



MAPLE HILL SR HIGH SCHOOL

COURSE SELECTION GUIDE

2026-2027

## TABLE OF CONTENTS

<b>Graduation Requirements</b>	<b>3</b>
<b>Core Requirements</b>	<b>4</b>
<b>Career &amp; Technical Education</b>	<b>4</b>
<b>Grade Classification</b>	<b>5</b>
<b>Recommended Course Preparation for College</b>	<b>5</b>
<b>Doubling Courses</b>	<b>5</b>
<b>The Guidance Program</b>	<b>6</b>
<b>Advisory</b>	<b>6</b>
<b>Instructional Support</b>	<b>6</b>
<b>Art</b>	<b>7</b>
<b>Business Education</b>	<b>9</b>
<b>English</b>	<b>11</b>
<b>Family and Consumer Sciences</b>	<b>13</b>
<b>Foreign Language</b>	<b>14</b>
<b>Mathematics</b>	<b>15</b>
<b>Music</b>	<b>17</b>
<b>Physical Education/Health Education/Personal Wellness</b>	<b>18</b>
<b>Science</b>	<b>21</b>
<b>Social Studies</b>	<b>24</b>
<b>Technology</b>	<b>29</b>
<b>Career and Technical Education Offerings</b>	<b>30</b>
<b>Distance Learning</b>	<b>33</b>
<b>Implications for Students with Disabilities</b>	<b>33</b>
<b>Early Admission to College</b>	<b>34</b>
<b>Community Involvement</b>	<b>34</b>
<b>Options for Seniors</b>	<b>34</b>
<b>Transfer Students</b>	<b>34</b>
<b>Alternate Ways of Earning Credit</b>	<b>34</b>
<b>Student Annual Review – Grades 7-12</b>	<b>35</b>
<b>Remediation - Grades 9-12</b>	<b>35</b>

**The Schodack Central School District hereby advises students, parents, employees, and the general public that it offers educational opportunities, without regard to sex, race, color, national origin, handicap or religion.**

**Inquiries regarding this nondiscrimination policy may be directed to: Title IX and Section 504 Compliance Officer, Mr. Jason M. Chevrier, Superintendent of Schools, Schodack Central School District, Castleton-on-Hudson, New York 12033, (518) 732-2297. [jchevrier@schodack.k12.ny.us](mailto:jchevrier@schodack.k12.ny.us)**

As you plan your high school schedule, you must keep in mind long-range goals. Maple Hill can prepare you for college or for a career. Since you may not know what you plan to do after high school, you should schedule challenging courses whenever possible. Taking rigorous classes will give you the most options in your senior year.

Students often ask, "Exactly what courses do I need for college?" There is no one answer, but most require several years of math, laboratory sciences, and a sequence in a foreign language. If you are planning to work, remember that business and Career Tech courses can give you the skills required by some employers. Your successes after high school may well depend, in part, upon your course selection.

### Graduation Requirements - Core Requirements

Three diplomas are offered at Maple Hill. A Regents Diploma and the Advanced Regents Endorsed Diploma will require 22 credits. The College Preparatory Diploma will require 25 credits with four years of math, science, and foreign language. In order to obtain the following diplomas students must pass the indicated required units of credit:

<b>Required Units of Credit</b>			
<b>Courses</b>	<b>Regents* Diploma</b>	<b>Advanced Regents* Diploma</b>	<b>College Preparatory Diploma</b>
English	4	4	4
Social Studies	4	4	4
Mathematics	3	3	4
Science	3	3	4
Health	½	½	½
Fine Arts	1	1	1
2 <sup>nd</sup> Fine Arts or Practical Arts	1	1	1
Foreign Language	1	3 (a)	4
Physical Education	2	2	2
Sequence Courses/Electives	2 ½	½ - 4 (b)	½
<b>Total Required (minimum)</b>	<b>22</b>	<b>22-23 ½ (b)</b>	<b>25</b>

- (a) A student may earn an Advanced Regents diploma by completing 3 credits in a single foreign language or a 5 credit Fine Arts sequence or a 5 credit Career and Technical Education sequence. Students who choose the Fine Arts or Career and Technical Education sequence must pass one year of foreign language.
- (b) Students choosing a 5 credit Fine Arts or 5 credit Career and Technical Education sequence will replace the 2 additional credits of a foreign language with sequence courses and will be required to take 2-3 more credits in the sequence (depending on the sequence) to meet minimum requirements.

New York State has designated multiple pathway options to meet Regents exam requirements. Most students will complete the requirement by passing 5 Regents exams – the ELA Regents, a Math Regents, a Science Regents, a Social Studies Regents (typically the Global Studies Regents), and one other Regents (typically the US History & Government Regents). Alternative pathways are available and will be reviewed with students who may require them.

To earn the Advanced Regents diploma, students must pass the ELA, Global, and U.S. History Regents exams, three Math Regents exams, and two Science Regents exams. A comprehensive foreign language exam will be given after the third year of language (if choosing the foreign language sequence option.)

\*The Regents and Advanced Regents diploma will be designated as "Honors" if the computed average score of all required Regents exams for the diploma is 90 or better. An annotation of Mastery in Math will be denoted when students earning the Advanced Regents diploma score an 85 or better on 3 Regents exams in Mathematics and annotation of Mastery in Science will be denoted when students earning the Advanced Regents diploma score an 85 or better on 3 Regents exams in Science.

## Core Requirements

- English - Four years are required. Students must pass the Regents exam given at the end of their junior year.
- Social Studies - Four years are required. At the end of the second year in Global Studies, and at the end of the third year in American History and Government, students will take Regents examinations. During the senior year, students will take Government and Economics.
- Mathematics - Three years are required. All students must pass a Regents exam before graduation.
- Science - Three years are required. Students must pass a Regents exam before graduation when following the typical pathway.
- Health – One-half unit is required and is usually scheduled during the junior year.
- Fine Arts - One unit is required. Students may complete this requirement by taking one credit among the following courses: Band, Chorus, Music Performance (which includes both band and chorus), Studio in Art, Ceramics, Sculpture, Photography, Animation, and Design and Drawing.
- One additional unit of some combination of Fine and/or Practical Arts is required. Students may take a full credit in either or a half credit from each. Courses in the Practical Arts include Business and Technology. Generally, students should try to complete both Fine Arts and the additional Fine/Practical Arts credits before the junior year.
- Foreign Language - Students must take a year of language in grade nine. Students identified by the Committee on Special Education may be exempted from the language requirement. A three-unit sequence in Spanish is the usual pathway for the Advanced Regents diploma. The College Prep diploma **requires** four years of a foreign language.
- Physical Education - All students must take physical education each year. A minimum of two credits is needed for graduation (.5 credits per year).

## Career & Technical Education

The intent of Maple Hill's career & technical education curriculum is to provide students with broad, transferable skills, which are related to life situations, and occupations and which prepare students to be more responsive to change. The school district provides its students with the following programs in occupational education:

- (1) Business/Marketing Education
- (2) Technology Education
- (3) Family & Consumer Sciences (FACS) Education
- (4) Career Tech programs sponsored by Questar III

A student could complete the graduation requirement for a five-credit sequence in an interdisciplinary (Business/Technology/FACS) five-credit sequence or through a Career Tech Program offered by Questar III.

Five-credit sequences are explained in the following pages describing each program. Sample sequences are presented. Interdisciplinary five-credit sequences combine two different occupational education programs. This sequence is composed of one complete three-credit major sequence and two credits from one of the other programs.

## Grade Classification

Students are assigned to Grades 10 through 12 according to the number of credits they have earned. Credits prerequisite to grade classification and enrollment areas follows:

<u>Grade</u>	<u>Credits Earned</u>
10	5 ½
11	11
12	16

**Note:** A student must pass either English or Social Studies to advance to the next grade. Transfer students will have their programs evaluated in terms of the requirements of their previous school systems and minimum New York State requirements.

## Recommended Course Preparation for College

Although college entrance requirements vary according to the college and the program selected, current college admission information indicates a trend toward required patterns of high school preparation including:

English	4 years required
Social Studies	4 years required
Mathematics	3 years minimum (through Algebra II) 4 years recommended for science, math, engineering, computer, business administration majors
Science	3-year lab science minimum 4 years recommended for pre-med, nursing, and science majors including biology, chemistry, physics
Foreign Language	3 years high school study preferred 4 years high school study for competitive schools
Design and Drawing For Production	Recommended for students planning to major in engineering or technology
Studio in Art/ Drawing and Painting	Recommended for any student interested in pursuing a career in the design or the visual arts

## Doubling Courses

Students who fail courses may **not** take two full-year courses concurrently which are sequential in nature. For example, Geometry may **not** be taken until Algebra is successfully completed. This will apply to English, social studies, math, science, foreign language. Students failing courses should consider summer school. Only during the senior year will students be allowed to double up.

## **THE GUIDANCE PROGRAM**

The guidance program provides students with educational and career information beginning with Grade 7 and continuing through Grade 12.

### **Grade 7- 9**

The Grade 7-9 program emphasizes orientation to a new school environment. The counselor will visit classes and Advisory to discuss school procedures, grading policies, graduation requirements, and course selections. Students with academic problems will be working with the counselor to develop study skills.

### **Grade 10**

In Grade 10, the emphasis is on career exploration and decision-making skills. Group sessions include career awareness activities, the use of occupational resources, and the use of the internet and other computerized developmental career exploration programs.

### **Grade 11**

The Grade 11 program focuses on post-high school planning. Students acquire skills and knowledge which enable them to (1) make realistic self-appraisals and apply this information to educational and vocational plans; (2) learn the techniques of researching colleges and programs; (3) become familiar with college admissions and application procedures.

### **Grade 12**

The guidance program for the senior year is a busy time: applying for college, scholarships, financial aid, and exploring options in the service or preparing for entry into the job market.

## **ADVISORY**

Students in grades 7-12 will be assigned to "Advisory" which involves independence as students strive to meet academic, social, emotional, and physical well-being goals. Students are able to self-budget time in the following areas: study skills, organization, mental health, self-guided discussions, community and extracurricular involvement, social topics, communication, current events, and self-advocacy. The ultimate goal of Advisory is to create time and space for students to be self-advocates as well as responsible school and community citizens. Throughout the year, Advisory will include school-organized events as well as student-led events, meetings, and presentations. Events may occur in small or large groups and will vary in topics including but not limited to academic achievement, safety procedures, mental health & wellness, DASA and Anti-Bullying, social topics, and restorative circles. Students in Advisory will have leadership opportunities and are expected to follow expectations for both behavior and academic achievement.

## **INSTRUCTIONAL SUPPORT**

The Instructional Support program is designed to provide targeted academic assistance for students who benefit from additional guidance while maintaining a level of independence. This course offers a structured, supportive environment to reinforce core academic skills, enhance organizational and time-management abilities, and build self-advocacy. Students work collaboratively with staff to meet their individual goals and address specific areas of need, fostering confidence and success across their academic pursuits. Instructional Support is tailored to help students develop the skills and strategies necessary for continued growth and achievement.

# ART

All studio courses include portfolio assessment and reflect a discipline-based art education, which is a conceptual approach that derives the content of an art lesson from four fundamental domains:

**Art Production**  
**Art History**  
**Art Criticism**  
**Aesthetics**

## **STUDIO IN ART (1 Credit)**

The Studio Art class is based on fundamental concepts used for both making art and appreciating the work made by others. As such, it is a class suitable for everyone, from hesitant beginners to seasoned art-makers in grades 9-12! This course covers a wide range of media including (but not limited to) pastel, charcoal, pen & ink, paint (watercolor and acrylic), mixed media, etc. By exploring a sequence of basic pictorial problems, the student will develop an understanding of the following: compositional principles, design elements, spatial concepts, and color harmonies. Pictorial subject matter will range from still life, and portraits, to abstract design. This course will demand daily involvement, sketchbook assignments, and portfolio assessment.

## **AP 2-D ART & DESIGN (Formerly Advanced Studio Art) (1 Credit) Prerequisites: Studio Art Dual enrollment in Photography is beneficial but not required.**

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. **It is the expectation both at Maple Hill and College Admissions offices that students who enroll in AP courses will submit work for the portfolio submission portion of the course.**

## **STUDIO IN CERAMICS I (1/2 Credit)**

Ceramics, one of the oldest forms of art, is designed for a student who is interested in working with clay. This course explores the potential of the medium in terms of both its functional and sculptural/ creative possibilities. This course will introduce as many approaches to the use of clay as possible, given the half-year time frame. Students will learn the vocabulary and the nature of clay as they work through projects that include texturing, pinching, coil making, and slab building. Students will make pots using molds and found objects, and they will work with the kick and electric potter's wheels as well. A variety of glazes and finishes can be used to complete the work made in class.

## **STUDIO IN SCULPTURE (1/2 Credit)**

Sculpture is a three-dimensional art form. This class allows students to discover the relationship between the sculptural object and real space. In this course, students will learn to create effective 3-dimensional compositions by viewing and analyzing historical 3-dimensional artworks. Students will explore such sculptural forms as low relief, sculpture- in- the- round, assemblage, and construction. Subject matter will range from realistic interpretations to abstract design. Students will have an opportunity to investigate the sculptural qualities of such materials as plaster, wood, wire, paper, stone, clay, found objects, and other experimental materials. This course will demand daily involvement, sketchbook assignments, and both self and peer evaluation and assessment.

## **PHOTOGRAPHY I (1/2 Credit)**

(Seeking Approval for HVCC Credit Opportunity)

This course is an introduction to the fundamentals of digital photography including the use of light as a medium for creative work. Historical influences and varying aesthetic approaches to fine art photography will be examined. Exposure, metering, focus, depth of field, lenses, basic lighting, design elements and composition are explored. Students will learn how to utilize Adobe Photoshop and other available photo editing programs. Students are responsible for providing a digital camera, single lens reflex (D-SLR) camera preferred. If possible, a brief introduction to darkroom procedures will be examined.

**PHOTOGRAPHY II (1/2 Credit)*****Prerequisite: Photography I***

This course is designed to help students become more proficient in technical aspects of their camera including exposure, metering, focus, depth of field, lenses, lighting, design elements, and composition. Adobe Photoshop and other available photo editing programs will be used for more advanced photo editing. Students will also learn to use their photos in varying transfer processes as a way to combine digital art with traditional art. Several artists and techniques will be referenced. Students are responsible for providing a digital camera (single lens reflex (D-SLR)) camera preferred) an SD card, rechargeable battery and a flash drive.

**ANIMATION I (1/2 Credit)**

This course is designed to introduce students to a wide range of animation techniques. Students will explore the history and evolution of Animation and practice each technique. Emphasis will be on the processes involved in creating Animations including, but not limited to, storyboarding, creating characters, sound and stage design. Students will become highly proficient in using Adobe products such as Adobe Animate CC, Adobe Character Animator, Adobe Photoshop CS6 and Adobe Bridge. The course will consist of demonstrations, hands-on experimentation and critique.

**ANIMATION II (1/2 Credit)*****Prerequisite: Animation I***

This course is designed to further enhance the student's animation techniques. In this course, students will take the skills that they learned in Animation I and use it to create 3D animations. They will focus on character design, creating story lines and producing their own animated movies. Students will leave this course highly proficient in Adobe software.

## BUSINESS EDUCATION

### **FINANCIAL MATHEMATICS (1 CREDIT)**

*Designed for juniors and seniors*

This course is an interdisciplinary business/math course option that will prepare students for both college level business programs and to understand the complex financial world they will encounter. The course covers topics in Payroll - Terminology and Procedures, Compensation Plans, Tax Deductions, Benefits/Cost, Tax Preparation & Health Insurance Costs; Interest - Simple Interest Formula, Compound Interest Formula, Maturity Dates, Time Calculations; and Math Computations used in business manufacturing and production.

For students who have successfully passed a Mathematics Regents examination and upon approval, Financial Mathematics may be used to fulfill one of the three units of Mathematics required for graduation.

### **INTRODUCTION TO ACCOUNTING (1/2 CREDIT)**

**(Seeking Approval for HVCC Credit Opportunity)**

Introduction to Accounting is designed to provide students with a strong foundation in accounting principles. Students will learn what business transactions are and how accountants use a double-entry system (debits and credits) to keep track of these transactions. Next students will study the complete accounting cycle of recording transactions, preparing financial statements, and "closing the books" for sole proprietorships. This course prepares students for post-secondary accounting courses.

### **ADVERTISING (Not offered every year) (1/2 Credit)**

*Designed for sophomores, juniors, and seniors*

This course provides a basic understanding of advertising and the advertising industry. Advertising in radio, television, magazines, and newspapers will be studied. Students will create advertisements using various types of media. An integrated marketing communications approach will also be presented, and various communication efforts will be examined.

### **BUSINESS LAW I (Not offered every year) (1/2 Credit)**

**(Seeking Approval for HVCC Credit Opportunity)**

This course introduces students to ethics, criminal law, civil law, the court system, trial procedures, and problems in society, contract law, legal aspects of starting a business, and employment law. Guest speakers will further the understanding of the topics offered and bring true reality to the class.

### **BUSINESS LAW II (Not offered every year) (1/2 Credit)**

This course introduces students to consumer law, legal aspects of marriage, divorce, renting a home, buying a home, insurance protection, credit protection laws, checks, and negotiable instruments, retirement, health care issues, and wills. Guest speakers will further the understanding of topics offered and bring true reality to the class.

### **CAREER AND FINANCIAL MANAGEMENT (Not offered every year)**

**(1/2 Credit) *Designed for juniors and seniors***

Career and Financial Management is a course designed to teach financial literacy and employability skills to young adults. Students will gain an understanding of and develop the skills needed to be successful in the world. They will explore a range of financial topics, including budgeting, maintaining a checkbook/bank account, credit and insurance. Students will also learn about emerging workplace trends and be provided with the opportunity to develop employment skills, including resume writing and interviewing.

### **PRINCIPLES OF MARKETING (Not offered every year) (1/2 Credit)**

*Designed for sophomores, juniors, and seniors*

This course will provide an exciting introduction to marketing using real-world examples. The marketing planning process and the market environment will be discussed. Students will learn about consumer behavior and gain an understanding of targeting and positioning. Additionally, the elements of the marketing mix including new product development, promotion, pricing, and distribution will be covered. This course is strongly recommended for any student going on to college for marketing or another business-related field.

**SPORTS MANAGEMENT** (Not offered every year) **(1/2 Credit)**

This course introduces students to management-related concepts in Sports. Topics will include basic principles of management, finance, ethics, and law while applying them to sports. Students will learn about marketing and how it relates to sports organizations. Event management will also be a topic in this course. Students will apply the knowledge they learn in order to solve problems faced by managers in sports. This course will also explore opportunities for employment in the sports field.

**CAREER EXPLORATION INTERNSHIP PROGRAM** **(Half Year-1/2 Credit)** **(Full year-1 Credit)**

The Career Exploration Internship Program (CEIP) is a 1/2-year, 1/2-credit, or 1-year, 1-credit non-paid internship open to juniors and seniors. CEIP provides a link between school and possible careers. The program gives students hands-on experience in a variety of careers so that they can become aware of what it is really like to work in those careers. Students will gain an understanding of the importance of a positive work ethic, timeliness, and good study habits. In addition, they will have an opportunity to improve their teamwork and human relation skills. Relationships will be developed between the mentor and the student that could result in recommendations for employment, future careers and/or college.

A classroom component is also required. Individual student interests will be accommodated as much as possible. Internships may occur outside the school day. Students will need to provide their own transportation. All interested students must complete an application and be interviewed by the Work-Based Learning Coordinator.

CEIP was developed cooperatively between the NYS Departments of Education and Labor and fulfills credit toward graduation.

Examples of internships that CEIP students may explore include, but are not limited to:

Accounting  
Architecture  
Biology Research  
Broadcast Communications  
Civil Engineering  
Healthcare  
Marketing  
Veterinary Science

## ENGLISH

### **ENGLISH 9 (1 Credit)**

English 9 is a course that builds on prior knowledge and works to strengthen students' skills in reading, writing, speaking, listening, and language arts with an emphasis on close reading, positive discourse, and effective composition. Students will be assessed on demonstrated skill levels in these areas. Course reading genres include novels, short stories, plays, poetry, and non-fiction. Writing genres include narrative, analytical, argumentative, creative, and expository. Collaboration, oral presentation, and technological integration are important components of the course.

### **ENGLISH 10 (1 Credit)**

In English 10, activities align with the New York State Next Generation English Language Arts Standards and build on skills from previous years in English. Close attention is paid to critical analysis of both non-fiction and literary texts. Throughout the course, students will explore texts from a variety of genres including novels, research articles, speeches, poems, etc. In addition, they will complete multiple writing assignments including an extensive research project and rhetorical analysis essays. Interspersed within study units will be studies of relevant vocabulary, literary terms, and grammar usage.

### **ENGLISH 11 (1 Credit)**

English 11 builds on skills introduced and practiced in grade 10 and will introduce more advanced concepts. All activities align with the New York State Next Generation English Language Arts Standards. Close attention is paid to critical analysis of both non-fiction and literary texts. Throughout the course, students will explore novels, plays, short stories, poetry, and various primary documents, including Early American texts. In addition, they will complete multiple writing assignments, including Common Core Regents tasks and literary analysis. Interspersed within study units will be studies of relevant vocabulary, literary terms, grammar usage, and research skills. All students will take and must pass the Regents Comprehensive exam English at the end of the year.

### **ENGLISH 12 (1 Credit)**

***(6 HVCC College English Credits available)***

English 12 offers students the opportunity to strengthen their skills in reading, writing, speaking, listening, and language. Students will engage in activities to help them think critically, present proficiently, and explore collaboratively. Seniors need to practice real-world skills for their imminent entrance into adulthood. This course helps guide them as they navigate this exciting year of transition. Much of this course is student-led, allowing the students themselves to manage discussions, incite inquiry, and research topics of individual interest.

This dual-enrollment course is also college-credit bearing through Hudson Valley Community College. The fall semester is ENGL 101 (Composition I) and the spring semester is ENGL 102 (Composition II). Emphasis is placed on the writing process and the exploration of different styles of essays.

### **AP ENGLISH LANGUAGE AND COMPOSITION (1 Credit)**

This course focuses on the study of rhetorical analysis, argument, and synthesis writing. Texts include numerous non-fiction and contemporary texts from a wide array of disciplines, as well as various visual texts such as advertisements and political cartoons. Reading and writing strategies, as well as overall class expectations, are at a collegiate level and the recommendation of students' tenth grade English teacher and/or course instructor is encouraged.

**It is the expectation both at Maple Hill and College Admissions offices that students who enroll in AP courses will take the AP exam at the end of the course. *Students who select this class are also expected to take the ELA Regents exam in June. There is a required summer assignment for this course.***

### **AP ENGLISH LITERATURE AND COMPOSITION (1 Credit) (HVCC 6 Credits: ENGL 101 and ENGL 104)**

This course focuses on the intense study of literary texts at a collegiate level. Considerable attention is paid to varied critical approaches to a wide array of fictional readings. Students will read British and American Literature and poetry from the 1600s to today. A close reading of literary elements is critical to success in this class, as is self-motivation to keep up with substantial outside reading requirements. This dual-enrollment course is also college-credit bearing through Hudson Valley Community College. Students have the opportunity to register for ENGL 101 Comp I in the fall and ENGL 104 Comp II Writing About Literature in the spring.

**It is the expectation both at Maple Hill and College Admissions offices that students who enroll in AP courses will take the AP exam at the end of the course.**

### **HONORS ENGLISH 10 (1 Credit)**

English 10 Honors is a higher level of English 10 with more independence and higher expectations. Homework is more often, and text analysis/discussion is expected to include deeper and higher-level thinking with more challenging texts. There is also an outside reading project every quarter. Texts will be moved through at a more rigorous pace. As with English 10, activities align with the New York State Next Generation English Language Arts Standards. Close attention is paid to critical analysis of both non-fiction and literary texts. Throughout the course, students will explore texts from a variety of genres including novels, research articles, speeches, poems, etc. In addition, they will complete multiple writing assignments including an extensive research project and rhetorical analysis essays. Interspersed within study units will be studies of relevant vocabulary, literary terms, and grammar usage.

### **LITERATURE INTO FILM (ENGL 220) (1/2 Credit) (HVCC Credits Available)**

This course will focus on literature that has been adapted into film. Students will study print and film versions of the same works in order to understand the conventions and characteristics of each medium. Questions of fidelity and the complexities of translating words into images will be explored. Students will read texts; view adaptations; and discuss, research, and write about selected topics.

### **MULTICULTURAL PERSPECTIVES IN LITERATURE (ENGL 230) (1/2 Credit) (HVCC Credits Available)**

This course is an exploration of selected poetry, fiction, drama, and non-fiction reflecting the development of multicultural artistic expression in America. Students will examine contemporary and historical themes, subjects and styles for the purpose of fostering understanding and appreciation of the literature and cultural differences of various groups in our pluralistic society.

### **INFLUENTIAL LITERATURE BY WOMEN WRITERS (ENGL 236) (1/2 Credit) (HVCC Credits Available)**

The experiences of women as defined in and transmitted through literature will be discussed using works from diverse cultural and historical settings. The course will examine the interplay between female stereotypes and literary portrayals of women who either adhere to or deviate from their roles.

### **CREATIVE WRITING – FICTION (ENGL 231) (1/2 Credit) (HVCC Credits available)**

This course offers students a basic forum to explore the processes and principles by which short fiction is created. While emphasis is placed on the development of freedom and precision of artistic expression through the creation of original student manuscripts, numerous traditional and contemporary fiction texts will be discussed and analyzed. The course will be broken up into sections of focus with various writing techniques and will use traditional stories to study the writers' crafts for each technique. Students will have the opportunity to create multiple original stories by the end of the course.

### **JOURNALISM (Not offered every year) (1/2 Credit) (HVCC Credits available)**

This course is a one-semester introductory elective to journalism. Students will learn the fundamentals of journalism, including event coverage as well as the business and legal aspects of the newspaper. Throughout the course, we will uncover the history of journalism, speculate on the direction that this noble profession will take in the future, and discuss the impact of the media on our daily lives. The class will explore journalistic ethics and think critically about bias in reporting. Students will encounter various article formats and work towards developing their voice using various writing styles. In addition, the course will provide students with practical experience by allowing them to write articles about topics of their choice and serve as the editorial board for the Maple Hill High School Newspaper, "The Pawprint."

### **PUBLIC SPEAKING (Not offered every year) (1/2 Credit)**

Great speakers, like great speeches, don't just happen. They are the result of practice, review, and revision. This course is a one-semester introductory elective to public speaking. It is a practical course designed to offer the novice speaker a number of opportunities to organize and prepare public speaking assignments including but not limited to: An introductory speech, public oral reading, demonstration, persuasive/argumentative speech, informative speech with effective use of PowerPoint and impromptu speeches. This semester, we will learn about the processes that make both great speakers and great speeches. Students will learn about the role of communication in our lives, delivery styles, and the effectiveness of language, gestures, and organization techniques. In addition to public speaking, students will learn about the processes of communication, effective listening, interviewing, and how to effectively participate in groups. Public speaking is a vital skill that can be used in numerous environments and situations and one that you will use for the rest of your life. If you struggle when giving a speech, don't worry- you are among the vast majority of the population and are in the right place! If public speaking comes naturally to you, with the right attitude you can effectively hone your skill.

## FAMILY AND CONSUMER SCIENCES

Students interested in Education, Social Work or Psychology should take:

- Child Psychology
- Intro to Education
- Adolescent Psychology
- Career Exploration Internship Program (CEIP)

**CHILD PSYCHOLOGY** (Not offered every year) **(1/2 Credit)** (Seeking Approval for HVCC Credit Opportunity)

In this course, students will gain an awareness of the skills necessary to work effectively with children. Topics include: parenting skills, fetal development and childbirth, and the physical, cognitive, social and emotional development of the child from infancy to preschool. This course consists of class discussion, projects, lesson plans, guest speakers and field experience. It is suggested for students considering a career in education, psychology, daycare, nursing or parenthood.

**INTRO TO EDUCATION** (Not offered every year) **(1/2 Credit)** *Prerequisite: Child Psychology is recommended.*

In this course students will learn about the physical, social, emotional, and cognitive development during preschool to school age stage. This course is designed for students who are interested in a career working with children, especially teaching. Students will become familiar with writing lesson plans, classroom management techniques, communication methods, integration of the content areas and other teaching related topics. This course consists of class discussion, projects, lesson plans, guest speakers and field experience.

**ADOLESCENT PSYCHOLOGY** (Not offered every year) **(1/2 Credit)**

In this course, stages of the life cycle will be explored as well as how the adolescent interacts with others in these stages. Several theorists will be introduced to students. Students will be reading a novel of their choice that will allow them to explore current adolescent issues. Students will investigate and engage in community service activities.

**ENTREPRENEURSHIP** (Not offered every year) **(1/2 Credit)**

In this course students learn about different types of business ventures, how to start them, costs associated, and much more. Students learn about the different parts of a business plan and practice their knowledge by writing one based on a business they have created.

## FOREIGN LANGUAGE

### **SPANISH I (1 Credit)**

At the first level, Spanish provides an introduction to the language and culture of the Spanish-speaking world. Much of the first year is devoted to developing students' comprehension and speaking abilities in everyday situations. The basic grammatical structures are presented to the student providing for ample opportunity to write, speak, listen and read the target language.

### **SPANISH II (1 Credit)**

At the second level, the student focus is on developing all four skills in the past tense in Spanish. The cultural themes of the first level are also expanded. By the end of the second year, the student will have acquired a command of high frequency verbs in both the present and past tenses necessary for personal and academic communication.

At the second level much of the class period is conducted in Spanish and the students are expected to understand the lessons as well as actively participate in the target language.

### **SPANISH III (1 Credit)**

In the third year, the student will review the past tenses and develop proficiency with new grammatical structures in the context of high frequency verbs and vocabulary. Cultural topics are expanded upon using the Spanish language. Instruction addresses language necessary for personal and academic communication. At the end of the third year, the student will take a comprehensive language exam.

### **SPANISH IV (1 Credit)      *(3 HVCC College Credits available)***

This class offers a review and extension of grammar and concentrates on improving the student's vocabulary, conversational fluency, and reading skills through the discussion of selected readings in Spanish. Classroom discussions will be conducted primarily in Spanish.

***Spanish IV is being offered for HVCC credit. Students would need to pay a reduced tuition fee and submit a residency form to apply for credit.***

### **International Travel 101 (1/2 Credit)**

This course is designed to help students know what to expect and how to plan for international travel. We will look at the how-to's and practical aspects of planning a trip and traveling outside of the United States. We will cover everything from applying for a passport to booking transportation to market bargaining and polite basic words. At the end of the semester, each student should have a good plan for a trip of a lifetime.

# MATHEMATICS

## **ALGEBRA (1 Credit)**

Algebra is the first year of the high school mathematics program designed to meet the New York State Next Generation Mathematics Learning Standards. This one-year course will cover topics such as linear and quadratic equations, polynomial operations, systems of equations, factoring, functions, sequences, and statistics. In addition, word problems and problem-solving will be prevalent throughout the course. The Texas Instruments TI-*n*spire CX graphing calculator is required. Students will take the New York State Regents examination in Algebra at the end of the course.

## **ALGEBRA IA (1 Credit)**

Algebra IA is the first year of a two-year program in Algebra designed to meet the New York State Next Generation Mathematics Learning Standards. Topics covered in this year include real numbers, polynomials, linear equations, linear inequalities, word problems, systems of equations, graphing linear functions, and statistics. The Texas Instruments TI-*n*spire CX graphing calculator is required. There will be a local final examination at the end of the first year. Students will take the New York State Regents examination after both Algebra IA and Algebra IB are complete.

## **ALGEBRA IB (1 Credit) *Prerequisite: Algebra IA***

Algebra IB is the second year of a two-year program in Algebra designed to meet the New York State Next Generation Mathematics Learning Standards. Topics covered in this course include factoring, solving quadratic equations, quadratic graphs, functions, and sequences. Time is also spent reviewing the material covered in Algebra IA. The Texas Instruments TI-*n*spire CX graphing calculator is required. Students will take the New York State Regents examination in Algebra at the end of the course. This exam will cover material from both Algebra IA and Algebra IB.

## **GEOMETRY (1 Credit) *Prerequisite: Algebra***

Geometry is the second year of the high school three-year mathematics program designed to meet the New York State Math standards which have been updated to meet the Common Core standards. The geometry course will cover traditional geometry topics including two-dimensional figures, three-dimensional objects, triangle congruence, similarity, right triangle trigonometry, transformations, circle geometry, and proofs. Various technologies will be incorporated into the course to aid in the learning process. Students will take the New York State Regents examination in Geometry in June. The Texas Instrument NSPIRE calculator is required for the exam.

## **ALGEBRA II (Regents) (1 Credit) *Prerequisite: Algebra and Geometry***

This course is the next step for students who have been successful in their first two years of high school mathematics and is designed around the Common Core State Standards. Topics include the study of functions, complex, rational and irrational numbers, exponential and logarithmic functions, trigonometric application, analytic trigonometry, probability and statistics, and the conic sections. Topics are now explored in a real-world context and the graphing calculator plays a vital role in this level of mathematics. **The Texas Instrument NSPIRE calculator is required for the course.** Students will take the NYS Regents Algebra II Exam in June.

## **FINANCIAL MATHEMATICS (1 Credit) *Designed for juniors and seniors.***

This course is an interdisciplinary business/math course option that will prepare students for both college-level business programs and to understand the complex financial world they will encounter. The course covers topics in **Payroll** – Terminology, Procedures, Compensation Plans, Tax Deductions, Benefits/Cost, Tax Preparation & Health Insurance Costs; **Interest** - Simple Interest Formula, Compound Interest Formula, Maturity Dates, Time Calculations; and math computations used in business manufacturing and production.

For students who have successfully passed a Mathematics Regents examination and upon approval, Financial Mathematics may be used to fulfill one of the three units of Mathematics required for graduation.

**PRE-CALCULUS (1 Credit)      *Prerequisite: Algebra II (Regents) and passing the Algebra II Regents Exam***

Pre-Calculus is a rigorous and challenging math course. It is intended for students who have been successful in their previous high school math courses and are preparing for college-level calculus. The course itself is an algebra-based course, where previous math knowledge is put to use and constantly expanded upon, as well as viewed in new situations. All units of study include both the algebraic and geometric representation of functions, as they now go hand-in-hand. The student's skill level and depth of understanding of mathematics are greatly increased in Pre-Calculus. The graphing calculator is used by all students throughout the course as a tool to assist in interpreting, understanding, and analyzing the nature of the functions studied in the course. Students will also begin to write programs for their calculators, applying their knowledge of mathematics and the use of formulas. Students may use the TI85, TI-86, TI-89, TI-83+, or TI-84 graphing calculator.

**AP CALCULUS (1 Credit)      *Prerequisite: Pre-Calculus***

This is a full-year course open to students who have successfully completed Pre-Calculus. The course will include all topics found in most college Calculus I courses. Students are encouraged to take the Advanced Placement test in May, prior to the conclusion of the course. A graphing calculator is required for the course.

**It is the expectation both at Maple Hill and College Admissions offices that students who enroll in AP courses will take the AP exam at the end of the course.**

**TOPICS IN MATH (1/2 Credit)**

This course exposes students to the wide variety of mathematics that exists beyond what is traditionally taught in a mathematics class. Specific topics discussed each semester will be based on student interest and the abilities of the students in the class and will vary each semester. Such topics may include logic puzzles, statistics, solving a Rubik's Cube, etc. This course is oriented towards students interested in math who enjoy the satisfaction of solving a problem. Course activities will focus on problem-solving, reasoning, logical thinking, communication, connections, and representation.

**INTERMEDIATE ALGEBRA (1 Credit)      *Prerequisite: An average of at least 65 in Algebra is required.***

This course is designed to meet the needs of students desiring to improve, maintain, and extend their math background in Algebra. This course will cover algebra topics including, but not limited to, linear and quadratic functions, working with radicals, and will have a heavy emphasis on polynomials. The second part of the course will cover behavior of of different function and their properties. The course should be helpful to students planning a future in technology or science, as well as preparation for basic intro level college math courses.

**DATA SCIENCE (Not offered every year) (1 Credit)      *Prerequisite: Integrated Algebra or Algebra II***

This course is designed to be taken as a 4th math credit. Data is everywhere in the world around us, and the goal of this course is for students to understand how to use data to help make decisions. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This introductory course is great for students planning to continue their education after high school in any major from science or business to psychology or social sciences.

# MUSIC

## **BAND (1 Credit)**

The senior high band is a concert band consisting of all wind and percussion players who would like to participate and have had previous playing experience at the middle school level. Students are expected to display performance skills, which are of a high quality (NYSSMA IV-VI). These skills will be developed not only during morning rehearsals but also during small group lessons and at-home practice.

## **CHORUS (1 Credit)**

The High School Chorus is open to all students. Students can experience various musical styles (from Renaissance to Popular vocal music). Emphasis is placed on vocal technique, vocal production, basic musicianship skills, and choral performance. Opportunities for a select vocal ensemble are dependent on the discretion of the director.

## **MUSIC PERFORMANCE - (Band & Chorus) (1 Credit)**

Music Performance allows students to participate in both the band and the chorus. Students join both musical groups, and they rehearse with each group.

## PHYSICAL EDUCATION/HEALTH/PERSONAL WELLNESS

### **PHYSICAL EDUCATION (1/2 Credit Per Year)**

All students are required to take Physical Education and to successfully complete minimum requirements as set by the State Education Department and our local school district. Students with special needs or restrictions will meet with their Physical Education teacher to develop a program adapted to their specific situation.

The 9-12 Physical Education program is intended to be a four-year process of learning skills, rules, strategies, and social behaviors that will promote an active lifestyle. Students will have an opportunity to experience a broad range of activities that includes traditional and non-traditional team sports as well as individual sports and non-competitive fitness activities. Basic skills and knowledge fundamental to the enjoyment of the activity will be presented in the first year(s) of high school. With additional experience and maturity, students will become competent in several activities and proficient in a few that have become their preferences over time.

Enjoyment of movement, in general, is a goal in promoting active lifestyles as these students begin to take more adult responsibility for their own health and well-being. NYS Health Related fitness testing is an opportunity for personal assessment. Students will use the information for setting goals and designing personal fitness plans. Journal entries will help the student in their analysis and recognition of the importance of regular physical activity.

All classes are co-ed and have the following goals in common:

- (a) to develop higher levels of competency and skill
- (b) to encourage positive attitudes toward movement
- (c) to develop and maintain optimum levels of physical fitness
- (d) to encourage socially acceptable patterns of behavior

### **HEALTH EDUCATION (1/2 Credit)**

Health education is a one-semester course, which fulfills New York State and local school district graduation requirements. The course provides students with accurate health information to help guide them in making positive choices about their health and wellness, emphasizing responsible behaviors and reducing the risk of illness or injury.

Topics in Health Education include wellness, nutrition, substance use and abuse, chronic and infectious disease control, mental health, fostering positive self-esteem, decision making skills, human sexuality, family living skills, and death and dying. Students also benefit from visits by local health professionals willing to share pertinent information in their area of expertise.

### **FIRST AID (1/2 Credit) Priority: Juniors & Seniors (Seeking Approval for HVCC Credit Opportunity)**

A course designed to provide the theory and skills necessary to administer first aid and/or CPR to a patient. Students who qualify will receive Red Cross certification in "First Aid: Responding to Emergencies" and "Adult CPR".

### **FITNESS FOR LIFE (not offered every year) (1/2 Credit) Priority: Junior or Senior**

Fitness for Life assists students in developing the necessary understanding and skills to acquire and maintain a physically active and wellness-oriented lifestyle. Each student will have the opportunity to enhance their fitness level through the five components of health-related fitness. The class will be interactive and incorporates both individualized and group instruction on a range of aerobic and non-aerobic activities such as stretching, toning, endurance training, and the exploration of strength training on major muscle groups. Testing of student physical fitness levels will be regularly recorded to facilitate goal-setting. Additional health-related topics will be discussed throughout the course to emphasize the impact of health-literate life choices in the areas of overall health and wellness, lifetime physical fitness, and attaining personal goals.

#### **Course Objectives:**

Upon successfully completing this course, you will be able to:

1. Explain the physiological benefits of movement, physical activity, and wellness
2. Define principles involved in increasing and maintaining physical fitness
3. Evaluate and apply fitness and wellness concepts to individual lifestyle
4. Participate in wellness activities and design a personal fitness training plan

**SPORTS NUTRITION AND PERSONAL HEALTH** (not offered every year) **(1/2 Credit)**

The main objectives of this course are for the student to be able to identify and understand the body's need for certain nutrients prior to, during, and after exercise. Additionally, students will explore the interrelationships between nutrient intake, exercise performance, and the effects both exercise and training have on nutrient requirements. Specific objectives will be given with each learning unit. These units will include General Principles of Nutrition, The Benefits of Optimal Fueling, Popular Diets, The Principles of Training, Effects of Nutrition on Sleep, Overreaching vs. Overtraining, Early Specialization & Burnout, Injury Recovery & Rehabilitation, Caloric Expenditure, Athletes & Eating Disorders, Athletes & Mental Health, Ergogenic Aids, and Sports Nutrition Related Careers.

**STRESS MANAGEMENT** (not offered every year) **(1/2 Credit)**

This course will focus on the nature of stress, its impact on health and well-being, and techniques for managing stress effectively. Students will work to evaluate the many factors which can influence their health and ability to make positive decisions. Self-assessments, methods of relaxation, and stress reduction will be explored from a personal and group perspective.

**INTRODUCTION TO EXERCISE SCIENCE** **(1/2 Credit)** (Seeking Approval for HVCC Credit Opportunity)

This course will provide an overview of the sub-disciplines of exercise science, including but not limited to, personal training, biomechanics, physiologic knowledge, sports medicine, motor behavior and sociology of physical activity. The course will also provide information on certifications and professional associations within the field, ethical considerations and the future of exercise science as a discipline. This course is designed to introduce you to the field and prepare you for further classes in the exercise science discipline.

**CONCEPTS FOR EXERCISE TRAINING** **(1/2 Credit)** Prerequisites: Introduction to Exercise Science Preferred  
Seeking Approval for HVCC Credit Opportunity

This introductory course is for individuals who are interested in the field of personal training, fitness and/or performance. The course will focus on training methods and principles and the latest fitness technology. Modern training techniques designed to enhance all components of fitness, including resistance training, flexibility, aerobic performance and agility will be discussed.

**COACHING CERTIFICATION PATHWAY**

**PHILOSOPHY, PRINCIPLES & ORGANIZATION OF ATHLETICS IN EDUCATION (COACHING 1)** **(1/2 Credit)** **(Offered Fall 2026)**

- This is Part 1 of 3 Courses
- Seeking Approval for HVCC Credit Opportunity

This 45 hour course will be taught in 8 modules (approximately two sessions per module = 15 sessions). Each module will be a week long. The course covers the basic philosophy and principles as integral parts of physical education and general education; State, local and national regulations and policies related to athletics; legal considerations; function and organization of leagues and athletic associations in New York State; personal standards for the responsibilities of the coach as an educational leader; public relations; general safety procedures; general principles of school budgets, records, purchasing and use of facilities.

**Note:** This is not a course in "athletic administration." In addition to first aid and CPR, this is the only course required for coaches of non-contact/non-strenuous sports: bowling, golf, archery, shuffleboard, and table tennis.

**HEALTH SCIENCE APPLIED TO COACHING (COACHING 2)** **(1/2 Credit)** **(Offered Spring 2027)**

- Prerequisites: Philosophy, Principles & Organization of Athletics in Education (Coaching 1)
- Seeking Approval for HVCC Credit Opportunity

The course involves activities designed to study the Health Sciences as they apply to coaching athletics. Professional information and guidelines, as they pertain to New York State law, will be discussed. Health Sciences as applied to coaching will also investigate the areas of biology, missed competition, NYSED selection and classification of athletes, and issues that arise from age and maturity differences of athletes.

**THEORY AND TECHNIQUES OF COACHING (COACHING 3) (1/2 Credit) Offered Fall 2028)**

- Prerequisites: Philosophy, Principles & Organization of Athletics in Education (Coaching 1) & Health Science Applied to Coaching (Coaching 2)
- Seeking Approval for HVCC Credit Opportunity
- Note: Seniors taking this sequence will not have access to all three coaching courses.

This 30 hour course will be taught in 6 modules (1-3 sessions per module) - total 10 sessions. Each module will be a week long. The first 5 sessions will address the commonalities of all sports. Sessions 6-8 will deal with the coaching of specific sports and the development of a "Weekly Practice Plan" - 5 Days. Session 9 will result in an internship experience in one specific sport and/or a "Seasonal Practice Plan" - 50 Days (10 weeks) if a certified coach is unavailable to observe the coaching course candidate. Session 10 will deal with the coach's maintenance of personal health and wellness. The course will begin with an introductory phase in which the basic concepts common to all sports will be discussed. Topics will include a history of interscholastic athletics in New York State. The objectives, rules, regulations and policies of athletics, as well as performance skills, technical information, and organization and management practices will also be among the topics covered. The special training and conditioning of the athletes in specific sports, the fitting of equipment, specific safety precautions and officiating methods will also be examined. An internship that will include practical experience as a coach in the specific sport and/or periods of observing other approved coaches will also be required.

# SCIENCE

## **REGENTS EARTH SCIENCE (1 Credit)**

Ninth-grade students will be enrolled in Regents Earth Science, a laboratory-based course covering the broad topics of geology, astronomy, meteorology, and oceanography. Students will participate in laboratory investigations where they will be expected to demonstrate mathematical skills, problem-solving techniques, and the ability to collect and organize data. The New York State lab requirement must be met by submission of the necessary lab reports. All students will take and must pass the New York State Regents examination in Earth Science.

## **REGENTS BIOLOGY (Life Science: Biology) (1 Credit)**

Life Science: Biology is a full-year Regents-level course designed to help students understand the living world and the scientific processes that explain how life functions. Aligned with the New York State Learning Standards, this course emphasizes critical thinking, scientific inquiry, and real-world applications of biological concepts.

Students will explore topics including the characteristics of living things, cell structure and function, biochemistry, photosynthesis and cellular respiration, genetics and heredity, evolution, human body systems, homeostasis, and ecological relationships. Through hands-on laboratory investigations, data analysis, modeling, and scientific argumentation, students will develop essential laboratory and problem-solving skills.

A strong focus is placed on the practices of science—asking questions, designing experiments, analyzing evidence, and communicating explanations. Students will also build the reading, writing, and mathematical skills needed to interpret scientific information and prepare for the New York State Regents Examination in Life Science: Biology. The New York State lab requirement must be met by submission of the necessary lab reports and successful completion of the 3 required lab investigations.

## **REGENTS CHEMISTRY (1 Credit)**

Regents Chemistry is a course that presents a modern approach to chemistry. Regents Chemistry is a rigorous, fast-paced course, which requires students to draw on their skills in the areas of science, math, and writing. Each student is expected to learn and use abstract concepts such as atomic structure, matter and energy, chemical bonding, kinetics and equilibrium, redox reactions, acid-base theory, and organic chemistry. Students will use mathematical concepts like graphing, metrics, direct and inverse relationships, and ratio and proportion.

Concurrent enrollment in Algebra II or Pre-calculus is recommended. The New York State lab requirement must be met by submission of the necessary lab reports. The final examination is the New York State Regents Examination in Chemistry.

**HONORS CHEMISTRY (1 Credit)** Concurrent enrollment in Algebra II or Pre-calculus is recommended. The New York State lab requirement must be met by submission of the necessary lab reports.

Honors Chemistry is a rigorous, fast-paced course, which requires students to draw on their skills in the areas of science, math, and writing. Each student is expected to learn and use abstract concepts such as atomic structure, matter and energy, chemical bonding, kinetics and equilibrium, redox reactions, acid-base theory, and organic chemistry. Students will use mathematical concepts like graphing, metrics, direct and inverse relationships, and ratio and proportion. This course will go into greater depth and will move at a faster pace than the Regents curriculum but students will still earn Regents credit by taking the Regents Exam as their final exam.

While we strive to offer as many opportunities to our students as possible, we do experience scheduling challenges. In the event that we encounter logistical difficulties scheduling all students into the honors course, we will consider the following measures to determine enrollment:

- Overall GPA
- Grades on previous Regents exams
- Teacher Recommendations

**REGENTS PHYSICS (1 Credit) Prerequisite: Algebra II. Exceptions can be made at the discretion of the instructor.**

Regents Physics is the study of energy and how energy affects matter – what it does – how it does it. High school physics is divided into units, each dealing with a specific form of energy. These units are built around the study of mechanics, sound, light, heat, electricity, and nuclear energy. Physics is a very interesting and satisfying course of study; yet, it is also one of the more difficult subjects offered in high school.

Physics is primarily designed for those students who intend to continue their education beyond the secondary level. Most technical colleges today required physics as a prerequisite. It is a **must** subject for those intending to pursue science or engineering at the college level and is a recommended course of study for pre-med, nursing, and physical education.

Students should anticipate a minimum of thirty to forty-five minutes of homework each day. The laboratory work in physics has become increasingly demanding in the accuracy of the work performed. If students are not willing to spend extra time improving technical writing abilities, they should **not** enroll in physics. The New York State lab requirement must be met by submission of the necessary lab reports.

**AP BIOLOGY (1 Credit) Prerequisite: Earth Science, Regents Biology, Chemistry**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. The AP Biology course emphasizes inquiry-based learning and the development of science practices and skills. Students will learn science practices which include explaining concepts, analyzing visual representations, determining scientific method and questions, representing and describing data, performing statistical tests, analyzing data, and developing and justifying arguments using science. The framework encourages instruction that prepares students for advanced work in STEM and life science-related majors. Students are prepared for the Advanced Placement exam to receive college credit. **College It is the expectation both at Maple Hill and College Admissions offices that students who enroll in AP courses will take the AP exam at the end of the course.**

**AP ENVIRONMENTAL SCIENCE (1 Credit) Prerequisite: Earth Science, Biology, Chemistry (Chemistry may be taken concurrently with permission at the discretion of the instructor)**

The goal of AP Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The students will identify and analyze environmental problems both natural and human-made evaluate the relative risks associated with these problems and examine alternative solutions for resolving and/or preventing them. Students are prepared for the AP exam to receive college credit. **It is the expectation both at Maple Hill and College Admissions offices that students who enroll in AP courses will take the AP exam at the end of the course.**

**AP PHYSICS 1 (1 Credit)**

AP Physics 1 is a year-long, algebra-based, survey course covering important topics of classical physics. AP Physics 1 is the equivalent of a typical first-semester college introductory physics course. Topics will include Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Students are required to develop both a mathematical and conceptual understanding of the subject. The course is spread out over a year to provide students with sufficient time to build unparalleled, conceptual understanding by the way of a student-centric, inquiry-based, learning experience. Students should expect that at least 25% of the instructional time will be hands-on, laboratory work as required by the College Board. **It is the expectation both at Maple Hill and College Admissions offices that students who enroll in AP courses will take the AP exam at the end of the course.**

**ENERGY (Not offered every year) (1 Credit)**

This course provides an overview of basic energy mechanics and examines many of the different types of energy that are available for real-world applications, both traditional and alternative. Among the types of energy to be investigated are solar, wind, hydrogen, geothermal, nuclear, and petroleum. Energy types are surveyed using hands-on laboratory experiments, the results of which can be compared to find the most efficient form. With skyrocketing energy costs and depletion of natural resources, it is essential that anyone entering into adulthood be better prepared to go into a world that is just now starting to realize the implications of mistreating the environment. Citizens will be required to consider energy usage in the environment as workers, consumers, motorists, and homeowners. Students enrolling in this course should expect a moderate amount of calculations, writing, and organization of information. Basic concepts from Earth Science, Biology, Chemistry, and Physics are integrated into the course. Prerequisites include Algebra, Geometry, and Earth Science or permission of instructor.

**ADVANCED BIOLOGY** (Not offered every year) **(1 Credit)**

This course is designed to explore topics in biology that have been expanded from the Regents Biology curriculum. The topics selected will include molecular biology and heredity, evolution, forensics, animal behavior, and ecology. This course will have a laboratory component with an emphasis on college-level laboratory experiments. This is a junior or senior level course for students who have successfully completed Regents Earth Science and Biology.

**ANATOMY & PHYSIOLOGY I & II** (1/2 Credit each)

Prerequisites A & P I: Regents Biology, Chemistry recommended but not required

A & P II: Regents Biology, Anatomy & Physiology I recommended but not required, at discretion of teacher

Anatomy & Physiology will be offered as two half-year courses: Anatomy & Physiology I and II. It is strongly recommended that students take both courses if possible. Different human body systems will be covered in each half year. This course sequence is offered with three primary goals. The first is to provide students with in-depth information about human anatomy and physiology. The second is to provide a better transition from Regents Biology to the challenges of AP Biology. The third is to better prepare our students who choose to pursue careers in the medical field, including nursing. Students enrolling in these courses should expect academic rigor which requires consistent commitment and effort.

**EXPLORING COMPUTER SCIENCE** (Distance Learning Course) **(1 Credit)**

This course is designed as an introduction to a range of topics in computer science. Through a series of engaging, hands-on projects, students will begin their study of computing fundamentals, web design, Android app programming, rapid prototyping, and robotics. An emphasis will be placed on developing problem-solving and computational thinking skills. Students will complete a final exam.

**CODING** (1/2 Credit)

This class is an introduction to computer science and more specifically computer programming. Students will learn to write computer code in different languages such as JavaScript, HTML, CSS, and Python. The course will give students a background on how to write computer programs and problem solve with computers. Students will be able to specify computations and use major computer programming constructs such as data storage, conditionals, functions, procedures, recursion and looping. By the end of the course students should be able to create small websites and create small programs using a variety of languages.

**ASTROBIOLOGY** (Not offered every year) **(1/2 Credit)** *Prerequisites: Earth Science*

How does life begin and evolve? Is there life beyond Earth and, if so, how can we detect it? What is the future of life on Earth and in the universe? Astrobiology is the study of the origin, evolution, distribution, and future of life in the universe. This multidisciplinary field encompasses the search for habitable environments in our Solar System and habitable planets outside our Solar System. Astrobiology also includes the search for evidence of prebiotic chemistry and life on Mars and other bodies in our Solar System. Students will investigate the origins and early evolution of life on Earth and study the potential for life to adapt to challenges on Earth and in space.

**SCIENTIFIC COMMUNICATIONS** (Not offered every year) **(1/2 Credit)**

How do we communicate about science? How does one make their scientific discoveries understood to a population? And as part of that population, how do we decipher what we hear about new advancements in medicine, technology, and environmental sciences? In order to address the global promises and challenges we face, we must be able to investigate the relationships between science and society. This course is a one-semester introductory elective to scientific communication. It is a practical course designed to offer basics in writing, reading, presenting, and critically analyzing scientific information. This semester, we will learn about the differences in writing for the sciences versus the humanities and hone our close reading skills with journal articles and literature reviews. Student interest will guide the scientific topics explored, which could include, but are not limited to: the technological revolution, climate science and energy, biomedicine, and nuclear risk. We will also practice the skills needed when giving oral presentations of scientific information. Finally, we will critically analyze the way scientific information is presented in the media. This course is not only designed for students planning on a science major in college but will expose students to different ways of reading and thinking critically about the scientific information that impacts your daily life from healthcare to cell phones. This course is recommended for upperclassmen and accelerated sophomores in science.

## SOCIAL STUDIES

### **GLOBAL HISTORY AND GEOGRAPHY 9 (1 Credit)**

Global Studies 9 is the first year of a two-year global history program mandated under the Regents Action Plan. The course is designed to give students an understanding of the many cultures of our interdependent world from a historical perspective. Global History and Geography 9 will cover the time period from 4000 BC to 1700 AD. Units of study include early civilization from Egypt to China; empires of the ancient world – India, China, Greece, Rome, and the Americas; regional civilizations in Africa and the Muslim world; the rise of Europe into the Renaissance and Reformation.

Students in Global History and Geography 9 will develop a variety of intellectual skills to demonstrate their understanding of the major ideas, eras, themes, and turning points in global history to examine history from a variety of perspectives. Map skills are highlighted. Project work reinforces skills in gathering and presenting the information. Guest speakers and class activities make global history fun and interesting.

### **ENRICHED GLOBAL HISTORY AND GEOGRAPHY 9 (1 Credit)**

Enriched Global 9 is a rigorous course designed to chronologically study World History from Early Humans to 1750. As students study historic eras, they will consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. This course is designed to introduce you to the study of the relationships that exist among civilizations of the world. Enriched Global 9 will be emphasizing common historical themes such as geography, culture, politics, conflict, and religion.

As a participant in Enriched Global 9 you will be writing. Analysis of Primary Source Documents and critical class discussions are emphasized throughout the scope and sequence of Enriched Global Studies. Enriched Global incorporates higher-level critical thinking. The goal of this course is to prepare you for 10<sup>th</sup> grade AP World History course through the exploration of historical themes as well as emphasis on document analysis, and historical critical thinking skills. Students will demonstrate their understanding and skills through written work, document-based questions and class discussions.

While we strive to offer as many opportunities to our students as possible, we do experience scheduling challenges. In the event that we encounter logistical difficulties scheduling all students into the honors course, we will consider the following measures to determine enrollment:

- Overall GPA
- Assessment Grades
- 8th Grade Team Recommendations

### **GLOBAL HISTORY AND GEOGRAPHY 10 (1 Credit)**

Global History and Geography 10 is the second year of the two-year global history program mandated by the New York State Regents. The course is designed to give students an understanding of the many cultures of our interdependent world from a historical perspective. Global History and Geography 10 will cover the time period from 1700 AD through the present. Sample units of study include the French Revolution, the Russian Revolution, World War I, the Holocaust, World War II, the creation of Israel, and the Vietnam War.

Students in Global History and Geography 10 will develop a variety of intellectual skills to demonstrate their understanding of the major ideas, eras, themes, and turning points in global history to examine history from a variety of perspectives. Research skills, information-gathering skills, analysis, and evaluation skills are stressed. Students will participate in a variety of interdisciplinary lessons and activities. All students are required to take and pass the Comprehensive Regents exam in Global History and Geography, covering content from the second year of the Global History and Geography course content.

### **AP WORLD HISTORY (1 Credit)**

AP World History is the enriched class for 10<sup>th</sup> Grade Global Studies. This class is a comprehensive study of the world's history and geography from the mid-1700s through the present. The course covers the Enlightenment, world revolutions, the growth of nationalism and imperialism, the Industrial Revolution, both world wars and contemporary history since WWII. Students may take this class in place of Global Studies 10. The AP course focuses on teaching students to think as historians in studying major trends in global history, including global trading patterns, the rise and fall of empires, and worldwide philosophies and religions. Students are expected to have strong critical thinking skills and be strong readers and writers to enroll in the class. The course is designed to prepare students to take later college-level courses in 11<sup>th</sup> and 12<sup>th</sup> Grade.

At the end of the year, students will take the AP exam as well as the Regents exam in Global History and Geography. Both exams include content from both ninth and tenth grade. **It is the expectation both at Maple Hill and College Admissions offices that students who enroll in AP courses will take the AP exam at the end of the course.**

## **UNITED STATES HISTORY & GOVERNMENT (1 Credit) (Seeking Approval for HVCC Credit Opportunity)**

Successful mastery of skills in Global History and Geography 9 and 10 are prerequisites for advancement to US History & Government. The goal of eleventh-grade history (US History & Government) is to assure each student has substantial knowledge of the American historical tradition. Students acquire a solid knowledge of government and how it operates, as well as the circumstances surrounding its development. Included in the program are the following: the major historical events and people contributing to our cultural heritage; the Declaration of Independence and the Constitution; technological developments and their impact; immigration and internal migration, and the contributions of various racial and ethnic groups; the role of the United States in world affairs; and the formation of public policy historically and in contemporary society. All students are required to take and must pass the Comprehensive Regents exam in US History & Government.

## **AP US HISTORY & GOVERNMENT (1 Credit)**

This course will be an advanced survey course of United States History. The course will be presented in chronological order for the most part. Heavy emphasis will be placed on writing and outside reading in this course. Diverse methods such as group work, lectures, oral and written reports, videotaping, and in-class discussions and assignments will be used to convey the basic principles in the American democratic society.

Students are required to take the Advanced Placement exam in May and are required to take the Regents exam in June. Selection for participation in this course is open. Students, however, will have a summer reading requirement of a pre-selected book and several chapters from the text. Failure to complete the summer reading and the accompanying questions pertaining to these readings may result in removal from the course. **It is the expectation both at Maple Hill and College Admissions offices that students who enroll in AP courses will take the AP exam at the end of the course.**

## **ECONOMICS (1/2 Credit)**

Economics is a survey study of basic economic concepts such as scarcity, supply and demand, productivity, opportunity cost, specialization productive resources, inter-dependence, growth, and economic systems. Students will examine the economic system of the United States and its operation, the roles of the various components of the American economic system, as consumer, worker, investor, and voting citizen. How economic decisions are made and how they impact both society and the individual's life is studied. Special attention is given to the reality of economic inter-dependence in the world today. This course is designed to provide students with economic knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world. Participation in the Times Union Stock Market Game is required.

## **ECONOMICS THROUGH SPORTS (1/2 Credit)**

Economics through Sports will apply the principles of economics to evaluate and understand the business of sports. The focus will be on key topics ranging from the economic history of the Super Bowl to the evaluation of player salary vs. performance. The course will answer questions such as: Is football America's game? How does a sports team use its salary cap? Are females treated equally in sports? Were minority athletes underpaid? Should the public fund the building of a new stadium? Why does it cost a family of four \$629 to attend a NY Giants Game? Is free agency good for sports? Would you invest in a local sports team? Through this course, you will learn how economic factors affect the behavior of players, owners, managers, and spectators. This course satisfies the Social Studies 12 Economics requirement.

## **PARTICIPATION IN GOVERNMENT (1/2 Credit)**

Participation in Government prepares our graduating seniors for full and successful participation in our American political system. Students learn their rights and responsibilities as citizens of the United States by gaining the knowledge, skills, and attitudes needed to function as good citizens. This course includes intensive study of the U.S. Constitution, including the Bill of Rights, the Federal Government (Congress, the Presidency, and the judicial branch), the government of New York State, Rensselaer County, Schodack Township, and local divisions. We look into public opinion, voting, political parties' civil rights, criminal justice, and even make some comparisons of our systems with those of other countries.

The emphasis is on **PARTICIPATION** in government, not just memorization of political theory. Student projects focus on agencies, issues, or people, which touch our lives here in Schodack, whether originating on the federal, state, or local government level. Guest speakers will be brought in periodically to emphasize key concepts, programs, and opportunities to participate.

### **AP GOVERNMENT WITH ECONOMICS (1 Credit)**

Advanced Economics and Participation in Government is designed to mirror a college introductory level political science course. Materials, evaluations, and presentation techniques will also resemble college coursework. This course is structured to provide students with the skills and materials necessary to critically analyze our nation's political structure, both past and present.

It is imperative in any Advanced Placement course to foster the skills necessary for students to become independent learners. The nature of the course and the time constraints of scheduling makes it necessary for students not to become "class-reliant" for all of their learning. Students will be responsible for and expected to complete all outside work and readings.

The course will also devote time to reflective writing and critical analysis. Some examples of these types of written projects will include journal entries, policy papers, research papers, and position papers. Emphasis will be placed on producing effective writing styles, the ability to make sound arguments, the ability to critically evaluate scholarly works, and the ability to synthesize political science data.

The expectations and workload given in this course will exceed that of other Participation in Government courses. Work submitted will be evaluated critically by the teacher and graded according to entry-level college standards. **It is the expectation both at Maple Hill and College Admissions offices that students who enroll in AP courses will take the AP exam at the end of the course.**

### **AP PSYCHOLOGY (1 Credit)**

**Priority goes to Juniors and Seniors**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas. **It is the expectation both at Maple Hill and College Admissions offices that students who enroll in AP courses will take the AP exam at the end of the course.**

### **CURRENT EVENTS/WORLD AFFAIRS (Not Offered Every Year) (1/2 Credit)**

This is a class that allows you to engage in and study topics and events that are happening NOW across the globe. As societies around the world become more interdependent and drawn closer together by economics, politics and technology, it is more and more important for everyone to be aware and informed about CURRENT issues. This course provides students with the opportunity to explore other cultures, political and economic systems and belief systems. It allows students to present and defend their ideas and opinions about contemporary world issues and problems. The class will follow any ongoing world news stories. Every event/topic discussed will be done so in the context of their effect/impact on the rest of the world.

### **PSYCHOLOGY (Not offered every year) (1/2 Credit)**

This course is designed to explore the different areas of study of psychology. Psychology in a quick explanation is the study of the mind and behavior. This course is designed to be an introduction to the following units of study within psychology: experimental psychology, social psychology, sensation and perception, learning psychology, developmental psychology, abnormal psychology and social psychology. Throughout this course, students will investigate past experiments, the founding pioneers of psychology, and read about important current topics within psychology.

### **ABNORMAL PSYCHOLOGY (Not offered every year) (1/2 Credit)**

This course takes a close look at various aspects of the mental health field that relate to the brain and behavior. Units of study include forensic psychology and the criminal mind, childhood and adolescent mental health issues, diagnosing and treating mental illness in the 21st Century, and a close look at several common disorders, including anxiety, mood, eating, and personality. Students will read several case studies and watch films to study characters who suffer from mental illnesses.

### **THE HISTORY OF BASEBALL (Not offered Every Year) (1/2 Credit)**

The History of Baseball will explore the story of America's greatest pastime. The course will cover the inception of the game and take us up and through the game, as it has evolved in the 21<sup>st</sup> century. Guest speakers, project-based learning, field trips, active playing participation, selected journalistic pieces, statistical analysis, rules changes and interpretations, movies and movie clips, and art will vary the approach on a daily basis to learn about baseball. The course will be student-directed in regards to specific topics, events, exercises, and subject matter that the class would like to explore. Part of the course will be a research-based project at The National Baseball Hall of Fame Archives and Library in Cooperstown, NY.

**SOCIOLOGY** (Not offered every year) (1/2 Credit) *Designed for sophomores, juniors, and seniors*

Sociology is the study of man interacting with his fellow man. Sociology explores the factors that influence the development of the individual's personality and the effect one's culture, social class, and environment have on the interactions of humans. As time permits, brief looks are taken at the problems of urbanization, the aging of the population, crimes, relations with minority groups, etc. This course involves the study of documentaries, experiments, films, and many other aspects of life as we examine how people have interacted with each other throughout history, and continue to do so in today's society.

**THE AMERICAN PRESIDENCY I** (Not Offered Every Year) (1/2 Credit)

This survey course will focus on the 19<sup>th</sup> and early 20<sup>th</sup> century American Presidency. The course will offer an in-depth analysis of the formation of the office, its structure and scope, the evolution of the responsibilities and powers, and the men themselves that helped to shape it. In this humanities-based elective, the specific presidencies of Washington, Adams, Jefferson, Jackson, Lincoln, and Theodore Roosevelt will be analyzed and critiqued through lectures, research, debates, readings, and possible field trips. Students will be expected to be critical evaluators of primary sources, debate topics of the day, support their positions with research and facts, and draw their own conclusions about the events and issues that helped to shape the times and the Office of the Presidency itself.

**THE AMERICAN PRESIDENCY II** (Not Offered Every Year) (1/2 Credit)

This course will focus on the 20<sup>th</sup>-century presidencies of Wilson, FDR, Eisenhower, JFK, LBJ, Nixon, Reagan, and Clinton. The course will offer in-depth analysis about the increased responsibilities that the Presidents and their offices faced with the United States emerging as a world superpower and its involvement in global conflicts. Domestic and foreign policy issues will be analyzed and critiqued through lectures, research, debates, readings, and possible field trips. Students will be expected to be critical evaluators of primary sources, debate topics of the days, support their positions with research and facts, and draw their own conclusions about the events and issues that helped to shape the times and the Office of the Presidency itself.

**AMERICA IN THE 1960s** (Not offered every year) (1/2 Credit)

Seldom has an era been simultaneously exaggerated and oversimplified, reviled and revered. The Sixties are around us today in ways that you may never have dreamed of. This course will examine the events of the 60s including the roots of the decade in the 1950s, the big events of the era (Vietnam War, Civil Rights Movement, Space Race, and Rise of the Counter Culture), the literature, music, art, and films of this decade as well as much, much more!

**AMERICAN HISTORY THROUGH FILM** (Not Offered Every Year) (1/2 Credit)

This variable-topics course will introduce students to selected themes in American History through the use of popular film. Students will watch and deconstruct popular historical films within the larger context of scholarly analysis of a particular historic period or event. The medium of film will be used to generate discussion and to increase comprehension and understanding of these events/time periods as well as their impact on the development of the United States.

**WORLD HISTORY THROUGH FILM** (Not Offered Every Year) (1/2 Credit)

This variable-topics course will introduce students to selected historical themes throughout World History through the use of popular film. Students will watch and deconstruct popular historical films within the larger context of scholarly analysis of a particular historic period or event. The medium of film will be used to generate discussion and to increase comprehension and understanding of these events/time periods as well as their impact on the world that we live in today.

**NAZI GERMANY AND THE HOLOCAUST** (Not Offered Every Year) (1/2 Credit)

This class provides an introduction to Nazi Germany. We will discuss and analyze the Weimar Republic (1919-1933), the rise of Nazism, the Republic's collapse and the Nazi "seizure of power", the importance of Hitler and the "Führer principle", German society under the Nazi regime, popular support and political dissent, Jewish life under the Nazis, the creation and maintenance of a "racial state", National Socialist ideology, anti-Judaism and anti-Semitism in Weimar Germany and the Third Reich, the role of religion and the churches, Germany's role in the Second World War, the Holocaust, and the interconnectedness between war and genocide.

**THE CIVIL RIGHTS MOVEMENT** (Not Offered Every Year) **(1/2 Credit)**

This half-year social studies elective will examine the development of the Civil Rights Movement in the United States. The course will be taught in the chronological order of the movement and look to its earliest roots in the 19<sup>th</sup> century to modern-day issues related to race relations. The course will be project, discussion, and lecture-based. Students will learn about the movement through critically examining policies, legislation, literature, film, speeches, primary sources, and academic articles. This course is designed for serious students of history and those that would like to explore the Civil Rights Movement and the history of race relations in the United States.

**WORKS THAT SHAPED AMERICA** (Not offered every year) **(1/2 Credit)**

This course explores United States history through fiction and non-fiction readings, focusing on books that feature critical themes, events, and figures that have shaped the nation's development. Through critical reading and discussion, students will develop an understanding of the complex forces—social, political, economic, and cultural—that have influenced the history of the United States from the colonial era to the present.

Themes and works will include but are not limited to the founding of the nation, the development of democracy and governance, slavery and abolition, the Civil War and Reconstruction, industrialization and labor, the rise of the United States as a global power, race and civil rights movements, and the evolution of American political thought.

**PRESIDENTIAL ELECTION** (Offered in the Fall of Every Presidential Election Year) **(1/2 Credit)**

This course focuses on the United States Presidential election. Students learn about all aspects of the campaign, from debates and advertising to speeches and fundraising. The class has students take on the roles of candidates, strategists, and pundits. Participants work in teams to stage debates, design campaign commercials, draft policy memos, and craft fundraising strategies. Students will analyze the results of the election and will monitor the transition between administrations. Students leave the course with a multifaceted understanding of the election—and the American electoral system—in its historical and global context.

**SPORTS HISTORY** (Not offered every year) **(1/2 Credit)** *Designed for sophomores, juniors, and seniors*

Sports History journeys from the early American past (18th Century) to the present to give students a compelling grasp of the historical evolution of American sporting practices. This course provides students with insights that will allow them to develop new and alternative perspectives, examine sport as a social, economic, and cultural phenomenon, generate a better understanding of current sport practices, examine its multidimensional influence, its role and evolution/impact with regards to race/gender, and consider future developments in sport in American life. The main objective of the course is to understand the social, economic, and political impact of sports on American society. Projects along with Sports Documentaries, and Films (such films may include but are not limited to; *42*, *Miracle*, *Hoosiers*, *The 30 for 30 series on ESPN*) are a major part of the class. Students can also expect to examine literature, and listen to guest speakers.

**WITCH TRIALS** (Not offered every year) **(1/2 Credit)**

This course will take a deep dive into the Witch Trials throughout Europe, and the United States during the late 1600s. This course will focus on comparing and contrasting the different practices of witchcraft trials, and the different attributes of the women who were targeted. The course will begin with how this phenomenon began, and why it gained so much popularity throughout Europe, and the United States. The course will also highlight the impact that the witch trials had on societal norms, and history to follow. This course will involve analysis of primary, and secondary sources through open dialog. Time permitting students will have the opportunity to study a witch trial case, and reenact a historical witch trial case. Students will defend the key roles using argument and reasoning.

## TECHNOLOGY EDUCATION

(We are in the process of seeking approval for HVCC credit for some of our high school offerings)

Technology Education is an exploratory program that emphasizes a conceptual understanding of the knowledge and processes that people utilize to satisfy human wants and needs. Students that enroll in any technology course will gain the ability to use, manage, assess, and understand the major technological systems of our society. All technology education courses are open to election by any student.

### Technology Foundation Courses

#### DESIGN AND DRAWING FOR PRODUCTION (1 Credit)

**NOTE: Successful completion satisfies the high school Art/Music requirement for graduation**

This is an introductory course in the area of design and technical drawing. Students will explore and be familiarized with technical drafting techniques, the universal language of technical drawing, 3D computer modeling, the design process, principles and elements of design, furniture design, product design, environmental design, small modeling and prototyping, and reverse engineering. Students will cultivate creative thinking and decision-making skills through various authentic problem-based experiences.

#### MATERIALS PROCESSING I (1/2 Credit)

Materials processing is designed to give students practical knowledge about the way humans convert various materials into useful products. The course focuses on processing a variety of materials such as wood, metal, plastic, and composites through techniques of forming, separating, combining, and conditioning. Hands-on activities will include product design, product layout, hand and machine tool use, fastening, finishing, and school and community involvement.

### Technology Elective Courses

#### RESIDENTIAL MAINTENANCE AND REPAIR (1/2 Credit)

This course is designed to give students an introduction to the repair, maintenance, and installation of materials and systems in residential homes. Students will learn about electrical wiring and fixtures, plumbing installation and repair, and many other home maintenance, through hands-on projects. They will learn to work with different tools and materials to solve problems that occur in homes, such as holes in walls, leaking faucets and pipes, and doors not closing properly. The projects will be designed to have students thinking creatively and working cooperatively to solve real-world problems.

#### ARCHITECTURAL DRAWING (Not Offered Every Year) (1/2 Credit)

Students will explore the topics of architectural history, drafting tools and techniques, functional diagrams, floor plan design, sectional drawings, exterior elevations, site plans, perspective drawings, architectural dimensioning, energy efficiency, and career exploration. Students will also be given the opportunity to solve real-world problems through hands-on, minds-on architectural modeling activities.

#### MATERIALS PROCESSING II (1/2 Credit) *Recommended: Materials Processing I*

The course will be built on the principles of tool use for advanced woodworking projects. The course will also build on welding practices from Materials Processing I. This will be a major focus of the class and will use the multiple types of welding that are available in the shop (MIG, Stick, and Braze welding). Projects in welding will include student's own artistic creations and also projects that will be used for the betterment of the school, its facilities, and its sports and clubs.

## **Career and Technical Education**

Maple Hill High School in cooperation with Questar III has made it possible to offer every student an opportunity to learn a marketable skill or trade while completing a high school education. Students spend half of each day at Maple Hill and the other half at The Robert H. Gibson Technical School in Troy. The courses of instruction are of one or two-year duration, depending on the subject. Students in courses ending in licensure must meet the hourly requirements set for the license to be earned. Presently, the Cosmetology program requires New York State licensure examinations at the conclusion of the courses.

All students are enrolled through Maple Hill's Guidance Office, where their counselor has complete course descriptions and time requirements. A sequence will be arranged which, when satisfactorily completed, will assure high school graduation. Annotation of the **Career and Technical Education Endorsement** will be denoted on the diploma for those students who complete an approved Career and Technical Education program, successfully complete the technical assessment designated for their CTE program, and achieve passing scores on Regents exams required for the student's diploma type.

The following programs are presently offered at The Robert H. Gibson Technical School. However, these can change from year to year.

### **2026 – 2027**

#### **The Robert H. Gibson Technical School Courses** **2 Year Programs-Students begin their junior year.**

Automotive Technologies  
Construction Technologies  
Cosmetology  
Criminal Justice  
Culinary Arts  
Electrical Trades  
Gaming & Multimedia  
Heating, Ventilation, Air Conditioning (HVAC) & Green Technologies  
Heavy Equipment Repair & Operations  
Welding/Metal Fabrication  
Certified Nurse Assistant (CNA) (Seniors Only)

### **New Visions**

#### **1 Year Programs for Seniors**

Emergency Preparedness, Informatics, Cyber and Homeland Security (EPICH)  
Medical  
Pathways in Education  
Science, Technology, Engineering, and Math (STEM)  
Scientific Research and World Health  
Visual & Performing Arts

## **THE ROBERT H. GIBSON TECHNICAL SCHOOL COURSE DESCRIPTIONS**

### **Automotive Technologies**

Utilizing state-of-the-art professional tools and computer systems, students learn automotive repair and maintenance skills. The program is entry-level certified by the Automotive Service Excellence (ASE) Education Foundation. This means the program meets or exceeds industry-recognized, uniform standards of excellence.

### **Construction Technologies**

Students learn the skills necessary for employment in construction and renovation while being introduced to the growing fields of home energy efficiency and green building. Students also complete the OSHA 10 Hour Safety Certification course and participate in real work experience where they learn framing, roofing, trim carpentry, and other finishing skills.

### **Cosmetology**

This 1,000 hour accredited NYS Licensing Program prepares students for current and emerging careers in the salon industry. Students are trained in the fundamentals of salon services and learn the academic and hands-on skills necessary to pass the NYS Licensing Exam. Instruction includes all aspects of a salon career including hair cutting, coloring and styling, skin care, nail care and salon business.

### **Criminal Justice**

Through classroom instruction, field trips, and meetings with professionals in the field, students learn state-of-the-art techniques to prepare for post-secondary studies or a career in law enforcement and the criminal justice system. Students also have the opportunity to complete Security Guard, 911 Public Safety Telecommunicator, and several FEMA Certifications.

### **Culinary Arts**

The Culinary Arts program teaches students the management and culinary skills needed for a career in the hospitality industry, including classroom study, lab work, mentored work experiences, and the opportunity to test their skills in competitions. The curriculum is based on ProStart, supported by the National Restaurant Association Educational Foundation.

### **Electrical Trades**

This two-year program is designed to equip students with the technical skills and knowledge necessary for a career in electrical work. Students delve into the fundamentals of electrical principles and engage in advanced techniques through hands-on and classroom instruction. Students will receive an in-depth understanding of the electrical trades, including modern green energy solutions. This program will cover the essentials of residential, industrial, and commercial work, ensuring students are well-prepared to enter this diverse and in-demand field.

### **Gaming and Multimedia**

Students learn how to use multi-media technology to produce games or artistic effects and how to design graphics to meet specific commercial or commercial needs. Students will collaborate to create innovative game and role-play simulations, storylines, and character biographies. The Informational Technology (IT) field is always growing, be the master of your machine and your future.

### **Heating, Ventilation, Air Conditioning (HVAC) & Renewable Energies**

Using classroom instruction and project-based learning, this course teaches students how to design, install and repair HVAC systems. Students also explore emerging technologies (including wind, solar and geothermal) and receive extensive training in home energy efficiency. Students can earn EPA certifications and an OSHA 10 Hour Safety Certificate.

### **Heavy Equipment Operation & Maintenance**

Students learn to operate, maintain, diagnose, and repair construction-related equipment such as backhoes, bulldozers, bucket loaders, excavators, and skid steers. Students will complete the OSHA 10 Hour Safety Certificate and work towards a CDL-B license.

### **Welding/Metal Fabrication**

Based on skill standards from the American Welding Society, students focus on safety, metal fabrication and basic hand tools operation for employment or further education.

## **FOR HIGH SCHOOL SENIORS ONLY**

### **Certified Nurse Assistant (CNA)**

Through classroom theory, laboratory, and hands-on clinical instruction, students who complete the program are eligible to take the Certified Nurse Aide Certification Exam. Students complete clinical rotations at a local nursing home or facility.

## **NEW VISIONS PROGRAMS**

### **Academically Challenging Programs for High School Seniors Only**

### **EPICH (Emergency Preparedness, Informatics, Cyber, and Homeland Security)**

This program introduces students to the necessary content and skills in emerging technologies and the use of data to anticipate and manage natural and man-made disasters and security. Students will confront the challenges of the 21st century, becoming the next generation of leaders. This program is designed to provide students with a strong understanding of modern-day technology and the relationship it has with society. Students learn beyond the classroom through experiential components, including visiting local intelligence hubs, meeting professionals in the field, and through threat simulations where students' problem-solve and position resources in real-time to protect and save lives. This program is housed in UAlbany's ETEC building.

### **Medical**

The Questar III New Visions Medical program allows students to explore a wide variety of careers and specialty areas in the medical field through first-hand experience and related college coursework. The program — offered in partnership with St. Peter's Health Partners, Russell Sage College and Hudson Valley Community College (HVCC) — is based at Samaritan Hospital in Troy. It features an integrated curriculum that includes college coursework in English Language Arts, and Anatomy and Physiology while meeting NYS 12th grade course requirements in English and Social Studies. Students spend over 80 hours shadowing in clinical settings.

### **Pathways in Education**

Pathways in Education is an exciting program focused on preparing students for a career in the field of education. This half-day program for seniors will be located at the University at Albany's main campus. Students will have the opportunity to complete college courses each semester. These courses are directly applicable to a variety of educational careers. Along with the college coursework, this program will have class time to cover additional educational topics and will incorporate hands-on experiences including observations, shadowing, and internship experiences with a variety of inspiring professionals in the field of education. Students will be supported along the way to help them successfully make the transition from high school to college level work. This program will prepare students with the content knowledge and experience to continue their coursework towards a degree in education. Student will also have mastery of the content needed to obtain a New York State Level 1 Teaching Assistant certification for immediate employment.

### **Science, Technology, Engineering & Math (STEM)**

STEM is located on the RPI Campus in Troy, NY and is an ideal choice for students who are planning to attend an undergraduate program in engineering or the physical sciences. This challenging program, which blends practical experience with classroom instruction, exposes students to various engineering fields, research, applied mathematics, technology, and the sciences. Students learn about a wide range of career and educational opportunities in STEM fields through interactions with college faculty and professionals, while engaging in rigorous college coursework and meeting NYS graduation requirements.

### **Scientific Research & World Health**

In Questar III's New Visions Scientific Research & World Health program, students explore cutting edge biomedical research and pressing global health concerns. The program is located at UAlbany's Health Sciences Campus in Rensselaer, where students experience hands-on research in our own biotechnology laboratory. They engage with scientists and public health professionals from academia, private industry and governmental agencies. The primary focus of the program is to develop strong habits of the professional scientific mind. Students ask their own research questions and explore problems in health and biomedicine, and present their work at professional level scientific poster sessions. Students earn 18 college credits from SUNY, Russell Sage College, and the Albany College of Pharmacy and Health Sciences in a fully integrated, hands-on learning environment. This program is uniquely designed for students seeking future careers in life sciences research and associated fields. It is a demanding curriculum taught in a supportive environment where students are encouraged to identify what they are truly motivated to learn about and to use this to help them move forward in the world and pursue their future careers.

### **Visual & Performing Arts**

Visual & Performing Arts provides high school seniors with the opportunity to explore a wide array of careers in the visual and performing arts. Students gain knowledge about the business of art and specific techniques through a curriculum that blends college-level education with practical experience. Students participate in both workshops and classroom instruction while gaining valuable insight through experiences with local artists and art-related businesses. Applied experience gained through rotations is designed to showcase career options and focus on the practical aspects of earning a living in the arts. Topics of study include preparing the college application, audition and/or portfolio; filmmaking; songwriting and recording; playwriting and performance; and the art show. This one year seniors-only program is based at The Arts Center of the Capital Region in historic downtown Troy, NY.

## Distance Learning

Distance Learning is learning that takes place via electronic media linking instructors and students who are not together in the same classroom. 42 sites across twelve (12) counties served by six (6) BOCES in northeastern New York are joined together in this cooperative program to expand educational opportunities to our students.

Schodack Central Schools moved forward in September of 2007 with this cutting-edge educational opportunity with the opening of a Distance Learning Lab. Distance Learning programs allow our students to enroll in courses that we might otherwise have to bypass or eliminate due to low enrollment or teacher availability.

The lab, housed in a classroom at the high school, allows our students to take courses that could never be offered in a traditional classroom. Besides the traditional courses students can take, Maple Hill students also have the opportunity to take courses from across the state.

Some of the advantages of Distance Learning Program for Maple Hill students:

- Allows more opportunities to take college-level courses during their high school career.
- Expands the number and variety of courses available to our students.
- Enables our students to learn and operate in a setting similar to the kind of world they will live in as adults.
- Enriches student experience, enabling young people to learn from both peers and faculty members in other communities.
- Encourages creativity and participation.
- Offers professional development opportunities to instructors, district personnel, and the greater community.

Detailed course descriptions of Distance Learning courses can be found at <http://www.dl.neric.org>.

## Implications For Students With Disabilities

Students with disabilities shall have access to the full range of programs and services appropriate to their individual needs. Instructional techniques and materials must be modified to allow these students to meet diploma requirements. The Committee on Special Education will consider what instructional techniques and modifications are being provided during the annual review process so that appropriate recommendations for revisions can be made.

Students with disabilities are allowed alternative testing techniques, as indicated on the IEP. The purpose of the alternative procedures is to allow the student to perform to his or her abilities by circumventing the disability.

Resource Room and alternative testing methods are available to help support students in their high school program. Students identified as having a disability may be exempted from a second language requirement if a student's IEP states that such requirements are not appropriate.

### **SPED Resource Room**

The SPED Resource Room is designed to provide specialized instruction and academic support for students with Individualized Education Plans (IEPs). This course offers a structured, supportive environment where students can work on personalized goals, reinforce key skills, and receive targeted assistance in core subject areas. Emphasis is placed on building independence, improving organizational and study skills, and fostering self-advocacy. The Resource Room program is tailored to meet the unique needs of each student, ensuring they have the tools and strategies necessary to achieve success in their academic pursuits.

A student with a disability may be awarded a Career Development and Occupational Studies (CDOS) Commencement Credential either as a supplement to the high school diploma or as an existing credential if unable to earn a high school diploma provided that:

- 1) He/she demonstrates attainment of the commencement level CDOS learning standards in career exploration and development, integrated learning, and universal foundation skills; completes a career plan and employability profile; completes the equivalent of 2 units of study (216) hours in Career and Technical Education coursework and at least 54 hours of work-based learning.

**OR**

He/she meets the criteria for a national work readiness credential.

- 2) He/she has attended school for at least 12 years, excluding kindergarten, or has received substantially equivalent education.

## **Early Admission to College**

Occasionally a very strong student will be interested in starting college a year early. Juniors accepted to college may complete high school graduation requirements during the freshman year of college. This option is open to students who have completed an application form, available in the guidance office, and have arranged their junior year schedule to complete most requirements. Students must complete college courses comparable to those missed in high school. Upon receipt of a college transcript, students will be eligible for a Maple Hill diploma and may participate in graduation. Early advisement from the guidance office is very important.

## **Community Involvement**

To be eligible for high school credit for volunteering time and energy to non-profit or not-for-profit organizations, students must meet certain criteria. The student must be enrolled as a full-time student at Maple Hill High School in grades nine through twelve; the student must do solely volunteer work, and the voluntary work must be verified by the supervisor of such work by completing an application for "Community Involvement Credit."

A student must be involved in the organization for no less than six hours per week during each marking period, but the student may earn credit during the summer if the criteria are met. To earn one-quarter credit, a student must accumulate at least fifty hours of volunteer work. No more than one full credit may be awarded each academic year. Four credits of Community Involvement may be used toward elective graduation credit, but Community Involvement is not to be considered as a major sequence.

## **Options for Seniors**

Seniors may attend school for a half-day if they wish to attend college in the afternoon. Many nearby colleges welcome high school students who wish to try a class each semester. Usually, the course credit may be transferred to other colleges.

## **Transfer Students**

Students who transfer into the state may not be responsible for meeting all education requirements, depending on when they enter.

Transcripts of students from out of state entering after the beginning of grade 9 will be evaluated and appropriate credit will be awarded. Generally, transfer students shall meet Regents test requirements. However, transcripts of those entering grade 11 or 12 will need to be reviewed in order to determine the need for Regents testing and the student may be exempted from tests ordinarily required.

A special provision is made for students who transfer between high schools in grades 11 or 12. If the language in which such students began their sequence is not offered in the school to which they have transferred, such students must complete three units of second language credit, but not necessarily in a single language.

Specific requirements for out-of-state transfer students can be found at [www.nysed.gov/standards-instruction/transfer-students](http://www.nysed.gov/standards-instruction/transfer-students)

## **Alternate Ways of Earning Credit**

Students who attend school full-time have the option of earning up to six and one-half credits of the twenty-two required without completing specific courses of study. This may be done as follows:

The student achieves 85% or better on state-developed (e.g. Regents exams, proficiency exams) or state-approved exams, and the student passes an oral examination or completes a special project. Requests must be made in writing at least six months prior to the Regents exam being challenged. Students should contact the guidance office for the required paperwork. In the area of science, lab requirements must be met prior to taking a Regents exam.

Art and music credit may be earned through participation in a performing group (e.g., band, chorus, orchestra, dance group, theater group, etc.) or by participating in advanced, out-of-school art or music activity as approved by the local district.

### **Student Annual Review - Grades 7 - 12**

The school counselor shall conduct an annual review with each student individually, or in small groups to discuss his/her education, career, and/or social development, plans, and progress.

### **Remediation - Grades 9 - 12**

Changes in New York State requirements for graduation will necessitate that students pass certain Regents exams. All students who fail the Regents exams in English mathematics, global studies, science, or history and government shall be provided appropriate remedial instruction designed to enable them to pass these tests by the time they are otherwise qualified to graduate. The student and his/her parent or guardian shall be notified in writing, by the principal, of the test results and the plan for remedial instruction.