



Program of Studies
2026-2027

Be Responsible - Be Respectful - Be Safe

Dear Scholars and Parents:

The Gloversville High School *Program of Studies* has been prepared for scholars and parents as a guide for educational planning. It is designed to provide important information regarding graduation requirements, course offerings, and educational opportunities offered by our school to meet scholars' needs. For your information, the New York State Standards are written at the beginning of each subject area. These standards reflect the skills and level of achievement a scholar should attain by the completion of high school.

The administration and faculty urge you to read this booklet carefully. Scholars should choose their educational program wisely by evaluating their abilities, goals, and interests when choosing courses. It is our sincere hope that each scholar's course of study will result in a challenging and rewarding educational experience.

Scholars should seek parental guidance as well as advice from counselors when selecting courses. Counselors will begin to meet with scholars to complete the course selection process in late winter/early spring. Scholars and parents are also invited to meet with counselors individually. Appointments may be scheduled by calling the high school Career Counseling Center (775-5710) or by emailing your scholar's counselor (see information below).

Please contact our Career and Counseling Center if you have any questions about the educational program or the course selection process.

COUNSELOR ASSIGNMENTS

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GRADUATION REQUIREMENTS

I. COURSE REQUIREMENTS

Required Core Subjects	Regents Diploma	Advanced Designation
English	4 Credits	4 Credits
Social Studies	4 Credits	4 Credits
Mathematics	3 Credits	3 Credits
Science	3 Credits	3 Credits
World Languages	1 Credit	3 Credits*
Fine Art	1 Credit	1 Credit
Health (including CPR)	1/2 Credit	1/2 Credit
Physical Education	2 Credits	2 Credits
Sequence/Electives	3.5 Credits	1.5 Credits
	22 Credits	22 Credit

* Scholars enrolled in Independent Study courses will not receive quarterly grades, and these courses will not appear on report cards. Upon completion of the Independent Study course, a final average will be issued and recorded on the scholar's official transcript.

II. TESTING REQUIREMENTS

REGENTS DIPLOMA - MUST PASS THE FOLLOWING REGENTS EXAMS:

- English Language Arts Regents Examination (one exam)
- Social Studies Regents Examination (one exam)
- Mathematics Regents Examination (one exam)
- Science Regents Examination (one exam)
- Checkpoint A Examination for World Languages or one unit of high school World Language credit

AND ONE OF THE FOLLOWING:

- A passing score on a fifth regents exam in Social Studies, Math or Science
- A State approved CTE program
- CDOS Pathway Career Plan

REGENTS DIPLOMA WITH HONOR

To receive a Regents diploma with honors, a scholar must achieve a 90% or above average on the aforementioned regents.

REGENTS DIPLOMA WITH ADVANCED DESIGNATION - MUST PASS THE FOLLOWING REGENTS EXAMS:

- Meet the credit and assessment requirements for a Regents diploma, AND
- Pass two additional Mathematics regents

Pass one additional Social Studies regents
Pass one additional Science regents (one life science and one physical science)
AND - Complete a sequence:
Earn an additional two units of credit in World Languages and pass the Checkpoint B exam, or
Complete a five unit sequence in the Arts, or
Complete a five unit sequence in CTE

REGENTS WITH ADVANCED DESIGNATION WITH HONORS

To receive a Regents Diploma with Advanced Designation with Honors, a scholar must achieve a 90% or above average on the aforementioned regents requirements.

MASTERY IN MATH and/or SCIENCE

To receive the Mastery in Math and/or Science designation, a scholar must meet all of the requirements for a Regents Diploma with Advanced Designation AND earn an 85 or higher on three Math regents exams and/or three Science regents exams.

TECHNICAL ENDORSEMENT

To receive a technical endorsement, a scholar must meet the requirements for either a Local Diploma, a Regents Diploma or a Regents Diploma with Advanced Designation AND successfully completes a department approved CTE program including the three-part technical endorsement.

NEW YORK STATE SEAL OF BILITERACY (NYSSB)

The NYSSB recognizes high school graduates who have attained a high level of proficiency in English and one or more world languages. The intent of the NYSSB is to encourage the study of languages, to identify high school graduates with language and biliteracy skills for employers, to provide universities with additional information about applicants seeking admission and placement, to prepare students with twenty-first century skills, to recognize the value of language instruction, and to affirm the value of diversity in a multilingual society. Successful candidates will earn three points in English and three points in each world language from a points matrix, which includes course grades, national and state exams, transcripts, and culminating projects. The NYSSB takes the form of a Seal on the scholar's diploma and a medallion worn at graduation.

NEW YORK STATE SEAL OF CIVIC READINESS (SoCR)

The seal of Civic Readiness is a formal recognition that a scholar has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. To obtain the SoCR, a student must complete all requirements for a NYS Regents or local diploma and accrue a certain number of points earned through such activities as completing a service-learning project, earning credit in an elective course that promotes civic engagement, extracurricular participation or a work-based learning experience related to civics. The SoCR takes the form of a Seal on the scholar's diploma and designation on their transcript.

CDOS (CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES) COMMENCEMENT CREDENTIAL

A CDOS Commencement Credential can be used as a standalone high school exit credential that shows scholars meet work readiness criteria, act as a supplement to a high school diploma, or help meet Regents Diploma requirements as outlined above. To successfully meet CDOS Commencement Credential requirements, scholars must complete a career plan and demonstrate attainment of career exploration and development learning standards. Scholars must complete the equivalent of two units of study in Career and Technical Education course work, including 54 hours of work-based learning and at least one employability profile.

Attendance is an integral part of successfully earning course credit. Since class participation is part of the course grade, excessive absenteeism will have a negative impact on the scholar's grade average.

GHS HONORS REQUIREMENTS

These courses demand superior achievement in all skills and content. They require consistent excellence of performance on written and oral work and necessitate the ability to synthesize, analyze, apply, and universalize concepts and content. Honors courses challenge the scholar to delve deeply into content to satisfy intellectual curiosity, draw conclusions, formulate hypotheses independently, and make connections between new and old material. They emphasize independent study beyond the realm of classroom work.

PLACEMENT – NINTH GRADE HONORS

Math and Second Language: Scholars will continue to be accelerated from 8th grade.

Science: Scholars who have successfully completed Honors Earth Science (both course and Regents exam) in 8th Grade will be placed in Honors Biology.

Language Arts/Social Studies: Must meet three criteria: 1) 8th Grade State Assessment of high 3 or 4 with teacher recommendation; 2) 8th Grade average in Social Studies or Language Arts must be 90 or above; and 3) Successfully complete a writing sample.

Challenges: Any scholar who does not have at least an 80 average in their 8th grade class will be ineligible for honors placement. If a scholar has an 80 – 89 average in their 8th grade class, they may be placed in Honors if the following criteria is met: Writing sample as previously noted.

If a scholar's 5 week average is below an 80, a parent conference will be held.

If a scholar's 1st quarter average is below 80, the student will be removed from class.

PLACEMENT IN HONORS PROGRAM BEYOND NINTH GRADE

- Must have a final grade of 90 or above in class
- Recommendation from previous teacher.
- Writing sample

MAINTAINING HONORS PLACEMENT

- Must maintain at least an 80 average.
- If a scholar's 5 week average is below an 80, a parent conference will be held.
- If a scholar's average falls below an 80 again, the scholar will be removed from class.
- This will not apply to students in college level courses (AP, SUNYA, FMCC, SUPA, PLTW)

HONORS CODE OF CONDUCT

The following policy on cheating, plagiarism and fraud is found in the GHS Student Handbook:

Cheating, Plagiarism and Fraud

Cheating, plagiarism and fraud are serious offenses. They include the use of unfair means to pass an examination, term paper, project, etc., giving aid to or obtaining aid from another person during an examination, and/or intentional misrepresentation of information and/or reported results.

A scholar found to be guilty of cheating on a test or exam shall have his/her examination confiscated, and his/her exam canceled. In the case of cheating on a regents exam, the scholar will be excluded from any subsequent state

examinations until such time as the scholar has demonstrated by exemplary conduct and citizenship, to the satisfaction of the principal that he/she is entitled to restoration of that privilege.

Cheating on homework, papers, quizzes, tests, and local final examinations will result in a grade of “zero” being given for that particular piece of work. This grade may NOT be made up.

Plagiarism is defined as stealing and passing off ideas or words of another as one’s own, that is, without crediting the source. Proven acts of plagiarism receive a grade of “zero” on a paper or a project. Any proven act of cheating, plagiarism, fraud, etc. shall result in the removal from and/or non-consideration for membership in the National Honor Society.

In addition: In the case of cheating or plagiarism, any scholar in an Honors class will lose his/her Honors status by being moved to a non-honors course. If this is not possible due to scheduling issues, the scholar will lose the weighted Honors grade.

EARNING COLLEGE CREDIT

Scholars may elect to earn college credit while in high school through the following methods:

1. **Early Admission** - Scholars may attend FMCC either part time or full time to earn college credit while enrolled at Gloversville High School. All required academic courses successfully completed at the college may be used for graduation credit at Gloversville High School. Tuition, fees, and traveling expenses are the responsibility of the scholar. Some financial aid is available.
2. The **University in the High School Program (UHS)** - This program, available through the State University of New York at Albany, provides college credit in upper level courses in World Languages. The courses are taught at Gloversville High School by the appropriate high school staff. Scholars are expected to register for class credit through SUNY Albany to receive college credit upon successful completion of course.
3. **Syracuse University Project Advance (SUPA)** - This program, available through Syracuse University, provides college credit in upper level coursework in Mathematics and Social Studies. The courses are taught at Gloversville High School by the appropriate high school staff. Scholars are expected to register for class credit through Syracuse University to receive college credit upon successful completion of course.
4. **Project Lead the Way (Pre Engineering Program)** - Program courses available for college credits through Rochester Institute of Technology. Course fees and successful completion of a final exam are required to receive course credit.
5. **Fulton Montgomery Community College (CHS)** - This program, available through Fulton Montgomery Community College, provides college credit in upper level coursework in English, Social Studies, Mathematics and Art.
The courses are taught at Gloversville High School by the appropriate high school staff. Scholars are expected to register for class credit through FMCC to receive college credit upon successful completion of course.
6. **Advanced Placement (AP)** - AP is a program of college-level courses and exams that give high school scholars the opportunity to receive advanced placement and/or credit in college. The following AP courses are taught at GHS: Biology, Physics and Psychology. In addition to formal AP courses, students may challenge AP exams in other subject areas such as World Languages, English, US History, which AP exam grades it will accept for credit and/or advanced placement. Most institutions accept grades of 3 and above.

ART

Completion of 1 credit of Art fulfills the Fine Art requirement for graduation.

All art courses are Regents level courses except where otherwise indicated as honors.

All of the courses listed in this section may be completed towards earning the Individual Arts Assessment Pathway (IAAP) 4+1 Pathway

NYS Standards:

1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors.
2. Students will know and use a variety of visual arts materials, techniques, and processes.
3. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism.
4. Students will explore art and artifacts from various historical periods and world cultures to discover the role that art plays in the lives of people.

STUDIO IN ART

1 Credit - Full Year Course

The goal of this foundational course is to instill an appreciation of the arts by improving students' understanding of how art fits in the real world and throughout the history of art. This prerequisite class is an academic survey of a range of materials, techniques and styles used in art production and fulfills NYS graduation credit requirements for participation in the arts.

DRAWING AND PAINTING

1 Credit - Full Year Course

Prerequisite: Studio in Art or a Supplemental Art Portfolio

This course is offered to students in grades 10-12 who have met the prerequisite for advanced art electives. Students enrolled in Drawing and Painting will be exposed to both wet and dry drawing media, as well as various painting media. Project based learning will increase students' practical skills, with a focus on drawing from life, employing art elements and design principles, as well as, the development of personal aesthetics. Students will be expected to maintain a sketchbook, perform research, present brainstorm sketches, and participate in both personal and peer critiques. This course is best suited for students who wish to improve their drawing and expressive skills through practice and reflection.

CERAMICS

1 Credit - Full Year Course

Prerequisite: Studio in Art

This course is offered to students in grades 10-12 who have met the prerequisite for advanced art electives. Introduction to ceramics is a course in which students will examine the unique qualities of clay in the pursuit of creating three-dimensional works of art. The aim is to satisfy the urge for creative activity and to gain an appreciation for creative and functional design. Intro to ceramics will concentrate on the function, form, and cultural contributions

of pottery making through basic hand construction, methods of pinching, coiling and slab. Students will also learn to use the potter's wheel and become skilled in the use of ceramic colors and glazes.

ADVERTISING DESIGN & GRAPHIC ARTS

1/2 Credit - Half Year Course

Prerequisite: Studio in Art and Drawing & Painting

This course is offered to students in grades 10-12 who have met the prerequisite for advanced art electives. Enrolled students will work with techniques that are used by artists working in the field of advertising. Students will learn to design using text and graphics supported by templates and computer programs with media common in modern commercial applications. There will be chances to participate in poster and design contests. All projects created in this class can be used to enhance your major sequence art portfolio. This class is an introduction to many exciting careers in art.

DIGITAL PHOTOGRAPHY

½ Credit - Half Year Course

Prerequisite: Studio in Art

Photography is more than just taking a picture, it is painting with light. Whether you own a point-and-shoot or a more advanced DSLR, this class will give you a better grasp of your chosen tool and the skills to make successful images. We will focus on core photographic concepts as well as some more advanced techniques. The course will include hands-on demonstrations with the camera as well as basic digital image editing techniques in both Photoshop and Pixlr. We will discuss the work of great photographers alongside your own photographs in order to better understand the fundamentals of composition to create compelling imagery. Expect to leave the class with a project of which you are proud.

Note: Owning a digital camera is not required for this course. As long as you have a camera on your phone, you are set!

CHS ART HISTORY

1 Credit- Full Year Course

College Credit: Art 101 & Art 102

Prerequisite: Studio in Art. Junior, or Senior Status

Introduction to the history of art. A survey of world painting, sculpture, and architecture, from prehistoric times to the Renaissance. The course emphasizes stylistic development and the appreciation of human aesthetic achievements. As scholars progress through the class, they will survey world painting, sculpture, architecture, and artistic movements, from the Renaissance to the present. Presentation combines lecture, text, and visual material. * Throughout the course of this class, scholars will be exposed to nudity in the form of artistic works, including paintings, sculptures, and figure studies, as part of their learning and appreciation of the human form in art.

CHS ADVANCED CERAMICS

1 Credit-Full Year Course

College Credit: Art 175

Prerequisite: Studio in Art and Ceramics, Junior or Senior Status

A general course in pottery using a variety of forming techniques, including hand-building, slab, wheel throwing, and ceramic sculpture. This course involves the study and exploration of ceramic materials and techniques that are necessary to produce works of art using this medium. It covers concepts relating to clay, glazes, slips, aesthetic and functional form, and firing techniques. We will build upon the techniques of modeling and carving, and extend into areas beyond slip casting to explore more advanced techniques of subtractive and additive processes. Juniors and Seniors will be given priority over underclassmen if there is limited space in this class.

CHS ADVANCED PAINTING (not offered in the 2026-2027 school year)

1 Credit-Full Year Course

College Credit: Art 125

Prerequisite: Studio Art and Drawing and Painting or a Supplemental Art Portfolio. Sophomore, Junior, or Senior Status

An introduction to painting with a focus on utilizing traditional and contemporary techniques. Topics to be covered include visual composition, application techniques, material use, color theory, and value. An emphasis will be placed on seeking personal creative solutions through the exploration of a variety of techniques-both representational and abstract. Paintings will be made from observation and photo reference. Juniors and Seniors will be given priority over underclassmen if there is limited space in this class.

CHS ADVANCED DRAWING I AND II (offered in the 2026-2027 school year)

1 Credit-Full Year Course

College Credit: Art 115 & Art 116

Prerequisite: Studio Art and Drawing and Painting or a Supplemental Art Portfolio. Sophomore, Junior, or Senior Status

A preliminary course which concentrates on development of the technical and creative skills necessary to make drawings as expressive visual language. Topics will include visual composition, line, value, gesture, volume and linear perspective. Drawings will be made from observed and unobserved subjects. Additionally, this course will provide an exploration of drawing using a wider variety of media, with emphasis on creative personal expression and the human figure. Topics will surround figure drawing along with the development of expressive composition, content and technique, drawing from both unobserved and observed subjects, gesture drawing, figurative drawing. Juniors and Seniors will be given priority over underclassmen if there is limited space in this class.

BUSINESS

NYS Standards:

1. Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
2. Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
3. Students will demonstrate mastery of the foundation skills and competencies essential for success in the

workplace.

All business courses meet the New York Standards.

CAREER AND FINANCIAL MANAGEMENT (Business and Life Survival Skills)

1/2 Credit – Half Year Course

(A required class for all students looking to substitute a second language with a business sequence)

In this class, students will learn and use material that has the possibility to change and/or improve their lives. Students will explore topics such as taxes, workplace environments, job searches, and resumes, maintain bank accounts, credit cards, career paths, problem solving and the economy. For each topic, students will learn the core material and then be provided with real-world examples such as The Apprentice, tax forms, job applications and topic related movies.

COMPUTER INFORMATION SYSTEMS *1/2 Credit- Half Year Course*

College credit: FMCC (CIS 105)

The course provides an introduction to microcomputers and end-user system/application software. The micro computer is demonstrated as a tool to support other academic or professional disciplines. Topics include operating systems, word processing, spreadsheets, presentation, database and web page design software. Internet related applications are also used. The Microsoft Office Suite is the focus of the course.

By registering for the “College in the High School” program through Fulton Montgomery Community College, students will receive 3 college credits after successful completion of the course.

***Open to juniors and seniors only**

DRIVER AND TRAFFIC SAFETY EDUCATION

DRIVER AND TRAFFIC SAFETY EDUCATION *1/2 Credit- Summer School Course*

This course is designed to educate students aged 16 or older on safe and responsible driving practices, including the development of appropriate driving skills, habits, and attitudes necessary to participate responsibly in the highway transportation system. This course is offered only during the summer. Please note that additional supervised driving practice beyond the Driver Education course is highly recommended to ensure continued skill development and safety.

ENGINEERING/TECHNOLOGY EDUCATION

Standards for Technological and Engineering Literacy

1. Nature and Characteristics of Technology and Engineering
2. Core Concepts of Technology and Engineering
3. Integration of Knowledge, Technologies and Practices
4. Impacts of Technology
5. Influence of Society on Technological Development
6. History of technology
7. Design in Technology and Engineering Education
6. Applying, Maintaining and Assessing Technological Products and Systems

PROJECT LEAD THE WAY

The pre-engineering program is a five course sequence designed to help students explore technology related careers and to prepare them for two and four year college programs. Each class uses state-of-the-art technology equipment and software and is taught in a laboratory setting that involves projects rather than lectures to learn the material. Classes focus on problem solving and encouraging students to work in teams. Students are eligible to earn college credits through Rochester Institute of Technology. It is not required that students complete all five courses but the ***courses should be taken in the following sequence:***

The courses should be completed in sequence. All courses are 1 full credit and are taught in a dedicated computer laboratory.

1. Introduction to Engineering Design/Design and Drawing for Production
2. Principles of Engineering
3. Digital Electronics/PLTW
4. Civil Engineering and Architecture/PLTW
5. Engineering Design and Development/PLTW

INTRODUCTION TO ENGINEERING DESIGN (IED)*

1 Credit - Full Year Course

IED provides students with the opportunity to apply creative thinking and problem-solving skills using a design development process. The first six to eighth weeks accelerated ODP curriculum It utilizes powerful computer hardware and software (Autodesk Inventor) to develop 3-D models or solid renderings of objects. Students will learn the product design process and how a model of that product is created, analyzed, rendered and produced. Various applications of the product design process will be discussed along with possible career opportunities. In NYS, the course is called Design and Drawing for Production and follows the standards developed by the State Education Department. Students are required to develop a professional portfolio of all work.

* This course may be used to meet the Fine Arts graduation requirement with a 3-credit technical sequence.

PRINCIPLES OF ENGINEERING (POE)

1 Credit - Full Year Course

Prerequisite: Digital Electronics (DE) or Civil Engineering and Architecture (CEA), Teacher Approval, Must have completed or be enrolled in Geometry. Focuses primarily on Junior year scholars.

POE is a course that helps students understand the field of engineering and engineering technology. Exploring various technology systems and design processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. Students are required to develop a professional portfolio of all work.

DIGITAL ELECTRONICS (DE)

1 Credit - Full Year Course

Prerequisite: Introduction to Engineering Design (IED) Focuses primarily on Sophomore year scholars.

A course of study in applied digital logic that encompasses the application of electronic circuits and devices. Students will be introduced to video games, watches, calculators, digital cameras, and hundreds of other devices. The use of digital circuitry is in virtually all aspects of our lives and increasing rapidly. This course is similar to a first semester college course and is an important course of study for a student exploring a career in engineering or engineering technology. Students are required to develop a professional portfolio of all work.

CIVIL ENGINEERING AND ARCHITECTURE (CEA)

1 Credit - Full Year Course

Prerequisite: Introduction to Engineering Design (IED) Focuses primarily on Sophomore year scholars.

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as:

- The Roles of Civil Engineers and Architects
- Project Planning
- Site Planning
- Building Design
- Project Documentation and Presentation

Students are required to develop a professional portfolio of all work.

ENGINEERING DESIGN AND DEVELOPMENT (EDD)- PLTW Capstone Course

1 Credit - Full Year Course

Prerequisite: Introduction to Engineering Design (IED), Principles of Engineering (POE), Digital Electronics (DE), or Civil Engineering and Architecture (CEA)

Seniors Only

EDD is an engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles developed in the four preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year. Students are required to develop a professional portfolio of all work.

FACILITIES MANAGEMENT(Not Offered in the 26-27 School Year)

1 Credit-Full Year Course

Prerequisite: PLTW Introduction to Engineering Design (IED) and Junior or Senior Status

A facilities management class typically covers the principles and practices of managing, as well as maintaining facilities improvement and modernization for buildings and other physical assets to support the needs of occupants and the organization. It focuses on planning, maintenance, operations, and project management to ensure the safety, functionality, and efficiency of the facility.

Concepts to be covered include: introduction to facility management, strategic facility planning, space planning and management, operations and maintenance, project management, budgeting and financial management, procurement and contract management, health, safety, and environmental issues, leadership and team management, emerging trends, analyzing and evaluating existing maintenance programs, preparing requests for proposals and building specifications, overseeing maintenance of common areas and using checklists, and using reserve studies for ongoing maintenance needs.

TECHNOLOGY COURSES

DESIGN AND DRAWING FOR PRODUCTION*

1 Credit - Full Year Course

In Design and Drawing for Production students will study the design process as it applies to mass produced items. Students will design and then create working drawings of objects for production. In the production stage, students will create assembly lines and prototype solutions. Students will follow design activity briefs to solve practical, real life problems. **This course is the prerequisite for all technology courses.**

* This course may be used to meet the Fine Arts graduation requirement with a 3-credit technical sequence.

COMPUTER-AIDED DRAFTING 1 (CAD 1)

1/2 Credit - Half Year Course

Prerequisite: Design and Drawing for Production (DDP) or Introduction to Engineering Design (IED)

Computer-Aided Drafting is the modern tool used to create mechanical and technical drawings. Students will learn to use the latest CAD software and develop drafting skills. Students will learn to draw isometric and geometric drawings, pattern developments in those drawings. Students will learn proper drawing layout, spacing and dimensioning practices. Student drawings will be plotted to be included in a professional portfolio.

COMPUTER-AIDED DRAFTING 2 (CAD 2)

1/2 Credit - Half Year Course

*Prerequisite: **Completion of CAD 1 with a passing grade***

This course is an extension of CAD 1 with an emphasis on more complex principles and drawings. Areas that will be highlighted will include: Mechanical CAD and Dimensioning, Electrical CAD, Architectural CAD, Civil Planning, Pipe Layout, and Site Preparation. Student drawings will be plotted to be included in a professional portfolio.

TRANSPORTATION SYSTEMS

1/2 Credit - Half Year Course

Prerequisite: Design and Drawing for Production (DDP) or Introduction to Engineering Design (IED)

Students will study a variety of transportation vehicles such as the automobile, aircraft, watercraft, and spacecraft - how they work and how they are used. Each vehicle operates within a system that includes travel routes as well as support and maintenance services. Many career opportunities exist as a result of our transportation technologies, and those will be studied as well.

LAND TRANSPORTATION

1/2 Credit - Half Year Course

Prerequisite: DDP and Transportation Systems

Land Transportation offers the opportunity to deepen your knowledge in this area with emphasis on the automobile as a land transportation vehicle. Most people will own some form of vehicle for transportation or recreation. It will probably be a car, and it will be one of the biggest consumer purchases they make. This class gives students the knowledge necessary to make wise choices when making this purchase, then, to care for and maintain the vehicle to protect their investment.

Activities are designed to teach students how to perform many simple maintenance and repair procedures themselves, select the best products for the money, and know when to call on a professional when the job is too complicated.

CONSTRUCTION SYSTEMS (Offered in the 2026-2027 school year)

1/2 Unit - Half Year Course

Prerequisite: Design and Drawing for Production (DDP) or Introduction to Engineering Design (IED)

This course provides instruction in the construction aspects of production. Topics have been specifically tailored to construction of a structure on site. They include planning, sources of capital, and

building foundations, superstructures, floors, walls, ceilings, and roofs. The impact of construction on the environment is addressed as well. It will also integrate the use of AutoCAD in the development of building plans and blueprints.

RESIDENTIAL STRUCTURES (Offered in 2026-2027 school year)

1/2 Unit - Half Year Course

Prerequisite: Design and Drawing for Production (DDP) or Introduction to Engineering Design (IED) and successful completion of Construction Systems

You will learn many of the skills involved in everyday home maintenance and repair. These skills will include areas pertaining to: electricity, plumbing, insulation, roofing, windows, doors, HVAC (heating ventilation and air conditioning), sheet rock, exterior covering, flooring and painting. Along with the hands-on activities, students will also be utilizing Auto CAD and Architectural Desktop to obtain a better understanding of the design process that goes into the construction of a residential structure.

MATERIALS PROCESSING (Not offered in 2026-2027 school year)

1/2 Credit - Half Year Course

Prerequisite: Design and Drawing for Production (DDP) or Introduction to Engineering Design (IED)

This course provides a broad, generic view of the way humans convert materials into useful goods and services. The focus of the course is on processing a variety of material such as wood, metal, plastics, ceramics and composites through techniques of forming, separating, combining, and conditioning.

MANUFACTURING SYSTEMS (Not offered in the 2027-2027 school year)

1/2 Credit - Half Year Course

Prerequisite: Design and Drawing for Production (DDP) or Introduction to Engineering Design (IED) and Materials Processing

This course provides instruction in the manufacturing aspects of production. It is organized around five topics that correlate very closely to the universal systems model: manufacturing inputs, resources, processes, outputs, and control. Students also study the history of manufacturing, material sources and conversion, tools and machines, manufacturing processes, and social environmental impacts.

AUTOMOTIVE TECHNOLOGY

1 Credit - Full Year Course

*Prerequisite: Successful completion of the Transportation Systems and Land Transportation courses, entering the junior year, **and have instructor's approval.***

Automotive Technology is a course designed for students who wish to continue their studies in the area of transportation technology. Those who elect to take this course will acquire and practice many of the skills required of entry level automotive technicians. Skills such as tire and brake service, starting and charging system service, battery testing and service, suspension repairs, and computerized system diagnosis are a few of the areas covered in the course.

Learning experiences will involve the use of textbook materials, professional manuals and service guides, lecture/demonstrations, field trips, and in-class presentations by professional service technicians. Students who achieve a grade of B or better in this class, maintain a high level of attendance and are approved by the instructor, may be eligible to participate in a work experience project during their senior year. Students selected for this project will work with local automotive technicians, gaining on-the-job experience and exposure to future employment opportunities.

ENGLISH

NYS Common Core Standards:

1. Reading informational texts for key ideas and details.
2. Reading literature for craft and structure.
3. Writing different text types. (There is an emphasis on evidence-based writing.)
4. Writing for different purposes.
5. Speaking and listening for comprehension and collaboration.
6. Language knowledge and usage.

Every student must earn four credits in English.

All students must pass the Common Core examination in English.

ENGLISH 9

1 Credit - Full Year Course

In this course, students will read informational texts and literature for key ideas and details, polishing reading, writing, speaking, and listening skills. Classwork focuses on persuasive writing and literary analysis. Vocabulary acquisition will help students build reading proficiency. While reading classic and contemporary works, students will study themes and make connections to their own lives.

HONORS ENGLISH 9

1 Credit - Full Year Course

This course provides an in-depth concentration of the classics including poetry, novels, short stories, and drama. There will be extensive analysis of literary elements and critical writing. This is a fast-paced course that should only be considered by the advanced, self-motivated student with strong writing skills and an interest in literature. A willingness to read outside of class is required.

ENGLISH 10

1 Credit - Full Year Course

This course is designed to cultivate a rich understanding of literary genres such as fiction, non-fiction, short stories, and poetry. Through close analysis of classic and contemporary texts, students will refine their critical reading and writing skills and improve vocabulary acquisition. The course places a strong emphasis on argumentative writing and rhetorical analysis.

HONORS ENGLISH 10

1 Credit - Full Year Course

English 10 Honors offers exploration of novels, short stories, and poetry with a focus on the works of many authors. Students sharpen their critical reading and writing skills while gaining an understanding of author craftsmanship, literary devices, and rich vocabulary. The coursework examines complex themes to cultivate a deep appreciation for literature.

ENGLISH 11

1 Credit - Full Year Course

This course is a study of how the American experience is reflected in literature. Students will continue to hone their writing and critical thinking skills through literary and non-fiction texts. Argumentative writing is emphasized. A significant amount of time will be spent preparing for the Regents exam. In preparation for higher-level reading, students will learn reading strategies for complex texts

HONORS ENGLISH 11 (American Literature)

1 Credit - Full Year Course

In this course students will trace the development and themes of American literature and discover that, in picturing the American scene, mirroring the American way of life, voicing American ideals and aspirations, it has become a distinctive body of literature with its own unique qualities. Interwoven with reading the literature of this growing and expanding country, the student will develop other language skills, such as writing, speaking, and listening. In addition, this course combines a study of basic principles and techniques of expository writing, creative writing, and literary criticism. Frequent writing assignments, including a research paper and presentation, will be required. This course will help students who are preparing for the English Regents, the SAT, and the New York State Seal of Biliteracy.

COMMUNITY CONNECTIONS: SCIENCE AND LITERACY IN ACTION

1 Credit of ELA or 1 Credit of Science

The purpose of this amalgamation of Science and Literacy (and community service) is to instill a “pride of ownership” in the City of Gloversville while teaching aspects of preservation, environmental positivity, civic action, and responsibility and the identification of the needs of the community. Units covered will include: How Can You Make Community Connections, Identify Community Issues, Preserving our Community’s History (Cemetery Project), Understanding Local Ecology and our Impact (Kayudetta History and Clean Up), and Community Garden Projects (Seed Library).

The following are ½ credit courses that can be used to fulfill the Senior ELA requirement. Additionally, these courses will be open to juniors as an elective.

CHS HONORS ENGLISH 12

.5 Credit - Half Year Course (fall)

College Credit: FMCC (ENG 103)

Prerequisite: Senior or Junior Status

This course continues the honors sequence in English, emphasizing the development of college-level writing and critical thinking skills through rhetorical analysis. Students will learn to craft well-organized arguments supported by textual evidence and to engage thoughtfully with both fiction and nonfiction texts. The course explores how reading fosters empathy and informed citizenship, while writing serves multiple forms and purposes. Students will demonstrate mastery of written and oral communication through analytical essays, creative assignments, and presentations. By registering for the “College in the High School” program through Fulton Montgomery Community College, students will receive 3 college credits after successful completion of the course with a C or better.

CHS HONORS ENGLISH 12

.5 Credit - Half Year Year Course (spring)

College Credit FMCC (ENG 104)

Prerequisite: Senior or Junior Status

This enriched English course is designed for students with a strong interest in language arts and literature or those preparing for college. It builds upon the written and oral communication skills developed in English 103, emphasizing close reading, interpretation, research, analytical writing, and active engagement in class discussions. Students will participate in and lead discussions that foster critical thinking and collaborative analysis. Those who register for the “College in the High School” program through Fulton-Montgomery Community College will earn 3 college credits upon successful completion of the course with a grade of C or better. Successful completion of CHS English 103 (with a C or better) is a prerequisite.

FORMS OF WRITING

.5 Credit - Half Year Course

Prerequisite: Senior or Junior Status

This course is designed for seniors who wish to develop their transactional and expressive writing skills. Through a variety of persuasive, narrative, expository, and descriptive writing assignments, scholars will develop the essential writing and critical thinking skills necessary for college and the workforce.

CREATIVE WRITING

½ credit- Half year course

Prerequisite: Senior or Junior Status

This course intends to offer students an opportunity to explore the many forms of creative composition. Included in this course, students will study early examples of storytelling and its influence on modern forms of creative writing. Additionally, students will study, compose, and develop their own forms of writing, such as poems, fiction, aesthetic writing, creative nonfiction, memoir writing, playwriting, and journaling. As participants navigate the course of study during the semester, they will develop their own unique “voice” in their writing and present their final results in a comprehensive portfolio.

FANTASY & MYTHOLOGY in CONTEXT

½ credit- Half year course

Prerequisite: Senior or Junior Status

This course intends to offer students an opportunity to explore various titles of the fantasy and mythology genre and its effect on literature and world cultures as a whole. Students will read and study works from Greek mythology to medievalist fantasy and beyond in order to answer the question: “How do legends of our past shape our present?”

FILM STUDIES

½ credit- Half year course

Prerequisite: Senior or Junior Status

This course intends to offer students an opportunity to explore the power of film and its relationship with society both in context and commentary. Throughout the semester, students will embrace the art of film and its many genres including the avant-garde, documentary, and narrative fiction filmography, among others. Additionally, critical analysis and evaluation of the cinema will drive the conversation between students and the instructor; therefore, a key focus on review and analytical based writing techniques will occur in this class.

SHORT STORY

½ Credit- Half Year Course

Prerequisite: Senior or Junior Status

This elective explores the art of the short story through close reading, discussion, and creative writing. Students will analyze classic and contemporary works while developing their own original short fiction. The course emphasizes literary elements such as plot, character, point of view, theme, symbolism, and style. By the end of the semester, students will produce a polished short story suitable for publication.

PUBLIC SPEAKING

½ Credit-Half Year Course

Prerequisite: Senior or Junior Status

In this course, students will develop the confidence and skills necessary to become effective public speakers. Through a combination of speech writing, delivery, and analysis, students will learn how to engage audiences, structure compelling arguments, and use vocal and physical techniques to enhance their message. By the end of the course, students will be able to craft and deliver speeches with poise, persuasion, and purpose in both academic and real-world settings.

MEDIA LITERACY

½ Credit - Half Year Course

Prerequisite: Senior or Junior Status

In today's digital world, information is everywhere—but not all of it is reliable. This course helps students become critical thinkers and informed consumers of media. Students will learn how to analyze and evaluate messages found in news, social media, advertising, film, and online content.

CURRENT EVENTS

½ Credit- Half Year Course

Prerequisite: Senior or Junior Status

In this half-year course, students explore the world around them by examining news, media, and global events as they happen. Students will analyze local, national, and international issues, evaluate sources for credibility and bias, and discuss the impact of current events on society. This course encourages students to connect classroom learning to real-world issues, fostering active citizenship and responsible participation in a rapidly changing world.

MATHEMATICS

NYS Standards:

1. Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.
2. Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world.
3. Students use mathematical operations and relationships among them to understand mathematics.
4. Students use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.
5. Students use measurement in both metric and English measure to provide a major link between the abstractions

of mathematics and the real world in order to describe and compare objects and data.

6. Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.

7. Students use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.

All students must earn three credits in mathematics.

All students must pass a Common Core Math exam

INTRODUCTION TO ALGEBRA 1

1 Credit - Full Year Course

This course is designed to provide a general understanding of algebra with extra time given to building a solid mathematical foundation in algebraic concepts. Additional daily support will further enhance the students' algebraic skills as well. By utilizing these enhanced skills and integrating them with the new curriculum, students will build a solid knowledge base in Algebra. A local final exam is given at the end of the course.

ALGEBRA 1

1 Credit - Full Year Course

This course is designed to provide a foundational understanding of the fundamental principles of algebra. The curriculum will also introduce students to a variety of additional mathematical topics such as equations, functions, and quadratics. The Algebra 1 Regents exam is the final examination for this course.

INTRODUCTION TO GEOMETRY

1 Credit – Full Year Course

This course is designed to provide a general understanding of geometry with extra time given to building a solid mathematical foundation in geometric concepts. Additional daily support will further enhance the students' algebraic skills as well. By utilizing these enhanced skills and integrating them with the new curriculum, students will build a solid knowledge base in Geometry. A local final exam is given at the end of the course.

GEOMETRY

1 Credit - Full Year Course

This course combines many of the algebraic concepts the student has previously learned with the study of geometry. Students will be taught to justify, both formally, informally, and often from a transformational view, theorems associated with Geometry. The Geometry Regents exam is the final examination for this course.

INTRODUCTION TO ALGEBRA 2

1 Credit – Full Year Course

This course is designed to strengthen and then expand algebraic skills. Additional daily support will further enhance the student's understanding of functions and variable manipulation. A local final exam is given at the end of the course.

ALGEBRA 2

1 Credit - Full Year Course

This course is designed to provide students with a solid understanding of advanced algebra. Integration of geometry, algebra, statistics, and other branches of mathematics begun in previous courses is continued and further expanded. Concepts are carefully developed using appropriate language and symbols. The graphing calculator is integrated throughout this course. The Algebra II Regents exam is the final examination for this course.

HONORS PRE-CALCULUS

1 Credit - Full Year Course

College Credit: FMCC (MAT 140)

This course is designed to prepare students for Calculus by integrating, expanding, and analyzing a majority of the algebraic, geometric, and trigonometric topics to which students have been previously exposed. In addition, the curriculum includes an in-depth study of functions as well as work with linear programming. A number of concepts from Calculus are introduced and the use of the graphing calculator is further expanded. A local final exam is given at the end of the course.

By registering for the "College in the High School" program through Fulton Montgomery Community College, students will receive four college credits after successful completion of the course.

CALCULUS (Syracuse University Project Advance Calculus)

1 Credit - Full Year Course

College Credit: SUPA (MATH 295)

The mathematical content of this program is typical of most traditional first-year calculus courses. The concepts of limit, continuity, derivative, anti-derivative and definite integral are developed in the usual way, and are then applied to the traditional collection of functions: polynomial, rational, trigonometric, and exponential, together with their inverses, compositions, and algebraic combinations. The results are then applied to a wide variety of problems from geometry, physics, and other sciences. These include maximum and minimum problems, related rates, areas, volumes and surfaces of revolution, arc length, work, fluid pressure, velocity and acceleration, and exponential growth and decay. Curve sketching is introduced at the very beginning and emphasized throughout, as it is strongly believed that this is an important skill for any calculus student to acquire.

By registering for the SUPA program through Syracuse University, students will receive four college credits after successful completion of the course.

STATISTICS (Syracuse University Project Advance Statistics)

1 Credit - Full Year Course

College Credit: SUPA (MAT 221 and MAT 222)

MAT 221 is the first in a two course sequence in statistics for students in academic majors that emphasize quantitative methods. The primary objective of this course is to provide students with knowledge of elementary probability and statistics. Students will learn basic concepts of descriptive statistics, data collection, probability, and random variables in preparation for learning how to use statistics inferences, which will be covered in MAT 222. In this course, students will utilize their acquired knowledge to develop a working understanding of the use of a variety of inferential techniques. Successful completion of MAT 221 is required for college credit in MAT 222.

By registering for the SUPA program through Syracuse University, students will receive seven college credits after successful completion of the course.

FINANCIAL AND PRACTICAL MATHEMATICS

1 Credit - Full Year Course

This course will teach students how to apply mathematical skills and reasoning to common real-world situations. The emphasis will be on topics related to personal finance such as banking, budgeting, paychecks, interest, credit, taxes, savings and investing. Additionally, the course will cover math skills used in professions and trades as well as interpretation of data from tables, charts and written texts. A local final exam given at the end of the course.

MUSIC

NYS Standards:

1. Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
2. Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
3. Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
4. Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Completion of 1 credit of music fulfills the Art/Music requirement for graduation.

All of the courses listed in this section may be completed towards earning the Individual Arts Assessment Pathway (IAAP) 4+1 Pathway

CLASSROOM MUSIC COURSES

MUSIC IN OUR LIVES

1 Credit - Full Year Course

Topics to be covered include: Musical Styles and Periods (Baroque, Classical, Romantic and Contemporary); Music of Other Cultures; Composing and Analyzing; Performance; Electronic and Computer Music. The intent of this course is to expose the student to as many types of music as possible.

MUSIC THEORY

1 Unit - Full Year Course

Music Theory is a basic course in the fundamentals of music for reading and writing in the idiom. Included in the course is the understanding of the staff, clefs, music notation, scales, modes, meter, rhythm, key signatures, sight singing, and ear training. Music Theory also includes the study of intervals, chords, cadences and melody writing.

This class is highly recommended for students planning to major or minor in Music at the college level. Any student working toward a three unit sequence in Music should take this course. Any student planning a five unit Regents sequence must take both Music in Our Lives and Music Theory.

PERFORMING MUSIC COURSES

Participation at all performances is required. The ensembles may be scheduled for out-of-school performances.

OPEN CHOIR

1 Credit - Full Year Course

Enrollment in this ensemble requires no audition and is open to all students who are interested in singing in a choir. Open Choir studies and performs music representing all aspects of choral literature.

CONCERT BAND

1 Credit - Full Year Course

Concert Band consists of instrumental musicians in grades 9 and 10 and concentrates on building skills necessary to progress to the Symphonic Band. Participation in this band is open and requires no audition.

For All Performing Groups:

All students are required to attend their small group lessons which occur on a rotating basis. These lessons are crucial to ensure each student's specific needs are met by helping them to improve their technical ability on their individual instrument/voice part. Attendance at lessons is averaged in to the student's quarterly grade. Due to the large size of the performing ensembles, small group instruction is necessary to meet the NY State and National Standards.

All students are required to perform at the two major Music Department Concerts during the school year. These are graded performances and constitute the weight of a midterm and final exam. These performances take precedence over any conflicting extra-curricular activity.

All band students are required to perform at the two Gloversville Parades held each year (Veterans' Day and Memorial Day). These are graded performances and will be averaged in the student's grade for the marking period in which they occur.

PHYSICAL EDUCATION /HEALTH

NYS Standards:

1. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.
2. Students will acquire the knowledge necessary to create and maintain a safe and healthy environment.
3. Students will understand and be able to manage their personal and community resources.

Every student must pass Physical Education each marking period in which they are enrolled in school, up to 2 credits. Students who graduate in less than four years will have the physical education requirements reduced on a prorated basis.

Areas of study are:

Aerobics	Horse Shoes	Speedball
Adaptive Activities	Jogging	Swimming
Badminton	Lacrosse	Team Handball
Basketball	Physical Fitness & Testing	Track
Bocce	Ping-Pong	Volleyball
Dance	Snow Shoeing	Ultimate Sports
Field Hockey	Soccer	Weight Training
Flag Football	Softball	Whiffle Ball
Floor Hockey	Speed-A-Way	

ADVANCED PHYSICAL EDUCATION

½ Credit- Half Year Course

This is an introductory course designed to teach the fundamental skills of strength training. Focusing on the five components of fitness (cardiovascular endurance, muscular endurance, strength, flexibility and body composition). Students will learn proper lifting techniques, spotting procedures, as well as gain the necessary tools to design and implement a successful weight training program. Throughout this course, students will become familiar with all the benefits of regular physical activity in addition to learning the basic physiological principles of weight

lifting. This course can be used to fulfill the regular physical education requirement.

HEALTH

1/2 Credit - Half Year Course

1/2 Credit - Half Year Course

The primary goal of this course is to give students the knowledge and skills necessary to live a healthy lifestyle. **High School Health class is required by New York State for graduation.**

Credits Covered:

- | | |
|------------------------------------|------------------------------------|
| 1) Physical, Mental, Social Health | 5) Other Drugs |
| 2) Relationships | 6) Reproduction; HIV/AIDS |
| 3) Alcohol | 7) First AID/CPR/AED certification |
| 4) Tobacco | 8) Parenting |

Class discussion, group projects, media, technology and a variety of other methods may be used to convey the information.

CARE AND PREVENTION OF ATHLETIC INJURIES

½ Credit- Half Year Course (Offered in Fall & Spring)

College Credit: PHED280

This course is designed to introduce the student to the challenging field of sports medicine. The course will provide knowledge concerning common injuries sustained during athletic and recreational activities, as well as specific considerations regarding administration of a sports medicine program, evaluation, treatment, and prevention in a sports medicine setting.

SCIENCE

NYS Standards:

1. The student will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
2. Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and biology and recognize the historical development of ideas in science.

All students must earn three credits in science.

NOTE: Section 8.2 of the Rules of the Board of Regents states: Only those persons who have satisfactorily met the laboratory requirements as stated in the state syllabus for a science shall be admitted to a Regents examination in such science.

LIFE SCIENCE - BIOLOGY

1 Credit - Full Year Course

This full-year laboratory science course introduces students to the study of living systems through the lens of the New York State Science Learning Standards (NYSSLS). Students investigate core biological concepts including cellular structure and function, genetics, evolution, ecology, and human impact on the environment. Emphasis is placed on inquiry-based learning, data analysis, and scientific reasoning. Through hands-on labs and

real-world phenomena, students apply Science and Engineering Practices, explore Crosscutting Concepts, and build understanding of Disciplinary Core Ideas. This course prepares students for the Biology Regents exam and supports the development of critical thinking and problem-solving skills essential for future science coursework. A separate lab period is scheduled to fulfill the laboratory requirement for this course.

Honors Biology

Open to students who have successfully completed the Earth Science Regents in 8th grade. Additional areas of study and projects are assigned to scholars enrolled in Honors Biology.

EARTH AND SPACE SCIENCE

1 Credit - Full Year Course

This course includes a study of the forces that have molded the Earth and universe, geology of the Earth, chemistry and identification of rocks and minerals, physics of stars and planets, and various topics in meteorology, water, climate, and sustainability. A separate lab period is scheduled to fulfill the laboratory requirement for this course. The Regents exam is the final examination for the course.

CHEMISTRY

1 Credit - Full Year Course

Prerequisite: Algebra 1 and Geometry

Chemistry is devoted to the study of matter and the changes it undergoes. The course is designed to provide a broad and general understanding of the atom in 10 selected core areas:

1. Atomic concepts
2. Periodic Table
3. Moles/stoichiometry
4. Chemical Bonding
5. Physical Behavior of Matter
6. Kinetics/Equilibrium
7. Organic Chemistry
8. Oxidation/Reduction
9. Acids, Bases, and Salts
10. Nuclear Chemistry

It is recommended that students be enrolled in or have completed Algebra II. The Regents examination is the final examination for the course.

Honors Chemistry

Open to students who have passed Honors Earth Science and Honors Biology and both Regents exams. The Regents examination is the final examination for the course.

CHS CHEMISTRY (College in the High School)

1 Credit - Full Year Course

Prerequisite: Algebra 1 and Geometry; recommended enrollment in or completion of Algebra II. Scholars must have passed Regents Chemistry with a score of 75 or higher on both the course and Regents Examination.

CHS Chemistry is a college-level course offered in partnership with a local college, designed for students who have demonstrated strong achievement in high school chemistry and wish to pursue the subject in greater

depth. While the course includes a focused review of major high school chemistry concepts, (atomic structure, chemical bonding, physical and chemical changes, kinetics and equilibrium, and acids and bases) it significantly expands upon these foundations to meet the expectations of a first-semester college chemistry sequence. In addition, students will explore advanced topics in inorganic chemistry, analytical chemistry, and biochemistry, gaining experience with college-level laboratory techniques, data analysis, and problem-solving skills essential for STEM pathways. This rigorous, lab-based course prepares students for continued study in chemistry, biology, engineering, and health-related fields. College credit may be earned upon successful completion.

HONORS PHYSICS

1 Credit - Full Year Course

Prerequisite: Algebra 1, Geometry, Algebra 2 (may be concurrent).

This course is designed to provide an understanding of Physics that is required for the Physics Regents examination. Extra activities may include library research, development of some extra laboratory activities, and the application of some complex mathematics. The Regents examination is the final examination for the course.

CHS BIOLOGY

1 Credit - Full Year Course with Labs

Prerequisite: 80 or better on both the Biology and Chemistry Regents exams/teacher recommendation

The CHS course is designed to be the equivalent of an introductory college biology course through Fulton Montgomery Community College. Scholars need to maintain an average of 70 or higher to attain college credit. The course culminates in a final exam administered in June.

TOPICS

Biochemistry

Metabolism

Cells

Cellular Energies

Heredity

Molecular and Modern Genetics

Evolution

Structure & Function of Living Things

Ecology

CHS PHYSICS

1 Credit - Full Year Course with Labs

Prerequisite: successful completion of Physics and the Regents exam

An algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

ANATOMY AND PHYSIOLOGY

1 Credit - Full Year Course

Human Anatomy and Physiology surveys the structure and functions of the body, an intensive study is made of each of the body systems and organs. Disorders of each system will be discussed. The level of the material to be learned requires some previous knowledge of biological systems and their development. Anatomy and Physiology provides background for students who plan to pursue careers in biology, nursing, dentistry, medicine,

chiropractic, physical therapy, physical education, and sports. Numerous Hands-on activities including dissections are used to reinforce concepts and material covered in class. This class may be used as the third science required for graduation. A school exam is administered in June.

FORENSIC SCIENCE

1 Credit- Full Year Course

This student-led, inquiry-based course integrates human anatomy and physiology with forensic science to explore how biological systems function—and how they can be decoded in investigative contexts. Students will examine the structure and function of major organ systems while applying their knowledge to forensic case studies, simulations, and lab investigations.

ENVIRONMENTAL SCIENCE

1 Credit - Full Year Course

Environmental Science topics of study include ecology, biodiversity, climate change, pollution, energy and waste management. Students will relate course materials to meaningful discussions that relate to everyday lives. This course can be used as a third credit of science which is necessary for graduation. A school exam is administered in June.

DANGEROUS EARTH

½ Credit – Half Year Course (Grades 11 or 12 only)

This course is an introduction to geologic hazards and will expand on prior Earth Science knowledge. The following topics will be covered: Earth Structure and Plate Tectonics, Earthquakes, Volcanoes, Tsunamis, Landslides, Mass Wasting and Subsidence and Exceptional Weather. This course may be used to fulfill one half of the third credit of the science requirement for graduation.

METEOROLOGY

½ Credit – Half Year Course (Grades 11 or 12 only)

This course is designed to teach students inquiry skills and to pose questions about the earth's atmosphere and different meteorological phenomena. They will also learn about different weather systems, weather variables and instruments, learning how they are all interrelated. Utilizing this information, students will make basic forecasts. This course may be used to fulfill one half of the third credit of the science requirement for graduation.

COMMUNITY CONNECTIONS: SCIENCE AND LITERACY IN ACTION

1 Credit of ELA or 1 Credit of Science

The purpose of this amalgamation of Science and Literacy (and community service) is to instill a “pride of ownership” in the City of Gloversville while teaching aspects of preservation, environmental positivity, civic action, and responsibility and the identification of the needs of the community. Units covered will include: How Can You Make Community Connections, Identify Community Issues, Preserving our Community's History (Cemetery Project), Understanding Local Ecology and our Impact (Kayudetta History and Clean Up), and Community Garden Projects (Seed Library).

SOCIAL STUDIES

NYS Standards:

1. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
2. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
3. Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live - local, national, and global-including the distribution of people, places, and environments over the Earth's surface.
4. Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making credits function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
5. Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the Credited States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Every student must earn four credits in Social Studies.

Courses denoted with an * may be completed in pursuit of earning the Seal of Civic Readiness

GLOBAL HISTORY & GEOGRAPHY 9

1 Credit - Full Year Course

This is a survey course in World History (Prehistory to 1750), focusing on the 10 social studies standards, the 10 Enduring Issues that recur across time and place, and historical regions. The purpose of this course is to present and explain the development of global beliefs; and the evolution of political, economic, & social systems, within our diverse and interdependent world. Students are required to do extensive reading, note taking, and to have serious organizational skills.

GLOBAL HISTORY & GEOGRAPHY 9H

1 Credit - Full Year Course

This is a survey course in World History (Prehistory to 1750), focusing on the 10 social studies standards, the 10 Enduring Issues that recur across time and place, and historical regions. The purpose of this course is to present and explain the development of global beliefs; and the evolution of political, economic, & social systems, within our diverse and interdependent world. Students are required to do extensive reading, note taking, and to have serious organizational skills.

As an honors course there will be additional expectations beyond the traditional global 9 coursework. An emphasis will be placed on historical and cultural literature, analysis of primary sources, historical rhetoric and research methodology. Students will read, at least, one novel and complete the assigned attached to it. Students will be expected to conduct research and give, at least, one brief oral presentation. While the honors curriculum does not cover material outside the scope of a traditional global 9 class, the material is covered with greater depth and detail and additional expectations of rigor should be expected.

GLOBAL HISTORY & GEOGRAPHY 10

1 Credit - Full Year Course

Global 10 continues the two-year New York State Global History and Geography sequence, focusing on the modern era from the mid-18th century to the present. Students examine major turning points—including political

revolutions, industrialization, imperialism, global conflicts, decolonization, and contemporary globalization—through the lens of enduring issues . Emphasis is placed on historical thinking skills, analysis of primary and secondary sources, document-based writing, and preparation for the Global History and Geography II Regents Exam.

GLOBAL HISTORY & GEOGRAPHY 10H

1 Credit - Full Year Course

Global 10 continues the two-year New York State Global History and Geography sequence, focusing on the modern era from the mid-18th century to the present. Students examine major turning points—including political revolutions, industrialization, imperialism, global conflicts, decolonization, and contemporary globalization—through the lens of enduring issues . Emphasis is placed on historical thinking skills, analysis of primary and secondary sources, document-based writing, and preparation for the Global History and Geography II Regents Exam.

As an honors course, students will be required to complete outside readings that supplement and reinforce the New York State Global curriculum. Students are expected to read, interpret, compare and contrast classical historical works along with modern historical scholarship. While the honors curriculum does not cover material outside the scope of a traditional global 10 class, the material is covered with greater depth and detail and additional expectations of rigor should be expected.

***UNITED STATES HISTORY AND GOVERNMENT - GRADE 11**

1 Credit - Full Year Course

The 11th grade course in the United States history will place emphasis on:

1. The major historical events and people who contribute to our cultural heritage.
2. The Constitution and its principles as a persistent theme in the historical development of the American nation and peoples.
3. Technical developments and their impact on the United States and its economic and social well being.
4. The impact of various waves of immigration and internal migration have had upon the development of cultural diversity and unity in the United States.
5. An understanding of the workings of the national government through historical applications.
6. The deeply-rooted democratic values of United States society and how they have changed over time.
7. The important role which the United States plays in world affairs and how this role has expanded over time.
8. The relation between events, ideas, and the formation of public policy in the United States.

The U.S. History and Government History Regents Examination will be given as the final examination in this course.

***CHS AMERICAN HISTORY (Grade 11 Honors)**

1 Credit - Full Year Course

College Credit: FMCC (HIS 105 and 106)

Prerequisite: Students should have received a grade of at least 85 on the Global History and Geography Regents examination

This course examines the history of the United States from its origins to the present time, with emphasis on the development of a constitutional system, and the social, political and economic aspects of society. Students will be expected to have knowledge of the basic themes and institutions that were developed during the earlier period of our country's development. These include the growth of democracy, the development of political parties, the growth of the institution of slavery, and the development of a unique American civilization. Additionally, the course will examine constructs formed later on in our country's history which include Reconstruction, the Industrial Revolution, immigration, the Progressive Movement, the Great Depression, the Cold War, and the Civil Rights Movement. This course encompasses Survey of American History I and II at FMCC. By registering for the "College in the High School" program through Fulton

Montgomery Community College, students will receive six college credits after successful completion of the course.

***SOCIAL CITIZENSHIP (Grades 11 & 12)**

.5 credits

Students learn how to use civic knowledge, skills, and mindsets to make informed decisions and take meaningful action in their school, community, and beyond. Throughout the class, students explore real issues that affect daily life and participate in authentic projects and experiences that mirror how people contribute to a diverse, democratic society. We also practice civil discourse—respectfully discussing and debating topics that matter—so students can understand multiple perspectives, communicate effectively, and function as productive civic participants at the local, state, national, and global levels.

SOCIAL STUDIES 12 - Students must take either Economics, SUPA Economics Ideas and Issues or SUPA Economics of Personal Finance, and Participation in Government, or SUPA Public Affairs to meet the 12th grade Social Studies requirements.

***ECONOMICS - GRADE 12**

1/2 Credit - Half Year Course

Students in the study of economics will have an understanding of:

1. Basic economic concepts such as scarcity, supply and demand, markets, productivity, opportunity cost, specialization, productive resources, interdependence, growth and economic systems.
2. The economic system of the United States and how it operates.
3. The roles of various components of the American Economic system.
4. His/her role in the economic system as consumer, worker, inventor, and/or voting citizens.
5. The interdependence of the world's economics today.
6. The political and social impact of economic decisions and the impact of economics on political and social decisions.
7. Basic differences between different types of economic systems and their operations.

PARTICIPATION IN GOVERNMENT - GRADE 12

1/2 Credit - Half Year Course

This course makes the assumption that students will have an understanding of the basic structures, functions, and operations of the American Government to enable them to apply both the principles and practices of Government in a program which calls upon them to be participants in the process of public policy formation and action. Attendance at one public meetings are required for this course.

***ECONOMICS IDEAS AND ISSUES (Syracuse University Project Advance)**

1/2 Credit - Half Year Course

College Credit: SUPA (ECN 203)

The goals of this course are to introduce students to the ideas that form the foundation of modern western (Neoclassical) economic thought, to examine the basic framework (the model) that economists have built on this foundation, and to show how this model is applied to current issues facing individuals and society. The course begins with a presentation of the scientific method, which is then used to analyze the question: How do individuals and societies make choices when they are faced with scarcity? Beginning with the individual in the simplest of situations, a one-person society, the course moves step by step to develop a model of a complex society based on division of labor and exchange through markets. The process takes students from the microeconomics to the macro-economics level, emphasizing the connection between these two perspectives. Students examine the

benefits, as well as the problems, inherent in a market-oriented economy. The course prepares students to analyze and understand the ongoing economic policy debate between interventionists and non-interventionists.

By registering for the SUPA program through Syracuse University, students will receive three college credits after successful completion of the course.

***AN INTRODUCTION TO THE ANALYSIS OF PUBLIC POLICY (Syracuse University Project Advance)**

1/2 Credit - Half Year Course

College Credit : SUPA (PST 101)

Public Affairs 101, Introduction to the Analysis of Public Policy, is designed to provide students with basic research, communications, and decision-making skills used in public policy analysis. In addition, students are required to read and analyze articles in various news sources on local, state, and international public policy issues. The student, with instructor's approval, determines which public policy issues are chosen for study throughout the semester. The content coverage of the course, while important, is secondary to the development of a range of applied social science skills that will help the student make more informed choices as a citizen, worker, and consumer.

By registering for the SUPA program through Syracuse University, students will receive three college credits after successful completion of the course.

***INTRODUCTION TO SOCIOLOGY (Syracuse University Project Advance)**

1/2 Credit - Half Year Course

College Credit: SUPA (SOC 101)

This introductory course in sociology uses recent journal articles from professional social science journals to examine issues of society. After an introductory credit on basic concepts of sociology, students examine credits on social research, culture and groups, media, identity, social inequalities, and social changes. Students will be expected to have the ability to read college-level content, and produce high-level work in this writing-intensive course.

By registering for the SUPA program through Syracuse University, students will receive three college credits after successful completion of the course.

***ECONOMICS OF PERSONAL FINANCE (Syracuse University Project Advance)**

1/2 Credit - Half Year Course

College Credit: SUPA (ECN 203)

This course covers essential aspects of consumer personal finance, including record keeping, budgeting, banking, borrowing, investing, insurance, taxes and retirement planning. Students will learn important institutional facts about different types of bank deposits; mutual funds; bonds, including US Savings Bonds; stocks; loans, including credit cards and fixed and adjustable rate mortgages; retirement accounts, such as Individual Retirement Accounts and 401(k) plans; tax deductions and credits; and insurance.

Coverage of this important institutional personal finance material will be framed within basic fundamentals of economic analysis. Coverage and application of key economic tools and concepts will include income versus wealth, trade offs, the role of time in choice (e.g. discounting and discount rates, present value) the role of risk in choice (unknown future, probability), liquidity, credit risk, market risk, interest/rate of return, actual and expected inflation, real rates of interest, and compounding. This conceptual basis gives students a framework for evaluating and applying to their financial planning new innovations or changes in financial products over time. Overall, the course helps to provide a foundation for students to make reasoned choices with regard to financial decisions over their professional and personal lives.

By registering for the SUPA program through Syracuse University, students will receive three college credits

after successful completion of the course.

AP PSYCHOLOGY

1 Credit - Full Year Course

Prerequisite: Junior or Senior in good academic standing

Students will be exposed to the various psychological theories and their applications through readings, videos, and class participation. Students will arrive at a set definition of psychology and how it affects society and ourselves. Students will be able to demonstrate competence through classroom examinations and mastery on the Advanced Placement Exam.

COLD WAR AND THE U.S.

1/2 Credit - Half Year Course

Prerequisite: Seniors or Juniors in good academic standing

Students will explore and examine events from 1945-1991; the history that is not in the standard textbook regents driven curriculum. Students will have the time to study, research, and present, to their fellow historians, the immediate and long term results of Cold War actions on American and World history.

***LOCAL HISTORY AND ITS ROLE IN AMERICA**

1/2 Credit - Half Year Course

Prerequisite: Seniors or Juniors in good academic standing

The region of the country that we live and work in has played an important role throughout American history. Many people don't realize that they drive right past places that were valuable to growth, prosperity and decline in one way or another. From Sir William Johnson and his work as the British Superintendent of Indian affairs and how his presence helped this region grow, to the Watervliet Arsenal and its role as the oldest continually active arsenal in the United States, this region is rich with history. Students will have the time to study, research, and present their new knowledge of their community to their fellow historians and community members.

AMERICAN MILITARY HISTORY

1/2 Credit - Half Year Course

Prerequisite: Seniors or Juniors in good academic standing

"Military history provides one of the only avenues for students to understand past, current, and future conflicts in context". Students will have the opportunity to analyze the impact of certain aspects of American wars on American society. Topics include, but are not limited to, the Continental Army, War of 1812, Mexican American War, Fort Sumter, Gettysburg, Vicksburg, Appomattox, Spanish American War, World War I, War in Europe and War in the Pacific.

WORLD LANGUAGES

NYS Standards

1. **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.
2. **Interpersonal Communication:** Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.
3. **Presentational Communication:** Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.

4. **Relating Cultural Practices and Products to Perspectives:** Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.
5. **Cultural Comparisons:** Learners use the target language to compare the products and practices of the cultures studied and their own.

Every student must earn one credit in a world language. Students who pursue a five-credit sequence in art, music or occupational education, will not be required to pursue a world language sequence, provided they substitute another three-credit sequence in place of the world language core requirement. Students who successfully complete Spanish I or Latin I and pass the final exam in Eighth Grade will earn 1 credit of High School credit. All courses are designated Regents level courses.

The study of a second language prepares you to live with sensitivity in a crowded world, affects your competitiveness in national and world markets, aids you in preparing for lives and careers in a multicultural society, and fosters communication, cultural understanding, problem-solving skills, basic skills, and critical and creative thinking skills.

Requirements:

- 1) For a Regents Diploma: You are required to earn one high school credit in a world language. High School credit may be earned in 8th grade by passing the language I course and the final exam.
- 2) For an Advanced Designation Regents Diploma: You are required to have three credits of high school credit in ONE language and successfully complete the world language comprehensive exam at the end of the third year. Also available in the fourth and fifth year is the opportunity to earn three college credits each year by participating in the "University in the High School" Program, sponsored by SUNY Albany. Level four and five classes include the expanded student use of technology. Most four year colleges require two units of a world language course.

SPANISH 1

1 Unit - Full Year Course

Taken in 8th grade at GMS **OR** a full year at GHS, Spanish I is an introduction to Spanish that focuses on the beginning skills of listening, speaking, reading, and writing with embedded culture included. At the end of this course of study, students will take a Checkpoint A proficiency exam that measures their skills over a range of themes and topics determined by the NY State guidelines. *This high school credit is required for graduation.*

SPANISH 2

1 Unit - Full Year Course

Prerequisite: Spanish 1

Students will continue to develop proficiency in speaking, listening, reading and writing Spanish on the same topics covered in Spanish I, but in more depth, for the purpose of socializing, providing and obtaining information, expressing feelings, and convincing someone to take action. Students will be able to comprehend short conversations; to understand simple narrative and descriptive authentic materials within a familiar context; to write simple notes, letters and short reports, all within limited vocabulary and structures appropriate to this level; and to develop an understanding of Hispanic culture as a system of values and how these values are related to their own culture(s).

SPANISH 3

1 Credit - Full Year Course

Prerequisite: Spanish 2

In Spanish 3, students continue with the development of proficiency in speaking, listening, reading and writing. Additional vocabulary and grammar structures will be studied and used to expand on students' proficiencies. At the end of this course, students will take a Checkpoint B exam in Spanish. Passing the exam and the course will satisfy the requirement for a Regents diploma.

HONORS SPANISH 4

1 Credit - Full Year Course

College Credit: University at Albany (ASPN 200-Intermediate Grammar I)

Prerequisite: Spanish 3

Students will further develop proficiency in speaking, listening, reading and writing Spanish to understand the essential points of discussions or presentations on familiar topics; to handle most communicative situations with confidence; to read excerpts from literature and other authentic materials written for native speakers; to compose unified and organized texts on everyday topics; to give short oral presentations in Spanish; to show understanding of and a general appreciation for the culture of the Spanish-speaking peoples. Additionally, students will be presented with the opportunity to work toward satisfying the world languages component of the NY State Seal of Biliteracy.

By registering for the "University in the High School" program through the University at Albany, students will receive four college credits upon successful completion of the course.

HONORS SPANISH 5

1 Credit - Full Year Course

College Credit: University at Albany (ASPN 201-Intermediate Grammar II)

Prerequisite: Spanish 4

Honors Spanish 5 is a course that will give students a five unit sequence in Spanish. Students will continue the development of proficiently speaking, listening, reading and writing Spanish on the same topics studied in Spanish 4. Students will expand on their awareness of Hispanic culture. Students will be required to write short pieces based on enduring issues and a variety of cultural topics. Oral presentations will also be required. Grammar topics of particular difficulty to English speakers will be reviewed and perfected.

By registering for the "University in the High School" program through the University at Albany, students will receive four college credits upon successful completion of the course.

LATIN 1

1 Credit - Full Year Course (offered at GMS only)

In this introductory course to the Latin language, students will be studying an ancient language upon which many modern languages are based. Included in the course are lessons in the grammar of the language, translation of short passages dealing with the Romans and their history, and mythology. Students will also do a great deal of work in vocabulary and the origins of many English words. They will study about the life and manner of living of the ancient Romans, who surprisingly, were much like modern Americans. Though Latin is no longer spoken, the ideas and contributions of the Romans are very much alive today.

LATIN 2

1 Credit - Full Year Course

Prerequisite: Latin 1

In Latin 2, students pick up where they left off in Latin 1. Students will be introduced to more involved grammatical constructions, word study, and reading comprehension. Included in the course is an emphasis on synonyms, antonyms, root word study and derivation work. Students will read in Latin excerpts from such works as the Twelve Labors of Hercules, The Odyssey (voyage of the Greek warrior Ulysses), and Jason and the Argonauts

(the quest for the golden fleece). In addition, numerous short works of representative Roman authors will be studied.

LATIN 3

1 Credit – Full Year Course

Prerequisite: Latin 2

In Latin 3, students continue to pick up where they left off in Latin 2. Students will be introduced to more involved grammatical constructions, word study, and reading comprehension. Basic principles of military strategy, legal procedures, philosophy, and daily life of the Ancient Romans will be discussed in greater depth. At the end of this course, students will take the Checkpoint B exam in Latin. Passing the exam and the course will satisfy the language requirement for an Advanced Designation diploma.

HONORS LATIN 4

1 Credit - Full Year Course

College credit: University in the High School (CLL 102)

Prerequisite: Latin 3

This class is designed to complete the introductory Latin sequence, moving students toward a focus on the translation of authentic Latin literary texts. The course will encompass a review of the noun and verbal system in Latin, with special attention to syntactic structures such as indirect statements, subjunctive clauses, and conditional sentences. The second half of the year will focus on translations from Roman love poet Catullus, as well as selections from other poets who write in the same genre(s).

By registering for the “University in the High School” program through the University at Albany, students will receive three college credits after successful completion of the course.

HONORS LATIN 5

1 Credit - Full Year Course

College credit: University at Albany (CLL 201)

Prerequisite: Latin 4

As the final course in the Latin sequence, this class is designed to expose students to translating Roman authors in the original Latin. We will focus on two authors: Lucretius and Seneca. Though the overall emphasis of the course is on translation, we will also spend a great deal of time discussing and studying the larger questions these texts entail (e.g., what constitutes a good life? What is the best way to achieve happiness?). As we translate, we will also examine the literary, historical, and cultural contexts of what we translate and read parts of each of our primary author’s work in translation.

By registering for the “University in the High School” program through the University at Albany, students will receive three college credits after successful completion of the course.

SPECIAL EDUCATION

The Gloversville Enlarged School District is responsible for providing special education services to all resident students who qualify for such supports. These services are coordinated by the district's Committee on Special Education. Students who are identified by the Committee on Special Education are eligible for special education services. Each student’s program is detailed by an Individualized Education Program (IEP) and is reviewed annually to meet each student’s individual needs. Parents, as well as staff members, have the right to request a meeting to review a student’s needs at any given time. Before referring a student to the Committee on Special Education, there must be documented data indicating the student has received appropriate instruction and

intensive intervention to remediate deficit areas. Once remediation has been provided through the Response to Intervention model (RTI) and reviewed by the School Based Support team, a student suspected of having a disability may be referred to the Committee on Special Education. A continuum of Special Education services are offered based upon the student's needs. The continuum of services begin with least restrictive and move toward more restrictive services.

HAMILTON • FULTON • MONTGOMERY CAREER EDUCATION CENTER

The purpose of career education is to provide learning experiences in which all students become aware of a broad spectrum of careers and develop skills that are adaptable to personal and career goals. Career education offers students the opportunity to develop the skills necessary for employment in specific career areas, helping prepare students for life as productive members of society.

Available starting Junior Year and to those students who meet requirements. All courses are designated regular education level courses unless otherwise indicated. Students who wish to attend the Career Education Center must have the appropriate number of credits to be at the grade level necessary for the particular program.

Morning Session (year 1): *Periods 2 - 5*
Afternoon Session (year 2): *Periods 6 - 8*

Career Education Center course offerings are:

AUTO BODY REPAIR
AUTO TECHNOLOGY
CONSTRUCTION TECHNOLOGY
COSMETOLOGY
CRIMINAL JUSTICE
CULINARY ARTS
CYBER SECURITY AND COMPUTER TECHNOLOGY
DIGITAL MULTIMEDIA
ENVIRONMENTAL CONSERVATION
FOUNDATIONS OF FOOD SERVICES
MEDICAL ASSISTING
NEW VISIONS CAREERS IN EDUCATION
NEW VISIONS HEALTH CAREERS
ROBOTICS AND ENGINEERING TECHNOLOGY
SKILLED TRADES: ELECTRICAL, HVAC AND PLUMBING
VETERINARY AND ANIMAL SCIENCE

CREDIT RECOVERY - APEX LEARNING

Students who have failed a course may have the opportunity to recover the credit through an online APEX course.

DISTANCE LEARNING

Some courses may be offered over the Distance Learning Network. The availability of these courses may be limited by the host school's schedule and class size limitations. The counselors will distribute information on additional courses as the information becomes available.

ADDITIONAL SUPPORT SERVICES

Academic Labs- Students do not have the option to select a lab as a course of study. These classes are designed to help students obtain the skills needed to pass required classes. Lab is required of all students who do not meet the minimum academic requirements in English and Mathematics. Students who do not score at or above the proficiency level on 8th grade statewide assessments and/or students who are recommended by teachers will be scheduled to take a Lab.

Academic Intervention Services (AIS) Non Credit Bearing course- Students do not have the option to select A.I.S. as a course of study. These classes are designed to help students obtain the skills needed to pass required Regents exams. A.I.S. is required of all students who do not meet the minimum academic requirements in English, Mathematics, Science, and Social Studies. Students who do not pass a required Regents examination will be scheduled to take A.I.S.

School Based Support Team - This team consists of the Social Worker, School Psychologist, Nurse, Community Educator, School Counselors, and Teachers. Students are referred by teachers or parents to have their academic history reviewed to see if accommodations need to be implemented or additional support put in place for a student.