Learning Standards for Algebra II, this course extends the concepts introduced in Algebra I and Geometry and emphasizes reasoning, critical thinking, and the connections among multiple mathematical representations. Students investigate polynomial, rational, exponential, logarithmic, and trigonometric functions, explore complex numbers, analyze sequences and series, apply probability and statistics, and use mathematical models to interpret real-world phenomena. The course integrates graphical, algebraic, numerical, and contextual approaches to develop students' conceptual understanding and procedural fluency. This course will conclude with the Algebra 2 Regents exam (June). **This course is NCAA-approved.**

PRE-CALCULUS

Credits: 1.0 Mathematics Credit

Prerequisite: Algebra II®

Course Description: Precalculus is an advanced high school mathematics course designed to prepare students for college-level calculus and other higher-level STEM coursework. Fully aligned with the New York State Next Generation Mathematics Learning Standards, this course extends students' understanding of algebraic, geometric, and trigonometric concepts while strengthening mathematical reasoning, modeling, and problem-solving skills. Students build fluency with functions, including polynomial, rational, exponential, logarithmic, and trigonometric functions, and deepen their understanding of how functions model real-world phenomena. The course emphasizes multiple representations—algebraic, graphical, numerical, and verbal—and requires students to analyze, transform, and apply functions in a variety of contexts. This course is **NCAA-approved.**

SAT/ACT MATH

Credits: 0.5 Elective Credit

Prerequisite: NA

Description: SAT/ACT Math is a skills-focused course designed to prepare students for success on the mathematics portions of the SAT and ACT college entrance examinations. The course emphasizes mastery of foundational and advanced mathematical concepts commonly assessed on standardized tests, including number operations, algebra, geometry, trigonometry, functions, statistics, and data analysis. Instruction targets both content knowledge and test-specific strategies to improve accuracy, efficiency, and confidence. **This course is NCAA-approved.**

STATISTICS

Credits: 1.0 Mathematics Credit

Prerequisite: To enroll in this course, students must have completed two math credits and have passed at least one Regents Exam in Mathematics

Course Description: Statistics is a full-year mathematics course designed to introduce students to the major concepts and tools used for collecting, analyzing, and interpreting data. Aligned to the New York State Next Generation Mathematics Learning Standards, this course emphasizes statistical reasoning, real-world application, and the development of critical thinking skills needed for data-driven decision-making in academic, professional, and everyday contexts.

Students learn to summarize data graphically and numerically, explore patterns, understand variability, and make predictions using probability and statistical models. Instruction focuses on the use of technology, modeling, and problem-solving to help students interpret information from surveys, experiments, and real data sets. Students engage in hands-on investigations, data collection, simulations, and collaborative analysis to build a deep, practical understanding of statistics. **This course is NCAA-approved.**

ADVANCED FINANCIAL ALGEBRA

Credits: 1.0 Mathematics Credit

Prerequisite: To enroll in this course, students must have completed two math credits and have passed at least one Regents Exam in Mathematics

Course Description: Advanced Financial Algebra is a full-year, applications-driven mathematics course that integrates algebra, functions, statistics, and probability with authentic personal finance and business contexts. Fully aligned with the NYS Next Generation Mathematics Learning Standards, the course develops students' mathematical modeling, quantitative reasoning, and data-analysis skills through topics such as income and taxes, saving and investing, credit and loans, auto/home finance, insurance and risk, retirement planning, entrepreneurship, and budgeting. Students use linear, exponential, and piecewise functions, systems of equations/inequalities, regression models, and spreadsheet/graphing technology to analyze real-world financial scenarios. Emphasis is placed on interpreting parameters, building and comparing models, evaluating trade-offs, and communicating data-informed decisions. The course strengthens financial literacy while reinforcing college- and career-readiness mathematics, serving as a powerful bridge to Statistics, Precalculus, AP/IB math, and CTE pathways. **This course is NCAA-approved.**

COLLEGE-LEVEL MATHEMATICS COURSES

AP CALCULUS AB (DWSA/MVSA)

Credits: 1.0 Mathematics Credit

Prerequisite: Pre-Calculus, Algebra II®

Description: AP Calculus is a rigorous, college-level mathematics course designed for students who have successfully completed Precalculus and wish to pursue advanced study in differential and integral calculus. The course aligns with the College Board AP Calculus Curriculum Framework and develops deep conceptual understanding, procedural fluency, and the ability to apply calculus techniques in real-world and theoretical contexts. Students explore limits and continuity; derivatives and their applications; definite and indefinite integrals; the Fundamental Theorem of Calculus; differential equations; and applications of differentiation and integration. Instruction emphasizes multiple representations of calculus concepts—graphical, numerical, analytical, and verbal—and strengthens students' ability to communicate mathematical reasoning clearly and accurately. Students will take the Advanced Placement exam in Calculus in May.

This course is NCAA-approved.

AP STATISTICS (DWSA/MVSA)

Credits: 1.0 Mathematics Credit

Prerequisite: Algebra II®

Course Description: AP Statistics is a rigorous, college-level mathematics course designed to introduce students to the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. Based on the College Board AP Statistics Curriculum Framework, the course emphasizes statistical reasoning, real-world applications, and the development of critical thinking skills needed in a data-driven world. Students explore four broad themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. They learn to design studies, collect and analyze data, interpret statistical results, and communicate conclusions using appropriate statistical language. The course integrates technology—such as graphing calculators and statistical software—to support the analysis of real data sets and enhance conceptual understanding. Students must take the AP examination in Statistics in May. A graphing calculator is required. **This course is NCAA-approved.**

IB MATH: APPLICATIONS & INTERPRETATION SL YEAR 1 (MVHS)

Credits: 1.0 Mathematics Credit

Prerequisite: Algebra 1®, Geometry®, Algebra II®

Description: IB Mathematics: Applications & Interpretation SL Year 1 is the first year of the two-year IB Diploma Programme mathematics course designed for students who are interested in applying mathematics to real-world contexts, data analysis, technology, and modeling. This course emphasizes mathematical thinking, technology use, statistical reasoning, and problem-solving, aligning with the IB philosophy of inquiry, global awareness, and conceptual understanding. Throughout Year 1, students develop foundational skills in functions, algebra, geometry, statistics, and probability, with an emphasis on interpreting and applying mathematics in authentic scenarios. Students work both independently and collaboratively, analyzing data, constructing models, using graphing technology, and communicating mathematical ideas clearly through written and oral explanations. **This course is NCAA-approved.**

IB MATH: APPLICATIONS & INTERPRETATION SL YEAR 2 (MVHS)**Credits:** 1.0 Mathematics Credit**Prerequisite:** IB Math: Applications & Interpretation SL Year I

Description: IB Mathematics: Applications & Interpretation SL Year 2 completes the two-year IB Diploma Programme course designed for students interested in applying mathematics to real-world contexts, data analysis, modeling, and technology-enhanced inquiry. Building on the foundational concepts of Year 1, Year 2 reinforces and extends students' skills in statistics, probability, functions, geometry, trigonometry, and introductory calculus, with a strong emphasis on interpretation, technology, and mathematical reasoning. Students deepen their understanding of mathematical models, engage with more advanced data analysis techniques, and apply mathematics to global, societal, economic, scientific, and environmental contexts. Emphasis continues on the use of technology—including graphing calculators and digital tools—for exploration, modeling, and problem-solving, as required by the IB Mathematics: AI SL syllabus.

This course is NCAA-approved.

MUSIC DEPARTMENT

Denzel Washington School of the Arts Pathways/Majors					
Pathway	Grade 9	Grade 10	Grade 11	Grade 12	Electives
Band	Beginning Band	Intermediate Band	Advanced Band	Jazz Band	• Music Theory • AP Music Theory
Dance	Dance 1	Dance 2	Dance 3	Dance 4	• Dance History • (9th / 10th) • Dance Company • (11th / 12th)
Orchestra	Beginning Orchestra	Intermediate Orchestra	Advanced Orchestra	Symphonic Orchestra	• AP Music Theory
Technical Theater	Technical 1	Technical 2	Technical 3	Technical 4	• Technical Costumes • Technical Props • Technical Set • Construction
Theater	Acting 1	Acting 2	Acting 3	Acting 4	• Voice 1 • Dance 1
Musical Theater	Musical Theater 9	Musical Theater 10	Musical Theater 11	Musical Theater 12	• Voice 1 • Dance 1 • Acting 1
Voice / Piano	Voice 1 & Piano 1	Voice 2 & Piano 2	Voice 3 & Piano 3	Voice 4 & Piano 4	• Music Theory • AP Music Theory • Piano Lab

MUSIC 7

Credits: NA

Prerequisite: NA

Course Description: Music 7 is a standards-based general music course designed to deepen students' understanding of music as a form of artistic expression, communication, and cultural identity in alignment with the New York State Learning Standards for the Arts (Music). Through active participation in listening, performing, creating, and responding to music, students develop music literacy skills and an appreciation for diverse musical traditions. Students explore fundamental music concepts such as rhythm, melody, harmony, form, texture, tempo, and dynamics while applying these concepts through vocal performance, instrumental experiences, and structured music creation activities. The course introduces students to reading and interpreting standard music notation and encourages experimentation with sound using voice, instruments, and music technology where appropriate.

MUSIC 8**Credits:** NA**Prerequisite:** NA

Course Description: Music 8 is a standards-based general music course that builds upon prior musical knowledge while expanding students' abilities to analyze, create, and perform music in alignment with the New York State Learning Standards for the Arts (Music). The course emphasizes music literacy, expressive performance, and critical listening, preparing students for continued participation in high school music programs and lifelong engagement with the arts. Students deepen their understanding of core musical concepts, including rhythm, melody, harmony, form, texture, tempo, dynamics, and timbre, and apply these concepts through vocal performance, instrumental experiences, and ensemble-based activities. Instruction includes reading and interpreting standard musical notation, performing with increasing accuracy and expression, and using music technology to explore composition, arranging, and sound design where appropriate.

ORCHESTRA 7**Credits:** NA**Prerequisite:** NA

Course Description: Orchestra 7 is an intermediate instrumental music course designed for Grade 7 students with prior experience playing an orchestral string instrument, including violin, viola, cello, or bass. In alignment with the New York State Learning Standards for the Arts (Music), the course emphasizes the development of technical proficiency, ensemble performance skills, and music literacy through structured rehearsal and performance experiences.

ORCHESTRA 8**Credits:** NA**Prerequisite:** NA

Course Description: Orchestra 8 is an advanced intermediate instrumental music course designed for Grade 8 students with prior experience playing an orchestral string instrument, including violin, viola, cello, and bass. Aligned with the New York State Learning Standards for the Arts (Music), the course emphasizes technical refinement, expressive ensemble performance, and musical independence in preparation for high school orchestra participation. Students continue to advance string performance skills, including tone quality, intonation, shifting, vibrato (as developmentally appropriate), bow control, articulation, and rhythmic precision. Instruction focuses on performing increasingly complex and diverse repertoire representing classical, contemporary, multicultural, and student-selected works, requiring higher levels of accuracy, expression, and ensemble awareness. Students develop the ability to interpret musical notation independently, respond to conductor cues, and apply rehearsal strategies to improve individual and collective performance outcomes.

MUSIC APPRECIATION 1

Credits: 0.5 Music Credit

Prerequisite: NA

Course Description: Musical Appreciation I is an introductory, non-performance course designed to build students' understanding and appreciation of music as an art form across diverse styles, cultures, and historical periods. Students develop foundational listening skills and musical literacy by exploring the basic elements of music—melody, rhythm, harmony, form, texture, timbre, and dynamics—and how these elements communicate meaning and emotion.

MUSIC APPRECIATION 2

Credits: 0.5 Music Credit

Prerequisite: NA

Course Description: Musical Appreciation 2 is an intermediate, non-performance course designed to expand students' understanding of music through deeper listening, analysis, and contextual study of diverse musical styles and traditions. Building upon the foundational skills developed in Musical Appreciation I, students engage in more advanced examination of musical structure, form, and expressive intent while applying discipline-specific vocabulary and critical-thinking skills.

MUSIC APPRECIATION

Credits: 1.0 Music Credit

Prerequisite: NA

Course Description: Music Appreciation is a non-performance, listening- and analysis-based course that develops students' musical literacy and critical understanding of music across styles, cultures, and historical periods. Students learn how elements of music—melody, rhythm, harmony, texture, timbre, form, and dynamics—work together to shape meaning and expressive impact. Through guided listening, score/lead-sheet reading at an accessible level, basic music theory, and discussion, students analyze repertoire spanning Western classical, jazz, blues, rock, hip hop, Latin, global/traditional music, film and media scores, and contemporary works. The course emphasizes inclusive representation of diverse composers, artists, and traditions.

BEGINNING BAND 9-12 (BAND PATHWAY COURSE)

Credits: 1.0 Music Credit

Prerequisite: NA

Course Description: Beginning Band is an entry-level instrumental music course designed for students who are new to band instruments or who have limited prior experience. Aligned with the NYS Arts Learning Standards for Music, this course introduces students to the fundamentals of instrument technique, ensemble performance, music literacy, rehearsal skills, and artistic expression within a supportive group setting. Students select and learn a band instrument (woodwind, brass, or percussion) and receive step-by-step instruction in posture, breath control, tone production, embouchure, hand position, and basic musicianship. Through individual practice, sectional work, and full-band rehearsals, students develop the foundational skills needed to perform beginning-level band repertoire.

INTERMEDIATE BAND (BAND PATHWAY COURSE)

Credits: 1.0 Music Credit

Prerequisite: Beginning Band 9-12

Course Description: Intermediate Band is a performance-based ensemble course designed for students who have achieved foundational instrumental skills—typically those who have completed Beginning Band or have equivalent experience. Aligned with the NYS Arts Learning Standards for Music, this course focuses on advancing technical skills, ensemble musicianship, music literacy, and artistic expression through the study and performance of grade 2–3 band literature. Students refine instrument technique, expand their repertoire, strengthen sight-reading and ear-training skills, and deepen their understanding of music theory and style. They perform music from a wide range of genres, eras, and cultures, including classical band literature, jazz and swing selections, folk and world music, film scores, and contemporary works.

ADVANCED BAND (BAND PATHWAY COURSE)

Credits: 1.0 Music Credit

Prerequisite: Intermediate Band

Course Description: Advanced Band is a high-level instrumental ensemble course designed for experienced student musicians who demonstrate strong technical, musical, and ensemble skills. Aligned with the NYS Arts Learning Standards for Music, this course challenges students with grade 3–5 band literature, rigorous rehearsal expectations, and opportunities for artistic, expressive, and stylistic performance. Students refine advanced techniques on their instrument, develop sophisticated ensemble musicianship, and perform complex repertoire representing classical wind band literature, jazz and swing idioms, contemporary compositions, film and media music, and culturally diverse traditions. Emphasis is placed on tone quality, tuning, independence, phrasing, technique, score reading, interpretation, and collaborative performance.

JAZZ BAND (BAND PATHWAY COURSE)

Credits: 1.0 Music Credit

Prerequisite: Advanced Band

Course Description: Jazz Band is an advanced performance ensemble for students interested in exploring the rich history, styles, and performance practices of American jazz and contemporary commercial music. Aligned to the NYS Arts Learning Standards for Music, this course emphasizes ensemble performance, improvisation, stylistic interpretation, music literacy, and artistic expression within jazz idioms. Students perform repertoire that includes swing, bebop, blues, Latin jazz, funk, rock, fusion, ballads, and contemporary jazz. Instruction focuses on developing advanced instrumental techniques, rhythmic precision, articulation styles (swing articulation, ghost notes, accents), and ensemble cohesion. Students learn fundamental and intermediate improvisation skills based on chord-scale relationships, blues forms, and jazz theory. Jazz Band performs in concerts, festivals, assemblies, and community events. Students are expected to demonstrate professionalism, leadership, and disciplined practice habits. **This course will prepare students to perform as a part of The MVHS Royal Knights Jazz Band.**

MUSIC THEORY

Credits: 1.0 Elective Credit

Prerequisite: Jazz Band

Course Description: Music Theory is a comprehensive course designed to develop students' understanding of the structure, language, and organization of music. Aligned with the NYS Arts Learning Standards for Music (Creating, Performing, Responding, Connecting), this course provides students with a strong foundation in music literacy, notation, harmony, rhythm, form, analysis, and aural skills. Students learn to read, write, and analyze music through hands-on activities, listening exercises, composition tasks, and guided practice at the piano or digital workstation. Topics include notation, scales, key signatures, intervals, chords, harmonic progression, rhythm, and meter, sight-singing, and ear-training. Students also explore how theory concepts appear in a wide range of styles—from classical and jazz to pop, film music, and global traditions. Music Theory is recommended for students in band, choir, orchestra, piano, guitar, or music production, as well as those considering AP Music Theory, college music study, or careers in the arts.

AP MUSIC THEORY COLLEGE-LEVEL COURSE

Credits: 1.0 Elective Credit

Prerequisite: Jazz Band

Course Description: AP Music Theory is a college-level music course designed for students who seek a comprehensive understanding of the structure, language, and analysis of Western tonal music. Aligned with the College Board AP Music Theory Curriculum Framework and the New York State Learning Standards for the Arts (Music), the course develops advanced skills in music literacy, aural perception, sight-singing, composition, and analytical thinking. Students study the fundamental and advanced elements of music, including notation, scales and modes, intervals, chords, harmonic function, voice leading, melody writing, form, texture, rhythm, meter, and modulation. Instruction emphasizes the relationship between written theory and aural skills, requiring students to connect what they see on the page with what they hear and perform.

DANCE 1 (DANCE PATHWAY COURSE)

Credits: 1.0 Music Credit

Prerequisites: NA

Course Description: Dance I is an introductory course that provides students with foundational skills in dance technique, movement vocabulary, and performance. Students explore a variety of dance styles and genres while developing body awareness, coordination, strength, flexibility, and expressive movement. Through structured practice and creative exploration, students learn to perform, create, respond to, and connect dance to personal experience and cultural context. The course emphasizes safe movement practices, collaboration, and critical reflection, allowing students to communicate ideas and emotions through dance. Dance I aligns with the New York State Learning Standards for the Arts, supporting students' growth as performers, creators, and informed audience members while building lifelong appreciation for dance as an art form.

DANCE 2 (DANCE PATHWAY COURSE)**Credits:**1.0 Music Credit**Prerequisites:** Dance 1

Course Description: Dance 2 is an intermediate-level course designed for students who have successfully completed Dance I or have prior dance experience. This course builds upon foundational techniques, expanding students' movement vocabulary, technical precision, and expressive performance skills across multiple dance styles and genres. Students engage in increasingly complex choreography, explore elements of composition, and apply anatomical awareness and safe movement practices to enhance performance quality. Through creating, performing, responding, and connecting, students develop artistic intent, collaborative skills, and critical reflection. Dance II aligns with the New York State Learning Standards for the Arts, supporting students' growth as disciplined performers and creative artists while deepening their understanding of dance as a cultural and artistic form.

DANCE 3 (DANCE PATHWAY COURSE)**Credits:**1.0 Music Credit**Prerequisites:** Dance 2

Course Description: Dance 3 is an advanced course for students who have successfully completed Dance II and are prepared to refine their technical mastery, expressive performance, and choreographic skills. Students engage in rigorous training across selected dance styles, applying advanced movement vocabulary, spatial design, dynamics, and performance quality. The course emphasizes choreography, artistic intent, and ensemble collaboration, with students creating, rehearsing, performing, and critically evaluating original and repertory works. Instruction includes anatomical alignment, injury prevention, and reflective practice to support safe and sustainable movement.

DANCE 4 (DANCE PATHWAY COURSE)**Credits:**1.0 Music Credit**Prerequisites:** Dance 3

Course Description: Dance 4 is an advanced, performance-based course for students who have successfully completed Dance 3 and demonstrate a high level of technical proficiency, artistic maturity, and commitment to dance study. This course emphasizes mastery of advanced movement techniques, refined performance quality, and sophisticated choreographic processes across selected dance styles. Students design, create, rehearse, and perform original, and repertory works, applying advanced concepts of form, dynamics, spatial design, and expressive intent.

DANCE HISTORY**Credits:**1.0 Elective Credit**Prerequisites:** Dance 3

Course Description: Dance History is an academic and arts-based course that examines the development of dance as an expressive art form across historical periods, cultures, and societies. Students study major dance traditions, styles, and influential choreographers, with a focus on how historical, cultural, social, and political contexts have shaped the evolution of dance. The course includes exploration of ballet, modern, jazz, social dance, cultural and folk traditions, and contemporary dance forms from diverse global perspectives.

DANCE COMPANY

Credits: 1.0 Elective Credit

Prerequisites: Dance 3

Course Description: Dance Company is an advanced, ensemble-based performance course for students who have demonstrated high levels of technical skill, artistic commitment, and collaborative discipline in dance. This course functions as a pre-professional company experience, emphasizing rigorous technique training, repertory development, and polished public performance across selected dance styles. Enrollment is typically by audition or instructor recommendation.

BEGINNING ORCHESTRA (ORCHESTRA PATHWAY COURSE)

Credits: 1.0 Music Credit

Prerequisite: NA

Course Description: Beginning with foundational skills, students are introduced to their chosen string instruments—be it the violin, viola, cello, or double bass. They learn the intricacies of instrument anatomy and proper handling techniques, ensuring a solid foundation for their musical journey. Basic music literacy unfolds gradually, covering fundamental notes, rhythms, and simple bowing and fingering techniques. Ensemble skills are cultivated from the start, teaching students to listen, blend, and play in harmony with their peers. Dynamics, articulation, and basic musical expression are also introduced, laying the groundwork for future artistic development.

INTERMEDIATE ORCHESTRA 2 (ORCHESTRA PATHWAY COURSE)

Credits: 1.0 Music Credit

Prerequisite: Beginning Orchestra

Course Description: Students deepen their technical proficiency and musical understanding. Advanced bowing techniques such as spiccato and détaché are mastered, while left-hand techniques like shifting and vibrato expand their expressive range. Music theory becomes more sophisticated, incorporating scales, key signatures, and basic harmonic concepts. Ear training exercises sharpen their intonation and tuning skills, preparing them for more complex musical interpretations. Intermediate repertoire introduces students to works from the Baroque, Classical, and Romantic periods, fostering a deeper appreciation for historical context and stylistic nuances. Chamber music experiences enhance their ensemble playing, challenging them to navigate multiple voices within a piece with finesse and sensitivity.

ADVANCED ORCHESTRA (ORCHESTRA PATHWAY COURSE)

Credits: 1.0 Music Credit

Prerequisite: Intermediate Orchestra 2

Course Description: As students advance to the higher levels, their focus shifts towards artistry, interpretation, and deeper musical insight. Mastery of advanced bowing and fingering techniques allows for nuanced and expressive performances. Interpretation of complex musical scores becomes a focal point, requiring students to delve into the compositional intentions behind the notes and phrases they play. Performance psychology and stage presence are honed, equipping students with the confidence and poise needed to engage and captivate audiences.

SYMPHONIC ORCHESTRA (ORCHESTRA PATHWAY COURSE)**Credits:** 1.0 Music Credit**Prerequisite:** Audition, Teacher recommendation

Course Description: Advanced techniques of bowing, fingering, and tone production are pursued through the study of music ranging from Early Baroque through contemporary and popular styles. The group performs both as a string ensemble and as a symphony orchestra by combining winds, brass, and percussion from advanced band. Performances are required.

TECHNICAL THEATER 1 (TECHNICAL THEATER PATHWAY COURSE)**Credits:** 1.0 Music Credit**Prerequisites:** NA

Course Description: Technical Theater 1 is an introductory, hands-on course that provides students with foundational knowledge and practical experience in the technical and design elements of theatrical production. Students explore the essential roles and tools that support live performance, including stagecraft, scenery, lighting, sound, properties, costumes, stage management, and basic theatre safety. Emphasis is placed on understanding how technical choices support storytelling and contribute to the overall artistic vision of a production.

TECHNICAL THEATER 2 (TECHNICAL THEATER PATHWAY COURSE)**Credits:** 1.0 Music Credit**Prerequisites:** Technical Theater 1

Course Description: Technical Theater 2 is an intermediate, project-based course designed for students who have successfully completed Technical Theater I or have prior experience in theatrical production. This course expands students' technical expertise and problem-solving skills through deeper exploration of scenic construction, lighting design and operation, sound reinforcement, properties, costumes, stage management, and production logistics. Students apply advanced tools, materials, and technologies used in contemporary theatre to support artistic vision and performance quality.

TECHNICAL THEATER 3 (TECHNICAL THEATER PATHWAY COURSE)**Credits:** 1.0 Music Credit**Prerequisites:** Technical Theater 2

Course Description: Technical Theater 3 is an advanced, production-focused course for students who have successfully completed Technical Theater II and demonstrate strong technical proficiency, responsibility, and collaborative skills. This course emphasizes advanced design concepts, production leadership, and independent technical problem-solving within a theatrical environment. Students engage in sustained, in-depth work across specialized areas such as scenic construction and design, advanced lighting and sound systems, costume and properties design, stage management, and production management.

TECHNICAL THEATER 4 (TECHNICAL THEATER PATHWAY COURSE)**Credits:**1.0 Music Credit**Prerequisites:** Technical Theater 3

Course Description: Technical Theater 4 is an advanced, capstone-level course designed for students who have successfully completed Technical Theater III and demonstrate exceptional skill, responsibility, and leadership in theatrical production. This course provides an immersive, pre-professional experience in advanced technical theatre and production management, emphasizing mastery, independent artistic decision-making, and leadership within a collaborative production environment.

TECHNICAL COSTUMES**Credits:**1.0 Elective Credit**Prerequisites:** Technical Theater 4

Course Description: Technical Costumes is a specialized theatre arts course that introduces students to the principles and practices of costume design, construction, and maintenance for theatrical productions. Students explore how costumes contribute to character development, storytelling, and historical authenticity while gaining practical experience in garment construction, alteration, fabric selection, pattern use, and costume organization. Emphasis is placed on understanding how costume choices support the overall artistic vision of a production.

TECHNICAL PROPS**Credits:**1.0 Elective Credit**Prerequisites:** Technical Theater 4

Course Description: Technical Props is a specialized theatre arts course that focuses on the design, creation, acquisition, and management of theatrical properties used to support live performance. Students explore how props contribute to storytelling, character development, historical accuracy, and overall production aesthetics. The course emphasizes practical prop construction techniques, research, sourcing, modification, and safe handling practices within a theatrical production environment.

TECHNICAL SET CONSTRUCTION**Credits:**1.0 Elective Credit**Prerequisites:** Technical Theater 4

Course Description: Technical Set Construction is a production-based theatre arts course that focuses on the planning, construction, installation, and operation of scenic elements for live theatrical performance. Students learn how sets are built to support storytelling, directorial vision, and performer movement while maintaining the highest standards of craftsmanship and safety. Emphasis is placed on shop procedures, tool proficiency, collaboration, and the application of technical skills in a real-world production environment.

ACTING 1 (THEATER PATHWAY COURSE)**Credits:**1.0 Music Credit**Prerequisites:** NA

Course Description: Acting I is an introductory theatre course that develops students' fundamental acting skills through performance, exploration, and collaboration. Students learn the basics of character development, voice, movement, improvisation, and stage presence while working with scripted and unscripted scenes. Through theatre games, monologues, scene study, and ensemble work, students practice effective communication, creativity, and self-expression.

ACTING 2 (THEATER PATHWAY COURSE)**Credits:**1.0 Music Credit**Prerequisites:** Acting 1

Course Description: Acting 2 is an intermediate theatre course designed for students who have successfully completed Acting I or have prior acting experience. This course builds upon foundational performance skills with a deeper focus on character analysis, script interpretation, vocal and physical technique, and ensemble collaboration. Students engage in sustained scene work, monologues, improvisation, and structured rehearsal processes using a range of dramatic texts and styles.

ACTING 3 (THEATER PATHWAY COURSE)**Credits:**1.0 Music Credit**Prerequisites:** Acting 2

Course Description: Acting 3 is an advanced theatre course for students who have successfully completed Acting II and are prepared to deepen their artistic discipline, performance technique, and interpretive skills. This course emphasizes advanced character development, script analysis, vocal and physical expressiveness, and sustained ensemble performance. Students engage in intensive scene study, monologues, improvisation, and performance projects that require artistic independence and collaborative leadership.

ACTING 4 (THEATER PATHWAY COURSE)**Credits:**1.0 Music Credit**Prerequisites:** Acting 3

Course Description: Acting 4 is an advanced, performance-centered theatre course designed for students who have successfully completed Acting III and demonstrate a high level of artistic commitment, discipline, and technical proficiency. This course serves as a capstone experience in acting, emphasizing mastery of performance techniques, independent artistic decision-making, and sustained ensemble collaboration. Students engage in advanced character analysis, textual interpretation, vocal and physical refinement, and extended rehearsal and performance cycles using a diverse range of dramatic texts and theatrical styles.

MUSICAL THEATER 9 (MUSICAL THEATER PATHWAY COURSE)**Credits:**1.0 Music Credit**Prerequisites:** NA

Course Description: Musical Theater 9 is an introductory, performance-based course designed to develop foundational skills in acting, singing, and movement through the study and performance of musical theater works. Students explore how music, dialogue, and choreography work together to tell a story while building confidence, collaboration skills, and stage presence. Instruction emphasizes vocal technique, basic choreography, character development, and ensemble performance in a supportive learning environment appropriate for first-year high school students.

MUSICAL THEATER 10 (MUSICAL THEATER PATHWAY COURSE)**Credits:**1.0 Music Credit**Prerequisites:** Musical Theater 9

Course Description: Musical Theater 10 is an intermediate performance-based course designed to deepen students' skills in acting, singing, and movement through focused study of musical theater works. Building on foundational performance techniques, students develop increased vocal control, expressive movement, character development, and ensemble collaboration. The course emphasizes storytelling through song and choreography, rehearsal discipline, and performance professionalism.

MUSICAL THEATER 11 (MUSICAL THEATER PATHWAY COURSE)**Credits:**1.0 Music Credit**Prerequisites:** Musical Theater 10

Course Description: Musical Theater 11 is an advanced performance-based course designed to refine students' skills in acting, singing, and movement through rigorous study of musical theatre repertoire. Students engage in increasingly complex performance work that emphasizes character authenticity, vocal technique, expressive choreography, and ensemble collaboration. The course focuses on integrating dramatic intent with musical and physical expression to communicate story, emotion, and theme effectively.

MUSICAL THEATER 12 (MUSICAL THEATER PATHWAY COURSE)**Credits:**1.0 Music Credit**Prerequisites:** Musical Theater 11

Course Description: Musical Theater 12 is an advanced, capstone-level performance course designed for students who have completed prior musical theater coursework and demonstrate a high level of artistic commitment and proficiency. This course emphasizes mastery of acting, vocal performance, and movement through sustained study of musical theatre repertoire and performance practices. Students refine their ability to integrate character, music, and choreography to deliver compelling, professional-quality performances.

VOICE 1 (VOICE / PIANO PATHWAY COURSE)**Credits:** 0.5 Music Credit**Prerequisite:** NA

Course Description: Voice 1 is an introductory high school vocal music course designed to develop students' foundational singing skills, musical literacy, and confidence as performers. Aligned to the NYS Arts Learning Standards for Music—Creating, Performing, Responding, and Connecting, this course provides beginning-level vocalists with essential techniques for healthy singing and expressive performance. Students learn the fundamentals of breath support, posture, tone production, diction, pitch accuracy, and ear-training, while also building skills in sight-reading, basic music theory, rehearsal etiquette, and ensemble listening. Repertoire includes a variety of musical styles such as classical, folk, musical theatre, contemporary, and culturally diverse vocal traditions.

VOICE 2 (VOICE / PIANO PATHWAY COURSE)**Credits:** 0.5 Music Credit**Prerequisite:** Voice 1

Course Description: Voice 2 is an intermediate-level vocal music course designed for students who have successfully completed Voice 1 or have equivalent foundational vocal experience. Aligned to the NYS Arts Learning Standards for Music, this course deepens students' knowledge of vocal technique, music literacy, performance practice, stylistic interpretation, and ensemble skills. Students build on their understanding of healthy vocal production and expand their abilities in breath control, resonance, tone shaping, diction, dynamic contrast, and expressive phrasing. They engage in more advanced sight-reading, ear-training, and musical analysis while exploring a wider range of repertoire across genres, languages, cultures, and historical periods.

VOICE 3 (VOICE / PIANO PATHWAY COURSE)**Credits:** 0.5 Music Credit**Prerequisite:** Voice 2

Course Description: Voice 3 is an advanced high school vocal performance course designed for students who have successfully completed Voice 2 or demonstrate equivalent proficiency. Building upon foundational and intermediate skills, this course develops advanced vocal technique, stylistic interpretation, musicianship, performance artistry, and independent musical literacy. Aligned with the NYS Arts Learning Standards for Music, Voice 3 challenges students to refine tone quality, extend vocal range, master diction in multiple languages, strengthen breath management, and apply advanced expressive techniques. Students study and perform a sophisticated repertoire representing classical art song, musical theatre, jazz standards, contemporary commercial music, world vocal traditions, and small ensemble literature.

VOICE 4 (VOICE / PIANO PATHWAY COURSE)

Credits: 0.5 Music Credit

Prerequisite: Voice 3

Course Description: Voice 4 is the capstone vocal performance course in the high school sequence, designed for advanced singers who have completed Voice 3 or demonstrated equivalent technical and musical proficiency. This course provides intensive training in advanced vocal technique, stylistic interpretation, performance artistry, solo and ensemble literature, music literacy, and professional-level preparation. Aligned with the NYS Arts Learning Standards for Music, Voice 4 challenges students to refine and master complex musical skills including advanced breath management, tonal control, diction across multiple languages, expressive interpretation, vibrato modulation, and stylistic authenticity. Students engage in rigorous sight-reading, complex harmonization, score analysis, advanced ear-training, and music theory application to support independent musicianship. Repertoire includes upper-level selections from classical art songs, arias, jazz, musical theatre, contemporary commercial music, world vocal traditions, and chamber-style vocal ensembles. Students prepare polished performances for recitals, adjudications (e.g., NYSSMA), auditions, school concerts, and community events. Voice 4 mirrors expectations of collegiate vocal study and pre-professional training.

PIANO 1 (VOICE / PIANO PATHWAY COURSE)

Credits: 0.5 Music Credit

Prerequisites: NA

Course Description: Piano 1 is a beginner-level high school music course designed to introduce students to the fundamentals of piano performance, music reading, technique, and musicianship. Fully aligned to the NYS Arts Learning Standards for Music, this course develops foundational musical skills through hands-on keyboard practice, guided instruction, music theory application, and performance activities. Students learn the basics of proper hand position, posture, finger technique, rhythm reading, note reading in both clefs, chords, scales, and simple repertoire. Repertoire includes classical arrangements, folk songs, contemporary selections, and culturally diverse music appropriate for beginning pianists. Students also study basic music theory, sight-reading, ear-training, and musical expression, building confidence and independence at the keyboard.

PIANO 2 (VOICE / PIANO PATHWAY COURSE)

Credits: 0.5 Music Credit

Prerequisites: Piano 1

Course Description: Piano 2 is an intermediate-level course designed for students who have successfully completed Piano 1 or who demonstrate equivalent foundational keyboard proficiency. Aligned with the NYS Arts Learning Standards for Music, the course deepens students' technical skills, musicianship, performance ability, and musical literacy through continued hands-on keyboard study. Students expand their knowledge of scales, chords, arpeggios, reading in multiple key signatures, playing with hands together, sight-reading, ear-training, and expressive performance techniques. Repertoire includes a wide range of styles—classical, jazz, blues, contemporary, popular, and world music—chosen to develop greater musical independence and artistic expression. Students also study form, harmony, and style, applying music theory concepts to their performance and creative work.

PIANO 3 (VOICE / PIANO PATHWAY COURSE)

Credits: 0.5 Music Credit

Prerequisites: Piano 2

Course Description: Piano 3 is an advanced-intermediate piano course designed for students who have successfully completed Piano 2 or demonstrated equivalent piano proficiency. Building on foundational and intermediate skills, Piano 3 challenges students to refine technique, enhance musical expression, strengthen music literacy, and perform increasingly complex repertoire. Aligned to the NYS Arts Learning Standards for Music, this course emphasizes independent musicianship, artistic interpretation, advanced music theory application, and stylistic awareness. Students engage in hands-on piano study, score analysis, improvisation, ear-training, and creative projects. Repertoire expands to include early-advanced classical pieces, jazz standards, blues progressions, accompaniment techniques, chord voicings, and culturally diverse piano literature.

PIANO 4 (VOICE / PIANO PATHWAY COURSE)

Credits: 0.5 Music Credit

Prerequisites: Piano 3

Course Description: Piano 4 is the capstone course in the high school piano sequence, designed for advanced piano students who have successfully completed Piano 3 or demonstrate comparable proficiency. This rigorous, performance-focused course refines advanced technical skills, deepens musical interpretation, and cultivates independent musicianship at a pre-collegiate level. Aligned with the NYS Arts Learning Standards for Music, Piano 4 emphasizes mastery of complex repertoire, advanced technique, sophisticated music theory application, expressive performance, stylistic interpretation, and independent creative work. Students engage in advanced ear-training, sight-reading, score analysis, historical/contextual study, and performance preparation modeled after collegiate piano study. Repertoire includes upper-level classical works, jazz standards, contemporary selections, blues variations, advanced accompaniment techniques, culturally diverse literature, and opportunities for solo and chamber-style piano performance. Students prepare for formal and informal performance settings, auditions, adjudications (e.g., NYSSMA), recitals, and digital portfolios.

PIANO LAB

Credits: 0.5 Elective Credit

Prerequisites: Piano 4

Course Description: Piano Lab is a hands-on, multi-level keyboard course designed to support students at various stages of piano proficiency—from beginner to intermediate—within a collaborative, studio-style learning environment. Aligned to the NYS Arts Learning Standards for Music, this course emphasizes technical development, music literacy, performance skills, creativity, and independent musicianship through individualized instruction and group learning. Students work at digital or acoustic keyboard stations and progress through leveled units based on their readiness and prior experience. Instruction focuses on fundamental piano technique, sight-reading, ear-training, music theory, repertoire study, improvisation, and composition. The lab structure allows students to move at an appropriate pace while receiving targeted feedback, peer support, and opportunities for both guided and independent practice. Repertoire includes classical themes, contemporary music, jazz/blues patterns, chord progressions, and culturally diverse selections. Students may perform individually or in small ensembles and will complete a portfolio of skills and repertoire learned throughout the course.

SCIENCE DEPARTMENT

Science Pathways to Graduation (® denotes Regents)

Grade	General / Local Diploma	Regents Diploma	Advanced Placement Diploma
7	Science 7		
8	Science 8	Science 8	Biology ®
9	Human Anatomy & Physiology	Biology ®	Chemistry ®
10	Biology ®	Chemistry ®	Physics ®
11	Chemistry or Some students may still be eligible for: Earth & Space Science ®	Physics ®	AP Biology or IB DP Sports, Exercise & Health Science SL
12	Physics or Physical Science Elective Environmental Science or Physical Science Elective Forensics	AP Biology or AP Environmental Science or IB Science Course	AP Chemistry or AP Environmental Science or AP Computer Science or IB Environmental Science Society SL

SCIENCE 7

Credits: NA

Prerequisite: NA

Course Description: Science 7 is an inquiry-based course designed to build students' understanding of life science, physical science, and Earth/space science through hands-on investigations, problem-solving, and real-world applications. Fully aligned with the New York State Science Learning Standards (NYSSLS), this course emphasizes three-dimensional learning, integrating Science and Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs). Students explore how organisms interact with their environments, how matter and energy move through systems, how Earth processes shape the planet, and how human activities influence natural resources. Through laboratory work, engineering design challenges, scientific modeling, data analysis, and collaborative inquiry, students develop critical thinking and scientific literacy.

SCIENCE 8

Credits: NA

Prerequisite: NA (**LAB REQUIRED**)

Course Description: Science 8 is a rigorous, inquiry-based course that completes the middle-school science sequence in alignment with the New York State Science Learning Standards (NYSSLS). Students investigate core ideas in physical science, life science, and Earth/space science while developing the skills of scientists and engineers through hands-on experimentation, data analysis, modeling, collaborative problem-solving, and engineering design. Fully aligned with the New York State Science Learning Standards (NYSSLS), this course emphasizes three-dimensional learning, integrating Science and Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs). Students explore forces and energy, chemical reactions, heredity, evolution, Earth systems, and human impacts on the planet. Throughout the year, students apply their learning to relevant real-world issues such as climate change, renewable energy, natural hazards, environmental stewardship, and engineering solutions. This course culminates in the New York State Intermediate Level (6-8) Science Examination.

HUMAN ANATOMY AND PHYSIOLOGY

Credits: 1.0 Life Science Credit

Prerequisite: Science 8 & Accountability Level 1 on the NYS Intermediate Test

Course Description: Human Anatomy & Physiology is a life science course that examines the structure (anatomy) and function (physiology) of the human body from the molecular and cellular level to integrated organ systems. Aligned to the NYSSLS, the course emphasizes three-dimensional learning by integrating Science & Engineering Practices (SEPs) (e.g., developing and using models, analyzing and interpreting data, constructing explanations), Crosscutting Concepts (CCCs) (structure & function, systems & system models, stability & change), and Disciplinary Core Ideas (DCIs). Students investigate how homeostasis is maintained across body systems; analyze biomolecules, membranes, and cellular processes; and explore tissue histology, organ morphology, and system-level physiology (nervous, endocrine, cardiovascular, respiratory, digestive, urinary, immune/lymphatic, integumentary, skeletal, muscular, and reproductive systems). **This course is NCAA-approved.**

BIOLOGY®

Credits: 1.0 Life Science Credit (**LAB REQUIRED**)

Prerequisite: Science 8 & Accountability Level 2, 3, or 4 on the NYS Intermediate Test

Course Description: Biology ® is a laboratory-rich, Regents-level high school science course aligned to the New York State Science Learning Standards (NYSSLS). This course explores the structure and function of living systems, from molecules and cells to ecosystems and Earth's biosphere. Students engage in three-dimensional learning, integrating Science and Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs) to build deep, conceptual understanding of the living world. Students investigate real-world phenomena such as human health, genetics, biodiversity loss, climate change, and ecosystem interactions. Through hands-on laboratories, inquiry investigations, data analysis, and engineering design challenges, students learn to think and work like scientists. This course concludes with the NYS Regents Biology Examination. Students must complete a minimum of 1,200 minutes of hands-on laboratory work with satisfactory lab reports to be eligible for the NYS Regents Examination (June). **This course is NCAA-approved.**

BIOLOGY 1® SURVEY

Credits: 0.5 Elective Credit (Semester)

Prerequisite: Student has not met the expectations of the Biology Regents exam (i.e., Accountability Level 1).

Description: This course is designed for students who have not yet met the expectations of the Biology Regents exam (Accountability Level 1). It provides a comprehensive review of foundational biological concepts, including cell structure and function, genetics, ecology, and human body systems. Emphasis is placed on building scientific literacy, strengthening problem-solving skills, and applying biological principles to real-world contexts. Instruction will focus on targeted strategies to address learning gaps and prepare students for success on the Biology Regents exam. The course aligns with the NYS Learning Standards for Biology and is offered as a semester-long program. The course will prepare students for the Biology Regents Exam in January and/or June.

EARTH AND SPACE SCIENCE®

Credits: 1.0 Physical Science Credit (**LAB REQUIRED**)

Prerequisite: Algebra I® or Algebra I® Concurrent

Course Description: Earth & Space Science (Regents) is a full-year laboratory science course that examines Earth's systems and their interactions, the dynamic processes that shape our planet, and Earth's place in the universe. Fully aligned to the New York State Science Learning Standards (NYSSLs), this course uses three-dimensional learning—integrating Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting Concepts (CCCs)—to engage students in authentic scientific inquiry and engineering design. Students investigate Earth materials, geologic processes, atmospheric systems, climate, astronomy, and human impacts on the planet. Through hands-on laboratory work, modeling, data analysis, map and graph interpretation, and scientific argumentation, students develop a deep understanding of how Earth's systems operate and change over time. This course prepares students for the NYS Earth & Space Science Regents Examination, required for Regents-level science credit. This course concludes with the NYS Regents Earth and Space Science Examination. Students must complete a minimum of 1,200 minutes of hands-on laboratory work with satisfactory lab reports to be eligible for the NYS Regents Examination (June). **This course is NCAA-approved.**

CHEMISTRY

Credits: 1.0 Physical Science Credit

Prerequisite: Biology® and Algebra I® (**LAB REQUIRED**)

Course Description: Chemistry (Non-Regents) is a full-year high school laboratory science course that introduces students to the fundamental principles of chemistry through hands-on investigations, real-world applications, and conceptual learning. Fully aligned with the New York State Science Learning Standards (NYSSLS), this course integrates three-dimensional learning—Science & Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs)—to develop scientific literacy, critical thinking, and problem-solving skills. Students explore the structure and behavior of matter, chemical reactions, energy transformations, and chemical processes that impact the environment, industry, and daily life. While mathematical reasoning is incorporated, the course emphasizes conceptual understanding rather than algebraically intensive modeling. Students engage in experiments, data analysis, modeling tasks, engineering design challenges, and collaborative projects to understand how chemistry influences the world around them. **This course is NCAA-approved.**

CHEMISTRY®

Credits: 1.0 Physical Science Credit (**LAB REQUIRED**)

Prerequisite: Biology®, Algebra I®, and Geometry® or Geometry® Concurrent

Course Description: Chemistry (Regents) is a full-year laboratory science course that explores the composition, structure, and behavior of matter through inquiry, modeling, mathematical analysis, and real-world applications. Fully aligned to the New York State Science Learning Standards (NYSSLS), this course integrates Science & Engineering Practices (SEPs), Crosscutting Concepts (CCCs), Disciplinary Core Ideas (DCIs) in physical science. Students investigate chemical phenomena using hands-on laboratory experiences, simulations, data analysis, and engineering design. Topics include atomic structure, bonding, periodic trends, chemical reactions, stoichiometry, energy, kinetics, equilibrium, acids and bases, organic chemistry, and environmental chemistry. Students develop the ability to think like chemists—constructing evidence-based explanations, using mathematical reasoning, and applying chemistry to societal and technological contexts. Students must complete a minimum of 1,200 minutes of hands-on laboratory work with satisfactory lab reports to be eligible for the NYS Regents Examination (June). **This course is NCAA-approved.**

PHYSICS

Credits: 1.0 Physical Science Credit

Prerequisite: Biology® and Algebra I® (**LAB REQUIRED**)

Course Description: Physics (Non-Regents) is a full-year laboratory science course designed to provide students with a strong conceptual understanding of the physical world through hands-on investigation, modeling, data analysis, and real-life applications. Aligned with the New York State Science Learning Standards (NYSSLS), the course integrates three-dimensional learning—Science & Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs)—to help students think and work like physicists. This non-Regents pathway emphasizes conceptual understanding, scientific literacy, and applied problem-solving rather than the high-stakes testing requirements of the Regents examination. Students study motion, forces, energy, electricity, magnetism, waves, and modern physics concepts while applying mathematics appropriate to their level. The course prepares students for advanced science electives, STEM pathways, and everyday scientific reasoning. **This course is NCAA-approved.**

PHYSICS®

Credits: 1.0 Physical Science Credit (**LAB REQUIRED**)

Prerequisite: Biology®, Algebra I®, and Geometry® or Geometry® Concurrent

Course Description: Physics (Regents) is a full-year, laboratory-based science course that explores the fundamental laws governing matter, energy, motion, forces, and the nature of the physical universe. Fully aligned with the New York State Science Learning Standards (NYSSLS), the course integrates three-dimensional learning - Science and Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs) in physical science. Students investigate natural phenomena through hands-on experiments, mathematical modeling, engineering design challenges, quantitative reasoning, and evidence-based scientific explanations. This course emphasizes conceptual understanding, problem-solving, and the application of physics to real-world situations such as transportation, electricity, climate systems, technology, and modern engineering. Students must complete a minimum of 1,200 minutes of hands-on laboratory work with satisfactory lab reports to be eligible for the NYS Regents Examination (June). **This course is NCAA-approved.**

ENVIRONMENTAL SCIENCE

Credits: 1.0 Physical Science Credit

Prerequisite: Biology®, Algebra 1®

Course Description: Environmental Science is a full-year high school science course that examines the relationships among living organisms, Earth systems, and human activity. Fully aligned to the New York State Science Learning Standards (NYSSLS), this course integrates three-dimensional learning—Science and Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs)—to engage students in authentic, inquiry-based environmental investigations. Students explore local and global environmental issues through hands-on laboratory experiences, field studies (where available), data analysis, engineering design challenges, and real-world case studies. Major topics include ecology, biodiversity, energy use, climate systems, resource management, pollution, sustainability, food systems, waste, and environmental policy. Students apply scientific reasoning to evaluate environmental challenges and design evidence-based solutions that balance human needs with ecosystem health. **This course is NCAA-approved.**

FORENSICS

Credits: 1.0 Physical Science Credit

Prerequisite: 3205 - Biology®, Algebra 1®

Course Description: Forensic Science is a full-year, laboratory-based elective designed to introduce students to the scientific principles and technologies used in criminal investigations. Fully aligned with the New York State Science Learning Standards (NYSSLS), the course integrates Science and Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs) from life science, physical science, Earth science, and engineering. Students investigate real-world forensic phenomena through hands-on laboratory work, case-study analysis, evidence interpretation, and scientific problem-solving. Topics include crime scene processing, fingerprints, DNA, blood spatter, toxicology, trace evidence, ballistics, document analysis, entomology, and forensic anthropology. Students apply inquiry, critical thinking, and data-driven reasoning to evaluate evidence, reconstruct events, and draw scientifically defensible conclusions. **This course is NCAA-approved.**

COLLEGE-LEVEL SCIENCE COURSES

AP BIOLOGY (DWSA/MVSA)

Credits: 1.0 Life Science Credit (**LAB REQUIRED**)

Prerequisite: Biology®, Chemistry®, Algebra I®, and Algebra II®

Course Description: AP Biology is a rigorous, college-level life science course designed for highly motivated students who wish to pursue advanced study in biology and related fields. The course follows the College Board AP Biology Framework, emphasizing conceptual understanding, inquiry-based laboratory work, scientific reasoning, and the ability to apply biological principles to real-world and novel scenarios. Students explore four “Big Ideas”—Evolution, Cellular Processes, Genetics & Information Transfer, and Interactions—through hands-on investigations, modeling, data analysis, and scientific argumentation. The course mirrors an introductory college biology curriculum and includes a significant laboratory component in which students design experiments, collect data, analyze results, and communicate findings. AP Biology prepares students for the AP Biology Examination (May), for advanced high school science courses, and for college majors in biology, medicine, health sciences, biotechnology, environmental science, research, and STEM fields. **This course is NCAA-approved.**

AP CHEMISTRY (DWSA/MVSA)

Credits: 1.0 Physical Science Credit (**LAB REQUIRED**)

Prerequisite: Biology®, Chemistry®, Algebra I®, and Algebra II®

Course Description: AP Chemistry is a rigorous, college-level course designed for students with strong foundations in high school chemistry and algebra who wish to pursue advanced study in the chemical sciences. The course follows the College Board AP Chemistry Framework and is structured around six Big Ideas that focus on matter, structure, reactions, thermodynamics, kinetics, and equilibrium. Emphasis is placed on conceptual understanding, quantitative reasoning, laboratory investigation, and the ability to apply chemistry principles to novel, real-world problems. Students develop skills in atomic and molecular structure analysis, stoichiometry, thermodynamics, equilibrium, kinetics, acid/base chemistry, electrochemistry, and spectroscopy. AP Chemistry includes a robust, inquiry-based laboratory program that mirrors a first-year college general chemistry lab experience. Students design experiments, collect and analyze data, evaluate sources of error, and communicate findings through lab reports and scientific writing. This course prepares students for the AP Chemistry Examination (May), for college-level STEM majors, and for advanced fields such as medicine, engineering, biotechnology, environmental science, materials science, and chemical research. **This course is NCAA-approved.**

AP ENVIRONMENTAL SCIENCE (DWSA/MVSA)**Credits:** 1.0 Physical Science Credit (**LAB REQUIRED**)**Prerequisite:** Biology®, Chemistry®, Algebra I®, and Algebra II®

Course Description: AP Environmental Science (APES) is a rigorous, interdisciplinary, college-level science course that equips students with the scientific principles, concepts, and methodologies needed to understand the natural world and the environmental issues facing society. The course follows the College Board AP Environmental Science Framework, integrating core components of biology, Earth science, chemistry, ecology, environmental policy, and human impacts. Students investigate environmental systems through hands-on laboratory work, field investigations (where feasible), data analysis, mathematical modeling, and scientific argumentation. Major themes include sustainability, ecosystem structure and function, biodiversity, energy resources and consumption, pollution, climate change, land and water use, and human population dynamics. The course emphasizes scientific inquiry, quantitative reasoning, evidence-based decision making, and environmental problem solving. Students also explore the social, ethical, economic, and policy dimensions of environmental issues. AP Environmental Science prepares students for the AP Environmental Science Exam (May) and for future study in environmental science, ecology, public health, natural resource management, sustainability, environmental engineering, and other STEM fields. **This course is NCAA-approved.**

AP COMPUTER SCIENCE PRINCIPLES (DWSA/MVSA)**Credits:** 1.0 Physical Science Credit (**LAB REQUIRED**)**Prerequisite:** Biology®, Algebra I®, Geometry®, and Algebra II® or Algebra II Concurrent

Course Description: AP Computer Science Principles (AP CSP) is a rigorous, college-level course designed to introduce students to the foundational concepts of computer science and the impact of computing on society. Aligned with the College Board AP CSP Framework, this course emphasizes creativity, problem solving, collaboration, and real-world application through a broad exploration of computing tools, algorithms, data, networks, and digital innovation. AP CSP is accessible to students with no prior programming experience. Students learn to think computationally, design and evaluate computing solutions, and analyze the ethical and global implications of technology. Through hands-on programming experience, app development, data investigations, simulations, and project-based learning, students acquire the skills necessary to succeed in computer science and related STEM pathways. The course prepares students for the AP Computer Science Principles Exam (May), which includes both an End-of-Course multiple-choice exam and the Create Performance Task, where students design and develop their own original computing program. **This course is NCAA-approved.**

IB DP SPORTS, EXERCISE & HEALTH SCIENCE SL (MVHS)

Credits: 1.0 Physical Science Credit (**LAB REQUIRED**)

Prerequisite: Biology®, Chemistry®, Algebra I®, and Algebra II®

Description: IB DP Sports, Exercise & Health Science SL is a rigorous, interdisciplinary science course that integrates biology, physiology, biomechanics, psychology, and health science within the context of human performance. This course is part of the IB Diploma Programme and is designed for students who are interested in sports science, athletic performance, health, fitness, and human physiology. The course emphasizes scientific inquiry, practical laboratory skills, ethical considerations, and the application of evidence-based concepts to real-world sports and health scenarios. SEHS SL explores the structure and function of the human body, principles of training, nutrition, motor learning, physical activity, and the science behind athletic performance. Students engage in experimental investigations, data analysis, lab work, and applied projects that mirror real practices in sports medicine, exercise science, kinesiology, and health professions. The course develops strong scientific reasoning, critical thinking, and communication skills. Students complete both external assessments (written exams) and an Internal Assessment (IA)—a scientific investigation in which students design and conduct an original research study related to sports, exercise, or health science. **This course is NCAA-approved.**

IB ENVIRONMENTAL SYSTEMS & SOCIETIES SL (MVHS)

Credits: 1.0 Physical Science Credit (**LAB REQUIRED**)

Prerequisite: Biology®, Chemistry®, Algebra I®, and Algebra II®

Description: IB Environmental Systems & Societies SL is an interdisciplinary, inquiry-based course that integrates ecology, environmental science, geography, and sustainability studies to explore the complex interactions between human societies and natural systems. As a combined Group 3 (Individuals & Societies) and Group 4 (Sciences) course within the IB Diploma Programme, ESS SL engages students in scientific investigation, systems thinking, ethical analysis, and global perspectives on environmental challenges. Students investigate environmental processes, ecosystem dynamics, biodiversity, climate systems, human population trends, resource management, pollution, environmental policy, and sustainable development. Through fieldwork, laboratory activities, case studies, data analysis, and evaluation of real-world environmental issues, students develop the ability to critically assess environmental problems and propose evidence-based, ethically informed solutions. By the end of the course, students will be able to evaluate environmental systems from both a scientific and sociocultural viewpoint—making ESS uniquely suited to students with interests in science, sustainability, public policy, geography, social justice, and global studies. **This course is NCAA-approved.**

Mount Vernon Steam Academy Career Pathway (All MVSA students are required to select a pathway during their sophomore year.)			
Grade	Biomedical	Engineering	Computer Science
11	PLTW Principles of Biomedical Science	PLTW Engineering Essentials	PLTW Computer Science Essentials
12	PLTW Human Body Systems	PLTW Principles of Engineering	PLTW Computer Science Principles

PLTW PRINCIPLES OF BIOMEDICAL SCIENCE (BIOMEDICAL PATHWAY COURSE)

Credits: 1.0 Elective Credit

Prerequisite: Biology®, Chemistry®

Course Description: PLTW Principles of Biomedical Science (PBS) is the foundational course in the Project Lead The Way Biomedical Science pathway. This inquiry-based, hands-on course introduces students to the concepts, skills, and practices used by biomedical professionals to understand human health and disease. Students explore how body systems function, what happens when systems fail, and how medical interventions are used to prevent, diagnose, and treat disease.

PLTW HUMAN BODY SYSTEMS (BIOMEDICAL PATHWAY COURSE)

Credits: 1.0 Elective Credit

Prerequisite: PLTW Principles of Biomedical Science

Course Description: PLTW Human Body Systems (HBS) is a hands-on, project-based biomedical science course that builds upon foundational concepts introduced in PLTW Principles of Biomedical Science. In this course, students examine the structure, function, and interactions of the human body's major systems, including the skeletal, muscular, cardiovascular, respiratory, digestive, nervous, endocrine, immune, and urinary systems. Instruction emphasizes how these systems work individually and collectively to maintain homeostasis and overall health.

PLTW ENGINEERING ESSENTIALS (ENGINEERING PATHWAY COURSE)

Credits: 1.0 Elective Credit

Prerequisite: Algebra 1 ®

Course Description: PLTW Engineering Essentials is an introductory, hands-on engineering course designed to engage students in the fundamental concepts, skills, and practices of engineering and technological design. Through real-world problem solving and project-based learning, students explore how engineers apply mathematics, science, computer science, and creativity to design solutions that address human needs and societal challenges.

PLTW PRINCIPLES OF ENGINEERING (ENGINEERING PATHWAY COURSE)

Credits: 1.0 Elective Credit

Prerequisite: PLTW Engineering Essentials

Course Description: PLTW Principles of Engineering (POE) is a foundational high school engineering course that introduces students to major concepts and processes used by engineers to solve real-world problems. Building on skills developed in introductory engineering coursework, students explore how mathematics, science, and engineering design are applied to the development, analysis, and improvement of technological systems.

PLTW COMPUTER SCIENCE ESSENTIALS (COMPUTER SCIENCE PATHWAY COURSE)

Credits: 1.0 Elective Credit

Prerequisite: Algebra 1 ®

Course Description: PLTW Computer Science Essentials (CSE) is a foundational, project-based course that introduces students to essential computer science concepts, computational thinking, and problem-solving skills used in today's digital world. The course is designed for students with little or no prior computer science experience and emphasizes creativity, logical reasoning, and real-world applications of computing.

PLTW COMPUTER SCIENCE ESSENTIALS (COMPUTER SCIENCE PATHWAY COURSE)

Credits: 1.0 Elective Credit

Prerequisite: PLTW Computer Science Essentials

Course Description: PLTW Computer Science Principles (CSP) is an engaging, student-centered course that introduces learners to the foundational concepts of computer science while emphasizing computational thinking, creativity, and the real-world impact of computing. Designed for students with varying levels of prior experience, the course focuses on understanding how computing systems work, how programs are created, and how technology influences individuals, communities, and society.

SOCIAL STUDIES DEPARTMENT

Middle Grades Social Studies Placement Guidelines

Current Grade	Current Course	Performance Metrics Upon Completion	Next Year Placement Guidance
6	Social Studies 6	Fulfilled the requirements of the Social Studies 6 course.	Social Studies 7
	Social Studies 6	Schools must consider a variety of performance metrics, such as students' proficiency in the Social Studies 6 course (content and skills as determined by the state standards) and a report card average at or above 80%.	Social Studies 7 Honors
7	Social Studies 7	Fulfilled the requirements of the Social Studies 7 course.	Social Studies 8
	Social Studies 7 Honors	Demonstrated proficiency in the Social Studies 7 course (content and skills as determined by the state standards) and a report card average of 80% or higher.	Social Studies 8 Honors
8	Social Studies 8	Has fulfilled the requirements for the Social Studies 8 course.	Global History and Geography I
	Social Studies 8 Honors	Demonstrated proficiency in the Social Studies 8 course (content and skills as determined by the standards) and a report card average of 80% or higher.	Global History and Geography I Honors

SOCIAL STUDIES 7

Credits: NA

Prerequisite: NA

Course Description: Social Studies 7 is the first part of a two-year exploration of United States and New York State history, covering events from the Pre-Colonial Era through the Civil War and Reconstruction. Aligned with the NYS Social Studies Framework, the course integrates historical thinking, geography, economics, civics, and inquiry-based learning to help students understand how the nation developed and how key ideas, conflicts, and decisions shaped American society. Students engage with primary and secondary sources, maps, timelines, charts, artifacts, and multimedia materials to explore major themes such as cultural interaction, government, migration, expansion, reform, and conflict. The course emphasizes the development of critical thinking, evidence-based reasoning, civic literacy, and academic writing skills.

SOCIAL STUDIES 7 HONORS

Credits: NA

Prerequisite: Schools must consider a variety of performance metrics, such as students' proficiency in the Social Studies 6 course (content and skills as determined by the state standards) and a report card average of 80% or higher.

Course Description: Social Studies 7 Honors is an accelerated, inquiry-driven course that examines the early history of the United States and New York State from the Pre-Colonial Era through the Civil War and Reconstruction. Aligned with the NYS Social Studies Framework, this honors-level course challenges students to think critically, engage deeply with historical content, and develop advanced skills in analysis, research, writing, and civic literacy. Students explore major themes in American history—including cultural interaction, colonization, independence, constitutional government, expansion, reform, and conflict—through a rigorous program of primary and secondary source analysis, research-based writing, debates, simulations, and project-based learning. Students are expected to demonstrate strong academic independence, curiosity, and the ability to engage with complex historical questions.

SOCIAL STUDIES 8

Credits: NA

Prerequisite: Social Studies 7 or Social Studies 7 Honors

Course Description: Social Studies 8 is the second year of the middle school U.S. and New York State history sequence, examining American history from Reconstruction (1865) through the modern era. Aligned with the NYS Social Studies Framework, this course engages students in the study of political, economic, social, and cultural developments that shaped the United States from the aftermath of the Civil War to the 21st century. Students use primary and secondary sources, maps, images, graphs, political cartoons, and multimedia to investigate historical events and themes. The course emphasizes inquiry-based learning, critical thinking, civic literacy, and evidence-based writing, helping students build the skills needed for high school social studies and active participation in civic life.

SOCIAL STUDIES 8 HONORS

Credits: NA

Prerequisite: Demonstrated proficiency in the Social Studies 7 course (content and skills as determined by the state standards) and a report card average of 80% or higher.

Course Description: Social Studies 8 Honors is an accelerated, inquiry-rich course that examines United States and New York State history from Reconstruction to the present. Aligned with the NYS Social Studies Framework, this honors-level course challenges students to analyze complex historical events, evaluate diverse perspectives, and develop advanced skills in research, argumentation, civic literacy, and historical interpretation.

Students engage deeply with primary and secondary sources, including speeches, political documents, photographs, maps, political cartoons, statistical data, and multimedia evidence. Coursework emphasizes cause and effect, continuity, and change, turning points, and the role of individuals and groups in shaping national development. Honors students complete rigorous document-based questions (DBQs), analytical essays, debates, simulations, project-based learning tasks, and independent or small-group research, demonstrating high levels of critical thinking and academic independence.

HS Social Studies Pathways to Graduation (® denotes Regents)

Grade	General / Local Diploma	Regents Diploma	Advanced Placement Diploma
9	Global History & Geography I	Global History & Geography I or Global History and Geography IH	AP World History I
10	Global History & Geography II ®	Global History & Geography II ® or Global History & Geography II H ®	AP World History II ®
11	United States History & Government ®	United States History & Government ®	AP US History ® or IB Business Management (SL) – Year 1 or IB Economics (HL) – Year 1 or IB History of the Americas (HL) – Year 1 or IB Social and Cultural Anthropology (SL) – Year 1
12	Participation in Government/Economics	Participation in Government/Economics	AP US Government or IB Business Management (SL) – Year 2 or IB Economics (HL) – Year 2 or IB History of the Americas (HL) – Year 2 or IB Social and Cultural Anthropology (SL) – Year 2

GLOBAL HISTORY AND GEOGRAPHY I

Credits: 1.0 Social Studies Credit

Prerequisite: NA

Course Description: Global History and Geography I is the first course in New York State’s two-year global history sequence. Covering world history from Prehistory through the end of the 18th century, this course examines major civilizations, belief systems, political structures, economic systems, cultural achievements, and global interactions that shaped the ancient and early modern world. Aligned with the NYS K–12 Social Studies Framework, the course emphasizes historical thinking, geographic reasoning, inquiry-based learning, and evidence-based analysis. Students study civilizations across Africa, Asia, the Middle East, the Americas, and Europe using primary and secondary sources, maps, timelines, charts, and multimedia tools. Instruction focuses on developing literacy in history—reading complex texts, constructing written arguments, analyzing sources, and understanding cause-and-effect relationships. Students explore how human societies evolve, interact, and respond to challenges such as power, conflict, justice, innovation, belief, and cultural exchange. **This course is NCAA-approved.**

GLOBAL HISTORY AND GEOGRAPHY I HONORS (1H)

Credits: 1.0 Social Studies Credit

Prerequisite: Demonstrated proficiency in the Social Studies 8 course (content and skills as determined by the state standards), a report card average of 80% or higher, and NYS ELA Grade 8 Accountability Level 3 or 4.

Course Description: Global History and Geography I Honors is an accelerated and rigorous world history course that explores global civilizations, ideas, and systems from Prehistory to the end of the 18th century. Aligned with the NYS K–12 Social Studies Framework, this course challenges students to engage deeply with world history through advanced historical thinking, inquiry-based learning, critical analysis of primary and secondary sources, and sophisticated written and verbal communication. The honors curriculum demands a high level of independence, intellectual curiosity, and academic discipline. Students study civilizations across Africa, Asia, Europe, the Middle East, and the Americas, examining patterns of continuity and change, human-environment interaction, belief systems, economic and political development, global trade networks, and cultural exchange. Students will complete extended research tasks, Document-Based Questions (DBQs), seminar discussions, and analytical essays, demonstrating advanced reasoning and evidence-based argumentation. Global History and Geography I Honors prepares students for Global History and Geography II Honors, the Global Regents Exam, and advanced high school pathways such as AP World History, AP European History, and other college-level social studies courses. **This course is NCAA-approved.**

GLOBAL HISTORY AND GEOGRAPHY II®

Credits: 1.0 Social Studies Credit

Prerequisite: Global History and Geography I

Course Description: Global History and Geography II is the second course in New York State's two-year global history sequence. Beginning with the Age of Revolutions (1750) and continuing to the present day, this course provides students with a deep understanding of the political, economic, social, and cultural transformations that shaped the modern world. Aligned to the NYS K–12 Social Studies Framework, Global II emphasizes historical thinking, comparative analysis, geographic reasoning, inquiry-based learning, and evidence-based argumentation. Students investigate major global events and themes such as revolution, industrialization, nationalism, imperialism, global conflict, human rights, globalization, and technological change. Instruction integrates primary and secondary source analysis, Document-Based Questions (DBQs), Constructed Response Questions (CRQs), debates, simulations, academic writing, and research tasks, preparing students for the Global History and Geography Regents Examination, which is taken at the conclusion of this course. **This course is NCAA-approved.**

GLOBAL HISTORY AND GEOGRAPHY II HONORS ® (MVHS)

Credits: 1.0 Social Studies Credit

Prerequisite: Final report card average of 80 or above in Global History and Geography I Honors.

Course Description: Global History and Geography II Honors is an accelerated and rigorous world history course that continues New York State's two-year global history sequence. Beginning with the Age of Revolutions (c. 1750) and extending to contemporary global issues, this honors-level course challenges students to think critically, analyze complex sources, construct sophisticated historical arguments, and understand global patterns and connections. Aligned with the NYS K–12 Social Studies Framework, the course emphasizes historical thinking skills, comparative analysis, geographic reasoning, inquiry-based learning, and civic literacy. Students engage deeply with major historical developments such as the Enlightenment, revolutions, industrialization, imperialism, global conflict, totalitarianism, decolonization, human rights movements, globalization, and technological transformation. Honors students complete advanced Document-Based Questions (DBQs), Constructed Response Questions (CRQs), extended essays, research projects, seminars, and debates. This course prepares students for the Global History Regents Exam, AP World History: Modern, and other advanced social studies coursework. **This course is NCAA-approved.**

U.S. HISTORY AND GOVERNMENT®

Credits: 1.0 Social Studies Credit

Prerequisite: Global History and Geography II ®

Course Description: U.S. History and Government ® is a yearlong course that examines the political, economic, social, and cultural development of the United States from the founding era to the present. Aligned with the NYS K–12 Social Studies Framework, this course emphasizes inquiry, historical thinking, civic literacy, geographic reasoning, and evidence-based writing. Students investigate how constitutional principles have shaped American democracy; how diverse peoples, movements, and ideas have influenced national change; and how the United States’ role in the world has evolved. Learners analyze primary and secondary sources, interpret charts, graphs, and maps, engage in Document-Based Questions (DBQs) and Constructed Response Questions (CRQs), and craft argumentative and explanatory essays. Regular practice with Regents-style tasks and stimulus-based items prepares students for the NYS U.S. History and Government Regents Examination, typically administered at the end of the course. **This course is NCAA-approved.**

PARTICIPATION IN GOVERNMENT

Credits: 0.5 Social Studies Credit

Prerequisite: U.S. History and Government ®

Course Description: Participation in Government is a semester-long capstone course that equips students to understand, evaluate, and influence public policy at the local, state, national, and global levels. Aligned with the NYS Social Studies Framework, the course emphasizes civic knowledge, civic skills, and civic dispositions through inquiry, research, deliberation, and action. Students investigate how government functions, how citizens and groups shape political outcomes, and how to participate effectively and responsibly in civic life. Learners examine constitutional principles, institutions, elections, political parties, media and information literacy, interest groups, budgeting, and policy processes. They apply this understanding by identifying a public problem, researching stakeholder perspectives, analyzing data, evaluating policy options, and developing a civics action project that includes communication with decision-makers and/or authentic community engagement. The course prioritizes structured discussion, evidence-based argumentation, and nonpartisan analysis, strengthening students’ readiness to participate in a constitutional democracy. **This course is NCAA-approved.**

ECONOMICS

Credits: 0.5 Social Studies Credit

Prerequisite: U.S. History and Government ®

Course Description: Economics is a semester-long capstone course that prepares students to understand, evaluate, and participate in the economic systems that shape their lives. Aligned with the NYS Social Studies Framework, the course emphasizes economic reasoning, data literacy, financial decision-making, and public policy analysis. Students explore how individuals, businesses, and governments make choices under conditions of scarcity, and how those choices influence markets, incentives, growth, equity, and well-being. Learners apply core concepts—opportunity cost, supply and demand, marginal analysis, market structures, externalities, monetary and fiscal policy, globalization, and personal finance—to real-world questions. Through inquiry, case studies, simulations, and project-based learning, students interpret economic data and arguments, weigh trade-offs, and develop informed positions on current economic issues. The course supports the NYS Seal of Civic Readiness where districts choose to integrate a civic action or consumer advocacy component. **This course is NCAA-approved.**

AFRICAN AMERICAN STUDIES

Credits: 1.0 Social Studies Credit

Prerequisite: Student Choice

Course Description: African American Studies is a yearlong, inquiry-driven course that examines the histories, cultures, intellectual traditions, and contemporary experiences of African Americans from the pre-colonial African continent through the present day. Aligned to the NYS Social Studies Framework and informed by CR-SE, the course centers primary and secondary source analysis, multiple perspectives, and evidence-based reasoning to illuminate how African Americans have shaped—and been shaped by—economic, political, social, and cultural forces in the United States and the wider Atlantic world. Students explore topics including African civilizations and diasporas; the transatlantic slave trade; slavery and resistance; Reconstruction and Jim Crow; Black migration and community formation; the Harlem Renaissance; civil and human rights movements; Black political thought and cultural production; intersectionality and identity; and contemporary policy, media, and global issues. Learning emphasizes historical thinking, geographic reasoning, civic literacy, and cultural analysis—developing the skills to evaluate continuity and change, cause and effect, and historical significance. **This course is NCAA-approved.**

INTRODUCTION TO SOCIOLOGY

Credits: 0.5 Social Studies Credit

Prerequisite: Student Choice

Course Description: Introduction to Sociology is an inquiry-driven social science course that examines how individuals and groups interact within society and how social structures shape human behavior. Aligned to the NYS Social Studies Framework, the course develops students' capacity to think like sociologists—asking compelling questions, gathering and evaluating evidence, applying core sociological concepts and methods, and communicating findings clearly and ethically. Students explore culture and socialization; social groups and institutions; deviance and social control; inequality and stratification; race, ethnicity, and gender; education, family, and work; media and technology; health and environment; and social change and movements. Emphasis is placed on research literacy (surveys, interviews, observation, **and** content analysis), data interpretation (charts, graphs, and basic statistics in context), and civic reasoning about contemporary social issues. Throughout, students practice respectful discourse and culturally responsive perspective-taking while evaluating the relationship between individual agency and social structure. **This course is NCAA-approved.**

INTRODUCTION TO PSYCHOLOGY

Credits: 0.5 Social Studies Credit

Prerequisite: Student Choice

Course Description: Introduction to Psychology is an engaging, inquiry-based social science course that explores the scientific study of human behavior and mental processes. Aligned to the NYS Social Studies Framework, the course develops students' capacity to think critically about how people perceive, learn, feel, think, grow, and interact with others. Students examine major psychological theories, research methods, brain and biological influences, cognition, development, personality, mental health, and social behavior. Through experiments, case studies, data analysis, simulations, problem-solving scenarios, and ethical inquiry, students investigate how psychologists build knowledge and how psychological science can be applied to everyday life. The course also integrates disciplinary literacy, requiring students to read informational texts, evaluate evidence, write arguments and explanations, and participate in academic discussions.

COLLEGE-LEVEL SOCIAL STUDIES COURSES

AP WORLD HISTORY 1 (DWSA/MVSA)

Credits: 1.0 Social Studies Credit

Prerequisite: Grade 8 Social Studies final report card average of at least 80, iReady/NYS Reading Level 3 or 4; teacher recommendation.

Course Description: AP World History I is an advanced, accelerated course designed to prepare students for success in AP World History: Modern (APWHM). This course covers the foundations of world history from Prehistory through c. 1200 CE, focusing on the development of major civilizations, belief systems, trade networks, state building, technology, and cultural exchange across Africa, Asia, Europe, and the Americas. Aligned with the New York State Social Studies Framework and the College Board's AP historical thinking skills, the course emphasizes inquiry-based learning, cause-and-effect reasoning, comparison, continuity and change over time (CCOT), source analysis, and evidence-based writing. Students engage with primary and secondary sources, maps, charts, timelines, and scholarly arguments as they practice AP-style writing, including Short-Answer Questions (SAQs), Document-Based Questions (DBQs), and Long-Essay Questions (LEQs).

AP WORLD HISTORY 2® (DWSA/MVSA)

Credits: 1.0 Social Studies Credit

Prerequisite: AP World History 1

Course Description: AP World History 2 is a rigorous, college-level course that continues the advanced global history sequence begun in AP World History 1. Covering world history from approximately 1200 CE to the present, this course follows the College Board AP World History: Modern framework and prepares students for the AP World History Exam administered in May. Students investigate major global developments—including the rise and fall of empires, state-building, cultural and religious transformations, global trade, revolutions, industrialization, imperialism, world wars, decolonization, and contemporary globalization. The course emphasizes historical reasoning, source analysis, comparative and chronological thinking, and evidence-based writing. Students learn to craft AP-style Short-Answer Questions (SAQs), Document-Based Questions (DBQs), and Long-Essay Questions (LEQs), using historical evidence and analytical reasoning to construct strong written arguments. Instruction mirrors college-level expectations through intensive reading, seminar discussions, research, and document analysis.

AP U.S. HISTORY® (DWSA/MVSA)

Credits: 1.0 Social Studies Credit

Prerequisite: With prior approval from the Principal, this course may be substituted for the U.S. History and Government ® course requirement. Final report card average of 80 or above average in AP World History 2, or 85 or above in Global History 2, and a teacher recommendation.

Course Description: AP U.S. History is a rigorous, college-level course that provides students with a deep and analytical understanding of the political, social, economic, and cultural development of the United States from the pre-Columbian era to the present. Following the College Board AP U.S. History (APUSH) Framework, the course emphasizes historical thinking skills, evidence-based writing, critical reading, and chronological reasoning. Students examine major themes such as American democracy, migration and settlement, economic transformation, reform and social movements, conflict and diplomacy, race and identity, and America's evolving role in the world. Through intensive study of primary and secondary sources, students learn to construct strong historical arguments, identify and analyze cause-and-effect relationships, evaluate continuity, and change over time, and compare historical developments across regions and periods. The course requires extensive reading, robust class discussion, and frequent writing practice, including Short-Answer Questions (SAQs), Document-Based Questions (DBQs), and Long-Essay Questions (LEQs). AP U.S. History prepares students for the AP Exam in May and for success in advanced history, humanities, and social science coursework. **This course is NCAA-approved.**

AP U.S. GOVERNMENT AND POLITICS (DWSA/MVSA)

Credits: 1.0 Social Studies Credit

Prerequisite: AP United States History ®

Course Description: AP U.S. Government and Politics is a rigorous, college-level course that provides students with a deep understanding of the foundations, institutions, processes, and political behaviors that shape the American political system. Following the College Board AP U.S. Government and Politics Framework, the course develops students' skills in political analysis, argumentation, interpretation of data, and civic reasoning. Students study the constitutional foundations of the United States, the structure and function of the three branches of government, civil liberties and civil rights, political participation, political ideology, political parties, interest groups, elections, the media, and public policy. Throughout the course, students analyze Supreme Court decisions, foundational documents, political science data, and contemporary political issues. Writing instruction emphasizes AP-style Free-Response Questions (FRQs) and argument essays. Students learn to evaluate evidence, construct logical political arguments, and interpret quantitative and qualitative political data. **This course is NCAA-approved.**

IB BUSINESS MANAGEMENT (SL) YEAR 1 (MVHS)

Credits: 1.0 Social Studies Credit

Prerequisite:

Course Description: IB Business Management (SL) – Year 1 is the first year of a two-year International Baccalaureate course that introduces students to the fundamental principles, practices, and decision-making processes of modern business organizations. The course emphasizes the dynamic nature of business activity and explores how organizations operate within local, national, and global environments. Aligned with the IB Business Management curriculum, students examine core business concepts such as organization and leadership, human resource management, finance, marketing, and operations management. **This course is NCAA-approved.**

IB BUSINESS MANAGEMENT (SL) YEAR 2 (MVHS)

Credits: 1.0 Social Studies Credit

Prerequisite: IB Business Management (SL) – Year 1

Course Description: IB Business Management (SL) – Year 2 is the second year of the International Baccalaureate Business Management program and builds upon the foundational knowledge and analytical skills developed in Year 1. This course emphasizes deeper evaluation of business strategies and decision-making processes while examining how organizations respond to internal dynamics and an ever-changing global environment. Students apply business theories and models to contemporary case studies, developing the ability to make balanced, evidence-based judgments. In alignment with the IB Business Management curriculum, students engage in advanced study of key functional areas, including strategic management, finance and accounts, marketing strategy, human resource management, and operations management. **This course is NCAA-approved.**

IB ECONOMICS (HL) YEAR 1 (MVHS)

Credits: 1.0 Social Studies Credit

Prerequisite: With prior approval from the Principal, the second year of this course may be substituted for the Economics course requirement.

Course Description: IB Economics (HL) – Year 1 is the first year of the two-year Higher Level International Baccalaureate Economics program. This course introduces students to the study of economics as a social science that examines how individuals, firms, and governments make choices to allocate scarce resources. Emphasis is placed on developing economic reasoning, analytical skills, and an understanding of how economic concepts apply to real-world issues at the local, national, and global levels. Aligned with the IB Economics curriculum, students explore foundational economic theory and concepts across key areas of study, including microeconomics, macroeconomics, and international economics. **This course is NCAA-approved.**

IB ECONOMICS (HL) YEAR 2 (MVHS)

Credits: 2.0 Social Studies Credit

Prerequisite: With prior approval from the Principal, the second year of this course may be substituted for the Economics course requirement.

Course Description: IB Economics (HL) – Year 2 is the second and culminating year of the Higher-Level International Baccalaureate Economics program. Building on the theoretical foundations and analytical skills developed in Year 1, this course emphasizes advanced evaluation, policy analysis, and the synthesis of economic theory with real-world applications. Students examine complex economic issues through local, national, and global lenses, developing the ability to construct well-reasoned, evidence-based economic arguments. Aligned with the IB Economics Higher Level curriculum, students engage in in-depth study of microeconomics, macroeconomics, international economics, and development economics, with particular emphasis on the causes and consequences of market and government failure, macroeconomic policy tools, global trade and integration, and strategies for economic development. **This course is NCAA-approved.**

IB HISTORY OF THE AMERICAS (HL) YEAR 1 (MVHS)

Credits: 1.0 Social Studies Credit

Prerequisite: With prior approval from the Principal, the first year of this course may be substituted for the U.S. History and Government ® course requirement.

Course Description: IB History of the Americas (HL) – Year 1 is the first year of a two-year Higher Level International Baccalaureate history course that focuses on the political, social, economic, and ideological developments of the Americas from the nineteenth through the twentieth centuries. The course emphasizes historical inquiry, critical analysis of primary and secondary sources, and the development of writing skills required to construct balanced, evidence-based historical arguments. **This course is NCAA-approved.**

IB HISTORY OF THE AMERICAS (HL) YEAR 2 (MVHS)

Credits: 1.0 Social Studies Credit

Prerequisite: IB History of the Americas (HL) – Year 1

Course Description: IB History of the Americas (HL) – Year 2 is the second and culminating year of the Higher-Level International Baccalaureate history course. Building on the analytical foundations established in Year 1, this course emphasizes advanced historical evaluation, comparative analysis, and independent research. Students deepen their understanding of key political, social, economic, and ideological developments in the Americas while refining the skills required to construct sophisticated, evidence-based historical arguments. **This course is NCAA-approved.**

IB SOCIAL AND CULTURAL ANTHROPOLOGY YEAR 1 (SL) (MVHS)

Credits: 1.0 Social Studies Credit

Prerequisite: With prior approval from the Principal, the second year of this course may be substituted for the Economics course requirement.

Course Description: IB Social and Cultural Anthropology (SL) – Year 1 is the first year of the two-year International Baccalaureate anthropology course that introduces students to the systematic study of human societies, cultures, and social relationships. The course explores how people around the world organize their lives, construct meaning, and respond to social, economic, political, and environmental influences. Students examine both the diversity and commonality of human experience through an anthropological lens. Aligned with the IB Social and Cultural Anthropology curriculum, students develop foundational understanding of key anthropological concepts, theories, and methodologies. Areas of study include culture and identity, social organization, kinship, belief systems, political and economic organization, and processes of change such as globalization and modernization. **This course is NCAA-approved.**

IB SOCIAL AND CULTURAL ANTHROPOLOGY YEAR 1 (SL) (MVHS)

Credits: 1.0 Social Studies Credit

Prerequisite: IB Social and Cultural Anthropology (SL) – Year 1

Course Description: IB Social and Cultural Anthropology (SL) – Year 2 is the second and culminating year of the International Baccalaureate Standard Level anthropology course. Building on the conceptual foundations and analytical skills developed in Year 1, this course emphasizes deeper evaluation of anthropological theories, ethnographic research, and contemporary social issues. Students apply anthropological perspectives to examine how cultural practices, belief systems, and social structures respond to change in an increasingly interconnected world. Aligned with the IB Social and Cultural Anthropology curriculum, students engage in advanced study of key thematic areas such as social organization, kinship and descent, exchange and consumption, power and politics, belief systems, globalization, and social change. **This course is NCAA-approved.**

STUDENTS WITH DISABILITIES (SWD) DEPARTMENT

SPECIAL CLASS STUDY SKILLS

Credits: 0.5 Elective Credit

Prerequisite: Active IEP with documented need for specialized academic support in the 12:1:1 special skills study class

Course Description: The Special Class Study Skills Course is designed to provide targeted instructional support for students with disabilities in a separate, structured setting. A certified special education teacher provides instruction and focuses on individualized IEP goals, executive functioning skills, and academic study strategies across core subject areas, all aligned with grade-level learning standards. The course is a credited elective (0.5 credit) and is graded on a Pass (P) or Fail (F) basis.

VISUAL ARTS DEPARTMENT

Denzel Washington School of the Arts Pathways/Majors					
Pathway	Grade 9	Grade 10	Grade 11	Grade 12	Electives
Visual Arts	Studio 1	Studio 2	Studio 3	Studio 4	• AP 2D • AP 3D • AP Art History • Set Design & Production
Graphic Arts & Tech	Graphic Design 1	Graphic Design 2	Graphic Design 3	Mixed Media	• Animation • Photographic Printing

ART 7

Credits: NA

Prerequisite: NA

Course Description: Art 7 provides students with foundational experiences in visual arts aligned with the New York State Learning Standards for the Arts. Through hands-on studio practice, critical analysis, and creative exploration, students develop skills in drawing, painting, sculpture, design, and mixed media. The course emphasizes creative problem-solving, craftsmanship, and personal expression while reinforcing the elements of art and principles of design.

ART 8

Credits: NA

Prerequisite: NA

Course Description: Art 8 builds upon foundational visual arts skills while deepening students' understanding of artistic intent, technique, and visual communication in alignment with the New York State Learning Standards for the Arts. Students engage in increasingly complex studio experiences across a variety of media, including drawing, painting, printmaking, sculpture, digital art, and mixed media. Emphasis is placed on refining craftsmanship, experimenting with materials, and applying the elements of art and principles of design with purpose.

STUDIO ART

Credits: 0.5 Art Credit

Prerequisites: NA

Course Description: Studio in Art 1 is an introductory studio-based visual arts course designed to develop students' foundational skills, techniques, and understanding of artistic concepts in alignment with the New York State Learning Standards for the Arts. This course serves as the entry point to the studio art sequence and emphasizes the artistic process through hands-on exploration of a variety of two- and three-dimensional media.

STUDIO ART 1 (VISUAL ARTS PATHWAY COURSE)**Credits:** 1.0 Art Credit**Prerequisites:** NA

Course Description: Studio in Art 1 is an introductory studio-based visual arts course designed to develop students' foundational skills, techniques, and understanding of artistic concepts in alignment with the New York State Learning Standards for the Arts. This course serves as the entry point to the studio art sequence and emphasizes the artistic process through hands-on exploration of a variety of two- and three-dimensional media.

STUDIO ART 2 (VISUAL ARTS PATHWAY COURSE)**Credits:** 1.0 Art Credit**Prerequisites:** Studio Art 1

Course Description: Studio in Art 2 is an advanced visual arts course that extends students' studio experiences through increasingly sophisticated exploration of media, techniques, and artistic concepts, in alignment with the New York State Learning Standards for the Arts. Building on prior coursework in Studio in Art 1 or equivalent, students deepen their understanding of the elements of art and principles of design while developing personal artistic voice and intentionality.

STUDIO ART 3 (VISUAL ARTS PATHWAY COURSE)**Credits:** 1.0 Art Credit**Prerequisites:** Studio Art 2

Course Description: Studio Art 3 is an inspiring yearlong course that builds on the foundation of Studio Art 1 and Art 2. This class is intended to allow the art student to advance their skills and complete a portfolio of artwork. In this course, students will progress through various classroom assignments by responding to prompts that will inspire students to advance their techniques, concepts, and individualized style. Students will keep a sketchbook where they document their creative process and references. This class will also help prepare students for taking AP Studio Art.

STUDIO ART 4 (VISUAL ARTS PATHWAY COURSE)**Credits:** 1.0 Art Credit**Prerequisites:** Studio Art 3

Course Description: In this course, advanced students will focus on portfolio development as they continue to develop skills in producing high-quality works of art. Emphasis is placed on creating more complex visual statements. A wide range of materials and processes will be further explored, and students will have the opportunity to focus on a chosen subject or medium.

SET DESIGN AND PRODUCTION 1**Credits:** 1.0 Elective Credit**Prerequisite:** Studio Art 4

Course Description: This course covers basic techniques of the principles and practices of set design for the stage. Emphasis is on the interpretation of the literature, research, development of the ground plan, and the presentation of ideas. Included are design functions, construction, painting, modeling, history, and theories of design. Students will be required to work outside of regular school hours on set/school productions.

AP 2D ART & DESIGN COLLEGE-LEVEL COURSE**Credits:** 1.0 Elective Credit**Prerequisite:** Studio Art 4

Course Description: AP 3D Art & Design is a college-level studio course in which students develop a sustained, inquiry-driven body of three-dimensional artwork that demonstrates conceptual depth, technical skill, and mastery of design in the round. Aligned with the College Board AP Art & Design Framework and the New York State Learning Standards for the Arts, the course emphasizes investigation, experimentation, revision, and reflection through advanced studio practice.

AP 2D ART & DESIGN COLLEGE-LEVEL COURSE**Credits:** 1.0 Elective Credit**Prerequisite:** Studio Art 4

Course Description: AP 3D Art & Design is a college-level studio course in which students develop a sustained, inquiry-driven body of three-dimensional artwork that demonstrates conceptual depth, technical skill, and mastery of design in the round. Aligned with the College Board AP Art & Design Framework and the New York State Learning Standards for the Arts, the course emphasizes investigation, experimentation, revision, and reflection through advanced studio practice.

AP ART HISTORY COLLEGE-LEVEL COURSE**Credits:** 1 Art Credit**Prerequisite:** Studio Art 3

Course Description: AP Art History is a college-level humanities course that examines the history of art from a global perspective, spanning ancient to contemporary cultures. The course emphasizes critical thinking, visual analysis, and historical inquiry while exploring how works of art reflect and shape the social, political, religious, economic, and cultural contexts in which they are created. Students engage with architecture, sculpture, painting, decorative arts, photography, performance, and new media from diverse civilizations across time.

GRAPHIC DESIGN 1 (GRAPHIC ARTS & TECHNOLOGY PATHWAY COURSE)**Credits:** 1.0 Art Credit**Prerequisite:** NA

Course Description: Graphic design is a class that will explore the elements and principles of art with today's ever-increasing need of knowledge of art technology. This class will be on the computer using the software Adobe Illustrator to create original artwork. Some basic Photoshop and digital camera skills will be introduced. This is a class for the student who desires to explore their art in a computer-based medium and for future career paths in design.

GRAPHIC DESIGN 2 (GRAPHIC ARTS & TECHNOLOGY PATHWAY COURSE)**Credits:** 1.0 Art Credit**Prerequisite:** Graphic Design 1

Course Description: Graphic Design II is a class that will expand upon the elements and principles of Graphic Design I. This class will mostly utilize digital design on the computer using the software Adobe Illustrator to create original artwork. Some basic Photoshop and digital camera skills will be utilized. This is a class for the student who desires to explore their art in a computer-based medium and for future career paths in design.

GRAPHIC DESIGN 3 (GRAPHIC ARTS & TECHNOLOGY PATHWAY COURSE)**Credits:** 1.0 Art Credit**Prerequisite:** Graphic Design 2

Course Description: Graphic Design III is an advanced class that will expand upon the elements and principles of Graphic Design II. This class will utilize advanced technology and the software Adobe Illustrator and InDesign in the creation of original artwork. This is a class for the student who desires to become certified in Adobe, CC, Illustrator, and InDesign.

MIXED MEDIA ARTS (GRAPHIC ARTS & TECHNOLOGY PATHWAY COURSE)**Credits:** 1.0 Art Credit**Prerequisites:** Graphic Design 3

Course Description: In Mixed Media Arts students will blend diverse materials, techniques, and concepts to create innovative and expressive artworks. Through a series of hands-on projects, students will experiment with combining traditional mediums such as paint, ink, and collage with unconventional materials like found objects, textiles, and digital elements. Emphasis will be placed on developing a deep understanding of composition, texture, and spatial relationships within mixed media artworks. Students will explore both additive and subtractive processes, learning to layer materials and create visual depth to enhance their artistic narratives. Key skills to be developed include creative problem-solving, experimentation with different techniques and materials, and the ability to integrate disparate elements into cohesive artworks that convey personal themes and messages. Through critiques and reflective exercises, students will refine their artistic voice and gain insights into the expressive potential of mixed media as a versatile and contemporary art form. The course will also explore the historical context and evolution of mixed media art, from early 20th-century avant-garde movements to contemporary artists pushing the boundaries of material and conceptual experimentation. The course culminates in a portfolio showcasing students' mastery of mixed media techniques and their ability to innovate and explore the intersection of materials, ideas, and personal expression.

ANIMATION

Credits: 1 Elective Credit

Prerequisites: Mixed Media

Course Description: Students will explore the fundamentals of animation, from traditional hand-drawn techniques to modern digital methods using industry-standard software. Through a series of hands-on projects, students will learn the principles of movement, timing, and storytelling essential to creating compelling animations. Emphasis will be placed on understanding the evolution of animation, from early experiments in stop-motion and cel animation to contemporary 3D modeling and motion graphics. Key skills to be developed include character design, storyboard development, scene composition, and digital editing techniques. Students will also explore the integration of sound and music to enhance narrative and emotional impact in their animations. Through critiques and collaborative projects, students will refine their artistic and technical abilities, gaining insights into the collaborative nature of animation production. The course culminates in a final project where students will produce a short, animated film or sequence, showcasing their mastery of animation principles and creative storytelling.

PHOTOGRAPHIC PRINT MAKING

Credits: 1.0 Elective Credit

Prerequisites: Mixed Media

Course Description: Students will explore a variety of traditional and contemporary printmaking techniques specifically tailored for photography, including cyanotype, silver gelatin, platinum/palladium, and digital printing methods. Through hands-on experimentation with light-sensitive materials, students will learn to manipulate exposure, contrast, and tonal range to achieve artistic effects and convey personal narratives through their photographs. Emphasis will be placed on understanding the historical development and cultural significance of photographic printmaking, from its early processes to its evolution into modern digital techniques. Key skills to be developed include darkroom procedures, digital editing techniques, color management, and the ability to critically evaluate and select appropriate printing methods for different photographic subjects and styles. Students will also explore the artistic and ethical considerations of image manipulation and presentation in contemporary photography. Through critiques and collaborative projects, students will refine their visual literacy and aesthetic sensibilities, gaining insights into the creative possibilities of photographic printmaking. The course culminates in a portfolio displaying a range of printed photographs that reflect students' technical proficiency, creative vision, and understanding of photographic printmaking as a unique form of visual art.

IB VISUAL ART SL YEAR 1 (MVHS) COLLEGE-LEVEL COURSE

Credits: 1 Art Credit

Prerequisites: Studio Art 1 or Studio Art 2

IB Visual Arts SL Year 1 is the first year of the International Baccalaureate Diploma Programme visual arts course at the Standard Level. The course introduces students to visual arts as a form of personal expression, cultural inquiry, and critical investigation, grounded in the principles and practices of the IB Learner Profile. Through sustained studio practice, visual research, and reflective analysis, students begin developing both technical proficiency and conceptual understanding.

IB VISUAL ART SL YEAR 2 (MVHS) COLLEGE-LEVEL COURSE**Credits:** 1 Art Credit**Prerequisites:** IB Visual Arts SL Year 1

IB Visual Arts SL Year 2 is the culminating year of the International Baccalaureate Diploma Programme visual arts course at the Standard Level. Building on the foundational skills, inquiry practices, and conceptual understanding developed in Year 1, students engage in independent, sustained artistic investigation that integrates studio practice, critical analysis, and reflective thinking. The course emphasizes intentional artmaking, refinement of technique, and the clear communication of artistic ideas within personal, cultural, and global contexts.

WORLD LANGUAGES DEPARTMENT

HS World Languages Pathways to Graduation

Grade	General / Local Diploma	Regents Diploma	Advanced Placement Diploma
7	Spanish 7 or Italian 7 or French 7		
8	Spanish 8 or Italian 8 or French 8	Spanish 8 or Italian 8 or French 8	Spanish 8 or Italian 8 or French 8
9	Spanish 1 or French 1	Spanish 2 or French 2	Spanish 2 or French 2
10	-	Spanish 3 or French 3	Spanish 3 or French 3 or IB Language B Spanish
11	-	Spanish 4	IB Lang AB Initio Spanish (SL) Year 1
12	-	IB Language B Spanish or AP Spanish Language and Culture	IB Lang AB Initio Spanish (SL) Year 2 or AP Spanish Language and Culture

SPANISH 7

Credits: NA

Prerequisite: NA

Course Description: Spanish 7 is an introductory world language course designed to develop foundational skills in listening, speaking, reading, and writing in Spanish. Aligned with the New York State World Languages Standards (Checkpoint A), this course focuses on building essential communication skills and cultural awareness through meaningful, real-world language use. Students learn basic vocabulary and expressions related to everyday topics such as greetings, personal identity, family, school, weather, time, foods, likes and dislikes, and daily routines. Instruction emphasizes simple sentence formation, correct pronunciation, and comprehension of spoken and written Spanish supported by visuals and scaffolded practice. Students participate in guided dialogues, role-plays, listening tasks, short readings, and beginning writing assignments.

SPANISH 8

Credits: 1.0 Course Credit - Students must successfully pass both the course and the Checkpoint A Examination to earn one (1) credit toward high school graduation.

Prerequisite: Spanish 7

Course Description: Spanish 8 is the second year of the Checkpoint A Spanish language sequence and builds upon the foundational communication skills introduced in Spanish 7. Aligned with the New York State World Languages Standards (Checkpoint A), this course deepens students' abilities in listening, speaking, reading, and writing while expanding their cultural understanding of the Spanish-speaking world. Students broaden their vocabulary, strengthen grammatical control, and communicate more confidently and accurately in a variety of familiar contexts. Instruction emphasizes developing full-sentence and short-paragraph responses, improving pronunciation, expanding reading comprehension, and increasing independence in interpersonal and presentational communication. Students interact with thematic units such as personal identity, school life, family and friends, leisure activities, food and restaurants, community, travel, and daily routines.

FRENCH 7

Credits: NA

Prerequisite: NA

Course Description: French 7 is an introductory world language course designed to develop foundational skills in listening, speaking, reading, and writing in French. Aligned with the New York State World Languages Standards (Checkpoint A), the course emphasizes communication in real-world contexts while building cultural awareness and appreciation of the Francophone world. Students learn to exchange basic information about familiar topics such as greetings, personal identity, school, family, leisure activities, food, and everyday routines. Instruction includes vocabulary development, pronunciation practice, simple sentence formation, and comprehension of spoken and written French using age-appropriate materials. Students participate in interactive activities such as dialogues, role-plays, songs, videos, and short readings that support communication and confidence in the target language.

FRENCH 8

Credits: 1.0 Course Credit - Students must successfully pass both the course and the Checkpoint A Examination to earn one (1) credit toward high school graduation.

Prerequisite: French 7

Course Description: French 8 is the second year of the Checkpoint A French sequence and builds upon the foundational skills introduced in French 7. Aligned with the New York State World Languages Standards (Checkpoint A), this course strengthens students' abilities in listening, speaking, reading, and writing in French while deepening cultural understanding of the French-speaking world. Students expand their vocabulary, develop greater control of basic grammar concepts, and communicate in more detailed sentences about everyday topics such as personal identity, school life, food and dining, travel, leisure activities, and community. Instruction focuses on building confidence and accuracy in interpersonal communication, interpretive comprehension of short texts and audio, and presentational tasks that require students to express ideas in simple yet organized ways.

ITALIAN 7**Credits:** NA**Prerequisite:** NA

Course Description: Italian 7 is an introductory world language course designed to help students begin communicating in Italian through meaningful, real-world contexts. Aligned with the New York State World Languages Standards (Checkpoint A), this course builds foundational skills in listening, speaking, reading, and writing while fostering an appreciation for Italian and global cultures. Students learn essential vocabulary and expressions related to everyday topics such as greetings, introductions, family, school, numbers, weather, time, colors, food, and daily routines. Instruction emphasizes pronunciation, simple sentence formation, and comprehension supported by visuals, gestures, and modeled language. Students participate in guided dialogues, role-plays, listening activities, short reading passages, and introductory writing tasks to develop confidence in the target language. **This course is NCAA-approved.**

ITALIAN 8

Credits: 1.0 Course Credit - Students must successfully pass both the course and the Checkpoint A Examination to earn one (1) credit toward high school graduation.

Prerequisite: Italian 7

Course Description: Italian 8 is the second year of the Checkpoint A Italian language sequence and builds upon the foundational vocabulary, grammar, and cultural knowledge introduced in Italian 7. Aligned with the New York State World Languages Standards (Checkpoint A), this course develops students' abilities in listening, speaking, reading, and writing in Italian while deepening their understanding of Italian and global cultures. Students expand their vocabulary and grammatical knowledge to communicate more confidently and accurately in familiar, everyday contexts. Instruction focuses on developing complete sentences and short paragraphs, improving pronunciation and fluency, and strengthening comprehension skills. Thematic units include personal identity, family and friends, leisure activities, school life, food and dining, community, travel, and daily routines. **This course is NCAA-approved.**

SPANISH 1**Credits:** 1.0 Course Credit**Prerequisite:** NA

Course Description: Spanish 1 is an introductory high school world language course designed to help students develop foundational communication skills in listening, speaking, reading, and writing in Spanish. Aligned to the New York State World Languages Standards (Checkpoint A), this course prepares students to communicate in everyday situations using basic vocabulary, grammatical structures, and culturally appropriate expressions. Students learn to understand and use Spanish in meaningful contexts connected to daily life, including personal identity, school routines, friends and family, food and restaurants, leisure activities, shopping, weather, community, travel, and celebrations. Instruction emphasizes pronunciation, simple sentence formation, high-frequency structures, and the ability to interpret short written and spoken texts. **This course is NCAA-approved.**

SPANISH 2**Credits:** 1.0 Course Credit**Prerequisite:** Passed Foreign Language Association of Chairpersons and Supervisors - FLACS Exam or Spanish 1

Course Description: Spanish 2 is a continuation of the high school Spanish sequence designed for students who have successfully completed Spanish 1. Aligned with the New York State World Languages Standards (Checkpoint A), this course deepens students' proficiency in listening, speaking, reading, and writing, while expanding cultural understanding of the Spanish-speaking world. Students build on foundational vocabulary and grammar to communicate more confidently and independently in everyday situations. Instruction emphasizes the use of connected sentences, expanded vocabulary, improved grammatical accuracy, and increased fluency. Students engage in thematic units such as personal identity, school life, technology, leisure activities, household routines, shopping, travel, food, health, and community. **This course is NCAA-approved.**

SPANISH 3**Credits:** 1.0 Course Credit**Prerequisite:** Spanish 2

Course Description: Spanish 3 is an intermediate-level world language course designed for students who have successfully completed Spanish 2. Aligned with the New York State World Languages Standards (Checkpoint B), this course advances students' proficiency in interpretive, interpersonal, and presentational communication, while deepening their understanding of Spanish-speaking cultures around the world. In Spanish 3, students refine their ability to use Spanish in more complex, real-world contexts. Instruction emphasizes expanded vocabulary, fluent communication, and greater accuracy in grammar. Students engage in thematic units such as personal identity, daily life, social relationships, leisure activities, technology and media, health, travel, community issues, and cultural celebrations. **This course is NCAA-approved.**

SPANISH 4**Credits:** 1.0 Course Credit**Prerequisite:** Spanish 3

Course Description: Spanish 4 is an advanced intermediate course designed for students who have successfully completed Spanish 3 and wish to deepen their proficiency in the Spanish language. Aligned to the New York State World Languages Standards (Checkpoint B) and designed to prepare students for advanced study (such as Spanish 5, IB Spanish, or AP Spanish), this course strengthens students' communicative abilities across the three modes of communication—interpretive, interpersonal, and presentational. Students develop greater linguistic accuracy and fluency while engaging with authentic cultural materials and exploring a variety of contemporary and literary themes. Instruction focuses on expanding students' command of vocabulary and more advanced grammar structures, enabling them to speak, read, write, and listen at a higher level. Students practice narrating across time frames, debating, expressing hypotheses, comparing cultural perspectives, and delivering organized presentations. **This course is NCAA-approved.**

SPANISH NATIVE LANGUAGE ARTS

Credits: 1.0 Course Credit

Prerequisite: Native Speaker

Course Description: Spanish Native Language Arts is a rigorous course designed for students who speak, understand, or have been exposed to Spanish at home or in their communities. This course builds on students' existing linguistic and cultural knowledge and develops advanced proficiency in reading, writing, listening, and speaking. Instruction is aligned with the New York State World Languages Standards (Checkpoint B/C) and incorporates expectations from the NYS Next Generation English Language Arts Standards to strengthen academic literacy in Spanish. Students read a variety of authentic texts—including short stories, poetry, novels, essays, articles, and media—to expand vocabulary, improve comprehension, and deepen literary analysis skills. Writing instruction emphasizes the development of well-structured paragraphs, essays, formal and informal correspondence, reflective writing, and creative pieces. Students engage in rich discussions, debates, and presentations that refine oral fluency and academic expression. **This course is NCAA-approved.**

FRENCH 1

Credits: 1.0 Course Credit

Prerequisite: NA

Course Description: French 1 is an introductory high school world language course designed to help students begin communicating in French while building an understanding of Francophone cultures around the world. Aligned with the New York State World Languages Standards (Checkpoint A), this course develops foundational skills in listening, speaking, reading, and writing, allowing students to use French in meaningful, everyday contexts. Students learn essential vocabulary and expressions related to familiar topics such as greetings, personal identity, school life, family, weather, clothing, food, leisure activities, and basic travel. Instruction emphasizes correct pronunciation, simple sentence formation, and comprehension supported by visuals, real-life scenarios, and teacher modeling. Students participate in guided conversations, role-plays, listening tasks, short readings, and beginning writing activities to develop confidence and communicative ability. **This course is NCAA-approved.**

FRENCH 2

Credits: 1.0 Course Credit

Prerequisite: French 7, French 8, and locally developed World Language Checkpoint A examination, or French 1

Course Description: French 2 is a continuation of the high school French sequence designed for students who have completed French 1. Aligned to the New York State World Languages Standards (Checkpoint A), this course strengthens students' proficiency in listening, speaking, reading, and writing, while deepening their understanding of the diverse cultures of the Francophone world. Students build upon foundational vocabulary and grammar to communicate more confidently and independently in everyday situations. Instruction emphasizes the use of connected sentences, expanded vocabulary, and increased grammatical accuracy. Students engage in thematic units such as personal identity, family and friendships, school life, clothing, food and meals, home and community, health, leisure activities, travel, and basic technology. **This course is NCAA-approved.**

FRENCH 3**Credits:** 1.0 Course Credit**Prerequisite:** French 2

Course Description: French 3 is an intermediate-level world language course designed for students who have completed French 2 and wish to strengthen their proficiency in listening, speaking, reading, and writing in French. Aligned with the New York State World Languages Standards (Checkpoint B), this course emphasizes increased linguistic accuracy, fluency, and cultural competency as students move toward more advanced communication skills.

Students expand their ability to use French in real-world contexts by working with authentic materials such as articles, short stories, infographics, advertisements, videos, podcasts, and songs. They engage in extended interpersonal conversations, presentational speaking tasks, and interpretive reading and listening activities. Students practice expressing opinions, making comparisons, narrating events across time frames, and participating in discussions on topics such as identity, family and friendships, travel, food, health, leisure activities, school life, technology, and global communities. **This course is NCAA-approved.**

FRENCH 4**Credits:** 1.0 Course Credit**Prerequisite:** French 3

Course Description: French 4 is an advanced intermediate course designed for students who have successfully completed French 3 and wish to continue developing higher-level proficiency in listening, speaking, reading, and writing in French. Aligned with the New York State World Languages Standards (Checkpoint B) and serving as preparation for more advanced coursework (e.g., French 5, IB French, or AP French Language and Culture), this course emphasizes greater linguistic precision, fluidity, and cultural analysis. Students engage with more sophisticated themes such as personal identity, global citizenship, society and culture, environmental issues, contemporary media, traditions, travel, arts and literature, and Francophone history. Instruction incorporates a broad range of authentic texts including short stories, poems, news articles, biographies, film clips, podcasts, songs, and visual media. **This course is NCAA-approved.**

COLLEGE-LEVEL COURSE

AP SPANISH LANGUAGE AND CULTURE (DWSA/MVSA)

Credits: 1.0 Course Credit

Prerequisite: Successful completion of Spanish 3 and Spanish 4 or Spanish Native Language Arts with an 85 or higher and an 85 or higher on the Spanish Language Proficiency Exam; teacher recommendation

Course Description: AP Spanish Language and Culture is a rigorous, college-level course designed for students seeking advanced proficiency in Spanish and a deep understanding of the cultures of the Spanish-speaking world. Aligned with the College Board Advanced Placement Spanish Language and Culture curriculum and the NYS World Languages Standards (Checkpoint C), the course develops high-level skills in interpretive, interpersonal, and presentational communication. Students explore authentic materials from a wide range of Spanish-speaking countries, including articles, essays, literature, podcasts, films, interviews, infographics, and music. Through these materials, students analyze cultural products, practices, and perspectives while refining their ability to communicate with accuracy, fluency, and cultural awareness. **This course is NCAA-approved.**

IB LANGUAGE AB INITIO SPANISH YEAR 1 (SL) (MVHS)

Credits: 1.0 Course Credit

Prerequisite: Spanish 3

Course Description: IB Language ab Initio Spanish Year 1 (SL) is the first year of a two-year introductory language course designed for students with little to no prior experience in Spanish. Aligned with the International Baccalaureate Diploma Programme (IBDP) Language ab Initio curriculum, this course develops foundational communicative competence in listening, speaking, reading, and writing, while building intercultural understanding of the Spanish-speaking world. Students learn to communicate in familiar, everyday contexts by using basic vocabulary, grammar structures, and common conversational expressions. Year 1 instruction focuses on the three IB themes—Individual and Society, Leisure, and Work, and Urban and Rural Environments—and introduces key topics such as personal identity, families, school life, food, health, hobbies, community, travel, and global citizenship. **This course is NCAA-approved.**

IB LANGUAGE AB INITIO SPANISH YEAR 2 (SL) (MVHS)

Credits: 1.0 Course Credit

Prerequisite: IB Language ab Initio Spanish Year 1 (SL)

Course Description: IB Language ab Initio Spanish Year 2 (SL) is the second year of the two-year introductory Spanish course within the International Baccalaureate Diploma Programme (IBDP). Students build upon the foundational communication skills developed in Year 1 and progress toward greater linguistic accuracy, fluency, and confidence in listening, speaking, reading, and writing. Aligned with the IB Language ab Initio curriculum, this course deepens students' ability to communicate effectively in a range of familiar contexts related to the three IB themes: Individual and Society, Leisure, Work, and Urban and Rural Environments. Students refine their use of core vocabulary, grammar structures, and text types while expanding their intercultural understanding of the diverse Spanish-speaking world. **This course is NCAA-approved.**

IB LANGUAGE B SPANISH YEAR 1 (SL) (MVHS)

Credits: 1.0 Course Credit

Prerequisite: Successful completion of Spanish 1 and 2

Course Description: IB Language B Spanish Year 1 (SL) is the first year of a rigorous two-year language-acquisition course within the International Baccalaureate Diploma Programme (IBDP) designed for students with previous experience in Spanish (typically 2–3 years of study or equivalent). This course emphasizes the development of intercultural understanding and communicative proficiency in listening, speaking, reading, and writing. Aligned with the IB Language B curriculum, the course focuses on expanding students' ability to communicate purposefully and appropriately in a wide range of everyday and academic situations. **This course is NCAA-approved.**

IB LANGUAGE B SPANISH YEAR 2 (SL) (MVHS)

Credits: 1.0 Course Credit

Prerequisite: IB Language B Spanish Year 1 (SL)

Course Description: IB Language B Spanish Year 2 (SL) is the culminating year of the two-year International Baccalaureate Diploma Programme language acquisition sequence for students with prior background in Spanish. Building upon the communication skills and intercultural understanding developed in Year 1, this course prepares students to demonstrate proficiency in listening, speaking, reading, and writing at the Standard Level in accordance with IB Language B expectations. Aligned with the IBDP Language B Spanish (SL) curriculum, Year 2 focuses heavily on strengthening students' ability to interpret and produce a variety of text types, engage in spontaneous and prepared conversations, and analyze cultural perspectives across the Spanish-speaking world. Students explore the three IB mandatory themes—Identities, Experiences, and Human Ingenuity—through authentic materials, current events, literature excerpts, multimedia, and culturally relevant inquiry. **This course is NCAA-approved.**