

Nanuet Senior High School  
***GUIDANCE DEPARTMENT***



**2019-2020**  
**PROGRAM OF STUDIES**

**Visit the guidance website through our  
high school and academic links at  
<http://www.nanuetd.org/>**

**2019-2020  
PROGRAM OF STUDIES**

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**NANUET SENIOR HIGH SCHOOL**

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# TABLE OF CONTENTS

<a href="#">Message from the Principal</a> .....	5
<a href="#">Guidance and Counseling Services</a> .....	6
<a href="#">Introduction to Program Planning</a> .....	7
<a href="#">Graduation Requirements</a> .....	8
<a href="#">Class Rank</a> .....	10
Course Grades.....	12
Honor Roll.....	12
<a href="#">General Information</a> .....	14
Scheduling Information.....	14
Occupational Education.....	15
Advanced Placement Program.....	15
Acceleration and Early Graduation.....	15
Early Admission Program.....	16
School Policy on Dropping and Adding Courses or Changing Course Levels.....	16
Summer School.....	17
Regents Examinations.....	18
Honor Society Memberships.....	18
Independent Study.....	19
<a href="#">Chairpersons, Coordinators, Directors</a> .....	21
<a href="#">Business Courses</a> .....	22
<a href="#">English Department</a> .....	23
<a href="#">Fine and Practical Arts Department</a> .....	26
Fine Arts Courses .....	27
Art/Technology Courses.....	29
Technology: Focus on Engineering.....	31
<a href="#">Mathematics Department</a> .....	34
<a href="#">Music Department</a> .....	40
<a href="#">Physical Education and Health Department</a> .....	42
<a href="#">Science Department</a> .....	44
<a href="#">Social Studies Department</a> .....	52
<a href="#">Special Education, Remedial, and Student Support Classes</a> .....	60
<a href="#">World Language Department</a> .....	62

**TO THE STUDENTS OF  
NANUET SENIOR HIGH SCHOOL**

This booklet has been prepared to explain the course offerings at Nanuet Senior High School, the requirements for graduation, and information on program planning. It should be read carefully by students and parents for information and reference. Our hope is that all students will gain information concerning course offerings, which will introduce them to school programs best suited to their needs and talents.

With this booklet go our wishes for academic success to each student in Nanuet Senior High School.

A handwritten signature in cursive script, reading "Michael J. Mahoney".

Principal

A handwritten signature in cursive script, appearing to read "J. DeL...".

Assistant Principal

## **GUIDANCE AND COUNSELING SERVICES**

*The mission of the Nanuet School Counseling Program is to provide programs and services that assist students to grow academically, personally, socially, and vocationally. We also provide comprehensive and developmental approaches to give all our students assistance and support so they may reach their individual goals and potential.*

Guidance services in Nanuet Senior High School are the resources provided to facilitate academic success, to help students better understand personal strengths, limitations, and interests, and to assist in planning for and obtaining realistic goals.

School counselors help students assume responsibility for making plans and decisions; they interpret information for both students and their parents to help them deal with needs and problems that may arise. Counselors also show how interests, aptitudes, and abilities work together. They provide information and guidance about careers and opportunities for post-high school education--colleges, technical schools, work and apprentice programs, as well as financial aid information. Your counselor's major task is to see that you graduate after having experienced a rich and rewarding high school career.

The school counselors will meet with every student at various times during high school. These meetings include scheduling discussions, college planning, test results, grades, personal matters, or any other issues that may arise during the student's four years at Nanuet Senior High School. In addition to counselor-scheduled appointments, students are encouraged to stop in the guidance office at any time. Students' concerns will be addressed as soon as possible, depending upon the availability of the counselors at that time.

The proper selection of subject-matter courses is one of the most important tasks that you and your counselor accomplish together. Consider with care the many courses listed in this guide. Your counselor will do everything possible to help you select the most appropriate program of studies for the next academic year.

## INTRODUCTION TO PROGRAM PLANNING

One of the most important decisions a high school student is called upon to make is the selection of subjects which will best meet his/her abilities, needs, interests, and future plans. The purpose of this booklet is to tell you about the subjects which are available to you so that you may design a program that is most appropriate for you.

The following pages contain information on graduation requirements, course selections, sample programs, and descriptions of every subject offered in Nanuet Senior High School. This information should be used in conjunction with the registration form when you plan your program of studies. Before selecting a subject, you should find out as much about it as you can--its objectives, its requirements, and its contents. Used properly, this booklet can be very effective in helping you plan your high school program.

The following questions should be kept in mind as you develop your educational plans:

1. Am I choosing courses that are appropriate to my abilities, interests, and career plans?
2. Is my program for next year sufficiently challenging?
3. Am I taking advantage of all the educational opportunities being offered me at Nanuet Senior High School?

Selecting a course of study is an important step in your life, and great care should be taken in making out a program. Consider your choice of subjects carefully, discuss them with your parents, teachers and counselor, and then resolve to work to the very best of your ability.

The guidance staff urges pupils to visit the Guidance Office in order to become familiar with the services offered which will help them toward a better understanding of themselves and of the opportunities open to them in higher education and the world of work. The counselors are resource personnel who have or can secure occupational and educational information requested by pupils, teachers, and parents.

Jacqueline Laurenzano, *Director of Guidance*  
Jill P. Merkert, *School Counselor*  
Brian Metcalf, *School Counselor*  
Maria Miele, *School Counselor*

## Graduation Requirements

The New York Regents High School Diploma will be awarded to every student who meets the requirements indicated below.

**REQUIRED CREDITS:** Twenty-two credits minimum

**Required Subjects:**

English	4.0 credits
Social Studies	4.0 credits
Mathematics	3.0 credits
Science	3.0 credits
Health	0.5 credit
The Arts ( <i>Art or Music</i> )	<u>1.0 credit</u>
Core Credits	15.5 credits
Languages other than English	1.0 credit*
Physical Education	2.0 credits
Electives	<u>3.5 credits</u>
Other Credits	6.5 credits
<b>Total Credits</b>	<b>22 credits</b>

**\*Note:** *Students who complete two units of study in a single language other than English no later than the end of grade 8 must pass the second language proficiency examination in order to earn one unit of credit toward the high school diploma.*

**REQUIRED REGENTS EXAMINATIONS:** The passing grade on a Regents Exam for a Regents Diploma is 65.

English  
Integrated Algebra  
Global History and Geography  
United States History and Government  
Science (*Choice of Earth Science, Living Environment or Chemistry*)

**HONORS DIPLOMA:** The words "With Honor" may be added to the Regents or Advanced Regents diploma if a student has earned an average of at least a 90% in the examinations required to receive the diploma.



**ADVANCED REGENTS DIPLOMA:** Those students who pass three Regents exams in math (Algebra, Geometry and Algebra II), two Regents exam in science and a locally developed language exam with three credits in World Language are eligible to receive a Regents Diploma with advanced designation. Five Credits of state approved career and technical education courses or five credits in state approved art or music courses may substitute for the world language exam and the two additional world language credits.

**HONORS DIPLOMA:** The words "With Honor" may be added to the Regents or Advanced Regents diploma if a student has earned an average of at least a 90% in the examinations required to receive the diploma.

**LOCAL DIPLOMA:** Those students who do not achieve a 65 or above on the Regents exams may earn a local diploma as defined in Part 100 of the New York State Education Department Diploma requirements Section 100.5. Please see your counselor if you have questions or concerns.

**PATHWAYS TO GRADUATION REQUIREMENTS:** The NYS Board of Regents adopted a regulatory amendment to implement a 4+1 pathway to graduation, whereby students may take four Regents exams and a comparably rigorous technical or other assessment for the fifth required examination.

<http://www.p12.nysed.gov/ciai/multiple-pathways/>

**CAREER DEVELOPMENT OCCUPATIONAL STUDIES (CDOS)**

**COMMENCEMENT CREDENTIAL:** The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents that certifies a student has the standards-based knowledge and skills necessary for entry-level employment.

<http://www.p12.nysed.gov/ciai/multiple-pathways/memos/cdos-graduation-pathway-option.html>

## CLASS RANK

Class rank is computed to provide colleges with concise and dependable information that will assist both the student and the college in choosing each other as wisely as possible.

When students receive their transcripts, they will be ranked by decile instead of numerical rank. A decile system divides the class into groups of ten percent, i.e., if there are 140 students in a class, students who rank No. 14 and above, will be in the first decile.

## LEVEL VALUES

GRADE	GRADE RANGES	STANDARD	REGENTS	HONORS	AP
A+	97-99	98	99. 96	105. 35	105. 84
A	90-96	93	94. 86	99. 98	100. 44
B+	87-89	88	89. 76	95. 00	95. 50
B	80-86	83	84. 66	90. 00	90. 50
C+	77-79	78	79. 56	85. 00	85. 50
C	70-76	73	74. 46	80. 00	80. 50
D	65-69	67	68. 34	72. 03	72. 36
F	0-64	55	55	55	55

- Standard level represents the median of the grade range.

In computing class rank the following rules will apply:

1. The final grade in all courses will be calculated into a student's GPA.
2. There will be four course levels: Standard, Regents, Honors, and AP.
3. Only courses that culminate with a Regents examination will receive level two (Regents) credit. By way of example, English 9, 10, and 12 receive Standard value credit; English 11 receives Regents value credit. The exceptions to this rule are the courses of Pre-Calculus, Calculus, Physics 101, Spanish V, and French V which will receive Regents value credit.

4. If a Regents examination is retaken, both scores appear on the permanent record card and only the higher score appears on the transcript.
5. Transfer courses, alternative placement courses and courses taken at a college setting are not included in class rank and GPA.
6. The following applies to students who were enrolled in high school level courses at A. MacArthur Barr Middle School:
  - Algebra I, French I, Spanish I and Earth Science are included in class rank.
8. In the event that a student fails a course and retakes it, either in summer school or during the school year, each grade will be averaged for the GPA and ranking purposes.
9. For Advanced Placement and Honors courses that culminate with a Regents examination, there will be a teacher-constructed assessment in addition to the state examination. The Regents examination will count as 80% of the final examination grade, and the teacher-constructed assessment will count as 20% of the final examination grade. This practice is in effect for the following courses:
  - Advanced Placement European History
  - Advanced Placement United States History
  - Algebra II & Trigonometry Honors
  - Chemistry Honors
  - English 11 Honors
  - Geometry Honors
  - Living Environment Honors

**COURSE GRADES:** In computing a student's final average for a full year course, the following formula applies:

<u>Full Year Course</u>	
1 <sup>st</sup> Qtr	20%
2 <sup>nd</sup> Qtr	20%
Mid-term Exam	10%
3 <sup>rd</sup> Qtr	20%
4 <sup>th</sup> Qtr	20%
Final Exam	10%

<u>Semester Course</u>	
1 <sup>st</sup> Marking Period	40%
2 <sup>nd</sup> Marking Period	40%
Final Exam	20%

**HONOR ROLL:** In determining the honor roll, the following rules will apply:

1. Numeric grade equivalents will be used for honor roll calculations.
2. Grades of "D" and "F" will disqualify students from eligibility for either honor roll.
3. Weighted averages will be used for honor roll determination.
4. A weighted average of 86.5 is required for honor roll status; a weighted average of 91.5 is required for high honor roll status.
5. The standard for National Honor Society eligibility is a weighted average of 91.5.

### **ENGLISH AS A SECOND LANGUAGE: Procedures and Grading**

Nanuet Senior High School provides English as a Second Language services. A major goal of these services is to acclimate students to Regents courses necessary for graduation in New York State. To promote proper placement and transition for these students, the following placement and grading policies apply:

- a) Students will be administered a standardized test that assesses their abilities in English at one of three levels--beginning, intermediate or advanced.
- b) Scores on the standardized test will not necessarily be the single factor in determining if a student audits classes or earns credit for classes; a combination of subjective and objective factors, which will become more evident during the school year, will enter into the decision on auditing or receiving credit for courses.

- c) Determination of auditing or earning credit for courses may vary from course to course, i.e., a student who scores at the intermediate level may earn credit for a science course yet audit an English course.
- d) Subject area teachers, in conjunction with the department coordinators, will make recommendations on whether students should audit courses or earn credit. The department coordinators will notify building administration of the recommendation for their approval. Guidance Counselors will be apprised of the decision.
- e) Formal communication with parents will be established from the onset of the process regarding testing, criteria, and so forth; communication will be ongoing when recommendations for auditing or earning credit are made.
- f) Students will have a full understanding of the recommendation by the staff for auditing or earning credit for courses.

## GENERAL INFORMATION

### A. SCHEDULING INFORMATION

1. Each student has the opportunity to be programmed in consultation with his/her counselor. All programs are subject to the approval of the student, his/her parents, and his/her counselor.
2. Required core courses are to be the same for all students. Students will be placed in some subjects according to their ability level based on previous achievement, teacher recommendations, and performance on Standard tests. Sections are designated Standard, Regents, Honors or AP. Course content will be similar in all areas with the subject matter adjusted to the ability level of the group.
3. Performance in a particular subject matter area is often the best guide to follow in determining whether to select advanced electives in a field.
4. Promotion - Pupils are advanced yearly if they meet the following requirements:
  - a) **Grade 10** must be registered for sufficient courses to earn 10 credits at the end of grade 10
  - b) **Grade 11** must be registered for sufficient courses to earn 15 credits at the end of grade 11
  - c) **Grade 12** must be registered for courses needed to meet graduation requirements
5. Elective courses provide an opportunity for the student to take courses to meet his/her particular needs. In choosing electives, students should consider such factors:
  - a) Vocational and educational plans
  - b) Special interests as shown by their hobbies, school work or employment
  - c) Present grades in elective courses
  - d) Results of standardized tests
6. Students in Grades 9, 10 and 11 are expected to register for six units per year plus physical education. Seniors are expected to register for five units per year plus physical education. Students whose work is satisfactory may register for more than six units with the permission of their counselor, if their schedules permit it and the enrollment in the course is not excessive. **Students may not register for more than 8.5 credits in a school year.**
7. The teacher's placement recommendation for individual students is based upon academic performance throughout the school year. Your child's current academic teacher will make a recommendation in order to ensure

academic growth and success in the upcoming year. We recognize your prerogative, as a parent/guardian, to request a different program. It is recommended that you discuss this matter with your child's teacher and/or counselor. Our goal is to work with you in order to ensure the best possible academic year for your son/daughter. If you wish to enroll in a higher level course after careful consideration, you must complete a "Placement Change Form". In the event your child drops the course, every effort will be made to minimize schedule disruption. Unfortunately, we cannot guarantee entrance into classes that are full or closed, nor can we guarantee that your child's overall schedule will remain the same.

## **B. OCCUPATIONAL EDUCATION**

In addition to the courses offered at Nanuet Senior High School, students are afforded the opportunity of enrolling in an occupational program at the Career Education Center run by the Board of Cooperative Educational Services.

The Occupational Education Program at the Career Education Center is for students who have made an occupational choice according to their interests and aptitudes. The program prepares students with marketable skills for employment after graduation and provides opportunities for growth in important intangibles necessary for success in an occupation. Some of these intangibles are: respect for work and authority; ability to get along with others; development of safe work habits; punctuality; dependability; personal pride and an appreciation of service to society. Although occupational courses are planned primarily to prepare pupils for immediate employment as an advanced learner or apprentice after high school, it is also possible for pupils to continue their education at a two or four-year college or technical institution. (Information and brochures regarding course offerings can be found in the Guidance Office or by visiting online at: <http://rocklandboces.org/CTE/index.cfm>.)

## **C. ADVANCED PLACEMENT PROGRAM**

Nanuet High School offers Advanced Placement (AP) courses through the College Board. Students who receive a satisfactory grade on AP examinations may receive credit and/or advanced standing at the college of their choice. Descriptions of these courses are provided in the appropriate academic department sections.

## **D. ACCELERATION AND EARLY GRADUATION**

Students should follow a four-year program of studies. However, under certain circumstances and with the approval of the principal, students whose records are satisfactory may accelerate their programs in order to graduate early.

Since there are important implications for career and educational planning, all requests must be considered carefully. The recommended procedure is as follows:

1. Conference between the student, parent, and counselor
2. Letters of request from the student and parents to the principal (routed through the counselor and the guidance director)
3. Approval (or disapproval) by the principal

The student's maturity level, school record, and reason for wishing to graduate early are factors that will be considered in making a final judgment. Students seriously considering such a program are strongly advised to begin action on it during their sophomore year, in order to allow time for appropriate planning.

#### **E. EARLY ADMISSION PROGRAM**

Nanuet Senior High School participates in the Early Admission Program, as approved by the State Education Department and the State University of New York. Qualified high school seniors may apply for full-time college study (in lieu of attending high school) or for part-time college study (congruent with high school attendance). College credit may be used to meet high school graduation requirements. Successful completion of one year of full-time study may shorten the high school/college career by one year. Depending on the number of credits earned, part-time study may shorten the high school/college career by one semester.

#### **F. SCHOOL POLICY ON DROPPING AND ADDING COURSES OR CHANGING COURSE LEVELS**

1. **Changing From One Course to Another** - Transfers of this kind require parental approval, consultation with the counselor, and administrative approval. They are also dependent upon space availability in the new course.
2. **Adding a Course** - It must be understood that, for the student to receive full credit for late entry into a course, arrangements must be made and carried out for making up missed work under the direction and at the discretion of the teacher. Both the teacher and student have a joint responsibility for seeing that this is carried out.

A student may add a new course following consultation with the counselor and if there is space available in the classroom.

3. **Dropping a Course** - Students in Grades 9, 10 and 11 are required to maintain a minimum of 6.5 units of study per year. Seniors are required to



maintain a minimum of 5.5 units of study per year. Students who consider dropping full-year or semester courses must have parental permission, teacher and administrative approval, and consultation with their counselor. A completed "SCHEDULE CHANGE REQUEST" Form must accompany any schedule changes and will be submitted for administrative approval. The administration reserves the right to make schedule changes.

**Courses, which are required for graduation, cannot be dropped. Students who can drop courses can only do so with parental and the Principal's permission. If a student chooses to drop a course, another course must be substituted or assignment to a restricted study hall will be made. Students must attend the class until official permission to drop the class and schedule changes are made. Failure to attend the class will be considered cutting. The following rules apply to dropped courses:**

- **Full-Year Courses**

- a) If dropped before the start of the second marking period, no notation of having entered the course will be placed on the permanent record card.
- b) From **January 1** until the start of the second semester, **no** courses may be dropped.
- c) No full-year courses may be dropped after the first week of the 3<sup>rd</sup> marking period.

- **Semester Courses**

- a) If dropped before October 1 for the fall semester, or before March 1 for the spring semester, no notation of having entered the course will be placed on the permanent record.

**4. Change of Ability Level Within A Subject Area - A student may change**

levels according to the following process:

- a) Request from student and parent approval
- b) Review by the counselor
- c) Availability of space in the classroom
- d) Approval by the Principal

## **G. SUMMER SCHOOL**

Courses are offered during the summer at a school in a neighboring school district. Bulletins explaining these programs are available in the late spring. Most of these courses are intended to provide an opportunity for students to make up courses they have failed. It is strongly advised that courses be made up through summer school to eliminate future scheduling complications. Students who fail courses necessary for graduation and who do not attend summer school will be required to repeat the work of the course for which they received a failing grade.

## **H. REGENTS EXAMINATIONS**

All students have the opportunity to retake Regents Examinations if they initially achieve an unsatisfactory grade. The highest score for any Regents Exam retaken appears on a student's transcript. However, final course grades are not changed, unless a student repeats the entire course during the school year or in summer school. Then the highest grade will appear on the transcript. The permanent record card will reflect all tests attempted and grades earned.

## **I. HONOR SOCIETY MEMBERSHIPS**

**1. Mu Alpha Theta Mathematics Honor Society** - The Mathematics Department of Nanuet Senior High School has established a chapter of Mu Alpha Theta (M A Th), a National High School and Junior College Mathematics Honor Society. To be eligible for membership, a student must:

- a) Have completed 3 years of College Preparatory Math (Honors or Regents).
- b) Be currently enrolled in a fourth year of College Prep Math (or have completed Math 12).
- c) Have achieved a final grade of A for all regents level math courses taken.
- d) Have achieved a final grade of B+ or greater for all honors level math courses taken.

**2. National Honor Society** - Students who are selected for membership have achieved a five-semester cumulative scholastic average of 91.5. Having met this scholastic requirement, they are then evaluated by the faculty council based on leadership, service, and character. Students are notified of their achievement by letter from the high school principal and are invited to participate in a formal induction ceremony held in the spring of the school year.

**3. The National Art Honor Society** - Under the auspices of the National Art Education Association, the National Art Honor Society was developed for aspiring art students in grades 10-12. The Society fosters excellence and a dedicated spirit to the pursuit of art. Students are recognized for their outstanding abilities in art as well as their desire to attain their highest potential. Students are selected for membership based on the following criteria:

- a) A minimum of a one semester art course after taking Studio Art
- b) Be currently enrolled in an upper level art elective
- c) Maintain a B+ average in art courses and a B average overall

Students are notified of their achievement in a letter from the high school principal and the Director of Fine and Practical Arts. A formal induction ceremony will take place in the spring. An absolute essential component of the National Art Honor Society is art service. These activities will be developed and discussed at monthly chapter meetings.

4. **Tri-M Music Honor Society** - The Tri-M Music Honor Society is a program of NAFME (National Association for Music Education) which focuses on creating future leaders in music. Tri-M is the only national honor society for student musicians. There are more than 1,800 chapters across all 50 states, involving more than 75,000 students. Each year, these students contribute more than 750,000 service hours to their schools and local communities, and raise nearly \$1 million for causes they care about. Criteria for selection include music participation, grades and scholarship, leadership, service, and character. Students are nominated by the music department for Tri-M in their junior year.
  
5. **World Language Honor Society** - Students who are selected for membership have received three Regents credits in World Language; and, during their Regents Exam or Level III year, they have also earned a final course average of an "A". In addition, the students must be enrolled in a Level IV World Language class. Students are notified of their achievement and receive a certificate in the spring of the school year in which they are enrolled in a Level IV World Language class.

#### **J. INDEPENDENT STUDY**

0.5 Credit

The Independent Study option is available to qualified juniors and seniors. The application requires teacher, parent, counselor, and Principal approval. A student who registers to take an Independent Study course with a teacher does so because of an interest and/or ability in a particular subject. It is not intended to serve as a course required to be a full time student. The teacher and student will discuss what is to be accomplished during the semester.

- a) The student will be expected to define the subject area to be studied.
- b) The student will be expected to explain the importance of this subject area.
- c) The student will be expected to keep a log of learning activities.
- d) The student will be expected to demonstrate the skills or talents gained by the independent study.

The student will have the opportunity at the end of the semester to exhibit completed work to a committee of teachers. The presentation could include a term long project, drawings, writing samples, or computer work, depending upon the subject. This presentation will be evaluated by the teacher committee and contribute significantly toward the student's grade.

## CHAIRPERSONS, COORDINATORS, DIRECTORS

Most of the remainder of this booklet is devoted to course descriptions, arranged in alphabetical order, which have been submitted by the following staff members. More specifics regarding course content may be obtained by contacting:

Mrs. G. Kearns	Coordinator, 7-12	English Department
Ms. K. Quartironi	Director, K-12	Fine and Practical Arts Department
Mr. J. Ryan	Coordinator, 7-12	Mathematics Department
Dr. M. Skaba	Director, K-12	Music Department
Ms. K. Leitner	Director, K-12	Physical Education & Health Department
Mrs. K. Gesty	Coordinator, 7-12	Science Department
Mr. P. Carbone	Coordinator, 7-12	Social Studies Department
Mrs. N. Logan	Chairperson, 9-12	Special Education Department
Mrs. A. Chiapperino	Coordinator, 7-12	World Languages Department

## BUSINESS COURSES

**CAREER AND FINANCIAL MANAGEMENT** – Standard  
*Grade 10*

0.5 Credit

**Required for all students class of 2018 and beyond.**

This course teaches the skills and knowledge that all students need for career & college readiness. It provides students with the opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed to succeed in the workplace and develop financial literacy skills. Students will have the opportunity to explore career options, set goals and paths for specific careers, and college opportunities. The career exploration section will emphasize the relationship between career planning and lifelong goals and how it relates to the planning process.

**INTRODUCTION TO BUSINESS** – Regents  
*Grades 11-12*

0.5 Credit

3 College Credits – Dominican College

This course provides students an overview of the business world: accounting, customer services, economics, finance, international trade, information technology, management, marketing, and career opportunities. Students will be introduced to business in the global economic environment, business organization and management, business operation and management and personal finance management. This foundation course is designed to provide valuable information for the business workplace.

## ENGLISH DEPARTMENT

***“Books worth reading once are worth reading twice; and what is most important of all, the masterpieces of literature are worth reading a thousand times.”~ Morley***

### **ENGLISH 9 – Honors**

1 Credit

Students begin their preparation for the English AP Examination with an infusion of reading, writing, listening, and speaking skills. There will be an emphasis on writing critical and analytical essays. Students will develop their research skills through the study of literary criticism and the writing of a formal research paper. Students are recommended for this course through their performance in grade eight English and their motivation to excel in the writing and critical reading fields.

### **ENGLISH 9 – Standard**

1 Credit

Students begin their three-year preparation for the English Regents Examination with an infusion of reading, writing, listening, and speaking skills. Students will read multiple texts in both fiction and nonfiction. Students will compose expository, persuasive, critical, and analytical essays. The year's readings will provide students with experiences in close textual analysis and opportunities to respond to ideas using multiple sources. Students will develop their research skills by learning the steps of the research process and by learning how to read literary criticism. Vocabulary and grammar skills are continuously developed.

### **ENGLISH 10 - Honors**

1 Credit

English 10 Honors is a full year course designed for students of advanced academic ability to continue their preparation for the English AP Examination. The course explores a number of readings drawn from the great literature of the world. Students examine the language, style, structure, genre, historical background, and patterns found within literary texts. Students are expected to draw connections between literature and society, identify recurring themes, and participate in advanced oral presentations. Students will develop their research skills through the study of literary criticism and the writing of a formal research paper. Students will continue to develop vocabulary and grammar skills.

### **ENGLISH 10 – Standard**

1 Credit

Students continue with their preparation for the Regents Examination with extended works (fiction and nonfiction). Students will compose expository, persuasive, critical, and analytical essays. Students will develop their research skills by learning the steps of the research process and by learning how to read literary criticism. Vocabulary and grammar development is continued from grade nine with a concentration on commonly used standardized test vocabulary. Students are expected to deliver oral presentations during the year.

**ENGLISH 11 - Honors**

1 Credit

English 11 Honors is a full year course designed to challenge the motivated English student and to help continue their preparation for the English AP Examination. This course focuses primarily on American literature, exploring many of the “classic” texts that have become part of the literary canon. Students will develop their research skills through the study of literary criticism and the writing of a formal research paper. Students will continue to develop vocabulary and grammar skills.

This course concludes with the administration of the English Common Core Regents Examination.

**ENGLISH 11 – Regents**

1 Credit

The English 11 program focuses on refining students' mastery of the four New York State Language Arts Standards. Frequent and extensive tasks seek to promote achievement in writing, reading, listening, and speaking. Students will read challenging fiction and nonfiction works, compose critical literary essays, and write non-fiction essays of opinion and persuasion. Students will develop their research skills by learning the steps of the research process and by learning how to read literary criticism. Vocabulary and grammar skills are continuously developed.

The course concludes with the administration of the English Common Core Regents Examination.

**LANGUAGE AND COMPOSITION – Advanced Placement**

1 Credit

*Grades 11-12*

AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. It will enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively. **Students in this course must take the corresponding Advanced Placement Language and Composition examination in May.** Juniors enrolled in this course will take the English Common Core Regents Examination in June.

**LITERATURE AND COMPOSITION - Advanced Placement**

1 Credit

*Grades 11-12*

A highly demanding college level course, Advanced Placement English Literature and Composition focuses on literary backgrounds and sophisticated analysis and interpretation of various literary works. Students have demonstrated superior ability in all phases of English to qualify.



**Students in this course must take the corresponding Advanced Placement Literature and Composition examination in May.** Juniors enrolled in this course will take the English Common Core Regents Examination in June.

**ENGLISH 12 – Standard**

1 Credit

English 12 is a year long course during which students will continue to develop their reading, writing, listening, and speaking skills. Emphasis will be placed on: research skills, public speaking, and career and college readiness. In addition, students will read both classic and contemporary fiction and non-fiction, and they will have the opportunity to develop their writing skills through critical and analytical assignments.

**ENGLISH AS A SECOND LANGUAGE (ESL) – Standard**  
*Grades 9-10-11-12*

1 Credit

This course of study is specifically designed for students who are learning English as a second language. Students become more proficient in reading, writing, speaking and listening through literature. Lessons are taught through multiple modalities and provide students with instruction in grammar, spelling, vocabulary, essay development, reading strategies, and literary elements and techniques.

**ELECTIVES**

**STUDIES IN FILM**  
*Grades 11-12*

0.5 Credit

This course will examine the basic elements of film in the United States. Students will view, read, and write about films from various time periods and genres. The course will begin with the history of American film and cinema; students will then explore vital elements such as structure, characterization, and theme. Directorial, editing, and screenplay writing techniques will also be an integral part of this course.

**WRITING WORKSHOP**  
*Grades 11-12*

0.5 Credit

This course is designed to develop creative and expository writing skills, with a focus on writing for personal expression and enrichment. Both fiction and nonfiction will be used as subjects for discussion and analysis and as models for student writing. Students will select their own topics about which they will write. They will write several pieces, which may include stories, essays, poems, dramas, letters, etc. Throughout the semester, students will compile a portfolio of writing samples for collegiate and publishing purposes.

**FINE & PRACTICAL ARTS DEPARTMENT**

*“Technology, like art, is a soaring exercise of the human imagination.”*

~ Daniel Bell ~

The **FINE & PRACTICAL ARTS DEPARTMENT** provides students with a comprehensive approach to the Visual and Technical Arts, as well as a concentration in engineering.

The **FINE and TECHNICAL ARTS** curriculum offers a diverse selection of courses that foster an appreciation of both the fine, practical, and technical/commercial art areas. Students have an opportunity to create original artwork using traditional art materials as well as computer technology. In addition to learning new techniques and acquiring new skills, projects allow students to develop their proficiency and individual style. There is an additional focus on courses that transcend the boundary of art and technology.

The **TECHNOLOGY/Focus on Engineering** course sequence offers students an opportunity to experience current industry standard technologies and practices as they work towards an Engineering sequence. Throughout the sequence, students are introduced to concepts of technical drawing, computer assisted drawing, programming, design, electronics, mechanics, and “virtual modeling” through the use of the **AUTODESK DESIGN** Programs. Through a rigorous sequence of courses, students have an opportunity to take an idea from design (conception) to prototype and construction (materials processing).

<b>ART: <u>FINE ARTS</u></b>		<b>TECHNOLOGY: <u>FOCUS ON ENGINEERING</u></b>	
<b><u>STUDIO ART</u></b> : Required for the courses listed below 1 year Foundation Course fulfills NYS Regents requirement for art.		<b><u>DESIGN &amp; DRAWING FOR PRODUCTION</u></b> : 1 year Foundation Course fulfills NYS Regents requirement for art.	
<b>Drawing</b>	1 semester	<b>Computer Aided Drawing</b>	1 semester
<b>Painting</b>	1 semester	<b>Architectural Drawing</b>	1 semester
<b>Adv Drawing &amp; Painting</b>	1 semester	<b>Principles of Engineering</b>	Full year
<b>Portfolio Design</b>	Full year		

**ART / TECHNOLOGY:**  
STUDIO ART or DDP Recommended but not required for the courses listed below

<b>Ceramics</b>	1 semester
<b>Photography I</b>	1 semester
<b>Digital Design</b>	1 semester
<b>Media Production</b>	1 semester
<b>Robotics I</b>	1 semester
<b>Robotics II</b>	1 semester
<b>Introduction to Computer Programming</b>	1 semester
<b>AP Computer Science Principles</b>	Full Year

**FINE ARTS COURSES**

All students are eligible to take the introductory art course: **Studio Art**. Students may enroll in advanced art electives (with the exception of Advanced Drawing & Painting and AP Studio Art) after completing the prerequisite course and/or approval of the Department Chairperson. Portfolios are required as an integral part of the advanced art program.

**STUDIO ART** – Standard 1 Credit  
*Grades 9-10-11-12*

This foundation course will serve as a prerequisite to advanced art electives, as well as fulfill the one-year New York State Regents requirement for art/music. The prospective 'FINE ARTS' major will be able to investigate his/her personal talents, abilities, and interests while exploring drawing, painting, design, graphics, and the essential elements of art.

The elements of art: line, form, color, texture, and space are fundamental to any form of visual expression. Any student choosing to continue with either Art or Technology will have a firmer foundation and visual language with which to communicate.

It is strongly suggested that either Drawing and/or Painting be taken before proceeding into advanced electives.

**DRAWING** – Standard  
*Grades 10-11-12*  
Prerequisite: Studio Art

0.5 Credit

This course is structured to enable students interested in art (as well as art majors) to develop their talents in two dimensional representations. Emphasis is placed on developing the student's abilities and creativity through a variety of drawing experiences using various media in addition to the traditional pencil and charcoal.

**PAINTING** – Standard  
*Grades 10-11-12*  
Prerequisite: Studio Art

0.5 Credit

This course is structured to enable students interested in art (as well as art majors) to continue to develop their talents in two dimensional representations using aqueous media such as watercolor, tempera, acrylics, and mixed media. Personal expression, as well as technical skill, will be developed.

**ADVANCED DRAWING & PAINTING** – Standard  
*Grades 11-12 (10th Grade with Teacher Recommendation)*  
Prerequisite: Studio Art, Drawing *and/or* Painting

0.5 Credit

This course is designed to complement Drawing *and/or* Painting. Students will be presented with a variety of experiences to further develop drawing and painting skills, as well as develop personal expression. It is suggested that art students enroll in Advanced Drawing & Painting and Portfolio Design before taking AP Studio/Drawing.

## **ART / TECHNOLOGY COURSES**

All students are eligible to take the following electives after taking either introductory course: **Studio Art or Design and Drawing for Production.**

### **STUDIO: PHOTOGRAPHY I** - Standard

0.5 Credit

*Grades 10-11-12*

Recommended: Studio Art and/or Design & Drawing for Production

This course introduces students to digital photography. Students will learn how to manipulate a camera's aperture settings and shutter speeds to create original prints in black & white and in color. Concepts to be covered include composition, depth of field, portraiture, landscape, lighting, and post-production image manipulation. Basic Photoshop Skills will also be covered.

### **STUDIO: DIGITAL DESIGN** - Standard

0.5 Credit

*Grades 10-11-12*

Recommended: Studio Art/DDP

Digital Design is an introductory course that will allow students to use their knowledge of the elements and principles of design and apply those principles to using digital applications and techniques. Areas of exploration will include

- Digital image manipulation
- Creating original images that tell and/or support a story and/or message
- Creating simple Web Design using Photoshop
- Exploring a variety of Photoshop software applications

### **MEDIA PRODUCTION TECHNOLOGY** – Standard

0.5 Credit

*Grades 9-10-11-12*

Prerequisite: None

Media Production provides a study in evaluation, appreciation, and production of digital media assisted presentations. Electronic and graphic communication systems are explored through hands-on media learning activities. Experience in proposal development and approval, message production, presentation, and assessment is provided. Students will create content for the district's social media channels and website as well as content for the Nanuet Knights News program.

**STUDIO: CERAMICS** – Standard

0.5 Credit

*Grades 10-11-12*

Recommended: Studio Art and/or Design & Drawing for Production

Ceramics is one of the most widespread and oldest of human activities on record. Through this class you will become familiar with the materials, techniques, and movements of this historic art form. This class is designed to help you gain the necessary skills to understand, create, and support your expressions through ceramics.

You will investigate properties of clay, techniques of building, surface designs, as well as extensive themes and purposes utilized in this artistic arena.

Most importantly, you will gain skills to interpret, understand, and respect the integral role the Arts play in all our lives; how art influences individuals, societies, and the visual and multicultural world we live in today.

**STUDIO: PORTFOLIO DESIGN** - Standard

1 Credit

*Grades 11-12*

Prerequisite: Studio Art/DDP and at least one semester of Drawing, Painting, Photography or Ceramics.

Students will demonstrate mastery through any two and three-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking, figurative or non figurative sculpture, architectural models, metalwork, ceramics, glass work, installation, assemblage and 3-D fabric/fiber arts. Through a process that includes individual exploration, group work and group discussion, you will develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

## **TECHNOLOGY: FOCUS on ENGINEERING**

**DESIGN & DRAWING FOR PRODUCTION (DDP) - Standard** 1 Credit

*Grades 9-10-11-12*

Prerequisite: None

**This course will fulfill the one credit New York State Art/Music requirement for graduation.**

DDP is a hands-on course that applies creativity and problem solving to the design process. This course will provide students with an opportunity to design, draw, and use 3D modeling software and cutting edge technology while creating new inventions and solving practical design problems. The course will give students exposure to the use of Computer Aided Design in the popular and growing field of STEM (Science, Technology, Engineering, and Math). New inventions and products will be printed in 3D.

**COMPUTER AIDED DRAFTING – Standard** 0.5 Credit

*Grades 10-11-12*

Prerequisite: Design and Drawing for Production

CAD explores the fundamentals necessary to operate the AutoCAD system. AutoCAD is used as the drafting system to complete assignments and develop technical drawing skills on the computer. Students are challenged with CAD exercises and problems daily.

Through practical applications, students are introduced to the following:

- AutoCAD

**ROBOTICS I – Standard** 0.5 Credit

*Grades 9-10-11-12*

Prerequisite: None

Students will use Robotics to explore the fundamentals of engineering, electronics, and mechanics. This hands-on course provides students with experiences in the principles of engineering, automation in manufacturing, electronics, mechanics, and computer programming. Laboratory experiments will require students to build simple robots so that they can learn the function of basic electronic components and mechanisms, therefore learning to solve real world problems.

**ROBOTICS II Competition Robotics– Standard**

0.5 Credit

*Grades 10-11-12*

Prerequisite: Robotics I

Robotics II gives students who have previously completed Robotics I the opportunity to advance their working knowledge of electronics, mechanics, and programming through advance design challenges. Robotics II uses VEX robotic kits as the platform for solving real world tasks in the areas of engineering design, automated manufacturing, and automated vehicles. Students will also be taught robotic fabrication and programming to prepare them for FIRST robotics competition. *It's highly recommended that anyone interested in joining the FIRST robotics team take Robotics II.* Projects include remote controlled vehicles, autonomous vehicles, and pick-and-place robotic arms.

**ARCHITECTURAL DRAWING - Standard**

0.5 Credit

*Grades 10-11-12*

Prerequisite: Design and Drawing for Production

*Suggested:* Studio Art, Drawing

Architectural Drawing explores design and drawing problems in the field of architecture. In a study of residential architecture, students complete a set of individual working drawings and a corresponding model. Assignments and project work are printed on a plotter.

Through practical applications, students will be introduced to the following:

- Autodesk Design Programs
- Autodesk Revit

**INTRODUCTION TO COMPUTER PROGRAMMING – Standard**

0.5 Credit

*Grades 9-10-11-12*

Prerequisite: None

Introduction to Computer Programming provides students with an introduction to computer science. The course will focus on designing and programming cell phone apps using App Inventor, a visual programming language. This course is intended for students who want to learn the basics of computer programming and have **no prior** programming experience. Students will be able to design and customize their own apps. In addition to programming and computer science principles, the course is project-based and emphasizes communication, collaboration and creativity.



**AP Computer Science Principles – Advance Placement**

1 Credit

*Grades 10-11-12*

Prerequisite: Algebra 1

AP CS Principles introduces students to the central ideas of computer science, the practice of computational thinking, and invites students to understand how computing changes the world. Students develop innovative computational artifacts using the same creative processes artists, writers, computer scientists and engineers use to bring ideas to life. The course goes beyond the study of machines and systems and gives students the opportunity to investigate computing innovations that span a variety of interests and to examine the ethical implications of these technologies.

**PRINCIPLES OF ENGINEERING - Standard**

1 Credit

*Grades 10-11-12*

DDP is recommended but not required.

Principles of Engineering is a hands-on, laboratory based experience which will convey concepts and principles, skills, techniques and attitudes of engineering. This course will provide access to tools, machines and materials for individual and small group projects. Students will use 3d printers, laser cutter and CNC machines to design and customize products. Concepts covered will give exposure to the popular and growing field of STEM (Science, Technology, Engineering, and Math).

## MATHEMATICS DEPARTMENT

***“In most sciences one generation tears down what another has built and what one has established another undoes. In mathematics alone each generation adds a new story to the old structure.”***

**~Hermann Hankel**

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

*New York State Board of Regents*

*Learning Standards for Mathematics, Science and Technology: Standard 3*

### **ALGEBRA IA** – Standard *Grade 9*

1 Credit

This is the first year of a two-year program that attempts to develop an understanding of the multiple uses of mathematics in the real world. The fundamental purpose of this course is to formalize and extend the mathematics content that students first learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra 1 than has generally been offered. The units deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem solving situations. **Students will take a local exam in June**

### **ALGEBRA IB** – Regents *Grade 10*

1 Credit

Prerequisite: Successful completion of Algebra 1A

This is the second year of the Algebra 1 course. Students taking this course will have already completed Algebra 1A. The Mathematical Practice Standards apply throughout the course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem solving situations.

**Students will take the Algebra 1 Regents in June.**

**ALGEBRA – Regents**

1 Credit

*Grade 9*

Prerequisite - Math 8

The fundamental purpose of this course is to formalize and extend the mathematics content that students first learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra 1 than has generally been offered. The modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem solving situations. **Students will take the Algebra 1 Regents Test in June.**

**GEOMETRY – Standard**

1 Credit

*Grades 10-11-12*

Prerequisite: Successful completion of Algebra 1

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the earlier grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. The Mathematical Practice Standards apply throughout the course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem solving situations. **Students will take a local exam in June**

**GEOMETRY – Regents**

1 Credit

*Grade 10*Prerequisite: Successful completion of Algebra 1 in Grade 9 or Grade 8  
(C or better)

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the earlier grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. The Mathematical Practice Standards apply

throughout the course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem solving situations. **Students will take the Geometry Regents Test in June.**

**GEOMETRY** – Honors.

1 credit

*Grades 9-10*

Prerequisite: Successful completion of Algebra 1 in Grade 8 or Grade 9

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the earlier grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. The Mathematical Practice Standards apply throughout the course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem solving situations. **Students will take the Geometry Regents in June.**

**ALGEBRA II** – Standard

1 Credit

*Grades 11-12*

Prerequisite: Successful completion of Geometry

This course is the capstone course of the New York State math curriculum. The course develops the real and complex number systems and extends the study of algebra and trigonometry. Heavy emphasis is placed on real world applications, with extensive emphasis placed on advanced algebraic techniques, logarithmic, exponential applications, transformational geometry,, sequences and series, trigonometry and statistics. The Mathematical Practice Standards apply throughout the course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem solving situations. **Students will take a local exam in June**

**ALGEBRA II & TRIG** – Regents

1 credit

*Grades 10-11-12*

Prerequisite: Successful completion of Geometry

This course is the capstone course of the New York State regents curriculum. The course develops the real and complex number systems and extends the study of algebra and trigonometry. Heavy emphasis is placed on real world applications, with extensive emphasis placed on advanced algebraic techniques,

logarithmic, exponential applications, transformational geometry, trigonometry, sequences and series, statistics and probability. The Mathematical Practice Standards apply throughout the course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem solving situations. **The course culminates with students taking the Regents Examination in Algebra II in June.**

**ALGEBRA II & TRIG** – Honors

1 Credit

*Grades 10-11-12*

Prerequisite: Successful completion of Geometry

This honors course is the capstone course of the New York State regents curriculum. It develops the real and complex number systems and extends the study of geometry and trigonometry. Heavy emphasis is placed on real world applications, with extensive emphasis placed on advanced algebraic techniques, logarithmic, exponential applications, transformational geometry, trigonometry, sequences and series, statistics and probability. The Mathematical Practice Standards apply throughout the course and together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem solving situations. **The course culminates with students taking the Regents Examination in Algebra II in June.**

**CALCULUS** - Honors

1 Credit

*Grades 11-12*

Prerequisite: Successful completion of Algebra II & Trig Honors

This course is designed to help students make the transition to Calculus. The course will help students acquire a solid foundation in advanced algebraic and trigonometric concepts. It will demonstrate to students how algebra and trigonometry can model and solve authentic real thinking within a varied and interesting setting. Students will also be exposed to limits and the important rules for taking derivatives. Instructional technology will also play a role in developing these abilities. **Students will take a local exam in June**

**PRE-CALCULUS** – Regents

1 Credit

*Grades 11-12*

Prerequisite: Successful completion of Algebra II & Trig

This course is designed to help students make the transition to Calculus. The course will help students acquire a solid foundation in advanced algebra and trigonometry. It will show students how algebra and trigonometry can model and

solve authentic real-world problems. Students will develop problem solving skills, fostering critical thinking within a varied and interesting setting. Instructional technology will also play a role in developing these abilities. **Students will take a local exam in June**

**QUANTITATIVE REASONING - Standard** 1 credit

*Grade 12*

Prerequisite: Successful completion of Geometry Standard or Algebra II

Standard

This course is the application of mathematical skills such as Algebra, Geometry, and Statistics to the analysis and interpretation of real world quantitative information. Students will develop problem solving skills, fostering critical thinking within a varied and interesting setting. Instructional technology will also play a role in developing these capabilities. **Students will take a local exam in June**

**CALCULUS - Standard** 1 credit

*Grade 12*

Prerequisite: Pre-Calculus or Calculus Honors and approval of Math

Department

This course consists of a full year of concentrated work in calculus and related topics. The course is comparable to courses in colleges and universities. The classical processes of differentiation and integration are presented via the study of a wide class of elementary functions: polynomial, trigonometric, exponential, logarithmic, rational, and other, more general, functions. The separate theoretical developments of integral and differential calculus are united via the Fundamental Theorem of Calculus. Concern is primary for an intuitive understanding of concepts and/or experience with the methods and applications. Instructional technology will also play a large role in the instructional process.

**AP CALCULUS – Advanced Placement/Regents** 1 Credit

*Grade 12*

Prerequisite: Calculus Honors and approval of Math Department

This course consists of a full year of concentrated work in calculus and related topics. The course is comparable to courses in colleges and universities. The classical processes of differentiation and integration are presented via the study of a wide class of elementary functions: polynomial, trigonometric, exponential, logarithmic, rational, and other, more general, functions. The separate theoretical developments of integral and differential calculus are united via the Fundamental

Theorem of Calculus. Concern is primary for an intuitive understanding of concepts and/or experience with the methods and applications. Instructional technology will also play a large role in the instructional process. **The Advanced Placement course culminates with the Advanced Placement exam in May.**

**AP STATISTICS** - Advanced Placement/ Regents

1 Credit

*Grades 11-12*

Prerequisite: Algebra II or Precalculus or Calculus Honors and approval of Math Department

This course introduces students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data through observing patterns and departures from patterns, planning a study, anticipating patterns in advance, producing models using probability and simulation, statistical inference, and confirming models. **This course culminates with students taking the AP Statistics Examination in May.**

## MUSIC DEPARTMENT

***“Music can name the unnamable and communicate the unknowable.”***

~ Bernstein

**CONCERT BAND** - Standard  
*Grades 9-10-11-12*

1 Credit

The Nanuet Senior High School band program provides a comprehensive musical experience for student wind and percussion musicians. Ensemble skills, technical skills, and personal skills are emphasized throughout every band rehearsal, lesson, and performance. Students apply these skills to a variety of musical styles such as traditional band literature, marches, 20<sup>th</sup> century music, Broadway and orchestral transcriptions. There is one required major performance each quarter. Band students receive weekly small group lessons on a rotating pull-out schedule. Prior musical experience is required. Any student who wants to be part of the Nanuet High School Band but does not have experience needs to obtain permission from the director prior to signing up for this course.

**CHORUS** - Standard  
*Grades 9-10-11-12*

1 Credit

The Nanuet High School Chorus seeks to provide an enriching musical experience for all singers. Students will be exposed to a variety of repertoire ranging from classical and contemporary choral music to jazz and pop styles, and will be exposed to the musical cultures of various regions through performance of their repertoire. Skills covered will include basics of vocal technique, music reading, movement, diction, and accurate performance of musical styles. There will be 2-3 required performances each year, and more opportunities for performances both in solo festivals and community performances. Motivated singers of all ability levels are welcome. Concert Choir is an auditioned extracurricular singing opportunity, and is chosen from members of Chorus.

**ORCHESTRA** - Standard  
*Grades 9-10-11-12*

1 Credit

The orchestra is open to accomplished string players (violin, viola, cello, and double bass) with previous experience equivalent to a minimum of a level 3-4 NYSSMA solo rating or at the discretion of the orchestra director. This group rehearses and performs a wide variety of repertoire and styles from 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries at fall and spring concerts, for Stringfest, at state festivals and at



venues in the surrounding communities. In addition, group lessons on a weekly basis provide the opportunity for specialized work on basic ensembles such as string duets, trios, quartets and quintets. Basic music theory, historical perspectives, listening skills and stylistic accuracy are incorporated into the curriculum. From this ensemble, students may be selected for membership in the Chamber Orchestra.

**MUSIC THEORY I – Standard**  
*Grades 10-11-12*

1 Credit

Music Theory I is open to all students. Prior musical experience is helpful but not required. It is a fundamental course that covers the basic principles of music notation as well as concepts of melody, rhythm, and harmony. These topics are applied in class through performance, listening, and composition. This course lays the foundation for music of all types and genres. Credit in this course plus two credits in Performing Music would constitute a three-credit Regents sequence in music.

**MUSIC THEORY - Advanced Placement**  
*Grades 10-11-12*

1 Credit

Prerequisite: Music Theory I or permission of instructor.

AP Music Theory is a more advanced theory class, covering advanced concepts in harmony and theory, including chromatic harmony and twentieth century techniques. Students analyze and listen to short pieces of master composers and do further work in original composition. Completion of AP Music Theory is recommended for all students who contemplate serious study of music in college. This course prepares students for the AP exam in Music Theory. Credit in this course and Music Theory I plus three credits in performing music would constitute a five-credit Regents sequence in Music. **This course culminates with the Advanced Placement examination in May.**

**INTRODUCTION TO THEATER**  
*Grades 11-12*

0.5 Credit

Introduction to Theater is a beginning-level course that provides a fundamental appreciation of the components of theater. To begin to fully understand and appreciate theater, it is essential that one experiences the theater and participates in as many aspects as possible. Students in this course will be required to participate in ensemble exercises, scene study, technical theater, in-class discussions, and attend and discuss live performances. In addition, the study of theater history will be a component of this course.

## **PHYSICAL EDUCATION AND HEALTH DEPARTMENT**

***“Get your body moving to get your mind in peak condition”- Ratey***

### **PHYSICAL EDUCATION**

The Physical Education program is designed to promote the acquisition of skills and knowledge that are necessary to enhance physical fitness. Students participate in activities that have a carryover value for later in life. Emphasis is placed on student participation, team effort and respect for individual differences. All activities are planned and organized into a coeducational setting. Students are required to participate in physical education each semester that they are in attendance at the high school.

#### **GRADE 9 PHYSICAL EDUCATION – Standard** 0.25 Credit per semester

All ninth grade students are given an introduction to the myriad of activities that comprise the Physical Education Program. The course introduces students to the principles of fitness to help guide students toward making appropriate decisions when designing exercise programs.

#### **TEAM SPORTS – Standard** 0.25 Credit per semester *Grades 10-12*

Team Sports are offered each semester. Activities include traditional sports such as soccer, floor hockey, volleyball and softball. Units in speedball, team handball, badminton, and pickle ball are also included. Students are expected to acquire a knowledge of the rules, strategies, and basic skills of each activity.

#### **LIFETIME FITNESS/ACTIVITIES – Standard** 0.25 Credit per semester *Grades 10-12*

The focus of the course is on activities with carryover value for later life that focus more on individual fitness/activities. Activities include tennis, badminton, pickle ball, table tennis, cardiovascular conditioning, weight training, walking/hiking, yoga, etc. Time will be spent developing individual fitness plans and will also address healthy eating habits and nutritional guidelines.

**PEER ASSISTED PE- Standard**

0.25 Credit per semester

*Grades 11-12*

In this program, co-teachers, teaching assistants and peer leaders will provide a meaningful and successful environment for all students to remain physically active for a lifetime. Students will be instructed to prompt, model, and cue other students to positively engage in exercise and social activity. Students will establish strong connections and develop friendships which will contribute to a positive learning environment throughout the school day. This course will provide valuable experiences for students interested in pursuing careers in various fields: teaching, coaching, physical/occupational therapy, special education, etc. Students will also be exposed to other related volunteer options within their community. Components of the overall Physical Education curriculum (nutrition, fitness, wellness) are integrated throughout the course.

**HEALTH EDUCATION****HEALTH – Standard**

0.5 Credit

*Grades 10-11-12*

Health Education courses are offered each semester for grades 10, 11, and 12. Classroom instruction provides the knowledge, skills, and values needed to promote healthful lifestyles. The development of self-esteem, respect for self and others, and responsibility to society are the integrating values reflected in all instruction. The course material is based on current information relating to physical, mental, emotional, and social concerns.

Each course meets the New York State Health Education Mandate and provides one-half credit toward graduation.

**CPR**

0.5 Credit

*Grades 11-12 (Seniors have priority in scheduling)*

Students may participate in this elective after completing their Health requirement. Students will be taught the American Red Cross curriculum for adult, child and infant First Aid/CPR/AED. Students will learn how to recognize signs of an emergency, become familiar with the skills necessary for CPR on an adult, child or infant and how to use an AED. This class is taught using lecture, video segments and practice of the skills on a mannequin. Students will also practice first aid skills for a variety of situations, including splinting, seizure care, wound care, and disease management. At the completion of the course requirements, students can receive American Red Cross certification for the cost of the processing fee (currently \$30).

## SCIENCE DEPARTMENT

***“A good scientist is a person in whom the childhood quality of perennial curiosity lingers on. Once he gets an answer, he has other questions.” -***

Seitz

**EARTH SCIENCE – Regents**

1 Credit

*Grade 9*

### **Core Curriculum Course/Physical Science**

Earth Science is relevant because it provides students with

- an understanding of the planet on which they live
- an understanding of the natural world's processes
- an understanding of natural relationships within their world
- an understanding of the limitations of the natural resources
- a basis for integrating sciences with each other and with human needs and expectations
- a basis for the development of a positive, world-caring attitude

The students will develop skills in

- applying mathematics to real world problems
- classifying earth materials and events
- communicating (describing materials, events, processes questions to be examined)
- modeling (for concepts and comparisons)
- questioning and forming hypotheses
- identifying variables
- inferring/sequencing/predicting/pattern identification
- decision making (explaining, forming future courses of action)
- manipulating ideas and materials
- observing and recording data, map, graph, and chart reading
- using observation, research and experimentation to seek further information

Topics students will study include Minerals and Rocks; Dynamic Earth; Weathering, Erosion, and Deposition; Earth History; Meteorology; Water Cycle and Climate; Earth in Space, and Stewardship.

**Laboratory Requirement:**

The New York State Board of Regents requires that all New York State Regents Science courses meet the laboratory requirement. In order to be admitted to the Regents exams, students must successfully complete laboratory experiences and write satisfactory laboratory reports for these laboratory experiences.

**LIVING ENVIRONMENT – Regents**

1 Credit

*Grade 10***Core Curriculum Course/ Life Science**

The purpose of this course is to provide students with

- an understanding of the fundamental principles of Biology
- laboratory skills applied to biological systems and processes and an awareness of the natural world
- the opportunity to develop the skills in mathematical analysis, scientific inquiry

Students will pose questions, seek answers and develop solutions.

The contents of this course include: the unity and diversity among living things, maintenance of homeostasis in living systems, human physiology, reproduction and development, genetics, biochemistry, evolution and a great emphasis on ecology, including the human impact on ecosystems.

**Laboratory Requirement:**

The New York State Board of Regents requires that all New York State Regents Science courses meet the laboratory requirement. In order to be admitted to the Regents exams, students must successfully complete laboratory experiences and write satisfactory laboratory reports for these laboratory experiences.

**LIVING ENVIRONMENT – Honors**

1 Credit

*Grade 9***Core Curriculum Course/Life Science**

Prerequisite: Completion of Middle School Accelerated Earth Science

The course will follow the Living Environment Core-Curriculum with some modifications to challenge the advanced-level students. The material will be presented in much more detail with some additional chapters and topics covered; and there will be advanced lab activities as well. The assessments will be more challenging with more of a focus on long answer/essay type questions. An Honors Final Exam will be given in addition to the Regents Exam at the end of the course. A bridge-task will be assigned which will be completed the summer before the course begins.

**APPLICATIONS OF CHEMISTRY – Standard**

1 Credit

*Grade 11*

Prerequisite(s): Completion of Earth Science and Living Environment

This course is designed for the student who wishes to pursue the study of Chemistry through a curriculum that places less emphasis on mathematics than the Chemistry course. The course includes discussion of the basic concepts of Chemistry including Laboratory Safety, Atomic Structure, Properties of Matter, Energy, Chemical versus Physical Properties, Physical and Chemical Changes, Acids and Bases, Bonding, and an understanding of the Periodic Table and development of laboratory skills.

Appropriate laboratory activities will be integrated with the academic and practical applications of Chemistry, including Kitchen Chemistry, Consumer Chemistry, and Environmental Chemistry, so that an appreciation of the chemical world will be developed.

**CHEMISTRY – Regents**

1 Credit

*Grade 11***Core Curriculum Course/Physical Science**

Prerequisite(s): Successful completion of Earth Science and Living Environment, and completion or concurrent enrollment in Algebra II.

The purpose of this course is to provide students the opportunity to learn the facts, formulas, and principles that compose the standard high school curriculum; to understand the basic concepts underlying the facts, formulas, and principles; and to develop critical-thinking and problem-solving skills, not only to use in chemistry but, by extension, to use in everyday life. The contents of this course include topics in: Energy and Matter, Atomic Structure, Bonding, the Periodic Table, Math of Chemistry, Acid-Base Theories; Redox and Electrochemistry, Organic Chemistry, and Nuclear Chemistry. Appropriate inquiry-based laboratory activities will enable students to pose questions, seek answers, and develop solutions. Students will sit for the Physical Setting/Chemistry Regents exam at the conclusion of this course.

**Laboratory Requirement:**

The New York State Board of Regents requires that all New York State Regents Science courses meet the laboratory requirement. In order to be admitted to the Regents exams, students must successfully complete laboratory experiences and write laboratory reports for these experiences.

**CHEMISTRY – Honors**

1 Credit

*Grade 10***Core Curriculum Course/Physical Science**

Prerequisite(s): Completion of Living Environment/Teacher recommendation, and completion or concurrent enrollment in Algebra II

The purpose of this course is to provide students the opportunity to learn the facts, formulas, and principles that compose the standard high school curriculum; to understand the basic concepts underlying the facts, formulas, and principles; and to develop critical-thinking and problem-solving skills, not only to use in chemistry but, by extension, to use in everyday life. The contents of this course include topics in: Energy and Matter, Atomic Structure, Bonding, the Periodic Table, Math of Chemistry, Acid-Base Theories, Redox and Electrochemistry, Organic Chemistry, and Nuclear Chemistry. Appropriate inquiry-based laboratory activities will enable students to pose questions, seek answers, and develop solutions. An Honors Final Exam will be given in addition to the Regents Exam at the end of the course. A bridge-task will be assigned which will be completed the summer before the course begins. This course includes the requirements for the Regents Chemistry course as well as a more in-depth treatment of all above topics as well as additional material.

**Laboratory Requirement:**

The New York State Board of Regents requires that all New York State Regents Science courses meet the laboratory requirement. In order to be admitted to the Regents exams, students must successfully complete laboratory experiences and write laboratory reports for these laboratory experiences.

**CHEMISTRY - Advanced Placement**

1 Credit

Grades 11, 12

Prerequisite(s): Completion of Chemistry, and completion or concurrent enrollment in Algebra II. Performance in Living Environment Honors is an indicator of success for this course.

The purpose of this course is to provide students with the opportunity to study college level chemistry.

The aim of the course is to achieve the following:

- work in groups to think analytically about problems, identify experimental questions, and design experiments to answer those questions;
- engage in hands-on laboratory investigation to learn chemical concepts through direct experience and observations;

- learn about the fundamental concepts of chemistry such as structure and states of matter, intermolecular forces, reactions, and how to use chemical calculations to solve problems;
- develop your ability to think clearly and express your ideas with clarity and logic, both orally and in writing;
- work with classmates to conduct meaningful laboratory investigations that let you observe chemical reactions and substances, interpret your findings, and communicate your results;
- knowledge of the facts, principles, and processes of advanced chemistry;

The contents of this course are organized around underlying principles in: chemical elements, properties of matter, changes in matter, rates of chemical reactions, thermodynamics, and chemical bonding. **THE COURSE CULMINATES WITH THE ADVANCED PLACEMENT EXAMINATION IN MAY.**

**PHYSICS 101H** – Honors (Fall Semester)

0.5 Credit

4 College Credits – Dominican College

*Grades 11-12*

Prerequisites: Earth Science, Living Environment, Chemistry, Geometry, Algebra II and Trigonometry.

Co-requisite: Pre-Calculus

**Application and approval required – See Instructor**

This full year course is a cooperative program with Dominican College which allows Nanuet High School students to enroll in a freshman-level college course. Students who register for the four college credits and successfully complete the course are entitled to a Dominican College transcript for the credits earned. It uses the same textbook, covers the same concepts, and includes similar laboratory exercises, as the 102H course described below. Because the Honors students are expected to achieve at a higher level, additional assignments, extensions of concepts, and more complex tests will be used. Physics is a mathematical science, and the mathematics of this course reflects these higher expectations. The students in this class will need to be able to use Pre-Calculus to solve problems. This course is designed to satisfy a college's entry-level physics requirement. In order to cover the content and lab experiences, and meet the college's time requirement, this course will meet daily with double periods every other day. Students successfully completing this course are encouraged to take College Physics 102H.

**Laboratory Requirements:**

Students must successfully complete laboratory experiences and write laboratory reports for these experiences.



**PHYSICS 101** – Regents (Full year) 1 Credit

4 College Credits – Dominican College

*Grades 11-12*

Prerequisites: Successful completion of Earth Science Regents, Living Environment Regents, Chemistry, Geometry

Co-requisite: Algebra II & Trigonometry

This course is a cooperative program with Dominican College which allows Nanuet High School students to enroll in a freshman-level college course. Students who register for the four college credits and successfully complete the course are entitled to a Dominican College transcript for the credits earned. General Physics I focuses on an aspect of the natural world from the perspective of scientific laws and theories. Students will become familiar with the logic and practice of the scientific method of investigation. These qualities are developed in the laboratory and in classroom experiences. Students will satisfy the college's credit-hour requirement in early spring. The remainder of the course will focus on an individual research project. Successful completion of this project will be required for Nanuet High School credit.

Physics is *the* fundamental science. It is concerned with literally every physical aspect of our universe: what it's made of, how it works, and what keeps it all together. This course will emphasize basic topics that are relevant to our everyday lives; namely, motion, force, energy and heat.

**Laboratory Requirements:**

Students must successfully complete laboratory experiences and write laboratory reports for these experiences.

**PHYSICS 102H** – Honors (Spring Semester) 0.5 Credit

4 College Credits – Dominican College

*Grades 11-12*

Prerequisites: Earth Science, Living Environment, Chemistry, Geometry, Algebra II and Trigonometry, Physics 101

Co-requisite: Pre-Calculus

**Application and approval required – See Instructor**

This full year course is a cooperative program with Dominican College which allows Nanuet High School students to enroll in a 2<sup>nd</sup> semester freshman-level college course. Students who register for the four college credits and successfully complete the course are entitled to a Dominican College transcript for the credits earned. It uses the same textbook as Physics 101, and will be taught with the expectations described for Physics 101H. This course will contain a calculus approach to the basic concepts of waves, electricity and magnetism.

In order to cover the content and lab experiences, and meet the college's time requirement, this course will meet daily with double periods every other day.

**Laboratory Requirements:**

Students must successfully complete laboratory experiences and write laboratory reports for these experiences.

**ENVIRONMENTAL SCIENCE** – Advanced Placement/Standard 1 Credit  
*Grade 12*

*Grade 11 with department recommendation*

Prerequisites: Students must have successfully completed a three-year Regents science sequence.

Two Environmental Science curriculums will be offered. This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. This is a hands-on, activity-based course. It is an interdisciplinary course and investigates the following themes. Science is a process. Energy conversions underlie all ecological processes. The earth is an interconnected system that can be altered by Man. **Students enrolled in advanced placement must successfully complete a year-long enhanced curriculum. THE COURSE CULMINATES WITH THE ADVANCED PLACEMENT EXAMINATION IN MAY.**

**BIOLOGY** - Advanced Placement 1 Credit  
*Grade 12*

*Grade 11 with department recommendation*

Prerequisites: Students must have successfully completed a three-year Regents science sequence. Performance in Living Environment Honors and Chemistry Honors are indicators of success for this course.

The purpose of this course is to provide students with the opportunity to study college level biology.

The aim of the course is to achieve the following:

- an in-depth understanding of the fundamental principles of biology;
- skills in the biological processes and the experimental method;
- awareness and understanding of the relationships, similarities, and differences amongst living organisms;
- an ability to reason inductively;
- independent research in areas of specialization;
- knowledge of the facts, principles, and processes of advanced biology;

- understanding of the means by which biological information is collected, interpreted, and formulated into hypotheses from the available data as well as used to make predictions;
- understanding of the social consequence of scientific investigation.

The contents of this course include selected topics in: the unity and diversity among living things; maintenance of living organisms; human physiology; reproduction and development; genetics; biochemistry; and evolution. **THE COURSE CULMINATES WITH THE ADVANCED PLACEMENT EXAMINATION IN MAY.**

**HUMAN BODY AND HEALTH SCIENCES** - Standard

0.5 Credit

Grades 11-12

Prerequisites: Successful completion of Earth Science and Living Environment courses; must have passed one Regents exam in science.

Human Biology and Health Sciences is an elective course that integrates class work, dissections and other laboratory experiences to present the human as a marvel of biological engineering. The course focus will be on the fundamentals of human anatomy and the functions of the major systems of the body, contemporary health issues and nutrition. In addition to human biology, the course will explore health science opportunities in the real world. Students will be required to complete ten (10) community service hours in a health science position. This is a semester course.

## SOCIAL STUDIES DEPARTMENT

***“The ability to think straight, some knowledge of the past, some vision of the future, some skill to do useful service, some urge to fit that service into the well-being of the community. . . that’s the most vital thing that education must try to produce. “ - Gildersleeve***

### **GLOBAL HISTORY & GEOGRAPHY – Honors**

1 Credit

*Grade 9*

Global History & Geography (Honors) is a full-year course taught in the ninth grade to freshmen that exhibited a high level of social studies achievement and an interest in making a strong commitment to the study of Global History & Geography.

Problem solving skills, such as critical thinking, evaluating, examining, analyzing, synthesizing, and extrapolating, are encouraged. Textbooks, paperbacks, primary sources, and additional outside readings are used by students to explore units from the Ancient World through the Enlightenment.

The objectives and goals of Global History and Geography (Honors) demand extensive reading on behalf of the students, including summer assignments before entering ninth grade.

### **GLOBAL HISTORY & GEOGRAPHY I - Standard**

1 Credit

*Grade 9*

Begins with an "Introduction to Global History in the Ancient World" and culminates six units later with "The Enlightenment and Revolution 1750-1800." The program is based on the following course themes:

- The interconnectedness of cultures across time and space
- Causes and effects of major events
- Change and resistance to change
- Similarities and differences among diverse cultures
- Evolution of different political, economic, and social systems
- Spatial and temporal organization of culture
- Using primary sources to understand culture.

## **GLOBAL HISTORY & GEOGRAPHY II – Regents**

1 Credit

*Grade 10*

Grade 9 History and Geography provides the opportunity to study man's recorded past in a chronological framework. The program is based on the following course themes:

- The interconnectedness of cultures across time and space
- Causes and effects of major events
- Change and resistance to change
- Similarities and differences among diverse cultures
- Evolution of different political, economic, and social systems
- Spatial and temporal organization of culture
- Using primary sources to understand culture.

Grade 10 begins with "The Age of Revolution 1750-1914" and culminates five units later examining "Global Connections and Interactions."

All students will take the Global History & Geography Regents Exam upon completion of Global History & Geography II.

## **EUROPEAN HISTORY - Advanced Placement**

1 Credit

*Grade 10 (Will Fulfill Global History & Geography II Requirement)*

*Grade 11 & 12 (Elective - Prerequisite Global History & Geography II )*

This is a college level course in European History that is designed to prepare students to take the Advanced Placement Examination. A college level textbook supplemented by outside readings is used. Students are required to write a term paper, and to complete summer assignments before the beginning of the course. The course is divided into six units:

Unit I The Age of Transition, 1450-1648

Unit II The Age of Reason, 1648-1789

Unit III The Age of Revolution, 1789-1848

Unit IV The Age of Nationalism, 1848-1914

Unit V The Age of Total War, 1914-1945

Unit VI The Contemporary Age, 1945-Present

Topics covered include the Renaissance, the Reformation, Absolutism the Enlightenment, the French Revolution, the Industrial Revolution, Imperialism, World War I, and World War II. **This course culminates with the Advanced Placement examination in May. Students are also required to take the Global History & Geography Regents examination given in June.**

**UNITED STATES HISTORY – Advanced Placement**  
*Grades 11-12*

1 Credit

Advanced Placement United States History is designed to prepare students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States History. The program prepares students for intermediate and advanced college courses by providing the equivalent of a full year introductory college course.

Students use a college textbook, primary source documents, and additional outside readings to analyze and interpret significant events and issues in United States history. Extensive reading is assigned in the summer before the beginning of the course. **This course culminates with the Advanced Placement examination in May. Students are also required to take the United States History & Government Regents examination given in June if they have not taken the exam previously.**

**UNITED STATES HISTORY AND GOVERNMENT – Regents**  
*Grade 11*

1 Credit

The Grade 11 United States History & Government Course is designed to prepare students for the New York State Regents examination in United States History and Government. A textbook, paperback books, and outside readings are used to understand common themes and analyze controversial issues.

United States History & Government consists of six units of study. They are:

- Unit I Constitutional Foundations for the United States Democratic Republic
- Unit II Industrialization of the United States--1865-1920
- Unit III The Progressive Movement -- Response to the Challenges Brought About by Industrialization and Urbanization at Home and Abroad Prosperity and Depression--1917-1940
- Unit IV The United States in an Age of Global Crisis-- Responsibilities and Cooperation --1933-1960
- Unit V A World in Uncertain Times -- 1950 to the Present

**Students are required to take a Regents Exam upon completion of the course.**

## **GRADE 12 - SOCIAL STUDIES**

All students are required to take a fourth year of Social Studies, which consists of one semester of Economics and one semester of Participation in Government.

**MACROECONOMICS** – Honors 0.5 Credit  
3 College Credits – St. Thomas Aquinas College  
**Application and Approval Required – See Instructor**

Students who register for the three college credits and successfully complete the course are entitled to a regular St. Thomas Aquinas College transcript recording the credits earned. The course, which is taught by an adjunct instructor of St. Thomas Aquinas College, enables students to gauge their abilities to do college work in an introductory freshman-level course before full-time college study.

Macroeconomics is designed to provide honors students the opportunity to continue to develop analytic skills and factual knowledge necessary to deal critically with the problems relating to the American economy.

Macroeconomics consists of the following units of study:

### Unit I - Basics

1. Supply and Demand
2. Public Sector
3. National-Income Accounting

### Unit II - Major Problems

1. The Business Cycle Supply-Demand Imbalances
2. Unemployment
3. Inflation

### Unit III - The Keynesian Approach

1. Aggregate Spending
2. Potential Instability
3. Fiscal Policy

### Unit IV - The Monetary Approaches

1. Money and Banks
2. The Federal Reserve System
3. Monetary Policy

### Unit V - The Supply-Side Approach

### Unit VI - Current Policies

1. Theory and Reality
2. External Shocks
3. Long-Term Growth: Sources and Limits

**ECONOMICS – Standard**

0.5 Credit

## Unit I - Introduction to Economics and Economic Systems

1. Why Study Economics
2. Economic Systems
3. Supply, Demand and Prices

## Unit II - Elements of the Economy (Microeconomics)

1. The Consumer in the Economy
2. Business in the Economy
3. Labor in the Economy
4. Public Goods and Services

## Unit III - Bringing the Economic System Together (Macro-Economics)

1. Measuring the Economy
2. Money
3. Unemployment, Inflation and Distribution of Income
4. Types of Taxes
5. Economic Growth as a National Policy Goal

## Unit IV - The United States and the World Economy

1. Reasons for International Trade
2. Characteristics of Alternative Economic Systems
3. Economic Problems of Developing Nations
4. The Economics of Population Growth, and Resource Scarcity

**PROJECT ADVANCE – PUBLIC AFFAIRS - Honors**

0.5 Credit

3 College Credits – Syracuse University

**Application and Approval Required – See Instructor**

Syracuse University Project Advance is a cooperative program between the Maxwell School of Public Affairs & Citizenship at Syracuse University and Nanuet High School that allows high school students to enroll in a freshman-level college course. Students who register for the three college credits and successfully complete the course are entitled to a regular Syracuse University transcript recording the credits earned. The course, which is taught by an adjunct instructor of Syracuse University, enables students to gauge their abilities to do college work in an introductory freshman-level course before full-time college study.

The Public Affairs course is designed to improve students' abilities to analyze, evaluate, synthesize, apply, identify, and forecast the basic components of a public policy. The stages of creating a public policy begin with learning how to locate, collect, use, and present information from surveys, print and on-line resources, and interviews. Students will work cooperatively in teams to develop a public policy, assess its costs and effects, and create strategies for its implementation.



Course requirements include five Module Papers, a “Quality” Team Project, Community Service, and Class and Community Participation Projects. Public Affairs is a one-semester course that satisfies the Participation in Government requirement for graduation.

**PARTICIPATION IN GOVERNMENT – Standard**

0.5 Credit

Unit I - Introduction

1. Importance of Citizen Participation in a Democratic Society
2. Assessment of Students' Current Knowledge of the Structure and Function of Government
3. Introduction to Public Policy Issues
4. The Values Which Influence Public Policy Decisions
5. Introduction to Decision Making and Problem Solving

Unit II - Analyzing Public Policy Issues and Problems

1. Nature and range of skills involved
2. Assessment of students' current ability to monitor, forecast, and evaluate societal conditions
3. Sequenced activities using case studies to develop new skills and understanding
4. Analysis of individually selected public policy issues

Unit III - Making Decisions

1. Nature and range of skills involved
2. Assessment of student's current ability to establish criteria
3. Sequenced activities, using case studies to develop new skills and understanding
4. Making decisions in individually selected public policy issues

Unit IV - Implementing the Decision (Solving the problem)

1. Nature and range of skills involved
2. Assessment of student's current ability to identify resources and constraints and to plan
3. Sequenced activities, using case studies to develop new skills and understanding
4. Implementation work in individually selected public policy issue areas

## **SOCIAL STUDIES ELECTIVES**

All juniors and seniors may choose to participate in the Elective Program which offers the following courses:

- Criminal Justice
- Psychology
- Sociology
- Principles of Law

### **CRIMINAL JUSTICE – Standard**

0.5 Credit

3 College Credits – Dominican College

This is an excellent introduction for any student interested in pursuing a career in law or law enforcement. The topics covered include law and the constitution, criminal justice due process, the police officer as a local law enforcer, crime, the role of lawyers and the district attorney, and the courts and corrections. Outside agencies and experts play a key role in the presentation of the course. Field trips, case studies, audio-visual materials, simulations, and mock trials supplement class discussions.

### **PSYCHOLOGY – Standard**

0.5 Credit

3 College Credits – Dominican College

This is designed to familiarize students with the various sub fields of psychology including biological, clinical, comparative, counseling, developmental, educational, industrial, and social. Different approaches to psychological counseling including psychoanalysis, behavior modification, and humanistic psychology will also be covered. Students will be introduced to the scientific method as it is employed in psychological research. Case studies, class experiments, and theories of personality will all be explored. A brief overview of the historical development of psychology will be discussed.

Upon completion, students should have a better understanding of what psychology is and what psychologists do. At the minimum, they should have a better understanding of themselves. At the maximum, they may be encouraged to investigate this field further on their own or in their subsequent studies.

**SOCIOLOGY – Standard**

0.5 Credit

The objectives of the course are

- a) To understand human nature.
- b) To study the elements of society, particularly the relationships and interactions of people and groups.

The course includes a study of the following:

1. The Meaning of Culture
2. Basic Sociological Terminology
3. The American Family
4. Criminology/Deviance
5. Suicide

**PRINCIPLES OF LAW – Honors**

0.5 Credit

3 College Credits – St. Thomas Aquinas College

**Application and Approval Required – See Instructor**

Students who register for the three college credits and successfully complete the course are entitled to a regular St. Thomas Aquinas College transcript recording the credits earned. The course, which is taught by an adjunct instructor of St. Thomas Aquinas College, enables students to gauge their abilities to do college work in an introductory freshman-level course before full-time college study. This is an advanced business law course suited for any student interested in pursuing a career in law or business. The topics covered include learning about the different types of contracts and corporations, real estate law, business ethics, employment law, business crimes and current issues in business law. Students will be expected to actively participate in class through individual and group presentations and debates. Computer research and newspaper reading are also emphasized.

## **SPECIAL EDUCATION, REMEDIAL, AND STUDENT SUPPORT CLASSES**

For students with special learning and/or behavioral needs, a wide array of services is available.

### **ACADEMIC INTERVENTION AND REMEDIAL SERVICES**

Based upon classroom functioning and performance on program and state assessments, students may be recommended for remedial and/or other support services. Most of these services are non-credit bearing, yet support curriculum demands for our students. They include the following:

- Academic Intervention Services in the Content Areas
- Counseling Services
- English as a Second Language (ESL)
- Remediation (English Language Arts and Math, as needed)

### **SPECIAL EDUCATION SERVICES**

Students who are classified for special education services are enrolled in programs based on the recommendations of Nanuet's Committee on Special Education (CSE) and as indicated in each student's Individualized Education Plan (IEP). The following services may be offered each year, depending on student needs, diploma requirements, state regulations and sufficient enrollments. These include the following:

- **Integrated Classes**  
These are classes that contain both classified and regular education students. Often, they are team taught by regular education and special education staff members. Some sections may have a teaching assistant to help support student learning. The Regents curriculum is followed, with appropriate student accommodations. Credit is awarded at the Regents or Local level, depending upon the curriculum and student achievement in light of state requirements.
- **Resource Room**  
Resource support is typically provided across all curriculum areas and also to improve literacy. Resource Room is a non-credit bearing period.
- **Related Services**  
If indicated on a student's IEP, related services such as counseling, speech and language, O.T., P.T., and teachers of the Hearing Impaired are provided. These are non-credit bearing supports.

## **LIFE SKILLS CLASSES**

The Nanuet Committee on Special Education (CSE) may recommend students with learning and/or developmental disabilities for half-day Life Skills classes. Upon completion of their high school careers, these students will receive a Skills and Commencement Credential. Students may participate in elective courses, as appropriate. Examples of this participation are inclusion in art, technology or our school music program. For approximately half of each day, students in this program also participate in our on-site vocational school store program (Knights' Crossing), engage in a workforce preparation program at community job sites, and/or attend the Rockland BOCES Career and Technical Education Center. The age range of pupils in this program may be from fourteen to twenty-one years of age.

The curriculum in these classes focuses upon independent living skills. These include functional language arts, math, social studies and science/health skills, basic computer operations, social and communication skills, and pre-vocational training. Programmatic speech and counseling are available. Community service projects are woven into the curriculum. As mandated by New York State regulations, students participate in New York State Alternate Assessments rather than Regents exams.

## WORLD LANGUAGES DEPARTMENT

*“To have another language is to possess a second soul.”- Charlemagne*

### **SPANISH I – Standard**

1 Credit

This course offers the student the opportunity to learn a foreign language for the purpose of communication. It satisfies the objectives of functional proficiency at Checkpoint A, as outlined in the New York State syllabus. The student will be able to socialize, to provide and obtain information, to express personal feelings on a variety of topics, and to persuade others to adopt a course of action.

### **FRENCH II and SPANISH II – Standard**

1 Credit

Prerequisite: Successful completion of Level I at a skill level necessary to enter Level II

Expanding on the same topics covered in Level I and within the framework of socializing, providing and obtaining information, expressing personal feelings, and persuading others to adopt a course of action, the student increases his/her level of proficiencies and applies them to new situations. Structures are more complex than in Level I.

### **FRENCH III and SPANISH III – Regents**

1 Credit

Prerequisite: Successful completion of Level II at a skill level necessary to enter Level III

The student will continue to develop the levels of proficiency and to apply them to new situations in order to satisfy the objectives of Checkpoint B. The student will be able to understand frequently used tense forms, and word-order patterns. He/she will also be able to initiate and sustain conversations, to understand simple narrative and descriptive authentic materials and to write simple notes, letters and reports comprehensible to native speakers. **Upon completion of the course, the student will take a locally developed final exam that tests the student’s skills in speaking, listening, reading and writing. In order to earn Regents credit for the course, students must pass both the course and the final exam.**

### **FRENCH IV and SPANISH IV - Honors**

1 Credit

3 College Credits – **State University of New York at New Paltz**

Prerequisite: Successful completion of Level III at a skill level necessary to enter Level IV

This course is designed for the student who has successfully completed Level III. Class discussions are conducted in the language. The student continues to perfect grammatical structures, to enhance vocabulary, and to improve listening

and speaking skills. An important part of the course is reading, summarizing, and discussing selected literary works, films and other authentic documents (newspaper and magazine articles, etc.). Emphasis is placed on writing about a broad range of topics and opinions of general interest. This course prepares students to continue language study at the Advanced Placement level, or Level V, in their senior year.

**FRENCH V and SPANISH V – Regents**

1 Credit

Prerequisite: Successful completion of Level IV at a skill level necessary to enter Level V

This course is designed for the student who has successfully completed Level IV. In this course, the student will continue the study of Spanish at the advanced level for high school credit. Through the study of literature and culture, the student will enhance his/her skills in listening, speaking, reading and writing. Level V Spanish will prepare the student for further study at the college level.