

*James I. O'Neill High School*

**Course Selection  
Guide**

**2021 - 2022**



**Highland Falls – Fort Montgomery  
Central School District**

*Serving the Communities of  
Highland Falls  
Fort Montgomery  
West Point  
Garrison*

# **James I. O'Neill High School**

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## **ADMINISTRATION**

**Ms. Debbie M. Brand, Principal**

**Mrs. Robin Haberman, Assistant Principal**

## **ATHLETICS**

**Mrs. Debra Crowe, Athletic Director**

## **GUIDANCE**

**Mr. Thomas Breittfeller, Counselor**

**Mrs. Lisa Mackey, Counselor**

**Mrs. Heather Milano, Counselor**

*Highland Falls-Fort Montgomery*

*Central School District Vision*

*The Highland Falls-Fort Montgomery Central School District will inspire, guide, and challenge each of our students through an all encompassing rigorous learning experience, which empowers them to connect to and compete in the ever-changing global community.*

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## COURSES OFFERED BY DEPARTMENT

### BOCES Career & Technology Programs

*See course descriptions*

#### ENGLISH

English 9 R & 9 H  
English 10 R & 10 H  
English 11 R & 11 H  
English 12 R  
English 12 AP  
English 12 RISE  
College English SUPA  
Creative Writing (.5)  
English Acceleration (no credit)  
Public Speaking (.5)  
Film Studies (1)

#### HEALTH & PHYSICAL EDUCATION

Health (.5)  
PE Sem. 1 (.5)  
PE Sem. 2 (.5)

#### JROTC I, II, III, & IV

#### MATHEMATICS

High School Math Concepts  
Algebra 1 R  
Geometry  
Geometry R  
Geometry H  
Algebra 2 A  
Algebra 2 R  
Algebra 2 H  
Regents Lab - Geometry and Algebra 2 (no credit)  
Precalculus R  
Precalculus H  
Intro to Precalculus  
Calculus  
Calculus AP - AB  
Calculus AP - BC  
Statistics & Probability (.5)  
SUPA Personal Finance (.5)  
Math Applications  
Computer Programming I & II (.5 each)  
AP Computer Science A

#### WORLD LANGUAGES

Mandarin Chinese 1, 2, 3R, 4 College 1, & 5 College 2  
Spanish 1, 2, 3R, 4H, & 5 College 1 & 2  
American Sign Language 1, 2 & 3

*All courses are one credit unless otherwise indicated.*

#### SCIENCE

Biology R  
Biology AP  
Earth Science R  
Chemistry R  
Chemistry AP  
Physics R  
Physics AP 1  
Environmental Science  
Environmental Science AP  
Forensic Science (.5)  
Science in Society (.5)

#### SOCIAL STUDIES

Global History 1 R  
Global History and Geography II R  
European History AP  
U.S. History & Gov't R  
U.S. History AP  
Economics (.5) & Participation in Gov't (.5)  
Econ. SUPA (.5) & Public Policy SUPA (.5)  
Criminal Justice (.5)  
Impact of Mass Media on Popular Culture (.5)  
AP Seminar\*  
AP Research\*  
\*Required for AP Capstone Diploma

#### UNIFIED ARTS

##### ART

Studio Art  
Digital Photography  
Drawing 1 & 2 (.5 each) Fall  
Painting 1 & 2 (.5 each) Spring  
Ceramics/Sculpture 1 (.5) Fall  
Ceramics/Sculpture 2 (.5) Spring  
Studio Art AP & Advanced  
3-D Design 1  
3-D Design 2  
Design & Drawing for Production

##### MEDIA ARTS/TECHNOLOGY

Computer Graphics (.5) Fall  
Introduction to 2D Computer Animation (.5) Fall  
Introduction to 3D Computer Animation (.5) Spring  
Introduction to Web Design (.5) Spring  
Discoveries in Comp. Science and Coding 1 & 2 (.5/1)

##### MUSIC

Band (1 or .5)  
Chorus (1 or .5)  
Chamber Singers / Select Chorus (1 or .5)  
Music Theory 1 (1 or .5) Fall  
Advanced Music Theory  
Introduction to Electronic Music  
Electronic Music 1(.5) Fall  
Electronic Music 2 (.5) Spring

## MINIMUM GRADUATION REQUIREMENTS

REQUIRED SUBJECTS	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION
English	4	4
Social Studies	4	4
Math	3	3
Science*	3	3**
Language Other than English	2	3***
Art/Music****	1	1
Health	0.5	0.5
Physical Education	2 (.5/yr)	2 (.5/yr)
Additional Courses/Electives	2.5	1.5
<b>TOTAL (Minimum)</b>	<b>22</b>	<b>22</b>

REQUIRED REGENTS EXAMS	REGENTS DIPLOMA PASSING SCORE	ADVANCED REGENTS PASSING SCORE
English Language Arts	65	65
Global History	65	65
U.S. History	65	65
Algebra 1	65	65
Regents Science	65	65
Geometry	Not Required	65
Algebra 2	Not Required	65
2 <sup>nd</sup> Science	Not Required	65**
Language other than English	Not Required	Locally developed Checkpoint B exam

### Special Endorsements with diplomas:

- ❖ **Honors:** A student earns a computed average of at least 90 on the Regents examinations applicable to either Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents examinations. The locally developed Checkpoint B LOTE examination is not included in the calculation.
- ❖ **Mastery in Math and/or Science:** A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.
- ❖ **Technical Endorsement:** A student meets 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 3- part technical assessment.

\*All students must pass Biology (Living Environment) and one Physical Science (that is, Earth Science, Chemistry or Physics). All students must pass one (1) Regents exam in Science.

\*\*For a Regents Diploma with Advanced Designation, students must pass two (2) Regents exams in Science, including Biology (Living Environment).

\*\*\*Students who acquire 5 credits in Art, Music, or Career & Technical (BOCES) Education may be exempt from the third credit of language other than English.

\*\*\*\*The Art/Music requirement may be satisfied by taking ONE of the following: Studio Art, Band, Chorus, Design and Drawing for Production or Introduction to Electronic Music.

## GRADING

**Grading:** O'Neill numerical grades are given in all courses based on a 100 point scale. For students who transfer into the school, the following grade conversions table will be used to assign numerical grades for courses completed at other schools:

Letter <sup>1</sup>	Number
A+	98
A	95
A-	92
B+	88
B	85
B-	82
C+	78
C	75
C-	72
D+	68
D	65
F	60

**Grade Weighting:** Grades indicated on report cards are not weighted. The vertical average on the report card is weighted, and the weighted average is the one that determines honor roll status. Grades are also weighted in the calculation of cumulative grade point averages and class rank.

**Guidelines for Grade Weighting** (For students who entered high school as freshmen prior to 2018):

- AP, SUPA, and OCCC courses an extra 10% is added with a maximum grade of 110.
- For Honors (H) courses an extra 8% is added with a maximum grade of 108.
- For a defined set of college preparatory courses an extra 4% is added with a maximum grade of 104. These courses include Chemistry R, Physics R, Algebra 2R, Pre-Calculus R, Calculus, Spanish 3R, Chinese 3R, Advanced Studio Art, and Advanced Music Theory.

**Guidelines for Grade Weighting** (For students entering high school as freshmen in 2018 or later):

- AP, SUPA and OCC courses will have an extra 5% added with a maximum grade of 105.
- For Honors (H) courses an extra 4% will be added with a maximum grade of 104.
- No other courses will be given an additional weight.

**Calculation of Cumulative Grade Point Averages and Class Ranks:** Grades are weighted according to the guidelines above. Only courses taken in grades 9 through 12 are included.

**Honor Roll:** All courses are included (which is subject to change). The weighted quarterly average that is included on the report card determines honor roll status.

- High Honor Roll: The student's weighted quarterly average must be at least 91.5 with no grade below 70 and no Incompletes.
- Honor Roll: The student's weighted quarterly average must be at least 87.5 with no grade below 70 and no Incompletes.

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<sup>1</sup> High schools use many different types of scales. Colleges often use a 4.0 scale, whose typical conversions can be found at the following website: <https://pages.collegeboard.org/how-to-convert-gpa-4.0-scale> .

## NATIONAL HONOR SOCIETY ELIGIBILITY

To be considered for selection to the National Honor Society, students must have a minimum weighted cumulative average of 92 or unweighted average of 89. Selection depends on four criteria: character, leadership, service, and scholarship. There is a service obligation for members. See the school website for more details.

*Transfers: Students who were inducted into the National Honor Society at a former school should submit a copy of their NHS certificate or membership card to the NHS advisor or Guidance Office.*

## NCAA ELIGIBILITY

If a student intends to participate in Division I or II athletics as a college freshman, the student must register and be certified by the NCAA Eligibility Center.

To be eligible, students must (1) complete a set number of CORE courses; (2) earn a minimum required grade-point average in those core courses; and (3) earn a combined SAT or ACT sum score that matches the core-course grade-point average and test score sliding scale. Refer to the NCAA's website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). NOTE: NOT all courses count as core courses. Students should make an appointment with their guidance counselor as soon as possible to do an NCAA worksheet and discuss the registration timeline.

## INFORMATION FOR TRANSFER STUDENTS

### Grading:

- If the sending school provides letter grades instead of numerical grades, the guidance staff would use the above conversion table. Grades will be weighted using O'Neill's guidelines. Honors courses that are not available to O'Neill's student will not be weighted.
- If a student transfers in without a midterm exam grade, the average of the first two quarters will be used to replace the missing midterm exam grade.

### Graduation Requirements:

- Juniors who transfer to O'Neill from outside New York State during their junior year may be exempt from the Global History testing requirement.
- Seniors who transfer to O'Neill from outside New York State during their senior year may be exempt from the Global History and Science testing requirements.

## INFORMATION FOR TRANSFER STUDENTS OF MILITARY FAMILIES

- Military Families: Students from military families may have fewer restrictions due to regulations outlined in the interstate compact on educational opportunity for military children. For more information, visit [www.mic3.net/new-york.html](http://www.mic3.net/new-york.html).

## PLANNING A COURSE OF STUDY

Planning a course of study involves input from the student, parents, teachers, and guidance counselors. Students are scheduled so that they will meet graduation requirements, prepare for the future, and enjoy and explore the various electives available to them.

Students will receive the following during this presentation:

- An overview of the course selection process, NYS Minimum Graduation Requirements and the upcoming scheduling day process.

On the scheduling day students will receive the following materials:

- A grade planning worksheet
- Elective course pairings sheet by department

Their course selections should be indicated on the worksheet. Students will be notified how/where forms will need to be returned during Scheduling Day.

### SCHEDULING TIMETABLE

- Enter course requests: February
- Teachers make recommendations: February
- Individual scheduling conferences: February-March (parents are welcome—contact the Guidance Office)
- Adjustments made during the summer
- Schedules mailed home in late August

## COURSE LOAD

Students are required to carry a minimum course load of five and a half credits consisting of core academic courses, Physical Education and electives. Students may carry up to seven courses and Physical Education, provided there are no scheduling conflicts. Seniors in good academic standing may request late arrival or early dismissal, although there is no guarantee these can be scheduled. Seniors who do not maintain strong academic standing may have these privileges revoked.

## DROPPING AND ADDING CLASSES AFTER THE SCHOOL YEAR BEGINS

Courses may be added and/or dropped only when the Principal approves the change. The following guidelines apply:

- To request a schedule change that does not involve an error, pick up a Schedule Change Request Form in the Guidance office. You will need to get signatures from the teacher, your parent/guardian, your counselor, and the principal. You must follow your original schedule while a decision is being made. When in doubt, stop by the Guidance Office to inquire about the status of your request.
- A request to add a class will be considered during the first two weeks of the semester if there is room in that particular class. If the change involves modifying the rest of your schedule, there must be room in all of the classes.
- A request to drop a class requires a review of the student's overall academic situation by the counselor. Students may not drop academic courses that are required for graduation, and they must carry at least five credits plus Physical Education.
- After the first five weeks of a semester course and after the first ten weeks of a year-long course, requests to drop a course will be denied. In cases that are deemed exceptional, there will be a meeting of the student, parent/guardian, counselor, and administrator: Cases will be judged on an individual basis. For courses dropped at this point, there will be a notation of "W/P" (Withdraw Passing) or "W/F" (Withdraw Failing) and a grade note with present grade on the transcript. Requests to change schedules for teacher preference or lunch preference will be denied. Any extenuating circumstances should be discussed with a counselor or administrator.
- When a student switches a course, all prior grades will follow this student into their new class. If the course was weighted, that weight too will follow.



## COLLEGE-LEVEL COURSES

### ADVANCED PLACEMENT (AP)

These courses are rigorous college-level courses that follow the College Board syllabus and culminate in an AP exam. It is possible to earn college credit and/or advanced placement at most colleges and universities. The exams, given in May, are scored on a scale of 1 (lowest) to 5 (highest). Generally a score of at least 3 is required in order to receive college credit. Both the minimum acceptable score (3, 4, or 5) and the amount of credit awarded (1 or 2 semesters) vary from college to college.

Students who enroll in an AP course are required to take the AP exam for that subject. The student pays for the exam (currently \$95 per exam), which is due by the end of March. O'Neill offers AP classes in English, United States History, European History, Physics, Chemistry, Biology, Environmental Science, Calculus (AB), Seminar, Research and Studio Art. There will be a \$40.00 cancellation fee if a student drops the AP Course.

Admission to any AP course is selective. The factors that are considered vary from course to course. *Please refer to individual course descriptions.*

### SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA)

O'Neill offers two full-year, two-semester courses: English/Writing and Economics/Public Affairs. O'Neill also offers one-semester courses in Personal Finance. These are taught at O'Neill by adjunct faculty who have received intensive training at Syracuse University to enable them to deliver quality instruction, which is equivalent to that offered on the Syracuse Campus. Students who take SUPA courses receive college credit that is generally transferable to other colleges. The college credit is granted by Syracuse University based on the final grade earned in the course.

The number of credits earned and the cost varies by course:

English/Writing	1.0 HS Credit	6.0 SU Credit	Costs: \$690
Economics/Public Affairs	1.0 HS Credit	6.0 SU Credit	Costs: \$690
Personal Finance	0.5 HS Credit	3.0 SU Credit	Costs: \$345

Admission to SUPA classes is selective; students must pay to be enrolled in the course, to have it listed on their transcripts, and to earn the weighting. Failure to do so will result in an immediate withdrawal from the class. *Please refer to the individual course descriptions.*

### ORANGE COUNTY COMMUNITY COLLEGE (OCCC)

These are Orange County Community College courses taught at O'Neill by adjunct faculty. Students who take OCCC courses receive college credit that is generally transferable to other colleges. The college credit is granted by OCCC based on the final grade in the course. Transfer credit awarded is determined by the receiving institution; students are advised to inquire about the transferability of courses by calling the Admissions Office at the institution(s) to which they plan to apply. Payment is due at the beginning of each semester. This year the cost is \$198 plus a \$2 fee per course for each semester.

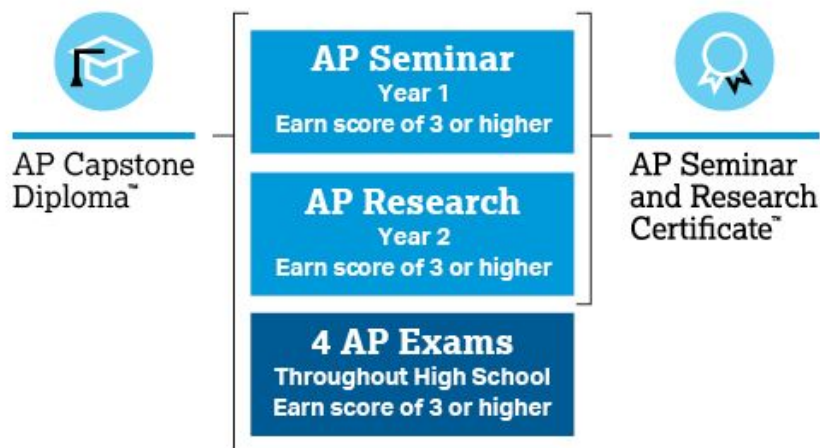
O'Neill will offer OCCC courses for students at the Spanish 5, Chinese 4 and Chinese 5 levels. Admission to the OCCC classes is selective; students must pay to be enrolled in the course, to have it listed on their transcripts, and to earn the weighting. Failure to do so will result in an immediate withdrawal from the class. *Please refer to the individual course descriptions.*

## **AP Capstone Diploma Program**

AP Capstone is a diploma program, sponsored by the College Board, based on two year long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Each course is one year, and AP Seminar is a prerequisite for AP Research. In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they are taking. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.

AP scores for both courses are based on teacher assessment of student presentation components and College Board scoring of student-written components plus an end-of-course exam (for AP Seminar only). Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate. These awards are also acknowledged on any AP score report that is sent to colleges after the award has been conferred.



- Source: *AP Central* <https://apcentral.collegeboard.org/courses/ap-capstone>

**See the Social Studies Department course listings for information on the AP Seminar and Research Courses.**

# **BOCES**

## **CAREER & TECHNICAL EDUCATION (CTE)**

Career and Technical Education (CTE) programs are offered at the Board of Cooperative Education Services (BOCES), located in Goshen. The first visit to BOCES to explore the career academies is in February, and there is an additional visit in March. Further information is available in the Guidance Office. The CTEC programs are generally half-day programs that students take in 11<sup>th</sup> and 12<sup>th</sup> grades. *Most, but not all, programs are offered in both the morning and afternoon sessions.*

Students who attend the morning session are bussed directly to BOCES in the morning. They return to O'Neill in the afternoon and have time to take three classes (usually English, Social Studies, and Physical Education) as well as lunch. Students can generally earn credits of Technical Math, Technical Science, and Technical Reading and Writing (English) through their CTEC programs.

Students who attend the afternoon session start the day at O'Neill and have time to take four or five classes and Physical Education as well as lunch before getting on the bus shortly before noon. They return at around 4:00 and are dropped off at their morning bus stops (or at O'Neill). The afternoon session allows students to fit more classes into their schedule but does limit participation in extracurricular activities and after school help through the expanded day program.

### **CTEC CAREER ACADEMIES**

#### **APPEARANCE CAREERS**

Cosmetology  
Esthetics

#### **BUSINESS COMPUTER CAREERS**

E-Business & Microsoft Applications  
Medical Administrative Assistant (one- year program)  
Basic Office Applications

#### **CONSTRUCTION CAREERS**

Carpentry  
Electrical Construction Technology  
HVAC/Plumbing  
Welding

#### **CULINARY CAREERS**

Culinary Food Trades

#### **EDUCATION CAREERS**

Early Childhood Development and Care  
Education & Management

#### **STEM CAREERS Academy**

Mechatronics and Robotic Engineering  
Engineering Design and Architecture  
Computer Networking (CISCO/CCNA Programming)  
Computer Programming & Video Game Development

#### **ENVIRONMENTAL CAREERS**

Heavy Equipment  
Animal Science (Veterinary Assistant)

#### **HEALTH CAREERS**

Principles of Health Careers  
Allied Health Assistant  
Nurse Assistant  
Pharmacy Technician  
Dental Careers  
Emergency Medical Services  
Exercise Science and Sports Medicine

#### **SECURITY CAREERS**

Law Enforcement  
Fire Science (one-year program)

#### **TRANSITIONAL CAREERS ACADEMY**

\*Workplace Learning  
\*Hospitality/Pro-Start  
\*Vehicle Maintenance

#### **TRANSPORTATION CAREERS**

AutoBody/ Restoration  
Automotive Technology  
Aviation  
General Service Technician

#### **VISUAL ARTS/COMMUNICATION CAREERS**

Digital Design & Advertising  
Fashion & Interior Design  
Digital Film and Post Production

*Notes: All programs except the Health careers programs are located at the Gibson Road Campus. The Health Careers programs are offered at the Regional Education Center at the Arden Hill Campus. For more information please refer to the following website link: <http://ouboces.org/Careertech.cfm?subpage=732>*

# ENGLISH DEPARTMENT

## ENGLISH 9 R

Full Year - 1 Credit

This is an introductory course at the college and career readiness level in which students will read and comprehend literature and literary nonfiction, including stories, dramas, and poems, in the appropriate text complexity band proficiently, with scaffolding as needed. Writing emphasis is on producing clear and coherent writing appropriate to the task (argumentative, informative/explanatory, and narrative) by developing and strengthening skills through the writing process, resulting in texts that demonstrate knowledge and understanding of studied works, analysis, and research. All units of learning are developed in accordance with the New York State Common Core ELA (English Language Arts) standards.

## ENGLISH 9 H

Full Year –1 Credit

The Honors level is designed for students of superior ability and motivation who will move through the English 9 syllabus more quickly, who will read texts more in-depth and participate in thorough discussions, striving for both deeper insights and polished form in all writing. **Note:** See *Honors & AP Course Access Guidelines* below.

## ENGLISH 10 R

Full Year – 1 Credit

This course at the college and career readiness level builds upon those skills acquired in English 9R and features a deeper study of literature from diverse and non-traditional cultures and viewpoints including poetry, the novel, short story, and drama, as well as informational texts at the appropriate text complexity band proficiently, with scaffolding as needed. In alignment with New York State Common Core ELA (English Language Arts) standards, writing emphasis is on creating texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit in which students will draw evidence to support analysis, reflection, and research, as well as making connections to other texts, ideas, cultural perspectives, eras, personal events and situations.

## ENGLISH 10 H

Full Year – 1 Credit

The Honors level is designed for students of superior ability and motivation who will move through the English 10 syllabus more quickly, who will read texts more in-depth and participate in thorough discussions, striving for both deeper insights and polished form in all writing. **Note:** See *Honors & AP Course Access Guidelines* below.

## ENGLISH 11 R

Full Year – 1 Credit

This course continues to build upon the college and career readiness skills acquired in English 9R and 10R. Students will read and analyze literature and literary nonfiction in the appropriate text complexity band by exploring how point of view or purpose is developed through the use of rhetoric and the resources of language. Writing in the course will focus on creating interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and literary works, including how two or more texts treat similar themes or topics, as well as a formal research project. Students will be prepared for and required to pass the New York State Regents Examination in English Language Arts, which they will take as their final exam in June.

## ENGLISH 11 H

Full Year – 1 Credit

The Honors level is designed for students of superior ability and motivation who will move through the English 11 syllabus more quickly, reading more books and participating in thorough discussions, and striving for both deeper insights and polished form in all writing. Students will be prepared for and required to pass the New York State Regents Examination in English Language Arts, which they will take as their final exam in June. **Note:** See *Honors & AP Course Access Guidelines* below.

## ENGLISH 12 R

Full Year – 1 Credit

This college and career readiness course builds upon the skills acquired in English 9R, 10R, and 11R. Students will examine the classical roots of a mixture of British and American literature through close reading, analysis and evaluation of the effectiveness of the author's rhetorical choices in developing the text's purpose and point of view, as well as how style and content contribute to the power, persuasiveness, or beauty of the text. Writing emphasis is on creating interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the literary works, as well as the college application essay and a formal research project.

### **English 12 R- RISE (Rise Individualized Senior Experience)**

This is a full year course designed to provide high school seniors, under the mentorship of faculty or staff members, the opportunity to design individualized projects that may take the form of intensive research on a topic or field of interest, internships with community-based agencies or businesses, or artistic or performance-based projects. The first semester consists of a General Literature Study and college prep activities. The second semester consists of the RISE project design and preparation, the RISE experience, and the RISE presentation.

### **ENGLISH 12 AP**

Full Year – 1 Credit

The objective of this Advanced Placement class is to develop skills in literary interpretation which students will demonstrate in oral and written form with emphasis on writing interpretive and analytical essays. The course is organized thematically and incorporates major works from various genres and historical periods (classical to modern). Students will take the AP exam in May (See “Advanced Placement” on p. 13). **Note:** See *Honors & AP Course Access Guidelines* below.

### **COLLEGE ENGLISH SUPA**

2 Semesters - 1 Credit

These two semester-length Syracuse University courses cover the English 12 requirement, and the student will earn six credits from Syracuse (see “SUPA” on p. 9).

Syracuse University WRT 105 (Writing Studio I) (Semester 1) is an introduction to academic writing that focuses on the practices of analysis and argument, practices that carry across disciplinary lines and into professional and civic writing. These interdependent practices of critical inquiry are fundamental to the work you will do in your college courses and later in your careers and civic engagements.

Syracuse University ETS 181 (Class and Literary Texts) (Semester 2): Using theories of social class as lenses through which to read a wide range of texts, this course will look at the ways that class has historically structured people’s lives. Through a series of assignments intended to improve students’ reading and analytical skills, this writing-intensive course will foster a richer understanding of social class, class struggle, inequality and social stratification, work culture and the ways that issues of class intersect with those of gender and race. Placing literature within historical and theoretical contexts, we will look particularly to related art forms such as music, film and visual art as a way of grasping a text’s historical moment while reading social and literary theory to help frame and give shape to our arguments. **Note:** See *Honors & AP Course Access Guidelines* below.

### **ENGLISH ACCELERATION** Grades 9 - 12

This goal of this course is to provide intensive instruction and practice for students to develop skills to become stronger readers and writers as well as an appreciation for the New York State Standards in reading, writing, listening and thinking. Students will also develop knowledge of the format and organization of the Common Core ELA exam as well as the criteria for scoring written responses. **Placement** of students is based on teacher recommendation and a review of progress in previous ELA courses and test scores. Students may move out of this class through a sustained improvement of quarter grades in English class, a recommendation from the Skills and regular English teacher, and by scoring well on an exit exam.

### **CREATIVE WRITING** Grades 10 - 12

1 Semester – ½ Credit

The objective of this course is to introduce students to the various forms of creative writing and to give them practice using the techniques that writers employ in producing interesting and lively literature. The course will survey the following types of creative writing: poetry, short story, and short drama. Students will be required to experiment with all three and will create a portfolio of work containing examples of each. Evaluation will be based on improvement and attention to techniques discussed in class.

### **PUBLIC SPEAKING** Grades 10 - 12

1 Semester – ½ Credit

This course is an exploration of the value of effective communication, verbal and nonverbal, focusing on the tools of listening, preparing, and delivering speeches. Students learn about public speaking by engaging in a variety of speech experiences that are based in real-life contexts. Emphasized skills include topic selection, audience analysis, research, outlining, speech writing, and speech delivery.

### **FILM STUDIES** Grades 10 - 12

2 Semesters – 1 Credit

This full-year elective is intended to broaden your knowledge of the history of the cinema and foster your appreciation of the art form. We will delve into the early days of the movie industry, focusing on the innovators and innovations that helped filmmaking evolve. You will learn about the great actors, directors, and producers of the 20th century and

the movements that brought change to the silver screen. We will watch some of the greatest movies ever produced and learn to discuss and write about them in a meaningful way. By fostering an appreciation of the works of the past, you will broaden your understanding and enjoyment of the films produced today.

### **Honors, AP & SUPA Course Access Guidelines**

All students are encouraged to take rigorous English Language Arts courses. In an effort to assure the most appropriate placement for a student's success, in addition to a teacher recommendation and review of performance in ELA, students are expected to complete an assessment of their analytical, writing, and reading comprehension skills. Such assessments will be made available in class and/or at a time that does not impose a hardship on the student or his or her family. Appropriate grade-level rubrics based on New York State Standards will be utilized in scoring the writing sample.

Taking honors and AP courses can be a very rewarding experience, however, it is important to consider that with increased rigor come increased expectations, particularly in the amount and scope of work involved. It is strongly encouraged that this is considered when making course selections, as placement in these courses may be reevaluated if the student's cumulative average is below a B-.

**NOTE: All students taking advanced courses are required to complete a summer assignment.**

# HEALTH & PHYSICAL EDUCATION

**HEALTH** (Recommended for Grade 10, but can be taken in grades 11-12)

1 semester – ½ Credit

This subject is taught with the goal of providing students with factual information and health skills that can be assimilated for a lifetime of healthy living. The course is geared toward meeting the New York State and national learning standards so that the student will become health literate. Factual topics include nutrition, disease prevention, alcohol, tobacco and drug awareness, mental health, violence prevention, contraception, STD and HIV/AIDS awareness, and first aid. Some skills include decision-making, resistance skills, critical thinking, communication skills, conflict management, reading food labels, consumer awareness, and CPR. This course, or an acceptable equivalent, is required for graduation.

**NOTE:** A Health course taken outside of New York State may satisfy the Health requirement if all of the following conditions are met:

- The course must cover the content as described in the NYS Education Department mandate.
- The course must meet for a minimum of 54 hours and earn at least 0.5 high school credit.
- The health course may not be taken by correspondence or independent study, and it must be taken during grades 9-12.
- The former school must give a separate grade for Health. A composite PE/Health grade is not acceptable.
- If the first three criteria are met and only a separate grade is lacking, the student may validate the successful completion of Health by passing our final exam.
- Any student meeting this criteria will also need to be trained in CPR/AED skills during their senior year to meet graduation requirements.

## PHYSICAL EDUCATION

Alternate Days – ½ Credit

Students are encouraged to develop an awareness of the importance of personal physical fitness and good health, as well as to recognize the importance of physical activity as a long-range approach to the full enjoyment of life. Our curriculum is geared to meeting the New York State Learning Standards. This course is designed to provide a mixture of traditional and non-traditional activities.

- **Team Sports:** Activities may include soccer, floor hockey, basketball, volleyball, team handball, softball, tennis, badminton, ultimate Frisbee, pickleball, backyard games, and football.
- **Individual sports/fitness:** Activities may include pickleball, badminton, table tennis, weight training, yoga, pilates, zumba, dancing, fitness, archery, golf, disc golf, and backyard games.
- **Fitness/Strength Conditioning:** Activities may include designing a personal workout program, cardio fitness, free/circuit weight training, cooperative games, yoga, and pilates.
- **Medical Excuses:** Alternative written assignments are required if a student will be excused for longer than a two (2) week period. Additional assignments may be assigned for lengthier medical excuses. Additional alternative assignments maybe assigned for lengthier medical excuses such as stat keeper, video recorder, operating time clock, or linesperson for football games. An essay will be written on the experience to complete the alternative assignment.

Grading Policies: Numerical grades are given in Physical Education. The grade counts towards students' grade point average.

**NOTE:** ½ credit of Physical Education is required each year in grades 9-12.

## **JUNIOR RESERVE OFFICER TRAINING CORPS**

### **JROTC**

Full Year – 1 Credit

The Junior Reserve Officer Training Corps (JROTC) is unique among high school courses; it is designed to make cadets better citizens and better leaders. It is a character and leadership development course. This program is progressive, advancing through four years of ever-increasing levels of responsibility and depth of subject matter. However, students can join during any year of their high school experience and still get much value from the material taught in the course. The major topics of the curriculum include leadership training and application; developing communication skills; learning how to study; learning how the brain functions and what learning style each cadet uses; personal finance, to include taxes, insurance, investing, benefits, managing accounts, and credit cards; wellness, fitness, and first aid; conflict resolution; prevention of sexual harassment; citizenship and American history; geography and map reading. Leadership training goes on constantly as cadets play a key role in running the classroom, organizing activities, leading by example, and being good citizens by helping the school and community. Cadets advance in rank over a four-year program from private to field grade officer; they assume ever-increasing responsibilities as their experience expands. Topics throughout the year focus on life skills to better prepare cadets for their role as productive and successful American citizens.

Our classroom curriculum is called Leadership Education and Training.

The JROTC program provides many activities beyond the classroom. The program includes a drill team that competes through the year. We compete in orienteering meets and in Raider competitions that test fitness and military skills in a field setting. We have an active rifle team that competes on ranges using competition style air rifles. Each year we host a formal military ball, in addition to bowling parties, boat rides on the Hudson, rafting on the Delaware River, field trips to Ellis Island/Statue of Liberty/Bronx Zoo/U.S.S. Intrepid, etc. Our cadets participate each summer in a week-long summer camp called Junior Cadet Leadership Challenge (JCLC). These camps normally take place on an Army post in the region.

JROTC is for everyone; about one third of the cadets are girls, and we have all racial and ethnic groups in the school well represented. We have a variety of students from gifted athletes and honor society leaders to students who are average or below in their athletic or academic ability. The primary focus is to help each cadet become the best citizen and whole adult person he/she can be, regardless of interests or skill levels. We help many cadets get scholarships to colleges; we help others graduate high school and find a meaningful vocation.



# MATHEMATICS DEPARTMENT

## HIGH SCHOOL MATH CONCEPTS

Full Year - 1 Credit

This course will focus on introducing and strengthening Mathematical concepts that are critical to success in all high school Math classes. Course topics will include developing technological and computer programming skills, data and statistical analysis, mastering problem solving skills and increasing mathematical fluency. Algebraic and Geometric topics will be stressed upon with each topic as well as hands-on activities to improve content comprehension.

## ALGEBRA 1 R

Full Year – 1 Credit

Algebra is the first course of a three-year high school mathematics sequence. Based on an assessment given prior to the course, students will either take either one or two periods of Algebra 1. Course topics include: Linear, quadratic, exponential, and rational equations, systems of equations and inequalities, ratio and proportion, transformations, sequences, polynomials, factoring and linear/quadratic graphing. All students take the Algebra 1 Common Core Regents Exam in June, which counts as their final exam.

## GEOMETRY

Full Year – 1 Credit

Geometry is the second course of a three-year high school mathematics sequence for students not planning to take the Geometry Common Core Regents Exam. The curriculum includes the study of lines and planes, formal proof involving triangles, polygons, quadrilaterals, and circles, coordinate geometry, geometric solids, constructions. Students will NOT take the Geometry Common Core Regents Exam in June. The end of course assessment is a local exam.

**Prerequisite:** Algebra 1. **Students who passed Algebra 1 with an average of less than 75 or who have not passed the Algebra 1 Regents Exam are strongly encouraged to take this course.**

## GEOMETRY REGENTS

Full Year - 1 Credit

Geometry Regents is the second course of a three-year high school mathematics sequence for students planning to take the Geometry Common Core Regents Exam. The curriculum includes the study of lines and planes, formal proofs involving transformations, triangles, polygons, quadrilaterals and circles, coordinate, geometry, geometric solids, and constructions. Students will take the Geometry Common Core Regents Exam in June, which counts as their final exam.

**Prerequisite:** An average of 75 or above in Algebra 1 and passing score on the Algebra 1 Common Core Regents Exam.

## GEOMETRY REGENTS LAB

Full Year - 0 Credit

This course is designed to support the Geometry Regents curriculum. This course will help support students for the day-to-day topics within the Geometry curriculum as well as prepare for the Geometry Regents exam in June.

**Prerequisite:** Students who have earned an overall average between 75-85 in Algebra 1. Students can also volunteer for the course if the schedule allows.

## GEOMETRY HONORS

Full Year – 1 Credit

Geometry Honors is the second course of a three-year high school mathematics sequence for students planning to take the Geometry Common Core Regents exam. The curriculum includes the study of lines and planes, formal proofs involving transformations, triangles, polygons, quadrilaterals and circles, coordinate geometry, geometric solids, and constructions. Students will take the Geometry Common Core Regents Exam in June, which counts as their final exam. The Honors curriculum offers a more rigorous and in-depth study of the curriculum, and has more difficult tests and quizzes than the Regents curriculum.

**Prerequisite:** An average of 90 or above in Algebra 1, a score of 80 or above on the Algebra 1 Common Core Regents Exam, and the recommendation of the Algebra 1 teacher.

**ALGEBRA 2 REGENTS**

Full Year – 1 Credit

Algebra 2R is the third course of a three-year high school mathematics sequence. Designed for students with strong math ability, algebra topics are developed in greater depth. Topics include real and complex numbers, algebraic fractions, functions (exponential, and logarithmic), probability and statistics, and intermediate algebra. An approved graphing calculator is required for this course. All students take the Algebra 2 Common Core Regents Exam in June as the final exam.

**Prerequisite:** A score of 75 or above on the Algebra 1 Common Core Regents Exam and a passing score of the Geometry Regents exam.

**ALGEBRA 2 REGENTS LAB**

Full Year - 0 Credit

This course is designed to support the Algebra 2 Regents curriculum. This course will help support students for the day-to-day topics within the Algebra 2 curriculum as well as prepare for the Algebra 2 Regents exam in June.

**Prerequisite:** Students who have earned an overall average between 75-85 in Geometry R. Students can also volunteer for the course if their schedule allows.

**ALGEBRA 2 HONORS**

Full Year – 1 Credit

Algebra 2H parallels Algebra 2R but topics are studied in greater depth. Students taking this course should have an excellent foundation in the two previous courses. An approved graphing calculator is required for this course. All students take the Algebra 2 Common Core Regents Exam in June as the final exam. The Honors curriculum has more difficult tests and quizzes than the Regents curriculum. The Honors course is more rigorous and in-depth study of the curriculum.

**Prerequisite:** A score of 85 or above on the Algebra 1 Common Core Regents Exam and a passing score of the Geometry Regents exam

**ALGEBRA 2A**

Full Year – 1 Credit

Algebra 2A is the third course of a three-year high school mathematics sequence for students not planning to take the NYS Algebra 2 Regents Exam in their first year. Topics include real and complex numbers, algebraic fractions, functions (exponential and logarithmic), probability and statistics, and intermediate algebra. The end of course assessment is a local exam. Students will NOT take the NYS Algebra 2 Common Core Regents Exam in June. An approved graphing calculator is required for this course.

**Prerequisite:** Geometry R or Geometry and a passing score on the Algebra 1 Common Core Regents Exam

**INTRO TO PRECALCULUS**

Full Year - 1 Credit

Intro to PreCalculus will explore advanced level Algebra 2 topics not covered in Algebra 2A and the foundational topics central to the PreCalculus curriculum. First semester topics include trigonometric functions and its characteristics as well as a cumulative review of Algebra 2A, while the second half of the course will introduce the 12 basic functions, their characteristics, and vectors/matrices with systems of equations. The end of course assessment is a local exam and/or retaking the NYS Algebra 2 Regents Exam for students who fail it at midterm time.

**Prerequisite:** Passing Algebra 2A, Algebra 2 Regents Exam failure, teacher recommendation.

**PRECALCULUS REGENTS**

Full Year – 1 Credit

Pre-Calculus R is an in-depth study of functions with emphasis on graphing and applications in preparation for Calculus. Selected topics include exponential, logistic, and logarithmic functions, as well as regression analysis and introduction to limits. An approved graphing calculator is required for this course. The end of course assessment is a local exam.

**Prerequisite:** Algebra 2R or Algebra 2H and a passing score on the Algebra 2 Common Core Regents Exam.

## PRECALCULUS HONORS

Full Year – 1 Credit

Pre-Calculus H prepares students for AP Calculus (AB). The Pre-Calculus curriculum is presented in greater depth and at a faster pace. Selected topics include exponential, logistic, and logarithmic functions, as well as vectors, matrices, and parametric equations. A graphing calculator is required. The end of course assessment is a local exam. The Honors curriculum has more difficult tests and quizzes than the Regents curriculum. The Honors course is more rigorous and in-depth study of the curriculum.

**Prerequisite:** An average of 90 or above in Algebra 2 R, or an average of 85 in Algebra 2 H, score of 80 or above on Algebra 2 Common Core Regents Exam, and recommendation from the previous teacher.

## CALCULUS

Full Year – 1 Credit

Calculus is designed for students who have completed Pre-Calculus and want to prepare for a more rigorous Calculus course after graduation. Selected college level topics include limits, continuity, derivatives, integrals, and their applications. A graphing calculator is required. The end of course assessment is a local exam.

**Prerequisite:** PreCalculus R or PreCalculus H **and** passing score on the Algebra 2 Common Core Regents Exam.

## AP CALCULUS (AB)

Full Year – 1 Credit

This Advanced Placement course (see “Advanced Placement “on p. 13) follows the College Board’s Calculus AB syllabus and is designed for accelerated math students with a history of superior achievement in this discipline. A graphing calculator is required. Students will take the Calculus AP exam in May (see “Advanced Placement on p. 13). If students achieve an adequate AP exam score, they may continue to the next level of Calculus in college. NOTE: Summer preparation work is required.

**Prerequisite:** PreCalculus R or PreCalculus H or permission from the Math Department Coordinator. In addition, the following factors will be considered: Math Regents scores, PSAT or SAT math score, midyear average in PreCalculus, and PreCalculus teacher recommendation.

## AP CALCULUS (BC)

Full Year – 1 Credit

This Advanced Placement course (see “Advanced Placement“ on p. 13) follows the College Board’s Calculus BC syllabus and is designed for accelerated math students with a history of superior achievement in this discipline. It includes all topics taught in Calculus AB plus additional topics. Calculus BC focuses on four big ideas: limits, derivatives, integrals and The Fundamental Theorem of Calculus, and series. A graphing calculator is required. Students will take the Calculus AP exam in May (see “Advanced Placement” on p. 13). If students achieve an adequate AP exam score, they may continue to the next level of Calculus in college. NOTE: Summer preparation work is required.

**Prerequisite:** PreCalculus H or permission from the Math Department Coordinator. In addition, the following factors will be considered: Math Regents scores, PSAT or SAT math score, midyear average in PreCalculus H, and PreCalculus teacher recommendation.

## STATISTICS AND PROBABILITY

1 Semester–1/2 Credit

This elective course prepares students for required college statistics courses and is an introduction to the statistical analysis of data. It can be taken along with, or instead of, Pre-Calculus or Calculus. Good verbal skills are required. Topics include exploratory data analysis, probability, sampling, estimation, and hypothesis testing. Statistical software (*Fathom*) is introduced and a graphing calculator (TI-83/84) will be used, but no prior computer experience is assumed. Note: This is **not** an Advanced Placement (AP) course. The end of course assessment is a local exam or portfolio/project.

**Prerequisite:** Passing average in one of the following courses: Algebra 2 Regents or Algebra 2 Honors.

## MATH APPLICATIONS

Full Year – 1 Credit

This elective course satisfies the math graduation requirement for Seniors who have passed the Algebra 1 Common Core Regents Exam. Selected personal finance topics include budgeting, taxes, credit/debit cards, compound interest, loans, etc. Along with these, applications of algebra and geometry will model real world situations. The course will prepare students for a college entrance math exam and will even give students the opportunity to take the college entrance exam. The end of course assessment is a local exam.

**Prerequisite:** Passing score on the Algebra 1 Common Core Regents Exam.

**COMPUTER PROGRAMMING I (Grades 10 - 12)**

1 Semester – ½ credit

This elective course is an introduction to computer programming using the language JAVA. The course emphasizes the development of object-oriented programming and problem solving skills, and writing concise program documentation. The end of course assessment is a local exam. Fall Semester only.

**COMPUTER PROGRAMMING II**

1 Semester – ½ credit

This elective course is a continuation of Introduction to Computer Programming I and should be taken immediately following the first course, whenever possible. The course emphasizes object-oriented programming, problem solving, and algorithm development through the use of case studies and projects. Students with strong programming skills may elect to take the AP Computer Science A course following completion of this course. The end of course assessment is a local exam. Spring Semester only.

**Prerequisite:** Computer Programming I.

**AP COMPUTER SCIENCE A**

Full Year – 1 Credit

This Advanced Placement elective course is the equivalent of a first semester college course in computer science. Course content follows the College Board’s Advanced Placement Computer Science topic outline including object-oriented programming, problem solving, and algorithm development. Students enrolled in this course must be highly motivated and comfortable working independently. Students must take the AP Computer Science Exam (see “Advanced Placement” on p. 13) in May.

**Prerequisite:** Computer Programming II, or JAVA/C++ programming experience and permission from the AP Computer Science teacher.

**SUPA PERSONAL FINANCE (FIN 200)**

1 Semester-1/2 Credit

This college course offered through Syracuse University (“SUPA” on p. 13) covers essential aspects of consumer personal finance, including record keeping, budgeting, banking, saving, 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 aspects of health, property, and life insurance.

Coverage of this institutional personal finance material will be framed within basic fundamentals of economic and financial analysis. 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, this course helps to provide a foundation for students to make informed and reasoned choices with regard to financial decisions over their professional and personal lives.

**Prerequisite:** Only open to Juniors and Seniors.

## SCIENCE DEPARTMENT

Science study helps you to organize knowledge so that you can use it effectively in everyday life and in a future occupation. The information and skills developed will allow you to use whatever you already know to acquire new knowledge. The science program involves lectures, laboratory work (including demonstrations), research assignments, and readings from the textbook and other sources, recitations, quizzes, and tests. In courses identified as "Required Lab," there is an additional class period on alternate days, which provides direct individual learning experiences and requires written reports about these experiences.

### **REGENTS BIOLOGY (LIVING ENVIRONMENT) AND REQUIRED LAB** Full Year – 1 Credit

This course is designed for college prep students and is a study of living things following the NYS Regents syllabus. The areas of study include: Functions of Life; Biochemistry; the Cell; Genetics; Evolution; Ecology; and other sub-disciplines. The coursework will involve quizzes and tests using Regents questions. Reports and projects are encouraged in each unit. Labs include microscopy, dissection, and simple biochemical reactions with controls. Students must successfully complete at least 30 laboratory experiments to take the Regents Exam, which is the final exam.

### **ADVANCED BIOLOGY AP AND REQUIRED LAB** Full Year – 1 Credit

This Advanced Placement course will offer an elaboration of the topics covered in Regents Biology with a greater emphasis on the details of various areas such as biochemistry, photosynthesis, the physiology of metabolism, evolution, and genetics. Some lab periods will be used as regular lessons to cover all the material in this course, which is similar to a first-year college biology course. Students will take the AP exam in May (see "Advanced Placement" on p. 9).

**Prerequisite:** At least an 80 average in both Regents Biology and Regents Chemistry, passing score on the Chemistry Regents, and a teacher recommendation from any previous science course.

### **REGENTS EARTH SCIENCE (PHYSICAL SETTING) AND REQUIRED LAB** Full Year – 1 Credit

This course is designed for students who have successfully completed Regents Biology, and follows the NYS Earth Science Standards. Emphasis is placed on data collection and manipulation, and application of physical science principles to astronomy, meteorology, and geology. Students must successfully complete at least 30 hours of laboratory experiments to take the Regents exam, which is the final exam. Students should have good math skills.

**Prerequisite:** A passing score on the Biology (Living Environment) Regents Exam.

### **REGENTS CHEMISTRY (PHYSICAL SETTING) AND REQUIRED LAB** Full Year – 1 Credit

The Regents Chemistry course uses reference tables which the students use for class work, homework, tests and the Regents Chemistry exam. The use of chemistry reference tables enables the students to concentrate on understanding the principles and application of chemistry. Creative thought and problem-solving skills are required to do well in this course. The course covers the following topics: nature of the atom; periodic table; naming of chemical compounds; chemical calculations; chemical bonding; physical behavior of matter; kinetics and equilibrium; gas laws; oxidation and reduction; reactions of acids, bases and salts; nuclear chemistry; and organic chemistry. Students must successfully complete at least 30 hours of laboratory experiments to be eligible to take the Regents Chemistry exam, which is counted as the final exam.

**Prerequisite:** Students should score at least an 80 on the Living Environment Regents Exam or at least an 80 on the Earth Science Regents Exam or be recommended by the science department. In addition, students must be enrolled in or have completed Regents Geometry.

### **CHEMISTRY AP AND REQUIRED LAB** Full Year – 1 Credit

This Advanced Placement Chemistry course is the equivalent of a first-year college General Chemistry course. Topics are similar to the Regents Chemistry (Physical Setting) course, but go into greater detail and require more advanced mathematical and analytical reasoning skills. This course follows the AP syllabus and requires that students take the AP Chemistry exam in May (see "Advanced Placement" on p. 9).

**Prerequisite:** At least an 85 on the Chemistry Regents Exam or teacher recommendation.

**REGENTS PHYSICS (PHYSICAL SETTING) AND REQUIRED LAB**

Full Year – 1 Credit

This course is designed to meet the requirements of the New York State Physics core curriculum. Topics covered include mechanics, energy, wave phenomenon, electricity, magnetism, and modern physics. Laboratory periods are scheduled on alternate days and students must successfully complete 30 hours of laboratory work to be eligible to take the Regents Exam, which is the final exam.

**Prerequisite:** Students should have completed Algebra 2/Trigonometry. It is strongly recommended that students have completed Chemistry.

**PHYSICS AP 1 AND REQUIRED LAB**

Full Year – 1 Credit

This course is designed to meet the requirements of the College Board AP Physics 1 curriculum. This is an algebra-based course that is the equivalent to a first-semester college course in algebra-based physics. This course may also serve as a solid foundation for future studies in science or engineering. The course will cover Newtonian mechanics; energy conservation concepts; mechanical waves and sound; the introduction of electrical circuits. Laboratory periods are scheduled on alternative days and make up 25% of this course. Students are expected to take the AP Physics 1 exam in May (“Advanced Placement” on p.13) and the Regents in June if they have not already done so.

**Prerequisite:** A grade of at least 85 in Regents Chemistry and a demonstrated ability in mathematics with a recommendation from a science teacher and completion of the Algebra 2 Trigonometry math class.

**ENVIRONMENTAL SCIENCE**

Full Year – 1 Credit

This is a field-based course emphasizing knowledge of the local environment as a basis for understanding current environmental issues. Students will be working outdoors on a regular basis and will be expected to be prepared with appropriate clothing. Field studies and laboratory experiences will be emphasized, and students are required to maintain a journal/field notebook. Homework readings will be taken from a variety of current sources in lieu of textbook assignments.

**Prerequisite:** Students must have passed the Biology (Living Environment) Regents Exam as well as the course.

**ENVIRONMENTAL SCIENCE AP AND REQUIRED LAB**

Full Year – 1 Credit

The content of this Advanced Placement course is similar to a one-semester college course in environmental science. This course follows the Advanced Placement syllabus, and students will take the AP exam in May (see “Advanced Placement” on p. 13). Principles of ecology, human population growth, natural resource extraction and use, and pollution and remediation are addressed. The emphasis is on science rather than social issues. Extensive text and current periodical readings are required. Field studies and labs are a routine part of the curriculum. Grades are based on lab reports, homework, quizzes and tests, as well as independent project work and a research paper.

**Prerequisite:** Successful completion of two Regents science courses and the Regents Exams and a science teacher recommendation. It is also recommended that students have completed Regents Chemistry.

**FORENSIC SCIENCE: CRIME SCENE INVESTIGATION**

1 Semester – ½ Credit

In this hands-on course, students will learn the science behind criminal investigation. Students will perform basic fingerprinting techniques, and analyze blood spatter, DNA, hair and fiber evidence and implement many other forensics techniques.

**Open only to Juniors and Seniors. Please note that this course may not be used to fulfill the graduation requirement for science credits.**

**SCIENCE IN SOCIETY**

1 Semester – ½ Credit

In this course, students will build on concepts that are covered in previous science classes and apply them to the real world. Topics will include stem cells, cloning, genetically modified foods, space exploration, hot zone viruses, medical advances, brain research, and environmental concerns. The direction of the class will be influenced by what is currently in the news. Students will have some input as to other topics to be included.

**Open only to Juniors and Seniors. Please note that this course may not be used to fulfill graduation requirements for science credits.**

## **SOCIAL STUDIES DEPARTMENT**

### **GLOBAL HISTORY and GEOGRAPHY IR**

Full Year – 1 credit

In Grades 9 and 10 Social Studies, students will examine Global History and Geography. This two-year sequence is arranged chronologically. Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact up to circa 1750. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography. To build these social studies practices all students will be completing a National History Day Project. This project will count as the midterm examination grade. Students with exemplary projects will have the opportunity to move onto the regional National History Day competition.

### **GLOBAL HISTORY and GEOGRAPHY IIR**

Full Year – 1 credit

This course is the second half of a two year program of study, in which students will examine Global History and Geography. This two year sequence is arranged chronologically. Global II begins with a snapshot of the year 1750 and continues through to the present. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography. The course culminates with a NYS Regents Exam in June, which counts as the final exam.

### **EUROPEAN HISTORY AP**

Full Year – 1 credit

European History AP is a one-year college level course preparing for the AP European History exam in May (see “Advanced Placement” on p. 9). It satisfies the Global History II requirement, and sophomores taking the class will also take the Regents exam in June. This class can also be an elective for seniors. The AP European History course focuses on developing students’ understanding of European History from approximately 1450 to the present. The course has students investigate the content of European History for significant events, individuals, developments, and processes in four historical time periods, and develop and use the same thinking skills and methods employed by historians when they study the past. The course will be explored through themes that will help students make connections among historical developments in different times and places. The course culminates with the AP exam in June and a NYS Global II Regents Exam in June, which counts as the final exam.

**Please note that there is a summer assignment.**

### **UNITED STATES HISTORY & GOVERNMENT R**

Full Year – 1 credit

United States History and Government begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America’s emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world. This course culminates with a NYS Regents Exam in June, which counts as the final exam.

### **UNITED STATES HISTORY AP**

Full Year – 1 credit

The AP U.S. History course focuses on developing students’ understanding of American history from approximately 1491 to the present. Students will take AP exam in May (see “Advanced Placement” on p. 9). Juniors taking the class will also take the Regents exam in June. This class can be an elective for seniors. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places. This course culminates with the AP exam in May and a NYS Regents Exam in June, which counts as the final exam.

**Please note that there is a summer assignment that is due the first day of school.**

**PARTICIPATION IN GOVERNMENT**

1 Semester – ½ Credit

The major topics of study in this required course are the rights and responsibilities of citizenship; the workings of the legal system; political parties; community service; and practical understanding and applications of the Constitution. This course is open to seniors (and juniors who acquire special permission) and is required for graduation.

**ECONOMICS**

1 Semester – ½ Credit

This required course studies basic economic concepts and their practical application in daily American life. Some major topics are scarcity; business organization; market structures; economics system; money management; labor structure; credit; and current issues and trends in the U.S. economy. This course is open to seniors and is required for graduation.

**SUPA PUBLIC POLICY**

1 Semester – ½ Credit

This is a one-semester Syracuse University course (see “SUPA” on p. 9) that satisfies the New York State requirement of Participation in Government. This introductory course provides students with the basic research, communication and decision-making skills used in public policy analysis. 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. These include the ability to define and identify the components of public policy issues; communicate ideas and findings with respect to public policy issues; collect information on public policy issues; use graphs, tables, and statistics to analyze public policy; examine the use of surveys and informal interviewing procedures; identify a social problem and come up with a proposed public policy to deal with it; list the benefits and costs of a proposed public policy; forecast the impact of the policy on societal conditions; analyze the political factors and develop strategies to implement a proposed public policy; identify essential features of major current public policy issues; apply skills to Syracuse University and outside the university; and work in teams effectively. Students must also take Economics SUPA.

**SUPA ECONOMICS**

1 Semester – ½ Credit

This is a one-semester Syracuse University course (see “SUPA” on p. 9) that satisfies the New York State requirement in Economics. It is an introduction to mainstream economic thought. 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. Students examine the benefits, as well as the problems, inherent in a market-oriented economy. The course is rigorous but not heavily mathematical. Students should understand basic Algebra and Geometry. More importantly, they should be able to follow carefully reasoned logical development of a theoretical model and to apply that model to their own experience. Students must also take Public Affairs SUPA.

**CRIMINAL JUSTICE**

1 Semester- ½ Credit

Open to students of all levels. The course will introduce students to the fundamental foundations and structures of the criminal justice system in the United States. The course will study the functions and relationships of criminal law, the police, the courts, trials, prosecution and defense. The rules of criminal procedure at the federal, state and local levels will be analyzed. Concentration will be placed upon everyday application of the law. A key component will be constructing a simulated criminal justice scenario from the crime through the different stages: investigation, trial and outcome.

**IMPACT OF MASS MEDIA ON POPULAR CULTURE**

1 Semester – ½ Credit

Open to students of all levels, the primary focus of this course is to examine various forms of media in popular culture and to understand their impact on culture in terms of both their advantages and their limitations. Students will be encouraged to think critically about how media are used to influence and shape public opinion and attitudes. The following objectives will be taught through projects, tests, reading, writing, journaling, and oral presentations:

- develop an informed and critical understanding of the nature of an ever expanding and increasingly dominating mass media
- examine, interpret, and evaluate the messages contained within media, and their social, cultural and political implications
- discover how “facts” can be manipulated to shape perception



## **AP SEMINAR**

Full Year - 1 Credit

Open to 10th and 11th grade students - AP Seminar is the first of two courses for the AP Capstone Diploma. It engages students in cross-curricular conversations where they can explore the academic and real-world topics and issues by analyzing different perspectives. Students synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision so they can craft and communicate evidence-based arguments.

Students are assessed with two performance tasks and one end-of-course exam. All three assessments are summative and used to calculate a final AP score (using the 1–5 scale) for AP Seminar. The AP Seminar Exam fee is \$142.

Performance Task 1: Team Project and Presentation—20% of AP Seminar Score

Performance Task 2: Individual Research-Based Essay and Presentation—35% of AP Seminar Score

End-of-Course Exam (2 Hours)—45% of AP Seminar Score

## **AP RESEARCH**

Full Year - 1 Credit

Open to 11th and 12th grade students

**Prerequisite: AP Seminar is a prerequisite for AP Research.**

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong investigation to address a research question. In the AP Research course, students further develop the skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information.

In the classroom and independently (while possibly consulting with an expert adviser in the field), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest. The course culminates in an academic paper of 4,000 to 5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Using a process and reflection portfolio (PREP), students document their inquiry processes, communication with their teachers and expert advisers as needed, and reflections on their thought processes. They have scheduled conferences with their teachers for review and approval of their scholarly work as evidenced by the portfolio.

Students present (using appropriate media) and defend the topic of inquiry/research question, approach, and findings or product to a panel. Students are assessed on their paper and oral defense. Both components are included in the calculation of students' final AP scores. There's no end-of-course exam for AP Research.

## **SPECIAL EDUCATION DEPARTMENT**

Classes in the special education department may be co-taught or self-contained.

Co-teaching is a way that students with special needs receive their services while being educated in the least restrictive environment. In a co-taught class, the regular education teacher is the content area specialist, whereas the special education teacher is the strategy specialist. Together they lead the classroom and address the challenges that may arise for all students.

A self-contained class is taught by a special education teacher who is certified in that subject area.

### **RESOURCE ROOM**

The purpose of this room is to work on IEP goals as well as help to prepare students to pass state tests. In addition, it gives assistance to students who may need help in their subject area classes.

# UNIFIED ARTS: Art, Technology & Music

## ART

The intent of the Art Department is to introduce students to the world of art, to discover self-expression through the fine arts, and to develop an appreciation of how and why an artwork is created. All of the basic courses have been designed with both the non-art majors and the art majors in mind. The students will become familiar with both general and specific art principles, and they will acquire the skills in various media to explore these principles and to develop their portfolios. (Studio Art Advanced and AP are specifically designed for art majors).

### **STUDIO ART**

Full Year – 1 Credit

Studio Art fulfills the New York State diploma requirement in Art/Music. Based on the New York State Standards for the Visual Arts at Commencement Level, this course is a comprehensive study of the principles of art and the elements of art as incorporated into the various media, techniques, tools, terms and history of the visual arts. Units of study include drawing, painting, 2-D design, 3-D design, cultural crafts and art history.

### **DIGITAL PHOTOGRAPHY/PHOTOSHOP**

Full Year – 1 Credit

In this course, students will learn the basics of digital photography and photo editing. Attention will be paid to composing quality photos, famous photographers past and present, including photo journalists, and using photos in artistic projects. Students should have access to a digital camera (an automatic point and shoot is OK) and have internet access.

### **DRAWING I**

Fall Semester – ½ Credit

This course takes the students beyond Studio in Art and introduces them to the principles of drawing. Based on the New York State Standards for the Visual Arts at Commencement Level, the units covered include proportion, design, perspective, composition, value, line and spatial organization. The students use a wide variety of materials such as pen and ink, scratchboard, charcoal, oil pastels, chalk pastels, graded pencils, brush and ink, markers, and crayons.

**Prerequisite:** Studio Art

### **DRAWING II**

Fall Semester – ½ Credit

In this class, the students will further explore and develop the drawing skills and techniques they learned in Drawing I. Based on the New York State Standards for the Visual Arts at Commencement Level, each student will focus individually on a specific area, subject, medium or technique and produce a portfolio based on this extensive exploration.

**Prerequisite:** Drawing I.

### **PAINTING I**

Spring Semester – ½ Credit

Based on the New York State Standards for the Visual Arts at Commencement Level, Painting I students are introduced to a variety of painting mediums, techniques and subjects. Acrylics, watercolors, tempera, oil paint are the mediums explored through a variety of activities. Students produce a portfolio based on the elements and principles of art through these mediums.

**Prerequisite:** Studio in Art

### **PAINTING II**

Spring Semester – ½ Credit

Students will further explore and develop the skills they learned in Painting I. Based on the New York State Standards for the Visual Arts at the Commencement Level, Painting II students will focus on a specific area, subject, medium or technique and produce a portfolio based on this extensive exploration.

**Prerequisite:** Painting I

### **CERAMICS/SCULPTURE I & II**

Each Semester is ½ Credit

These courses are an introduction to the fundamentals of 3-dimensional design through the study and creation of ceramics and sculptural art. The content includes different techniques of making pottery and other forms with clay, and learning methods of glaze application. A variety of techniques in several media are also implemented to create relief sculpture, sculpture in the round, mobiles, and assembled works. Media may include cardboard, wood, plaster, Pariscraft, paper and clay.

**Prerequisite:** Studio in Art

### **STUDIO ART ADVANCED PLACEMENT**

Full Year – 1 Credit

This Advanced Placement course is intended for students who are highly motivated and who wish to study art seriously and earn college credit. Studio Art AP requires considerable study and portfolio development with emphasis on quality, a concentration and breadth. The portfolio format for submission is the Drawing Portfolio. (See “Advanced Placement” on p. 9).

**Prerequisite:** Studio Art, Drawing I, Painting I, and the permission of the teacher. (Transfer students must submit a portfolio for review and include a recommendation from his/her previous art teacher.)

### **STUDIO ART ADVANCED**

Full Year –1 Credit

This course is for highly motivated art majors who want to study art seriously and intensely develop a college admission portfolio. Because the standards and requirements are so close, the curriculum is based on the Advanced Placement Studio Art curriculum. (Portfolios are not submitted to the AP review board).

**Prerequisite:** Studio Art, Drawing I, Painting I, and the recommendation of the teacher. (Transfer students must submit a portfolio for review and include a recommendation from his/her previous art teacher).

### **3 – D DESIGN I**

Full Year – 1 Credit

In this course, students will explore basic three-dimensional principles of form, space, scale, proportion, surface and structure. Principles are taught through hands on studio experiences in paper, cardboard, wood, clay, wire, plaster, and found objects/assemblage. Emphasis is placed on developing creative and critical thinking skills, as well as on craftsmanship.

**Prerequisite:** Open to Grades 9 – 12; priority will be given to juniors and seniors.

### **3 – D DESIGN II**

Full Year – 1 Credit

This course is a continuation of 3 – D Design I. It is designated to be student-centered whereby students will be able to go into depth with materials and techniques of their choice.

**Prerequisite:** Successful completion of 3-D Design 1.

### **DESIGN & DRAWING FOR PRODUCTION (DDP)**

Full Year-1 Credit

DDP fulfills the New York State diploma requirement in Art/Music. The course covers the major areas of technical design/drawing including plans, sections, elevations, isometrics, auxiliaries (details as needed) and renderings. Computer drawn 2-D drawings and 3-D models for designs will be completed in Autodesk software including AutoCAD and Inventor. Students will develop solutions to design problems, create new products of the future, and produce detailed drawings and computer models of their solutions. Some 3-D models will be printed on our 3-D Printer. Architectural design and drawing is also introduced.

## **MEDIA ARTS/TECHNOLOGY**

### **COMPUTER GRAPHIC DESIGN**

Fall Semester – ½ Credit

Basic graphic design principles (emphasis, scale, proportion, balance, etc.) for web and print will be explored. Emphasis is placed on developing creative and critical thinking skills, as well as acquiring a working knowledge of Adobe Illustrator. Students will learn how to visually communicate their ideas in image and type through design problems such as logos, business cards, posters, book and CD covers.

### **INTRODUCTION TO 2-D COMPUTER ANIMATION**

Fall Semester – ½ Credit

This course is an introduction to basic computer animation techniques. We will look at a variety of animations to explore the *12 Principles of Animation* and animation terms. Students will start by learning basic motion skills such as a ball rolling and bouncing, scrolling backgrounds, and a walk cycle. We will progress to character development and storyboards. Sample student projects created in Adobe Animate will be animated greeting cards, advertisements, and short creative pieces. Studio Art or DDP are helpful, but not necessary prerequisites.

### **INTRODUCTION TO 3-D COMPUTER ANIMATION**

Spring Semester – ½ Credit

This course is an introduction to basic 3-D computer animation techniques. Learn the fundamentals of Autodesk's 3DS Max professional software including modeling characters, objects and scenery. Learn how to position the camera and lighting techniques. Studio Art or DDP, and 2-D Animation are helpful, but not necessary prerequisites.

### **INTRODUCTION TO WEB DESIGN**

Spring Semester – ½ Credit

This course is intended for students who are interested in learning how to design and maintain websites. Topics included are planning a website's layout, content, and graphics. Students will be given a foundation of basic internet structure and history, HTML and CSS coding, as well as some image editing in Photoshop. Following the basics, students will learn how to create a responsive site for mobile and tablet devices.

### **DISCOVERIES IN COMPUTER SCIENCE AND CODING**

Fall Semester Coding 1- ½ Credit

Spring Semester Coding II-½ credit

This elective course is an introduction to computer science where students learn the basics of coding and computer science as a medium for creativity, communication, problem solving, and fun. Students will gain the skills necessary to combine coding with the fabrication of unique physical prototypes. Prototypes include: an interactive 2D arcade game with working controllers, moveable objects using microcontrollers, sensors, and servo motors, and a flyable minidrone. This course requires no prior experience in computer science. It can be used as a springboard class for all of our other computer science courses.

## **MUSIC**

The music offerings are designed to enhance skills and techniques, to aid the student in musical creation and expression, to enhance student self-esteem through successful musical development, and to build a sense of community through the teamwork required for musical performances.

**BAND** Full Year - 1 Credit (recommended) or Alternate Days – ½ Credit (if scheduling does not allow full participation).

This course fulfills the New York State art/music requirement.

Band is offered to all students with previous experience on a traditional band instrument. The course emphasizes the development of student instrumental skills and musicianship. The ensemble performs a varied repertoire. In addition to the concert band class, all students receive a weekly lesson. Lessons occur during the school day on a rotating basis where the students are excused from their regularly scheduled class once every four weeks. Lessons are an important component of the learning process. The Band performs three school concerts, at some sporting events and community functions. Regular practice outside of class is strongly recommended.

### **INTRODUCTION TO ELECTRONIC MUSIC**

Full Year - 1 Credit

This course fulfills the New York State art/music requirement.

Students will be introduced to the many aspects of music and how electronic instrument development influenced composers and helped change the direction of music. Students in the class will work with the Pro Tools Digital Audio Workstation (DAW) program, and other tools used to create music. The students will also learn about sound manipulation devices and their role in Electronic Music. Each student in the class will work at his/her own computer workstation composing, analyzing and editing music. Students will be involved in projects using a variety of DAW music creation techniques.

### **CHORUS**

Full Year - 1 Credit OR Alternate Days – ½ Credit

This course fulfills the New York State art/music requirement.

Chorus is open to all, from motivated beginners through experienced singers. Singing technique and music reading are taught with varied styles of music. Chorus meets daily to sing, and performs at concerts, assemblies and local events. Practice is required and musical progress assessed by a series of aural exams given throughout the year. If you like to perform, this class is for you.

**Auditions are required.** Admission will be based on the audition and class size.

**CHAMBER SINGERS / SELECT CHORUS** Full Year – 1 Credit (recommended) or alternating days ½ credit (if scheduling does not allow full participation)  
This course fulfills the New York State art/music requirement.

This top echelon group is the most active performing group in the school and annually performs a great volume of advanced music at a very high level. This group has earned several awards in its history, has performed in several prominent venues and has worked with top conductors and composers in the choral field. This group is for those wishing to major/minor in music in college and/or love to make music at a high level.

**Auditions are required.**

**MUSIC THEORY I** Full Year – 1 Credit OR Fall Semester – ½ Credit  
This introductory course includes the following topics: Notations (pitch, intervals, and rhythm); Scales; Modes; Intervals; Tonality; Key; the Anatomy of Harmonic Progression; the Anatomy of Melody; Instruments and Voices; and Style periods. The class meets daily for either the Fall semester or a year. This class is required, along with Music Theory II, for a 5-credit sequence in music.

**MUSIC THEORY II** Full Year – 1 Credit  
This course further develops the information and skills which are the content of Music Theory I. Both Music Theory I and Music Theory II are required for a 5-credit sequence in music.

**Prerequisite:** A full credit of Music Theory I or permission from the teacher.

**ADVANCED MUSIC THEORY** Full Year-1 Credit  
This is a preparation course for the Advanced Placement Music Theory test. In addition to studying music concepts, the students will receive extensive training in developing their ear. The students will learn how to sight sing, notate melodies played by an instrument, and notate chord progressions along with the melody and bass line played on the piano.

**Prerequisite:** Music Theory 1 & 2.

**JAZZ ENSEMBLE** No Credit  
This group meets weekly to practice performing jazz. The group performs at least twice a year. Various styles are introduced and students are led to expand their skills with an emphasis on technique development, musicality, and improvisation.

**Auditions are required.**

**MEN'S CHOIR** No Credit  
This group meets after school once a week and offers male students the opportunity to enrich their choral experience through the singing of literature composed for men's voices. The group routinely performs at concerts, competitions and NYSSMA major organizations festival.

**Auditions are required.**

**WOMEN'S CHOIR** No Credit  
This group meets after school once a week and offers female students the opportunity to enrich their choral experience through the singing of literature composed for women's voices. The group routinely performs at concerts, competitions and NYSSMA major festival.

**Auditions are required.**

# WORLD LANGUAGE DEPARTMENT

The study of foreign languages will develop an awareness of other cultures and prepare students to participate in a modern, interdependent world. Adequate study will also develop an ability to communicate in a second language.

## AMERICAN SIGN LANGUAGE

### AMERICAN SIGN LANGUAGE 1

Full Year -1 Credit

This course has been designed to satisfy the New York State Regents requirement for Languages other than English (LOTE) credit. This distance learning course of ASL I is the first of a series of three sequential courses that will teach you introductory level vocabulary, basic grammatical structure and the cultural background needed to communicate with deaf individuals. Information that will be covered will include the language functions; asking for and giving information, making requests, giving directions, agreeing and disagreeing, expressing likes and dislikes as well as many other basic skills required to communicate on a rudimentary level. The multimedia exposure students experience in this class will help them better understand the deaf culture. ASL I offers students a variety of experiences that will increase their awareness of the world around them. Sufficient enrollment in ASL I classes along with ASL II and III will ultimately lead toward the offering of a Checkpoint B exam in American Sign Language III.

### AMERICAN SIGN LANGUAGE 2

Full Year -1 Credit

This course will be offered to those students who completed ASL 1 and who wish to continue with the sequence. This is a distance learning course offered through BOCES.

### AMERICAN SIGN LANGUAGE 3

Full Year -1 Credit

This course will be offered to those students who completed ASL1 and 2 and who wish to continue with the sequence. There is a Checkpoint B exam at the end of this course which will award a Regents with Distinction diploma upon graduation.

## MANDARIN CHINESE

### ELEMENTARY MANDARIN CHINESE 1

Full Year – 1 Credit

This distance learning experience is designed for students with little or no Chinese language background. Students will acquire the necessary skills to communicate effectively in socially, culturally, and developmentally appropriate ways. As students develop their oral skills, they will be introduced to the writing of Chinese characters. In addition to developing their proficiency in the target language through activities which focus on all aspects of language learning: speaking, reading, writing, and listening, students will be able to understand and appreciate the cultural practices and perspectives of the Chinese culture.

### INTERMEDIATE MANDARIN CHINESE 2

Full Year – 1 Credit

This distance learning experience is designed for students to attain novice-mid to novice-high level proficiency through a standards-based approach. Students will acquire the necessary skills to communicate effectively in socially, culturally, and developmentally appropriate ways. Students will give brief oral reports and presentations in each thematic unit, and also write sentences in Chinese characters about the covered topic.

**Prerequisite:** Passing grade in Mandarin Chinese 1.

### MANDARIN CHINESE 3 R

Full Year-1 Credit

This distance learning experience provides Mandarin Chinese language instruction utilizing a variety of technologies including videoconferencing. Mandarin Chinese 3R is an intermediate level course in spoken and written Mandarin Chinese. Students will engage in widening their array of vocabulary, pronunciation skills, and conversational skills. An interactive and technology-rich approach will be used to build student confidence and skill in listening, speaking, reading, and writing. Students will learn about the culture, history and geography of China through their language-based studies. This course prepares students for the NYS Checkpoint B exam.

**Prerequisite:** Passing grade in Chinese 2.

#### **MANDARIN CHINESE 4 - COLLEGE 1**

Full Year-1 Credit

College Mandarin Chinese 4 is a distance learning experience in spoken and written Mandarin Chinese which aims to develop the students' vocabulary, pronunciation, and mastery of simple conversations. The course consists of two semester-long courses offered through SUNY Orange County Community College: Elementary Chinese 1 (CHN 101) and Elementary Chinese 2 (CHN 102). Using an interactive language, the course expands students' ability to function in Mandarin, the predominant dialect of Mainland China, and at the same time offers students insight into Chinese culture. At the end of the course students will receive a total of six college credits (see OCCC on p. 13).

**Prerequisite:** 85 average in Chinese 3 or teacher recommendation.

#### **MANDARIN CHINESE 5 - COLLEGE 2**

Full Year-1 Credit

College Mandarin Chinese 5 is a distance learning experience that further develops the language and cultural foundations that were set in College Mandarin Chinese 4, including vocabulary, pronunciation, mastery of simple conversations, and use of Chinese in social situations. The approach is interactive and multimedia. The course consists of two semester-long courses offered through SUNY Orange County Community College: Intermediate Chinese 1 (CHN201) and Intermediate Chinese 2 (CHN 202). At the end of the course students will receive a total of six college credits (see OCCC on p. 13).

**Prerequisite:** 85 average in Chinese 4 or teacher recommendation.

### **SPANISH**

#### **SPANISH 1**

Full Year – 1 Credit

An introduction to the Spanish sound system, basic vocabulary and grammatical structures along with customs and culture of Spanish speaking nations.

#### **SPANISH 2**

Full Year – 1 Credit

This course is a study of more complex grammatical structures along with further vocabulary to develop proficiency in communication skills in Spanish.

**Prerequisite:** Passing grade in Spanish 1 and passing grade on the Checkpoint A exam. It is recommended that students score at least 80 on the Checkpoint A exam. Transfers from outside New York State must have earned a high school credit of Spanish. Students who have not taken the Checkpoint A exam will be required to take a Spanish Placement exam.

#### **SPANISH 3 R**

Full Year – 1 Credit

This course is conducted mainly in Spanish and students are required to speak, read, and write in Spanish. Advanced grammar is studied. Final exam is the checkpoint B exam.

**Prerequisite:** Strongly recommended that students earn at least a 80 in Spanish 2.

#### **SPANISH 4 HONORS**

Full Year – 1 Credit

Conducted in Spanish, this course offers intensive training in modern spoken and written Spanish. Students will strive to read with understanding, write clearly and sustain a conversation in Spanish. An integral part of this course is introducing students to the use of Spanish in everyday life.

**Prerequisite:** 80 on the Spanish 3 Checkpoint B exam, teacher recommendation and an 80 average in Spanish 3.

#### **Spanish 5 - College 1 and 2**

Full Year – 1 Credit

These two semester-length courses are offered through Orange County Community College. The first semester is *Intermediate College Spanish II*: Students will concentrate on refining previously acquired linguistic skills, further understanding the formal structures of the language, and building cultural awareness. Authentic cultural and literary texts are introduced. The second semester is *Advanced Conversation and Composition*: This will be an intense study of selected topics allowing students to express themselves orally and through writing exercises. At the end of the year students will receive a total of 6 college credits through the State University of New York. Note: A student may choose to take the Advanced Placement exam in Spanish Language after completing Intermediate College Spanish II.

**Prerequisite:** 80 average in Spanish 4 or teacher recommendation.